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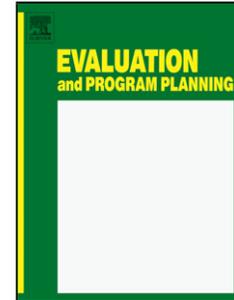Title: Monitoring and evaluation of strategic change programme implementation—Lessons from a case analysis

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Title:

Monitoring and evaluation of strategic change programme implementation – lessons from a case analysis

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Highlights

- Senior management willingness to evaluate is crucial.

- Prerequisites are governance, planning, transparency and cultural understanding.

- Assess the "hard" and "intangible"; evaluation must be clear, open and accountable.

- Evaluation is multi- role, covering the business, programme and external review.

- Methods are fluid by time and role, evaluation is formal and informal.

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1. Introduction

1.1. Background to change evaluation

Successful implementation of change requires high levels of skill and ability and is a crucial process in the pursuit of organisational competitiveness (Burnes, 2009; Todnem By, 2005). Numerous models have evolved to support this change process effectively, although in reality, a significant number of studies suggest the majority of change programmes end in failure (Alvesson & Sveningsson, 2008; Ashkenas, 1994; Balogun & Hope Hailey, 2008; Beer, Eisenstat, & Spector, 1990; Beer & Nohria, 2000; Burke, 2011; Burnes, 2009; Capgemini, 2010; Gilmore, Shea, & Useem, 1997; Grey, 2003; Hughes, 2010, 2011; IBM, 2008; McKinsey, 2008; Sorge & van Witteloostuijn, 2004; Todnem By, 2005; Woodward & Hendry, 2004). Assessing the efficacy of such programme change is problematic in itself (Iles & Sutherland, 2001), with associated uncertainty further exacerbated in the absence of any formal monitoring and evaluation (Millmore, *et al.*, 2007). Without such intervention, it is perhaps likely that the organisations undertaking change will witness recurring failures and be subsequently unsuccessful (Gustafson, *et al.*, 2003). Walton and Russell (2004) note the existence of little formal knowledge about how change can be monitored or evaluated:

> *"[…] still little formulaic knowledge about how to create definitive and sustainable change, much less how to measure or evaluate real change […] As some have pointed out, despite over 50 years of being a field, we have little more than rehashed concepts and simplistic ideas (Walton & Russell, 2004, p.145)."*

Evaluation is defined as systematic assessment of the merit of an activity (Joint Committee on Standards for Educational Evaluation, 1994). Russ-Eft & Preskill (2009) define evaluation in terms of an activity being systematic, planned and purposeful, involving the collection of data on questions and issues relating to the organisation and its change programme. They consider evaluation to be process for developing understanding, creating knowledge and facilitating decision-making to enhance an organisation, programme or process (Russ-Eft & Preskill, 2009). Such evaluation can represent an ongoing intervention with recurring time-based assessment, in which case the term '*monitoring'* is applied (Rossi, Lipsey, &

Freeman, 2004). The necessity to include evaluation, aligned to clear success criteria is advocated by Skinner (2004a), although she further notes the rarity of such formal evaluation in support of change implementation being put in place. Stufflebeam and Shinkfield (2007) suggest the achievement of beneficial and long lasting changes require an underpinning provided by formal, systematic, thorough and disciplined evaluation procedures. They advocate the necessity of ensuring rigorous design, data collection and analysis of information, supported by formal and effective communication of related findings.

1.2. Study Background

This paper is based on a single case study approach and considers a global strategic change programme implementation within a European-based major industrial company from the oil and gas sector. The study represented an applied real world research approach (Robson, 2011) with summative evaluation of the strategic change programme post-implementation. The case was selected because of its size and complexity, alongside the comprehensiveness of the programme and associated evaluation. The programme comprised the introduction of a standard global business model, streamlining and standardisation of global business processes and a standard design model and implementation of an organisation-wide ERP system. This extensive change agenda affords the potential to provide many different insights and opportunities for organisational learning (Hartley, 2004; Robson, 2011; Stake, 2005). The strategic change programme was managed effectively, therefore potentially showcasing good practice in how to plan, organise, implement and learn from such a comprehensive change implementation (Flyvbjerg, 2011; Siggelkow, 2007). The primary research comprised 25 semi-structured interviews with various executives, project managers and business consultants. The interviewees performed more than 65 roles within the programme at global and local levels spanning a cluster of countries across EMEA.

1.3. Study value and target audience

To date, there is arguably limited formal knowledge and few methodologies or standards for monitoring and evaluating strategic change implementation (Hughes, 2010; Todnem By, 2005; Walton & Russell, 2004). This assessment has some, but relatively limited recognition in the practitioner oriented arena such as the Project

Management Institute (e.g. Cleland & Ireland, 2006; OGC, 2007; PMI, 2013a, 2013b). The paper seeks to address this gap by focussing on the operationalisation of monitoring and evaluation activities, giving particular priority to the "*who*" (organisational roles, responsibilities and accountability) and "*how*" (methods and tools) rather than on the "*what*" to monitor and evaluate. In doing this, the paper discusses in a generic and transferable sense the challenges, barriers and prerequisites that enable the operationalisation of systematic monitoring and evaluation in strategic change programme implementations.

This study targets academics with an interest in change implementation and strategic management and practitioners across various business sectors involved in managing related work, particularly involving transnational, time, resource and finance-intensive projects. Its contribution centres on addressing issues raised by decision-makers responsible for such significant change implementation.

2. Literature Review

The literature considered will build upon the definitions of evaluation and monitoring presented in the paper's introduction by considering their purpose and benefits, types of evaluation and the barriers and challenges faced in their successful deployment.

2.1. Purpose and benefits of evaluation

Programme evaluation generates information and assessment about the effectiveness of the change initiative being put in place within an organisation in order to reduce uncertainty (Robson, 2011; Rossi, *et al.*, 2004; Russ-Eft & Preskill, 2009). Love (1991) identifies information provision leading to improved management decision making and the development of a shared intra-organisational understanding as the basis of an effective change evaluation. Russ-Eft and Preskill (2009) recognise that many organisations begin with good intentions by considering the prospect of change evaluation, but do not achieve effectiveness by missing certain opportunities, not realising the full potential of the evaluation or the achieving various benefits it may deliver. They appreciate evaluation can enhance understanding amongst various stakeholders such as programme sponsors, managers and wider employee groups around organisational learning, programme performance and the impact of change implementations. Evaluation can afford opportunity for learning what works and what does not work, greater organisational understanding, how to improve actions and activities in the workplace, providing new or alternative insights into change programme implementation. Evaluation supports organisations and their decision makers in assessing and potentially meeting their pre-defined project goals (Russ-Eft & Preskill, 2009).

An evaluation's specific purpose, form and scope are programme-specific and depend on various criteria. These are driven by the context and associated organisational conditions in which the change and associated evaluation will take place, the target (employee) groups and stakeholders to be involved and how they will process the related information, alongside the nature of the programme and the time-points within the change process when the evaluations are being conducted (Rossi, *et al.*, 2004; Stufflebeam & Shinkfield, 2007).

Finally, evaluations have the potential to add to organisational value if they are undertaken systematically and where related information and results are appropriately implemented (Patton, 2008; Russ-Eft & Preskill, 2009). For Pedler *et al.* (1991), the deliberate and systematic structuring of programme evaluation characterises a learning organisation, and as such, the importance of evaluation in successful change programmes is widely acknowledged within the organisational change literature. Without formal monitoring and evaluation processes, a changing organisation is less likely to be certain that it will ultimately achieve change success (Millmore, et al., 2007; Thornhill, Lewis, Millmore, & Saunders, 2000). In turn, this increases the probability that the implemented initiative or programme will deliver comparable failures or shortcomings to those associated with the processes it has sought to replace (Garvin, 1993; Gustafson, *et al.*, 2003). Table 1 presents a range of purposes and potential benefits provided by a formal evaluation process.

[Table 1 here]

2.2. Types of evaluation

In general, there are two main categories of evaluation; formative and summative evaluation. These two types of evaluation share a number of common objectives. They are based on practical outcomes. Both aim to accordingly deliver practical solutions, supporting successful task execution and ultimately, the implementation of the change programme. In short, they are seeking to produce effective knowledge for action (Blaikie, 2009).

2.2.1. Formative evaluation

Formative evaluation is located *during* the development process of a programme. It provides guidance for programme stakeholders to ensure and improve the programme's operations and quality, thereby enhancing its implementation (Stufflebeam & Shinkfield, 2007). Conducting formative evaluation represents a "*live*" and proactive activity, which seeks to provide continuous feedback where associated information supports an improvement-focused process. This may further develop, refine or revise aspects of the change process being evaluated (Russ-Eft & Preskill, 2009). Over the course of a change programme, formative evaluation supports programme managers by permitting fluid assessment of implementation plans, generating interim results that guide and underpin decision-making (Stufflebeam &

Shinkfield, 2007). This formative evaluation focuses on improving and fine tuning, and as such, employs continuous feedback during its implementation (Blaikie, 2009). Table 2 presents various formative evaluation questions.

[Table 2 here]

Formative evaluation can be formally referred to as "*Programme, implementation or process evaluation and monitoring*". Patton defines programme evaluation as:

> "*[…] systematic collection of information about the activities, characteristics, and results of programs to make judgements about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding […] (Patton, 2008, p.39).*"

Davidson (2005) proposes that the evaluation of programme implementation provides a critical assessment of the quality or value of all programme aspects, short of outcomes and costs. Process evaluation seeks to verify that the programme is undertaken and operates according to pre-defined plans (Mertens & Wilson, 2012; Scheirer, 1994). Implementation evaluation often represents the core of a formative evaluation providing information and feedback to programme managers and sponsors (Rossi, *et al.*, 2004). When a new programme is being implemented, it is often to replace an existing programme that has not achieved satisfactory deliverables, therefore, comparison as part of the formative evaluation may seek to identify positive as well as negative aspects of the change implementation relative to what it is superseding (Mertens & Wilson, 2012; Stufflebeam & Shinkfield, 2007). Furthermore, Mertens and Wilson (2012) suggest this evaluation can help to reassess a programme's appropriateness under changing conditions, examining stakeholders' perceptions and acting upon their experiences. By doing so, the resulting information provides potentially useful insights into the change programme's effectiveness (Mertens & Wilson, 2012). Patton (2008) notes that process evaluation focuses on internal dynamics and operations in order to understand the strengths and weaknesses of a programme. This infers that process concerns itself with what happens in the programme, alongside causes, as well as how participants experience and perceive the programme. The time-line for this assessment is day-to-day. This kind of evaluation gives consideration to formal

programme activities and anticipated outcomes, extending this assessment to informal inputs and unexpected consequences defined by the full context of the programme implementation. In collecting data, such a comprehensive process evaluation captures diverse perspectives from different stakeholders involved in the programme, thereby gaining providing unique insights from their understanding and experiences (Patton, 2008).

As indicated earlier, where process evaluation represents an ongoing activity involving recurring measurements over time, the term *monitoring* is used instead of evaluation (Rossi, *et al*., 2004). Monitoring represents the systematic and continual documentation of key aspects of programme performance, where its operations during the implementation phase are benchmarked against initial plans (Mertens & Wilson, 2012; Rossi, *et al*., 2004). Programme monitoring provides routine data on programme completion, participation levels, assessment against pre-defined performance indicators, alongside consideration of ad-hoc issues (Mertens & Wilson, 2012; Patton, 2008). Owen (2006) suggests monitoring typically takes place when a programme implementation is on-going but has moved to a phase in its life cycle of being well-established. A key role for monitoring is the communication of the success, or otherwise, of the programme implementation. The information primarily serves the programme management and other main stakeholder groups, e.g. sponsor, programme leader or programme management team (Mertens & Wilson, 2012).

2.2.2. Summative evaluation

Summative evaluation is conducted to determine the overall success of a programme implementation leading to a terminal evaluation (Russ-Eft & Preskill, 2009). As its name suggests, a summative evaluation is undertaken post-programme implementation to assess its overall level of success in meeting or exceeding its pre-defined objectives (Blaikie, 2009). This kind of evaluation represents a retrospective assessment of the change initiative, acting on and supplementing collected information (Stufflebeam & Shinkfield, 2007). The summative evaluation is targeted at stakeholders such as sponsors, development staff and decision-makers internally alongside consumers from an external perspective.

Outcome and impact evaluations represent to particular types of summative evaluation that seek to assess the effectiveness of a change programme (Mertens & Wilson, 2012). Their value is highlighting the extent to which a change programme has achieved its pre-defined goals. This assessment affords the opportunity to support subsequent decision-making and providing support for post-implementation actions such as achieving further funding, making revisions to the change programme or defining replications for future roll-out (Mertens & Wilson, 2012; Russ-Eft & Preskill, 2009).

Outcome evaluation offers a focuses on short-term results and provides a continuous measurement of the intended outcomes of the programme (Mertens & Wilson, 2012; Rossi, *et al.*, 2004). According to the "*Programme Manager's Planning Monitoring and Evaluation Toolkit*" (United Nations Population Fund, 2004) outcome evaluation measures the extent of achieving a programme's outcome, it provides assessment of the inherent reasons for success or failure and it identifies critical lessons learned from the change process from which it offers recommendations relating to performance improvement. The purpose of an outcome evaluation is to enhance stakeholder understanding of intentional changes in knowledge, skills, attitudes and practices resulting from the change programme and resultant implementation (Russ-Eft & Preskill, 2009).

In contrast, *impact evaluations*, also often termed *impact assessment*, assesses a change programme from the perspective of its longer-term results (Rossi, *et al.*, 2004). Patton (2008) suggests that an evaluation of impact often considers the extent to which the outcomes experienced by the changing organisation can be attributed in full or part to the change programme or any of its associated sub-components. Table 2 displays some of the key questions relating to summative evaluation.

2.3. Potential challenges and barriers to programme evaluation

In order to overcome obstacles in the effective deployment of monitoring and evaluation activities, it is essential that there is organisational and individual willingness to engage (Skinner, 2004b). Since strategic change programmes are mostly initiated from senior management, their initiation of monitoring and evaluation

is crucial, and given this is part of the start of the change process, it is arguably of paramount importance. The role of governance and associated accountability are highlighted by Russ-Eft and Preskill (2009), alongside consciously taking a lead on evaluation and the implications of its outputs. Willingness to engage across different strata of employees has various inhibitors. Political barriers and hidden agendas held by employees accountable for a programme implementation represent key barriers (Easterby-Smith, 1994; Fox, 1989; Norris, 2005; Russ-Eft & Preskill, 2009; Skinner, 2004b).

(Russ-Eft & Preskill, 2009) stress the importance of understanding the context of the organisation, its strategic change programme and the implications of change from the outset of the change initiative. Change success must be subject to detailed definition pre-change including a prescription on how success, or otherwise, will be judged (Andersen, Birchall, Jessen, & Money, 2006; McLeod, Doolin, & MacDonell, 2012; Turner & Zolin, 2012). The need for consistency in approach is also emphasised (Russ-Eft & Preskill, 2009; Stufflebeam & Shinkfield, 2007), as is stakeholder alignment based on their involvement and engagement, alongside appropriate communication and trust in the change agenda (Russ-Eft & Preskill, 2009). The latter also recognise the paucity of dedicated knowledgeable and experienced resources as inhibitors to effective evaluation.

Other barriers to formal monitoring and evaluation are perceived lack of need, negative experiences from previous change implementations, a fear of having to respond to negative outcomes and the value of the change programme itself. The effort required to put an evaluation into practice may be estimated outweigh any benefits (Millmore, et al., 2007; Patton, 2008; Russ-Eft & Preskill, 2009; Skinner, 2004b). There is conflicting recognition given deploying either objective-quantitative or subjective-qualitative assessment in this evaluation (Butler, Scott, & Edwards, 2003), with an ongoing barrier being the importance attached to assessing various "*softer*" aspects of change implementation comprising leadership, understanding, (mental) readiness or stakeholder attitudes (Phillips & Pulliam Phillips, 2007). The latter also point to the difficulty in decomposing a significant change initiative into smaller, self-defined actions and assessing their impact within the process of evaluation.

Finally, shortcomings in programme management and planning are key inhibitors to effective change evaluation. Organisational structures, individual roles and responsibilities, alongside assessment methodologies, activities, timelines and resources are emphasised as essential components to management and planning (Gray, 2009; Robson, 2011; Russ-Eft & Preskill, 2009).

2.4.   Summary

In assessing the literature relating to change implementation evaluation, the role of employees in both positive and negative senses has been highlighted. A related gap emerging in this assessment is the "*who*" in terms of specific stakeholders taking on particular roles, and associated with it, is "*how*" this contribution will be realised. The "*who*" and "*how*" will form the basis of the primary study. Change programmes are subject to significant variation, based on time, resource, cost and specifically context, all of which will impact on "*what*" would be involved in change evaluation. As a consequence, this will not represent part of the paper focus moving forward, although their significant programme contribution is understood.

3. Study Design

3.1. Research approach and methodology

The study represents a real world research undertaking (Robson, 2011). The research focussed on issues with direct relevance to a case organisation having implemented a significant strategic change programme and its employees to seek a greater understanding about this implementation and its associated evaluation. The work provides suggestions and recommendations for employees responsible for managing change or those conducting its monitoring and evaluation on large-scale, complex interventions. In doing so, the study has major potential to make a contribution to professional practice (Robson, 2011).

The research was positioned on completion of a summative evaluation of the change implementation within the selected case organisation. As indicated in the literature review, a summative evaluation is conducted after change has been implemented and it examines the consequences of the adoption of particular courses of action and the overall effectiveness of the change project against the original pre-defined project objectives (Blaikie, 2009; Millmore, *et al.*, 2007; Rossi, *et al.*, 2004). The research presented here seeks to identify the prerequisites that are essential to enable systematic monitoring and evaluation in strategic change programme implementation and to identify and assign responsibilities and methods to monitor and evaluate identified critical success factors, thereby answering the "*who*" and "*how*" in the deployment of these duties.

The research methodology considers the collection and assessment of empirical data using a single case study (Yin, 2013). The change programme had strategic level implications for the case organisation. As a wide-ranging intra- and inter-organisational intervention, it was time, resource and finance intensive, encompassing high levels of complexity within its execution, thereby lending itself to substantial organisational learning (Stake, 2005). As such, it is suitable for case-level assessment involving significant stakeholder input capturing multiple levels of management and role, providing an example of a real-world problem using a range of inter-related evidence sources (Robson, 2011) and where a desired outcome is process or service improvement (Stufflebeam & Shinkfield, 2007). The number of case employees engaged in the research enabled the investigators to reach a

potential level of data saturation through the collection of context specific rich data (Hartley, 2004).

3.2. Case Organisation

The case scenario relates to a strategic global change programme implementation undertaken by of one of the six oil and gas "*super majors*". The change programme aimed to increase efficiency and improve organisational competitiveness through the introduction of a global standard business models in its "*Downstream*" business, alongside streamlined and standardised global business processes, a global standard organisation model, and a common, company-wide, ERP system implemented across 36 countries. The focus of this study related to change implementation across Germany, Austria, and Switzerland; comprising 11 processes that span 14 lines of business and function. The aims and anticipated benefits of the strategic change programme were:

- A reduction in complexity and increase in efficiency by implementing new business models and global processes.
- Achieving efficiency by simplification and standardisation as a key driver towards operational and functional excellence.
- Provision of better customer service.
- Implementing IT as enabler by implementing global SAP system and adapting Connected Application Portfolio in order to achieve the above.
- Improving business performance, growth, doing business more profitable, increasing competitiveness.

3.3. Data collection and analysis

In order to assess a broad experience of the SCP implementation 25 semi-structured interviews with employees were conducted (around three years after project "*Go-live*", with around two years left for the full roll-out of the change programme). These 25 interviewees performed more than 65 roles within the SCP at global and local levels as well as in implementations of the same programme within other countries. This afforded a broad, in-depth and multi-faceted view and understanding of the programme, consistent with the benefits of a case analysis. The interviews covered numerous inter-related roles giving both a strategic and operational input; at the

global level these included Programme Director, PMO members, Business Implementation Manager and Process Expert. At a local level, these captured the Country Chair, business representatives, Programme Manager, IT Implementation Manager, Programme Planner, Programme Controller, Change Agent, leads covering Change Management, Organisation Design and Training, as well as representatives from HR and the work's council representative and external consultants. Consistent with the researchers' University policy on Research Ethics, both organisational and individual confidentiality and anonymity were assured, alongside organisational consent for the study. The name of both case organisation and its strategic change programme is not explicitly named in line with these guarantees. The programme name is abbreviated to SCP, as shown above and throughout the paper. Individual transcripts were signed off by the corresponding participants prior to analysis and dissemination of the research findings. Assessment of the developed interview transcripts involved a template analysis to organise and assess the narrative data based on the key thematic aspects of the change and evaluation processes (Buchanan, 2012; King, 2012), which has merit for large quantities of data (Buchanan, 2012). Interviewees were given the choice to participate in either English or German with necessary translation into English prior to assessment with Nvivo. The data quantity, number of participants and their role span would suggest that whilst generalisability from a single case is inadvisable despite contradictory suggestions based on case context and selection (Flyvbjerg, 2006). The findings are potentially relevant to comparable strategic change settings based on "*transferability*" and "*fittingness*", for similarity of context (Lincoln & Guba, 1985).

4. Study Findings

4.1. Barriers to change implementation evaluation

Willingness to engage represents the major challenge cited by the study participants, without which, any programme evaluation and monitoring is considered to be pointless. One participant reports:

> *"…the key question is not whether you can measure or not, yes you can, but do I really want to measure … roles and responsibilities change over time … new people come in successively after a certain period … Would you take the blame for others if this [SCP] does not pay off?"*

The resistance to measurement is compounded by the necessity to embrace both objective and subjective assessments, particularly the "*soft*" dimensions including understanding, enhancing acceptance and changing behaviours as well as working across different cultural contexts, given the global nature of the case strategic implementation.

Decomposition of activities into small components and ascertaining "*cause and effect*" between tasks and linking these to tracked benefits is highlighted as challenging by the interviewees, as is giving appropriate levels of priority respectively to short-term and long-term gains, correspondingly defined as "*outcomes*" and "*impacts*". Deliverables anticipated within the change implementation that are either not in existence or are ready to go "*live*" represent barriers to evaluation, where assessment of such future events and associated benefits need greater understanding. Evaluation quality represents the final barrier highlighted in the interviews, potentially where change implementation is complex and involves dual evaluation comprising "*hard*" and "*soft*" outcomes, with a participant reporting:

> *"Quality is always very important, difficult, and important"* and *"…need to review somehow also … soft elements … did people understand what … and why you are trying to change … how do we measure this? This is … one of the most difficult things".*

Table 3 provides a summary of the key barriers reported in the interviews.

[Table 3 here]

4.2. Prerequisites for programme evaluation

The interview participants identified five key prerequisite areas as essential for the effective deployment of programme evaluation. These are strategic analysis and target setting, governance, programme planning, transparency and understanding cultural differences.

Strategic thinking is regarded by the research participants as essential, embracing an as-is analysis, recognising the competitive position of the organisation against both external and internal targets. This can enable recognition of priorities, which in turn, can be linked to potential activities within the different units that comprise the organisation. Given the strategic nature of the change implementation, its relevance to all areas of the business was reported by the participants. The extent of the assessment led to responses such as:

> *"…looking at competitors, looking at customers, detecting market trends, understanding … what does that mean for our organisation, how do we position ourselves…".*

There were also responses urging caution and proposing the setting of realistic aims, for example:

> *"…important … how to set up the project. Which parts can we do in parallel … the problem is you cannot do all at once ... process standardisation, simplification, organisation offshoring, outsourcing, business model changes, business portfolio changes … system replacements … all at the same time. This will kill you. You need to find a balance...".*

An essential underpinning of programme planning reported in the study is the deployment of measures that are aligned to the involvement of all of the key business functions. These functions must be afforded with clear roles, responsibilities and manageable work inputs (in line with the note of caution reported above), which from the context of the case organisation, are defined appropriately for both local and global settings. To enhance success, the interviewees advocated clear lines of communication supported by an effective structure of reporting and meetings, for example:

> *"…critical success factor … from the outset having clearly defined the different main areas of responsibility with respective main people in*

charge … and that everybody knows his own role and area of responsibility … the structure of the project … from the implementation point of view … was very good … clear structure, clear meeting structure … regular exchange with business leaders…".

Whilst acceptance was given to a centralised programme leadership amongst the participants, wider accountability and ownership are cited in the interviews as critical success factors. Equally, from the management of "*softer*" outcomes, shared understanding of the change process amongst relevant contributors is reported as paramount.

From a governance perspective, leadership and sponsor commitment are deemed crucial, with accountability, responsibility and channels of escalation of these inputs requiring definition at the outset. This leadership input extends further to the provision of adequate resources, particularly individuals or teams as necessary, to permit effective change evaluation, where experience from those deployed will permit holistic assessment as part of the change evaluation. Whilst leadership commitment to evaluation initiating and enabling is recognised, the study participants highlight the need for accountability around evaluation outcomes to be a crucial dimension of change governance. They recognise the benefits of this being devolved to a local functional level, supported a strategic level governing body affording complementary oversight. The necessity for a business-level approach and one involving expertise are supported by comments including:

"…must be a dedicated team … who does … reviews and this team … need to consist of the different businesses who are impacted. Not project team members, but business team members" and *"…you also need a lot of experience … the more you want to measure … the more you need someone who actually knows what am I actually measuring. And this is the experience which is very valuable."*

With regard to programme planning, the interviewees pointed to a number of areas for priority such as context and implication understanding, pre-defining success, ensuring the meaningfulness of those programme aspects to be assessed and ensuring objectiveness and consistency in the approaches adopted which are supported in the most appropriate way through methods, tools and technology.

Context implication needs an assessment about what information is readily available and this needs assessment at a macro level against organisational and change programme objectives, alongside associated benefits and changes, with targets being pre-defined, for example:

> *"…always define success criteria beforehand in order to be able to measure success and meaningfulness of the project and then for sure also take learning for the future."*

There is a call from the interviewees for items measured and the associated targets to be both meaningful and realistic, with recognition given to cited "*hard*" measures such as budgets, time and utilisation of particular targets, alongside their "*softer*" counterparts such as understanding, readiness for change and satisfaction. There is recognition of the importance of explicit and consistent documentation of information, which is further aligned to clear communication and assurance of its understanding by relevant stakeholders. Documenting, retaining and benchmarking against baseline data throughout the change implementation was given interviewee prominence, for example:

> *"…baselining and being able to compare. You need to document it, sounds simple, but it is sometimes forgotten … you need to repeat the exercise… you need to be able to compare it to other companies … departments … businesses … countries. You need to be able to compare it."*

The necessity to safeguard and empower employees by means of transparency, anonymity and impartiality were stressed by the research participants. Anonymity was considered crucial in the avoidance of individual fear and also to promote honest feedback, for example:

> *"…one of the most important prerequisite is openness. Openness of involved people responsible and also openness with managing resistance is absolutely important"* and *"…there needs to be trust … open and honest … otherwise people will not open up telling the truth"*.

The concept of transparency extends in the interviews to the necessity for open and honest communication, capturing both the outcomes and underlying processes of evaluation and the role played by individuals with responsibility, thereby avoiding

underplaying negative outcomes or hiding particular data or findings. Linked to transparency in the interviews were the terms "*confidence*" and "*trust*".

Finally, the necessity to understand cultural differences emerged, which is particularly important given the global context of the change implementation and this further reinforced the value of involving particular research participants who have experience of involvement in numerous multiple country change implementations. Recognition was given to the existence and potential pitfalls of differing reporting requests and issue disclosure by location, with concealment of key programme outcomes and differing (typically more optimistic) assessment of evaluation data thereby under or overestimating the true level of programme performance. There was further recognition here of the importance of relationship building to establish trust and moving towards a more common understanding of assessment and reporting. Table 4 provides a summary of the key prerequisites identified.

[Table 4 here]

4.3.   Monitoring and evaluation – putting into operation

This next part of the study findings considers the interview participants' experiences of "*live*" monitoring and evaluation practices, with emphasis on the "*who*" in terms of key stakeholders and the "*how*" that captures an understanding of the methods and tools employed.

4.3.1. Monitoring and evaluation stakeholders – "who"

The research participants identified the role of three stakeholder groups; representing business management, programme management and external review. Whilst their respective roles are distinct, participant recognition is afforded to their interlinking contribution to monitoring and evaluation, consistent with the change programme structure based on alignment and integration management across various business functions and work streams that further link local and global parts of the operation. There is necessity for integration between parts of the business and associated evaluation of the change programme, whose effectiveness is enhanced by established channels of communication between the various stakeholders groups, illustrated by Figure 1.

[Figure 1 here]

The interviews recognise senior management accountability for these communication lines and associated evaluation to be effective, supported from an operational perspective by a centralised programme management office and programme leader. The implementation of an effective evaluation is seen to operate in a multi-dimensional way incorporating strategic, tactical and operational outcomes, embracing multiple levels of importance and purposes and providing differing levels of information output on a timeline the pre-and post-programme implementation. This multi-faceted, multiple stakeholder input is supported by particular interview participant, reporting:

> *"In terms of the responsibility for monitoring and evaluation … this can be done more or less on all levels … the project organisation doing their bit … operational teams doing their bit … supporting organisations doing their bit … they might all look at the project but from different angles … This brings transparency … the project organisation might … most likely have the focus pretty much on the implementation of the project, whilst the operational teams should have the focus on the process execution starting from Go-live … they should all be involved but with different focus and maybe also different level of importance…"*

The stakeholder input from the core business encompasses different levels of the managerial strata, alongside role specialists including change agents and business analysts. This multi-role input is seen by the interviewees as crucial in affording the core business with a greater understanding of the necessity for evaluation in a substantial change programme, alongside responsibilities, KPIs, milestones and expected outcomes. There was recognition of a clear report line of information within the business, a "*bottoms-up*" reporting through the key functions to the programme management office, with the application of "*Floorwalkers*" at the operational level, tasked with process and IT application implementation considered essential. The vital interfacing role of the change agents between their business function and the programme is identified, with particular consideration given to the "*softer*" dimensions of understanding, capability and employee attitudes, with a sense of ownership being accordingly fostered:

> *"…you need the business to own the change … only if the business … tracks … success, but you [PMO, C&E²] enable them. You provide them with the tools, you explain it to them, you do the onboarding, you follow up, you provide assurance, you check, ask the questions. But only if they themselves … actually go into their baseline they set … their comparable data ... So what is success for … the business. And let them monitor their success. Then they will also support the whole journey."*

From the more technical perspective, a centralised programme management and its leadership are crucial for the successful collection of data, its processing and performance reporting. It encompasses a range of management levels and has close interface with key business functions and programme work streams both at local and global levels. An essential part of their structure is the interface and interlinking with the business management, with programme management afforded necessary programme authority, for example:

> *"… it is key that the business is doing it, that people are understanding it, why we are doing it … you need a moniter" and "…PMO organisation. Sometimes they were a pain in the neck, when they were asking you for progress figures, about costs and money ... those people keeping you on track every time and again."*

The participants stressed the importance of their neutral and impartial contributions to evaluation, achieved through organisational employees independent of the change programme, including external objectivity to particular aspects such as the global interventions. This is crucially regarded as bringing transparency and reliability, leading to trustworthiness. Their organisational insight is seen as bringing essential knowledge and context to the evaluation, with key roles for these reviewers incorporating strategic management, specialists and internal consultants providing operational excellence. The differing backgrounds cited lend themselves to external perspectives of programme evaluation by location, purpose and phase, key comments including:

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² C&E as abbreviation for "Change & Engage", the Change Management workstream of the strategic change programme.

"You need to have someone who is more or less impartial and can take a step away from the emotional conversations … an impartial scoping team that asks the right questions and focusses on the numbers, that is important…" and *"…people … who have … a very very good understanding of the organisation and who have for a very very long time … worked on the programme maybe … they would monitor the whole programme … the reviewers that group of people consisting of each business area from the business but not in the project team or in the local implementation…"*

Table 5 provides a summary of the stakeholders and their inputs to change programme implementation.

[Table 5 here]

4.3.2. Tools for monitoring and evaluation - "how"

The interviews identified four key tools essential for effective evaluation; meeting and reporting, reviews and assessments, dialogues and feedback and survey-based questionnaires. The essential underpinning of IT in supporting these tools is recognised.

An essential requirement of the meetings protocol is regularity of occurrence with a necessity for intensity rather than dilution post-implementation, breadth of stakeholder involvement, meetings being mutually aligned especially to support the local-global interface, supported by sharing, discussion and clear communication of data and findings. There is a necessity for management and leadership and the programme management team to have dedicated meetings.

Regular, standard reporting is considered to be usefully augmented by the inclusion of particular checkpoints to support review and assessment. The key areas identified were business impact, business readiness, live environment simulations and post-implementation reviews, which demonstrate awareness of a suite of hurdles for different stages of the intervention. IT applications were cited by the research participants here as essential support and training and development tools. The benefits of these checkpoints include:

> *"…test cycles to understand or to really dry-run new processes with … test data … sample data … put in people that are currently executing the existing process to ensure that these people … from their … business knowledge, can evaluate whether the new process is fit for purpose and works as designed..."*

Informal dialogue and associated feedback are recognised by the participants for both simplicity and importance. They also capture interventions such employee interviews and feedback, appraisals, staff briefing sessions and observation. The interviewees make the link between such dialogue and the organisation being ready for change and its change management strategies, seeing its importance to successful programme implementation, for example:

> *"…if you want to assess whether the change programme is understood … you cannot capture … in a status report … you need to do surveys and you need to probably also seek for face-to-face discussions … people that are … working for you in that sense that they are people that are trusted in the organisation … doing sort of … a sense check ... Or … probably … change manager, change agents, but also people that are not obviously in this role. Having someone that is … a trust [worthy] person."*

Finally, the assessment of geographically dispersed stakeholders who represent a large quantity of employees lends itself to questionnaire-based surveys, especially those designed for regularity of intervention and associated assessment of programme success, for example:

> *"…regular questionnaires can be done if you want to involve for instance the entire programme people how they feel the programme is running … assess whether the programme setup this right, whether there is maybe something wrong and we don't see it right away."*

They can particularly help in interventions such as gauging levels of employee understanding of the change process, assessing change readiness and measuring acceptance, attitudes or employee thinking relating to the programme as an assessment of change readiness and employ satisfaction and underpinning training.

From the perspective of external stakeholders, they are highly appropriate for the capturing of customer feedback and satisfaction. Table 6 summarises the various attributes that relate to these methods for evaluation.

[Table 6 here]

5. Discussion and Contribution to professional practice

5.1. Discussion

The study has highlighted the crucial role, and point of initiation, of senior management commitment and willingness to participate in SCP implementation evaluation (Skinner, 2004b). Barriers to this were highlighted by the participants, relating to internal politics and competing internal agendas (Easterby-Smith, 1994; Fox, 1989; Norris, 2005; Russ-Eft & Preskill, 2009; Skinner, 2004b). These challenges can be addressed to some extent through the deployment of an ethical approach to evaluation, perhaps steered by guidance such as the "*Guiding Principles for Evaluators*" (American Evaluation Association, 2004). Further to this, the importance of accountability, impartiality and transparency emanated from the interviews, further according with recent literature (Yarbrough, Shulha, Hopson, & Caruthers, 2011).

The role of implementation evaluation can be downplayed on the basis of perceived lack of importance, previous work resulting in negative perception, having to encounter poor outcomes and modest cost benefit of the evaluation relative to the change implementation value (Millmore, et al., 2007; Patton, 2008; Russ-Eft & Preskill, 2009; Skinner, 2004b). This study offered an alternative focus, primarily around operationalisation, with differing views on the mutually reinforcing assessment of both "*hard-tangible*" and "*soft-intangible*" measures (Butler, et al., 2003). Assessment of "*soft*" measures accords with Phillips and Pulliam-Phillips (2007), centred around the findings on leadership, understanding, readiness and stakeholder attitudes.

Governance embracing accountability and taking clear responsibility for putting evaluation into operation was highlighted, with dedicated and experienced resource underpinning this and being packaged explicitly within explicit planning and preparation (Gray, 2009; Robson, 2011; Russ-Eft & Preskill, 2009). The interviewees

further endorse the recommendations of Russ-Eft and Preskill (2009) by emphasising the need for context appreciation, with clear pre-defined indicators of programme success being put in place (Andersen, et al., 2006; McLeod, et al., 2012; Turner & Zolin, 2012). This further links to the usefulness of any evaluation as well as the practical implementation of analysis and findings (Patton, 2008) and is essential for a full benefit of evaluation being realised (Russ-Eft & Preskill, 2009). The good practices identified above can act as a barrier against evaluation misuse and poor communication and reporting, which in turn, can manifest itself in selective or biased evaluation of data to fit particular agendas, subjectively rewarding or punishing individuals or reaching conclusions that deviate from the evidence provided (Fleischer & Christie, 2009; Preskill & Caracelli, 1997; Russ-Eft & Preskill, 2009). Ensuring effective, open and honest communication, as highlighted by the research interviewees in this study alternatively delivers transparency in evaluation, leading to enhanced levels of trust and confidence in both the process and the management responsible for its execution.

Meaningful KPIs with associated targets that are assessed consistency emerged as an evaluation prerequisite from the stakeholder interviews (Russ-Eft & Preskill, 2009; Stufflebeam & Shinkfield, 2007). The necessary stakeholder alignment is underpinned by involvement, engagement and open communication and information being matched to particular evaluator role (Patton, 2008) and implementation of methodology being multi-faceted and responsive to the change evaluation timeline (Stufflebeam & Shinkfield, 2007).

An important contribution of this study is the addition to a literature base on the operationalisation of change programme evaluation that is arguably scarce. In literature sources that have a greater practitioner orientation (Kerzner, 2013; Klarner & Raisch, 2007; PMI, 2013a; Stackpole Snyder, 2013), there is a greater focus on "*what*" to evaluate rather than "*who*" and "*how*", which represent the focus of this study.

In terms of "*who*", the interviewees pointed to a significant contribution of stakeholders representing the core business, the management of the programme and independent reviewers, internal to the organisation, but with significant

appreciation of the change agenda and associated programmes, alongside core business and the inter-linking of representatives of each of these key stakeholder groups. There was recognition that their contribution involved employees from a range of managerial levels alongside specialist disciplines. Their evaluation role was highlighted for the importance of formal and informal interventions acting in tandem. Organisational leadership was crucial as a key contributor to programme evaluation, again touching on the "*softer*" aspects of its contribution, with a fundamental starting point, as indicated in the assessment of evaluation barriers, being willingness to be part of the process.

Complementing this, the "*how*" aspects of evaluation provide a range of important interventions from the interviewees' perspectives, comprising meeting and reporting, review and assessment, dialogue and feedback. It is clear from this that a balance of both formal and informal mechanisms have a role to play. The formal channels of communication in supporting this were made clear from the outset of the process, capturing both local and global inputs, Figure 1 providing an indication of these reporting lines. Central to these reporting lines was the significant contribution made by particular programme-oriented stakeholders, notably the Change Agents.

Further reinforcing the "*how*" aspects of programme evaluation is the deployment of data. Effective and planned organisational change can only be effective if it is truly evidenced based (Burke, 2011), with systematic data collection and analysis driving management-led decision-making (Millmore, et al., 2007). This performance needs to be assessed in such wide-reaching and complex change programmes at multiple organisational levels (Lawler & Worley, 2006). This needs to incorporate the assessment of both "*hard*" metrics such as financial performance and "*softer*", less tangible performance indicators which are equally important, if not more critical. The dominant nature of the latter can add further challenge to the effective implementation of the former (Burke, 2011; IBM, 2008; Jørgensen, Owen, & Neus, 2009; Skinner, 2004a). The necessity for wide-ranging metrics capturing both "*hard*" and "*soft*" decision measures was evidenced throughout the study interviews.

The study interviewees further pointed to the necessity for pre-defined, performance based objectives that are essential for an effective programme evaluation. This

resonates with the more general movement across organisations, with a departure from assessment against behavioural objectives underpinned with the deployment of professional judgement, despite the "*hard-soft*" balance advocated from both the literature and the empirical study reported here. Stufflebeam and Shinkfield (2007) have urged caution against this direction in the execution of programme evaluation. They argue that poorly defined initial objectives which are exclusively relied upon, can for a variety of underlying reasons, result in misleading conclusions and can by-pass programme improvements and unintended positive outcomes that may occur during programme implementation. The idea of summative programme evaluation are often seen by Stufflebeam and Shinkfield (2007) as ignoring the positive contribution that formative evaluations employed within the change programme can make to the summative process, and in turn, successful conclusions to the change programme implementation. These concerns are at odds with the interview findings from this study. Here, there is explicit reference to maintenance of and referral to, baseline data in order to assess pre-defined, agreed and measurable objectives set out in the planning stage of the evaluation. The recommendations made by these interviewees are arguably limited to recent programme evaluation experience and recognition of associated success. These are contemporary practices despite the limitations highlighted above.

5.2. Contribution to professional practice

The findings presented in this study provide a useful and practical steer to decision makers and leaders of the monitoring and evaluation activities associated with the implementation of strategic change programmes. They comprise of:

- The necessity to put in place prerequisites and detailed planning underpinned by senior management commitment and comprehensive governance, to overcome established challenges and barriers to a full programme evaluation, instilling confidence and trust amongst its stakeholders.

- The selection of methods and tools that will define the operationalisation of the change programme monitoring and evaluations. These tools will comprise and dovetail both formal and informal approaches as appropriate.

- The deployment of relevant employees across multiple strata of management to conduct the evaluation, with representation of both core business management and the change programme, supported by specialists who can offer rigorous independent review through knowledge and experience of both business and programme.

- Application of both "*hard*" and "*soft*" metrics in support of the assessment of the change implementation. These will relate to the pre-defined objectives of the evaluation and form the basis of open, objective and honest communication between the various stakeholder groups, respecting the baseline of the project, defined as part of the project planning.

The contribution to professional practice presented here is generic rather than programme specific, and as such, has the potential to be transferable to change programmes of comparable size and complexity. It is obvious however, that context is equally crucial in contributing to each of the key areas listed above.

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Table 1:   Purpose and benefits of evaluations

Main benefits and contribution of evaluation

- Reduce uncertainty: more informed decision-making and action taking for a programme; helps also other stakeholders to reduce uncertainty

- Credibility: leverage credibility of those being accountable and responsible for a programme and its implementation

- Target groups: discloses whether programme reaches all relevant stakeholders and what they perceive and think about the programme

- Amendments – for current as well as future initiatives: understanding what is working and what does not work in a programme (operations, effectiveness, efficiency); identify potential improvement points to adjust programme (current focus/programme)

- Continuous improvement: necessary originator to more change for continuous improvements (future oriented)

- Learning: contribution to individuals' and organisations' learning from experiences, increasing knowledge; disclosing positive as well as negative experiences indicating aspects to be preserved, modified, or improved for a current programme and its implementation (also based on retrospective evaluations on past experiences); valuable knowledge kept and not lost; evaluation process as such beneficial since learning evolves among those involved when the results are used

- Awareness – understanding – acceptance – commitment: develop, gain, increase and establish common awareness, understanding, acceptance, commitment and support for and about a programme and its implementation by sharing and explaining information; clarifies direction

Information provided by evaluations

- Reasons: drivers, worthiness and validity of programme; why it is needed to be undertaken; focus and objectives

- Requirements: requirements of a programme (capabilities, time, resources)

- Planning: planning effectiveness and efficiency in terms of time and resources (As-is versus planned)

- Progress: progress, quality, effectiveness, efficiency, strengths and weaknesses within programme operations and implementation

- Level of achievement: results, effectiveness, outcome; benefits, success, impact, effects and worth of the programme

Source: Based on Anderson & Boocock (2002); Carnall (2007); Doyle, Claydon, & Buchanan (2000); Garvin (1993); Gustafson, et al. (2003); Kirkpatrick (2001); Millmore, et al. (2007); Nelson (2003); Patrickson, Bamber, & Bamber (1995); Patton (2008); Pedler, Burgoyne, & Boydell (1991); Preskill & Torres (1999a, 1999b); Reichers, Wanous, & Austin (1997); Robson (2011); Rogers & Williams (2006); Skinner (2004a); Stufflebeam & Shinkfield (2007); Thornhill, et al. (2000)

Table 2: **Exemplary formative and summative evaluation questions**

FORMATIVE EVALUATION
How well is the program being implemented?
What are the challenges and barriers to implementation?   How have staff responded to these challenges and barriers?
What are the programme's key characteristics as perceived by various stakeholders: participants, staff, administrators, funders?   How similar or different are those perceptions?
What is participant and staff feedback about programme processes: What is working well and not working so well from their perspectives?
What do participants like and dislike?   Do they know what they are supposed to accomplish as participants?   Do they "buy into" the programme's goals and intended outcomes?
How well are staff functioning together?   Do they know and agree about what outcomes they are aiming for?   What are their perceptions of their own roles and effectiveness?
What has changed from the original design and why?   On what basis are adaptations from the original design being made?   Who needs to "approve" such changes?   How are these changes being documented and reflected on?
What are the key factors and variables in the programme's environment that need to be tracked so that programme can adapt to emergent conditions?   How are these variables interpreted and fed back to the programme to support ongoing adaptation?
SUMMATIVE EVALUATION
To what extent and in what ways was the original implementation design feasible?   What was not feasible? Why?
How stable and standardised has the implementation become both over time and, if applicable, across different sites?
To what extent is the programme amenable to implementation elsewhere?   What aspects of implementation were likely situational?   What aspects are likely generalisable?
Has implementation proved sufficiently effective and consistent that the programme merits continuation or expansion?
Were the results worth the implementation's costs?
What has been learned about implementation of this specific programme that might inform similar efforts elsewhere?

