itSMF International
The IT Service Management Forum

IT Service Management
GLOBAL BEST PRACTICES

Collector's Edition

Awareness and implementation

4

4.1 Introduction

Recent research into the experience of European ICT managers in relation to ITIL® showed that, beyond the ICT department, few people are familiar with ITIL. As ITIL is so widely known within ICT, and as more and more ITIL projects are initiated, spending some time and energy on getting acquainted with ITIL is worth the effort, if you don't want to fall behind.
Until now, ITIL has mostly been seen as the ICT department's toy and is not really recognized as being very relevant to the main function of the business. Moreover, business often still sees ICT as just an expense item that adds limited value to its operation. This lack of management commitment is one of the reasons for ITIL projects to fail.

To some extent, you can't blame management. After an often flying start, many ITIL projects fail, because the implementation of ITIL management processes proves to be difficult, and disappointed employees tend to give up. ICT managers then have the unenviable tasking of stressing the business advantages of ITIL to an unwilling organization. The crucial role of people, involved in organizational change management, is increasingly emphasized.

In this chapter, several articles focus on aspects concerning "people" issues. The articles focus on ways in which to involve people in order to support the goals of service improvement projects. Topics deal with awareness and implementation approaches, and include simulation games, learning organizations, attitude, behavior and culture.

CONTENTS
This chapter on IT organization consists of the following articles:
- **Using simulations to increase the success of your ITSM initiative**
  Authors: Paul Wilkinson and Jan Schilt (GamingWorks, The Netherlands)
- **Applying the five disciplines of the learning organization to ITIL**
  Authors: Sander Jerphanion and Ivo Kristelijn (TOPdesk, The Netherlands)
- **ABC of ICT V3**
  Author: Paul Wilkinson (GamingWorks, The Netherlands)

SHORT SUMMARIES
In the first article, **Wilkinson and Schilt** explain how business simulations can help to create buy-in, energy and commitment, for adopting ITSM best practices, from everybody in the IT organization, and at the same time, capture improvement suggestions for your organization's own ITSM initiative; in one day, greatly increasing the chance of a successful adoption and deployment of ITSM best practices, and minimizing the risk of an unacceptable failure.

The question of how to apply abstract theories and models within an organization remains a difficult matter for many companies. In their article, **Jerphanion and Kristelijn** try to answer this issue. In addition, they discuss the concept of the learning organization and explain why this theory is of so much value to IT service management.

In his second article, **Wilkinson** shows how the Attitude, Behaviour and Culture (ABC) of ICT are the factors that will determine the success or failure of your ITSM initiative. As Wilkinson explains, unless we address this ABC, ITIL V3 will also be doomed to failure. This article ends with three best practice tips to help you ensure that you are finally able to bring IT under control.

4.2 Using simulations to increase the success of your ITSM initiative

Very often at the start of an ITSM improvement initiative there is skepticism about the benefits best practices will bring. Gaining buy-in and removing resistance is one of the greatest challenges in adopting and using frameworks such as ITIL. Frequently organizations are unaware of the success and the fail factors in deploying best practices and they end up compounding the resistance and frustrating the efforts. However with the ever-increasing use and dependence upon IT to sustain and improve business performance, ITSM improvement initiatives must succeed. Failure is not an option.

INTRODUCTION

This article explains how business simulations can help create buy-in, energy and commitment for adopting ITSM best practices from **everybody** in the IT organization, and at the same time capture improvement suggestions for your organization's own ITSM initiative…..in **one** day, greatly increasing the chance of a successful adoption and deployment of ITSM best practices and minimizing the risk of an unacceptable failure. This article will also show how to select a business simulation that meets the needs of your organization, how to select a provider to deliver the simulation, and how to transfer the learning gained into concrete actions within your organization, thereby creating real value from the investment.

WHY DO IMPROVEMENT INITIATIVES OFTEN FAIL?

Before we look at simulations and how they can help, let us first examine why many ITSM improvement projects fail and why results are not achieved. What are some of the most common mistakes and how can a simulation help address these?

Traditional classroom approaches – translating theory into practice back in the live environment

Traditionally IT organizations send their staff on ITIL® training, such as ITIL Foundations and ITIL Service Manager training, hoping this will give staff the knowledge necessary for effectively deploying ITIL best practices. The principal focus of much of this type of traditional classroom training is ITIL theory. This type of training gives a solid basis and is supported by examination and certification to ensure people understand the theory. A characteristic of this level of training is that it imparts large amounts of "information". However, information is not "knowledge". We consider that knowledge is based upon "experience".

What are the reasons ITSM improvement projects often fail?

To answer this question we should first define what "fail" means. You could say that "fail" means, not meeting the expectations of the customer, not meeting the objectives of the project, not lowering the costs of service operations or service delivery, not increasing the customer satisfaction, not having a business-agreed service catalog in place. There are

numerous ways of describing failure. After facilitating hundreds of simulation workshops with ITSM professionals, representing 1000's of IT organizations, we were able to distil the following reasons for failure. Maybe they are all clear to you and you already address them, if so, congratulations, please nominate yourself as an itSMF speaker and share your success. But still take a few moments to ask yourself the question "Is my ITSM initiative really gaining buy-in and commitment? And is Continual Service Improvement a part of our attitude, behavior and culture?"

Clearly defined and shared objectives

One of the reasons for failure is the lack of a clearly defined and shared set of objectives. "What is the reason for the ITSM initiative?", "What is it hoping to achieve?" "When can we say, and demonstrate that it was successful?" These objectives must not only be clear to the customer or problem owner, but also clear to the team who will be responsible for implementing the ITSM solution, and to those involved in the daily delivery and operation of IT service management.

Many ITIL implementations fail to address this. What you have is "ITIL for the sake of ITIL", or "A fool with a tool is still a fool", after all ITIL is simply a tool that can help you realize results.

Clear and shared view on the solution to the problem

In many projects it is the senior management or the project manager who has a view of the business need and the solution focus. These people know which framework has been adopted as a solution to the problem and why this is the best solution. But what about the program's participants? What about the people whose work is to be affected and changed, are they aware of the solution and how it will benefit the organization? Are they aware of what it will mean for them as individuals? Are they aware of how it will benefit them? Are they involved in shaping the solution? Is everybody aware not just of the solution or the framework, but more importantly the "behavior" that is required to make the solution work. Frameworks such as ITIL require a shift in attitude and behavior, not just a set of books of processes and procedures.

Clear and shared view on the strategy of improvement

Once again it is very often a top-down initiative in which the managers and the project manager create the approach and the plan. The employees are confronted with an approach and have results, such as books of procedures, "dumped" on them from above. The result? No real commitment, no real involvement, no real buy-in, no real ownership. Which means increased resistance to adopting the new ways of working which, in turn, increases the business risks, delays implementation success and increases the costs of deployment.

No clear definition of when the initiatives are successful and delivering results

When we meet ITSM professionals at conferences, or we listen to speakers, or we discuss initiatives with simulation participants, we find that they are always busy with improvements or change programs. Employees are tired of never-ending project initiatives and improvement programs. We very rarely come across departments that have successfully finished a project, embedded ownership in the organization, celebrated the results and then used continual improvement to ensure further improvements are initiated and owned by the people "doing" IT service management?

Not embedding improvements in the organization

We often hear of improvement projects and more improvement initiatives. Very often people fail to embed the improvements and the responsibility and ownership for "Continual

improvement" in the organization. Very often "Implementation" projects finish, the project organization is disbanded and slowly the organization reverts to old ways of working, or fails to align the processes with changing business demands. There is a need to embed ownership and responsibility in the line and ensure that a part of the accepted solution is the ongoing continual improvement approach. It is this reason why ITIL V3 has a separate volume just to address this area.

Ownership

Who feels the pain of **not** solving the problem? Who has sleepless nights? Who will have a difficult meeting with his or her boss if the ITSM initiative is unsuccessful? Who can create a clear assignment for the project manager? Who is curious to know where the project stands? Who will get angry if the result is poor, or if the results are too late? If there is no ownership the initiative will probably fail. But ownership is not something reserved just for managers. Ownership extends to the teams, and to each and every individual given an IT service management task or responsibility. It is from ownership that people will be prepared to work on an ITSM issue or improvement initiative and really want to make this a success.

No leadership or management commitment

Very often we see managers make a statement about how important ITIL is. Very often we do not see these managers again during ITIL improvement programs. Making ITIL work requires real "commitment" from management, walking-the-talk, showing how old behavior and ways of working are no longer acceptable, praising and rewarding new ways of working, addressing managers and staff who openly resist change or work against agreed ways of working. Ensuring that everybody knows why, what the end result is, and that management is seriously committed for the whole journey.

No time for reflection

How often do you sit for thirty minutes, feet up on the desk, cup of coffee in your hand and explore questions within your team or department such as: "Why did we do so well this week?", "Why did we not meet our SLA targets?" or "How can we improve our performance?". Be exact! I mean really "explore" and **not** just leap to conclusions! Not just moan and declare that nothing can be done about it. Very often people don't appreciate the value of these moments and how these moments form the basis of "Continual Service Improvement".

Clear roles, responsibilities and authorities

Every person has a role within a team. This role is important otherwise it's a waste of time or money and it will not make the job particularly enjoyable. Roles and responsibilities must be set, not only for daily operational work, but also within improvement projects. Who is responsible for improving the performance? Who is responsible for achieving the Key Performance Indicator? Who takes the lead in an improvement initiative? Very often what we find is that roles, responsibilities, authority and accountability are confused. People don't know who is responsible for what and, therefore, they also cannot say whether or not somebody is failing to do something they should be accountable for. Often people are not even aware that this is an issue. When we play a simulation, very often failures occur because tasks, roles, responsibilities and accountabilities are unclear. When we reflect, teams often discover the same applies within their own organization.

ITIL never work here!

Very often there is resistance from the outset to ITIL. People have heard the horror stories; ITIL is nothing but books of bureaucratic procedures. ITIL doesn't work. People do not see or believe they will deliver any value. People naturally don't like to change and want to see the benefits before they change. Unless these benefits can be quantified, or felt, people are naturally inclined to resist.

These are a number of the key reasons mentioned for failure.

Forrester report findings

A recent Forrester report showed that out of the ITSM improvement initiatives that fail to realize results, internal resistance to change accounts for 52%. The above reasons account for much of this resistance. The challenge is to gain buy-in, belief, commitment to an improvement initiative. But how can you do that?

WHAT IS A BUSINESS SIMULATION

A Business Simulation is an environment in which participants assume roles. Within these roles they must act as a team to design, agree and deploy their own processes in order to meet the objectives set at the start of the day. These targets and goals reflect similar targets and goals faced by IT organizations. This environment can be real (based upon a real case containing real situations) or made up (pretend case with pretend situations and events).

The environment is the context, the scenario in which the participants will act. This environment should closely reflect the organizational processes and stakeholders in the participant's own organization so that learning can be easily translated to their own organizational situation. For example, support and resolution processes, building and development processes, customers and suppliers. This environment is a safe environment which means that participants are allowed to make mistakes and they are challenged to experiment with solutions.

The day is divided into a number of rounds. In each round participants are confronted with situations and will experience aspects of their own work or tasks. Each round has the same structure which is related to the learning cycle of Kolb. This means that the team will first design a process, then test the process with realistic events and interaction, then analyze and discuss the results of this round, and finally discuss and deploy improvements.

There are a limited number of rules which means that there is enough room for the participants to use their own creativity to discover solutions and experiment.

The process of learning is facilitated by an experienced trainer, consultant or facilitator.

The learning process/scenario is based on a didactical framework. This means that the participants will experience a process that brings them step-by-step into more complex and challenging situations. This will develop the team to a higher level of maturity.

A Business Simulation is a learning instrument?

A Business Simulation is a powerful learning instrument. It puts participants in a situation where they will work actively on issues they really want or need to resolve. During this interactive workshop they will experiment and try to find solutions to problems they have

in day-to-day operations. The facilitator is an ITSM professional who supports this learning process. The facilitator will create learning situations where participants will discover new solutions, or reasons for failure. They will discover success and fail factors in adopting and deploying solutions. The facilitator will not give any solutions or advice, the facilitator is not responsible for solving the problem, but for helping participants experience and discover for themselves the solution.

At the end of the workshop the facilitator will help the participants transfer the solutions to their daily work.
In order to make this workshop effective, the facilitator:
• must have a very detailed intake session with the problem owner in order to setup the learning objectives of the day
• must have proven experience in facilitating a learning process
• must focus on the learning objectives throughout the day and during the rounds
• must be able to translate the situations during the day to best practice ITSM situations
• must help the participants capture learning points and translate these into the context of the participants situation

A Business Simulation can be used for many learning objectives

Creating awareness ….of what?
There are different types of awareness we may want to create:
• **Awareness of the problem** – A Business Simulation can create a shared understanding of the problem that a person, team, department, organization has. By simulating the real day-to-day operations into the Business Simulation, the team can discover problems that need to be solved within their own environment.
• **Awareness of the solutions** - A Business Simulation can create a shared strategy of how we want/need to improve the processes or performance. The team can experiment with solutions during the simulation.
• **Awareness of improvement strategy** – A Business Simulation can develop a shared strategy of how we need to improve the performance of the team. The team can experiment with this and the facilitator can support the team finding the best strategy. In a simulation the participants get to learn how to improve their own work.
• **Awareness of the benefits of using ITSM processes and best practices** – A business simulation can be used to let people see, feel and experience the benefits of processes and ITSM best practice in action, without bureaucratic books of procedures, and as developed and applied by the participants themselves.

Learn ITIL theory
As an extension to ITIL awareness or ITIL foundation training. Allowing people to experiment with ITIL theory in practice.

Illustrate the effects of process integration and process dependencies
To show the added value of the integration and dependency of the ITIL processes and the consequences when they are not aligned.

Show how well-designed processes improve performance and poorly designed processes cause failures, high costs, and dissatisfied customers
To let people design and apply their own processes in the simulation and then test these with real situations; also to confront the processes with real users, real customers and real

suppliers. The team is given a set of performance targets that their processes must realize. At the end of each round they must show reports on how well they have performed. These are then related to their processes.

Teach people how to analyze and improve a process
Between rounds the team will examine the service level scores they have achieved. Why were satisfactory scores not achieved? Which process and process activity caused this? What was the impact of people not following processes and procedures. What improvements can we make? The team is given a limited amount of time and must quickly identify, prioritize, agree and implement improvements that will have the most impact upon performance. They must also learn to engage with the user and the customer in agreeing and implementing improvements.

Illustrate the importance of an integrated approach involving people, process and technology when making improvements
Between rounds we analyze not only process bottlenecks but also the impact of tasks, roles, responsibilities and authorities. