

# State of Illinois - IT Transformation Project

## Service Delivery Training Approach

December 2016

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## 1 Introduction

The Illinois IT Transformation program was initiated in January 2016. Since inception, the project has moved forward in a series of “sprints.”

During Sprint 1, the IT Transformation Strategy Phase, Deloitte began with its IT Transformation Framework and worked in collaboration with the State’s IT leadership to design the future-state IT operating model.

The desired IT future state identifies a process-oriented service delivery model, focused on high quality customer engagement, as a critical component of the State’s transformation. By standardizing service process execution, DoIT will be able to provide a more consistent user experience and improve service levels.

In service to the IT Transformation program, the IT Service Management (ITSM) transformation initiative aims to establish consistency, accountability, and transparency across the DoIT by designing and implementing standard end-to-end service management processes that are **adaptable to future business needs, easy to understand, regularly followed by support staff, and proactively managed to identify and correct deviations.**

The ITIL® Service Management Framework was used to identify and prioritize service processes for implementation based on customer service improvement impact. Processes were grouped into phases based on value and time to implement, with high-value, quick wins prioritized in Group 1.

In the Design Phase, Sprints 2 and 3, the ITSM transformation team developed detailed process design documents for each of the Group 1 and Group 2 processes.

Sprint 4 begins the ITSM implementation phase. The ITSM Implementation Plan and this Service Delivery Training Approach document are key Sprint 4 deliverables in support of the Build Phase of the ITSM transformation initiative. In the Rollout Phase, the Service Delivery Training Approach will be piloted through the development and deployment of a Service Delivery Training Plan for the incident management process.

### 1.1 Purpose and Scope

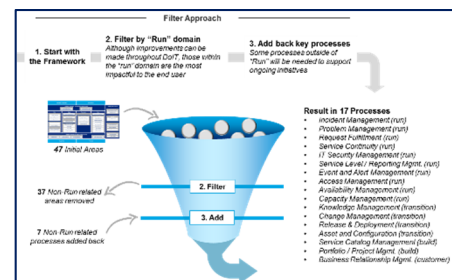
#### 1.1.1 Purpose

The purpose of this Service Delivery Training Approach document is to provide a repeatable blueprint for building and delivering a process training and service delivery support program that positions DoIT to meet the objectives of the ITSM Transformation initiative. For each ITSM process implementation, the Service Delivery Training Approach will be used to create a detailed Service Delivery Training plan.

#### 1.1.2 Scope

The scope of the service delivery training program is aligned with the scope of the ITSM Transformation initiative, which covers the adoption of the 17 ITSM processes identified during Sprint 1 of the IT Transformation program in the **IT Future State Playbook**.

This Approach document represents a guide to the overall training strategy and training development process. It is not intended to include complete details of the training curriculum, delivery or materials.



## 1.2 Goals and Objectives

The goal of the DoIT service delivery training program is to instill a customer-focused, service-oriented mindset throughout the organization and prepare stakeholders to participate in standardized IT service delivery that drives high quality and consistent outcomes.

For each in-scope process the service delivery training program should:

- Communicate the purpose and importance of the process
- Explain how the process fits into the overall goals of IT Transformation and ITSM excellence
- Identify process roles and responsibilities
- Define process terms
- Describe how to execute process steps, including how to access documentation and any supporting tools
- Set expectations in terms of SLAs and KPIs
- Explain how the process will be monitored and improved going forward

## 1.3 Guiding Principles

Achieving service excellence through consistent execution of standardized processes and operational best practices is just one component of the State's overall IT Transformation program. The core principles of the IT Transformation program guide the ITSM implementation and training program approach:

- Take a modular approach, so enhancements build on one another and key points can be revisited to foster continuous improvement
- Leverage proof-of-concept designs and pilots to scale to enterprise solutions
- Practice collaboration throughout design and delivery
- Emphasize open and transparent communications across the IT service delivery organization to build a collaborative and cohesive approach to customer service
- Build and maintain an enterprise commitment to DoIT's customer service mission

## 2 Timeline and Activities

For each ITSM process implementation, a service delivery training program will be designed and delivered during the Build and Rollout phases, respectively. These phases may also include implementation of governance structures, KPIs, monitoring processes and supporting toolsets. As stated in the guiding principles, each implementation is modular and intended to build on previous progress.

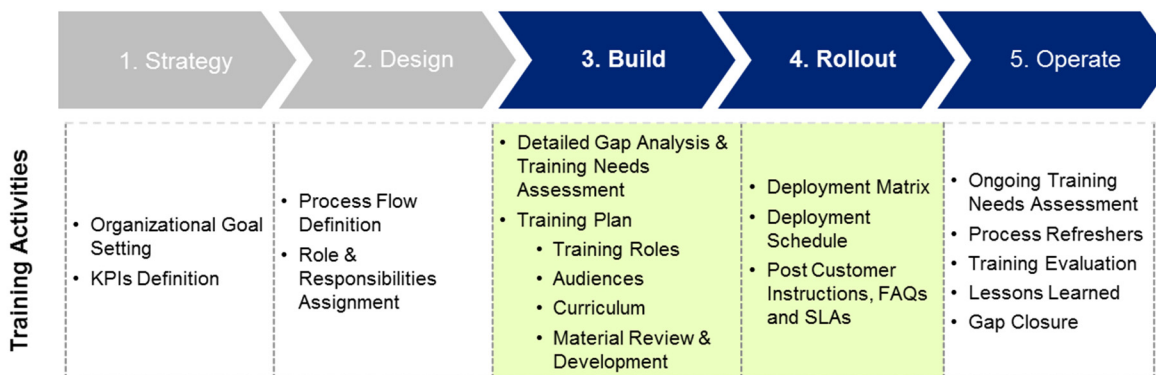
### 2.1 Training Timeline

The ITSM Transformation Implementation Plan outlines a timeline for implementing the nine (9) target Group 1 and Group 2 ITSM processes. For each process, there is a Build Phase and a Rollout phase.

Workstream	Before	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Beyond
<b>MILESTONES</b>								
<i>Group 1</i>	Incident Management (Pilot)	Design	Build	Rollout				
	Request Fulfillment	Design		Build	Rollout			
	Service Catalog / Portfolio Management	Design					Build	Rollout
	Business Relationship Management	Design						
<i>Group 2</i>	Change Management	Design		Build	Rollout			
	Release and Deploy Management	Design			Build	Rollout		
	Problem Management	Design				Build	Rollout	
	Knowledge Management	Design					Build	Rollout
	Service Level Management	Design	Build					

### 2.2 Training Activities

During the Build Phase of each ITSM process implementation, training needs are assessed based on a detailed process gap analysis. A training curriculum is developed to address each step in the new process, as well as overall process governance and service level expectations. Available training materials and process documentation are reviewed and updated and additional materials created to address gaps and reinforce desired behaviours. Training delivery is planned and deployed during the Rollout phase.



### 3 Build Phase

#### 3.1 Training Needs Assessment

As part of the ITSM implementation, each step of each new process is analysed against current operations to identify gaps in practice, procedures and documentation. This analysis highlights the areas in need of further communication, training and reinforcement, and serves as the basis of the process training plan.

#### 3.2 Training Plan

As each ITSM process is implemented, the Service Delivery Training Approach guides the development of a process-specific Service Delivery Training Plan. The plan details training roles and responsibilities, audience groups and the curriculum, including a mapping of supporting documentation. In the Roll Out Phase, audiences and curriculum topics are matched with training methods where the detailed gap analysis and training needs assessment has identified areas new information or non-conformity with the future state process guidelines. The process curriculum is continuously updated to reflect changes in the process or updates to documentation and used as a reference for continuous training deployment.

##### 3.2.1 Training Roles and Responsibilities

For each service delivery process, the training plan lists the individuals in the organization responsible for directing and supporting training development and delivery. Absent a formal training organization, these roles are not intended to be full-time designations, rather assignments within the service delivery organization.

Process Role	Responsibilities
<b>Service Management &amp; Planning Office</b>	<p>Provides overall leadership to the ITSM Transformation initiative. <i>Specific training responsibilities include:</i></p> <ul style="list-style-type: none"> <li>• Provides input on overall training program strategy and timeline</li> <li>• Resolves training issues as required (resources, budget, etc.)</li> <li>• Verifies Process Owners and Process Managers are made aware of any changes resulting in modifications to the strategic direction of the project, to include timelines, scope, and implementation approach</li> <li>• Leads on the identification and implementation of service delivery tools</li> </ul>
<b>Process Owner</b>	<p>This role manages the end-to-end process effectiveness and maintain overall responsibility for designing, monitoring and continuously improving the process and supporting artifacts. <i>Specific training responsibilities include:</i></p> <ul style="list-style-type: none"> <li>• Plans and oversees the implementation of the initial process and communicates any process changes and enhancements to the Training Lead</li> <li>• Leads the annual document review process</li> <li>• Tracks process metrics and monitors process maturity and progress based on identified KPIs and reports</li> <li>• Identifies communication and training needs as it relates to the process</li> </ul>
<b>Process Manager</b>	<p>This role manages the day to day operation and execution of the process, including management and appropriate allocation of the resources supporting the process (e.g., people, tool, technology). This role is responsible for the quality of the delivery of the activities that support the process. <i>Specific training responsibilities include:</i></p> <ul style="list-style-type: none"> <li>• Identifies the functional roles that make up the training audience groups</li> </ul>

Process Role	Responsibilities
	<ul style="list-style-type: none"> <li>Coordinates resources to support training activities</li> <li>Reports on metrics related to accuracy of activities supporting the process and makes recommendations on training and coaching activities</li> </ul>
<b>Training Lead</b>	<p>This role supports the quality delivery of process activities by defining and driving a comprehensive service delivery training program. <i>Specific responsibilities include:</i></p> <ul style="list-style-type: none"> <li>Defines the training approach and curriculum, maps process artifacts to the curriculum and coordinates the development of additional materials as needed</li> <li>Works continuously with the Process Owner and Process Manager to identify training needs/performance gaps</li> <li>Works with the Process Manager to match training methods to training needs and executing the Training Deployment Plan</li> <li>Support managers in using the training curriculum to coach staff</li> <li>Advises on customer communication and instructions related to the process</li> <li>Participates in the annual document review process and updates training materials as needed</li> <li>Keeps audiences informed of any process changes and document updates</li> <li>Manages the training review process</li> </ul>
<b>Trainer</b>	<p>This role will most likely be assigned to a functional manager, who will be responsible for reviewing process documents with staff, answering questions, monitoring performance and offering individual coaching. The Training Lead supports the manager in this role.</p>

### 3.2.2 Audience Groups

The training plan identifies the training audiences with as much specificity as possible: functional role, number of people, and location. Audience groups are defined by category and functional role.

#### Audience Categories

Target audiences for each process will be different, but will generally fall into the following categories:

Audience	Description	Training Objective
<b>Customers</b>	Seek service or resolution from the process External or internal to the service organization depending on the process. The customer often initiates the process.	<ul style="list-style-type: none"> <li>Describe how to access the process and what to expect from the process</li> <li>Define and reinforce desired behaviors to ensure that the process is initiated correctly and consistently</li> </ul>
<b>Managers</b>	Direct staff executing the process Managers may or may not report to the Process Owner or Process Manager, but they must work collaboratively in order to ensure seamless, high-quality service delivery.	<ul style="list-style-type: none"> <li>Create end-to-end understanding of the process and how it relates to other service delivery activities</li> <li>Describe how performance will be measured and communicated</li> </ul>
<b>Staff</b>	Execute process steps on a day-to-day basis	<ul style="list-style-type: none"> <li>Create familiarity with the end-to-end process</li> <li>Reinforce understanding of the steps that feed into and rely on their role</li> </ul>

		<ul style="list-style-type: none"> <li>Describe procedures necessary to complete process actions and set quality or timeliness expectations.</li> <li>Introduce process KPIs and how they are measured</li> </ul>
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**Audience Impact Analysis**

The detailed gap analysis and training needs assessment is used to estimate the level of impact on the audience group:

Impact	Description
Low	Process role is well understood and properly executed. Some reinforcement of instructions may be necessary.
Medium	Process role established, but may not be executed consistently. Refresher training or individual coaching may be necessary.
High	Process role is new or there are significant changes to the role in moving from current state to target. More intensive communication and training may be needed and new training materials developed.

**Audience Group Matrix**

*Sample for Incident Management:*

Audience Category	Functional Role	Number	Location	Impact
<i>Manager</i>	<i>Tier 2: Midrange</i>	<i>3</i>	<i>Springfield Data Center</i>	<i>Medium</i>

**3.2.3 Curriculum**

At a high-level, the training curriculum for each process provides overall operational context and cover each step in the process. The process curriculum is continuously updated to reflect changes in the process or updates to documentation. It is a reference for continuous training deployment.

The training plan should detail a training curriculum that covers:

- Overall goals of IT Transformation and ITSM excellence
- Purpose and importance of the target process and how it relates to other ITSM processes
- Process roles and responsibilities
- Process terms
- Step-by-step process execution
- Accessing and using supporting tools
- Expectations in terms of SLAs and KPIs
- Process monitoring and continuous improvement mechanisms



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The intensity with which the curriculum needs to be delivered to each audience group in the Roll Out Phase will be driven by the detailed gap analysis and what it indicates about the misalignment of current and desired state in terms of procedures, practice and documentation.

### 3.2.4 Process Documentation and Training Materials

The training plan details the materials (title, location) that support each curriculum topic, with special emphasis on step-by-step process documentation.

To a great extent, the ITSM Guide developed for each process will serve as the basis for the training materials, but additional materials may be necessary to support the curriculum. Existing process guides, manuals, instructions and job aides, as well as gaps in documentation, should be identified through the detailed gap analysis.

The training plan also identifies:

- Timeline for updating or creating process documentation
- Documentation owner
- Person responsible for drafting
- Resources that may be needed (i.e., web design)
- Publication schedule
- Any dependencies

### Service Delivery Guide

Existing materials should be reviewed and updated to reflect the new process direction. For each process, the ITSM Process Guide and existing materials will need to be melded, updated and expanded into a Service Delivery Guide that provides audiences with a complete and cohesive reference for the service delivery process, procedures and expectations, including how to use any supporting tools.

To the extent possible, the number of separate process reference materials should be limited, so that audiences do not need to search through multiple documents to fully understand how to execute effective service delivery. Condensing materials also makes it easier to maintain and update process documentation. Process documentation should be web-based in order to provide the most up-to-date information, in one easily accessible location and in a format that allows quick access to specific points.

### Desk Aids

Topics or steps that the detailed gap analysis identified as not consistently executed may require the creation of desk aids – brief explanations of key concepts - that staff can use as reference materials as they work. Desk aids are companion pieces that provide a single-sheet synopsis of information found in the Service Delivery Guide.

### Service Delivery Refreshers

Areas of the process needing reinforcement may require proactive, broad communication by way of e-mailed memorandum – a document that could be reviewed in a staff meeting. The Process Owner is responsible for identifying the need for Service Delivery Refreshers.

### Instructions and Forms

Any instructions or forms related to the process, especially those communicated to customers, should be considered training materials and an opportunity to emphasize desired behaviors that maximize service delivery capabilities.

### 3.2.5 Review and Approval Process

The Process Owner is responsible for initiating an annual review of process artifacts. Training materials should be included in this review to ensure that changes and updates are accurately reflected. The

Training Lead participates in the review process and coordinates training material updates. The culmination of the review process is an excellent time to reinforce a commitment to service excellence by encouraging audience groups to revisit material and review any updates that may have been incorporated.

## 4 Rollout Phase

### 4.1 Training Delivery Plan

The Training Delivery Plan is the schedule of training activities during the Rollout Phase. Training is deployed by assigning training methods to the service delivery curriculum based on audience need.

#### 4.1.1 Training methods

There are a range of methods for communicating the service delivery curriculum.

Method	Description	Potential Deployment
Classroom training	In-person, instructor led review of curriculum material. The most resource intensive training method.  It is anticipated that outside any new tool training, the need for audiences to receive training in a classroom-setting from an instructor will be rare.	Implement a new process support technology tool
Webinars	Web-based, decentralized, instructor-led reviews of curriculum material. Can be recorded for future audiences.	Kick off implementation of a new process
Management Meeting	Managers review curriculum material with staff, perhaps at a staff meeting, and lead a discussion involving staff Q&A. Could involve "guest speakers." The value of manager-led delivery is that it shows leadership commitment to the process. Involving guest speakers demonstrates the collaborative nature of the process implementation.	Introduce a new process step
Computer Based Training	Audiences review material developed around a curriculum topic – a distillation of material found in the Service Delivery Guide	Provide an overview of a new process
Independent Study	Audiences review curriculum materials on their own.  Manager led review sessions may be helpful. However, ITSM service delivery transition should be straightforward enough for individuals to review and comprehend the information independently.	Introduce a new process
One-On-One Coaching	Manager conducts review with individual staff in areas where performance is lacking.	Reinforce a specific process step/procedure
Service Delivery Refreshers & Updates	Broad communication to reinforce or provide an update on an area of the curriculum that requires greater attention.	Reinforce a process step/procedure that isn't being followed or is not well documented.

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### 4.1.2 Training Deployment

The detailed process gap analysis and training needs assessment defines by audience group the areas of the service delivery curriculum that require training. During the Build Phase process documentation and training materials were developed and mapped to the service delivery curriculum. Now, in the Rollout Phase, a training method is assigned to the training need in a simple matrix.

#### Training Deployment Matrix

*Example*

	Audience Group 1	Audience Group 2
<i>Curriculum Topic 1</i>	<i>Refresher</i>	<i>Refresher</i>
<i>Curriculum Topic 2</i>	<i>Self-Study</i>	<i>Management Meeting</i>
<i>Curriculum Topic 3</i>	<i>No Need Identified</i>	<i>One on One Coaching</i>

### 4.1.3 Deploy Training

The Training Lead is responsible for assigning a schedule to the training deployment matrix – the Training Delivery Plan - and executing against the plan. The Process Manager provides support in securing training deployment resources.

## 5 Training Evaluation

The effectiveness of the service delivery training program will ultimately be determined by the level to which the critical success factors are achieved, but the training delivery plan should also put in place mechanisms for audiences to provide feedback on the level to which they felt prepared by the curriculum to understand and successfully execute the process.

## 6 Assumptions

The Service Delivery Training Approach assumes the following:

- The Service Delivery Training Approach does not address organizational policies and procedures related to job functions; it is assumed that staff have gone through the onboarding process.
- Absent a formal training organization, it is assumed that training roles will be job assignments within the service delivery organization and not full-time roles.
- There will be a central document repository available for process artifacts, documentation and training materials available to all participants in the service delivery process – including customers to the extent possible.
- The Approach is agnostic toward internal or third-party training delivery.