Source: Adapted and based on Patton (2008, pp.321-322), Russ-Eft & Preskill (2009, p.19-20)

Table 3:   Challenges and barriers for monitoring and evaluation

Challenges and barriers before, during and after the evaluation process
BEFORE – hindering the setup and start of an evaluation
- Complexity of overall strategic change programme implementation as such   - Perceived lack of need to monitor and evaluate   - Inherent value of programme to be implemented and evaluated   - Negative experience from previous evaluations; fear of negative effects/outcomes/impacts   - Effort to define what success means in concrete monitorable and measurable terms   - Time pressure, too time-consuming, estimated effort higher than benefit   - No resources, experience, skills
BEFORE and DURING
- Willingness to monitor and evaluate   - Politics and according hidden agendas on managerial levels   - Preference for informal evaluation   - Soft elements to be monitored and evaluated
DURING – impeding the evaluation process and the usefulness of the findings
- Conflicting evaluation perspectives and contrapositive viewpoints on monitoring and evaluation (objective vs. subjective, hard vs. soft facts, quantitative vs. qualitative)   - Absence of clear purpose, scope, objectives   - Credibility of evaluator   - Changes during evaluation   - Limited involvement/participation, suspect results will be shared/used   - Changes in evaluand/programme
AFTER – impeding acceptance of findings, practical application, and implementation
- Isolating and assigning effects of certain measures, activities, and actions   - Insufficient communication; restricted target group, not open/honest/transparent   - Timeliness   - Fear of dealing with negative outcomes and related consequence management   - Findings challenged/suspected/questioned and therefore not used/applied

Source: Research findings and Easterby-Smith (1994), Fox (1989), Millmore et al. (2007), Norris (2005), Patton (2008), Russ-Eft & Preskill (2009), Skinner (2004b)

Table 4:   Prerequisites for monitoring and evaluation

Strategic analysis and target setting	Related to the overall strategic change programme
• As-is analysis of the company's actual competitive position (external and internal key aspects) as foundation for the strategic change programme to-be developed • Setting aims, objectives and target levels to be achieved as a result of the programme implementation	
Programme planning – approach, structure, methodologies, activities, timelines and resources	
• Thorough, well thought through and structured programme approach, methods, tools • Programme management planning (scope, activities, timelines, resource estimates) • Dedicated workstreams with clear responsibilities, definable work packages with dedicated programme teams and clear responsibilities • Effective reporting and meeting structure • Integrated country and business programme plan	
Governance – leadership, accountability, responsibility, and dedicated resources	
• Willingness to monitor and evaluate right from the initialisation phase and considering it as valuable task with valuable outcomes • Based on programme plan setting up governance structure in the beginning of a programme with clear accountabilities, escalation lines, and responsibilities for operationalisation and conducting monitoring and evaluation activities • Dedicated resources accomplishing all tasks needed to monitor and evaluate the programme and its implementation effectively and efficiently	
Planning and preparing monitoring and evaluation	Related to monitoring and evaluation directly
• Understanding change context, implications and interdependencies of the strategic change programme • Setting and documenting clear aims, objectives and target levels to be achieved, monitored and evaluated • Defining, describing, documenting what success means, identifying critical success factors • Identifying meaning factors, elements, items, and scales to be monitored and evaluated • Developing and applying consistent monitoring and evaluation approach • Collecting baseline data	
Transparency	
• Openness, anonymity, objectivity, neutrality and impartialness of activities and people responsible for monitoring and evaluation to build trust and confidence in this process and the results • Alignment with stakeholders regarding monitoring and evaluation features • Honest communication and dealing with results	

Table 5: "*Who*" conducted monitoring and evaluation measures and activities

Business: Business management and leadership teams, operational teams

- **Senior Management Decision Board**: dedicated senior management decision board with managers (highest level) from all affected and involved areas met on a regular basis, discussed main progress, readiness and main issues on a monthly basis (at and after Go-live on a daily basis)

- **Dedicated Operational Coordination Team**: team with 2nd and 3rd level senior people, monitored progress of change content and readiness on weekly basis (at and after Go-live on a daily basis), responsible for deciding on operational issues

- **Business leads**: monitored and evaluated progress, deliverables, and readiness of their area of responsibility [LoB/F programme reporting)

- **Change agents**: worked and acted as interface between their line organisation and programme organisation, monitored and evaluated progress, deliverables, and practical readiness within their responsible area, helped to share information and exchange views (mental readiness: level of understanding about the programme, attitude, reactions) from the different LoB/Fs with the local PMO

Programme: Programme management office (PMO)

- **PMO** – Programme Manager, his direct team as well as programme workstream leads: monitored and evaluated progress, deliverables, and readiness of their teams and workstreams: local team members reported to respective workstream team leads, team leads to global counterparts as well as to local PMO, local PMO report to local senior management and to global PMO; local PMO deliberately reviewed integration management reporting

- **PMO**: monitored need, scope and implementation of continuous improvement issues

Outside reviewers

- **Reviewers**: dedicated specialist global team for local programme reviews; especially for Business Readiness Reviews

Table 6: **"*How*" – methods and tools for monitoring and evaluation**

Meeting & Reporting
• **Programme plans and checklists, watch list, action list, issue logs, error logs**: monitoring progress and deliverables per LoB/F and workstream, mainly qualitative measures, ticking boxes and/or reviewing completion rate • **Status reports**: regular meetings discussing implementation progress according to plan (time, quality, achievement); based on overall context and structure of the programme, regular (weekly/bi-weekly/monthly) reporting per LoB/F, workstream and respective sub-teams; every project stream to report progress on weekly basis (local team members to respective workstream team leads, team leads to Global counterparts and to local PMO, local PMO to local senior management and to Global PMO), key categories per workstream with colour coding emphasising most important issues
Reviews & Assessments
• **Business Readiness Reviews**: Go-live readiness verification assessment, meticulous reviews of all businesses, functions and programme workstreams regarding Go-live readiness at the beginning, in the middle of the programme and finally four months prior to Go-live (prerequisites, key deliverables, achievements) • **Stage Gates**: intermediate assessments monitoring and evaluating progress between major BRR milestones • **Testing and Live Environment Simulations**: Simulations with significant business involvement to validate business readiness prior Go-live in real business context; covered all critical business processes that might occur in the first week after Go-live; also disclosed potential skills and knowledge gaps about end-to-end processes, roles, responsibilities, and in dealing with IT interfaces
Dialogues & Feedback
• **Talks**: Formal as well as informal talks with people (interview, feedback talk, staff appraisal, staff manger and briefing, observation, attentive listening) • **Exchange**: Exchange and work with key people and stakeholder groups • **Feedback**: Seeking and receiving feedback on e.g. level of understanding about the programme, attitude, reactions and taking concerns seriously
Surveys with questionnaires
• **Change readiness assessments**: asking for and checking level of understanding, acceptance, thinking and attitude about the programme • **Training feedback**: experience, attendance, success • **Satisfaction survey**: satisfaction of project team members, employees, customers

Figure 1: **Main information flow, meeting, and reporting structure within the programme[3]**