**University of Queensland Guide for Leading Change**

**Stakeholder Analysis & Communication Plan**

A supporting resource for Step 4: Communicating the Vision and Strategy

Effective communication is one of the most critical aspects of any change initiative. This resource will help you to address key questions around your communication effort:

**Key Questions**

Who are the people who need to know about your change?

What are the likely concerns for each group?

How are you going to ensure they understand it?

What are the key points you need each group of people to know/understand?

How will you respond to them, to ensure you build a critical mass who support your change?

**Stakeholder Analysis**

A Stakeholder Analysis is a useful way to identify the people who need to know about the change and their likely concerns. The following is a brief guide to developing a Stakeholder Analysis, for a more detailed explanation, review the resources in the reference section.

**Step 1: Identify your Stakeholders**

Use your guiding coalition to identify all those who can contribute to or are impacted by the change initiative. This can be achieved through a brainstorming activity. Cast your thoughts as widely as possible. A stakeholder list that your guiding coalition may come up with for a change involving teaching methodology may include:

school academic staff; school professional staff; Head of School; Executive Dean; undergraduate students; post-graduate students; TEDI; ITS; Unions; employers; community; alumni; etc

**Step 2: Categorise your Stakeholders**

It can be useful to categorise your Stakeholders according to Influence and Attention. What is the amount of influence that each stakeholder group has on the success of the change? What is the likely attention each stakeholder group has with regard to the change? You can then map each stakeholder group onto the Influence – Attention diagram (example below).

|  |  |  |  |
| --- | --- | --- | --- |
| Influence | High | School Academic StaffSchool Professional StaffHead of SchoolExecutive DeanUnionsAlumniUndergraduate StudentsPostgraduate StudentsTEDIITSConsult | Consult Often |
| Low | Inform | Consult |
|  |  | Low | High |
|  |  | Attention |
|  |  |  |  |
|  | **Mapping Influence and Attention** |
|  |  |  |

To continue our example of a change that involves teaching methodology, the Head of School, School Academic staff, ITS and TEDI may all have a high degree of both influence and attention in enabling the success of the change initiative. Alumni may have low influence and low attention. It’s important to monitor stakeholders over time, the Executive Dean may increase in attentiveness due to a number of factors as the change initiative evolves, so may the Unions’.

**Communication Plan**

Now that we have a better understanding of who our stakeholders are, we can develop a Communication Plan. The Communication Plan gives us a planned, structured approach to our communications and ensures that all the key stakeholders are consulted on their areas of interest and concern.

**Key Messages**

Consider the key messages that you want to reinforce in your communication. These will obviously be different for each change imitative but to continue our example of a change in teaching methodology the following are some examples of key messages that may relate to that change initiative:

* The new methodology has an evidence base that supports it as superior teaching practice
* All academic staff will receive professional development in the new methodology
* There are benefits for students from adopting the new methodology
* There will be no staff reductions as a result of the new methodology

**Channel**

It is important to consider multiple channels for communication. ‘Change by Email’ is rarely effective. Communication channels include: meetings; newsletters; project briefs; emails; teleconferences; video link; one-on-one; etc. Consider the channel that will be most useful for the audience and the message you are trying to convey.

We now have a better understanding of our stakeholders, the key messages we want to communicate, and the channels of communication available to us. We can now develop our Communication Plan.

**Communication Plan Example**

Below is an example of putting it all together into a Communication Plan for our teaching methodology change initiative scenario.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Message** | **Stakeholder** | **Communication** | **Channel** | **When** | **Responsibility** | **Status** |
| *The new methodology has an evidence base that supports it as superior teaching practice* | *Head of School* | *Paper that provides the evidence based research that supports the new initiative**Progress reports* | *Email followed by face to face**Email* | *End of June**Monthly* | *Mary and John**Mary and John* | *Completed**Not yet commenced* |
| *Academic Staff* | *Presentation to staff demonstrating the new technology and progress* | *Staff meeting* | *End of July then monthly* | *Mary* | *On-track* |
| *ITS* | *Discussion on the technical requirements for the new innovation**Implementation steering committee progress reports* | *Meeting**Meeting papers* | *End of July* *Fortnightly* | *John**Mary and John* | *On-track**On-track* |
| *All academic staff will receive professional development in the new methodology* | *Academic staff* | *Training plan with dates and times* | *Email* | *End of August* | *John* | *On-track* |
| *TEDI* | *Training requirements* | *Meeting* | *End of July* | *Mary* | *On-track* |
|  |  |  |  |  |  |  |

**A Communication Plan template is attached for your use**

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**Communication Plan**

A supporting resource for Step 4: Communicating the Vision and Strategy

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Message** | **Stakeholder** | **Communication** | **Channel** | **When** | **Responsibility** | **Status** |
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**References and resources**

The following additional references and resources may be helpful when developing your Stakeholder Analysis and Communication Plan

Cohen, D. S., (2005) The Heart of Change Field Guide, Harvard Business School Press, Boston, MA

Kennon,N., Howden, P., & Hartley, M., (2013) *Who really matters? A stakeholder analysis tool*, retrieved 5 June 2013 <http://www.csu.edu.au/__data/assets/pdf_file/0018/109602/EFS_Journal_vol_5_no_2_02_Kennon_et_al.pdf>

Thompson, R (2013) *Stakeholder Analysis: Winning Support for Your Projects*, retrieved 5 June 2013 <http://www.mindtools.com/pages/article/newPPM_07.htm>

Transformed, (2013) *What is stakeholder analysis?,* retrieved 5 June 2013 <http://transformed.businesscatalyst.com/media/articles/stakeholder_analysis.html>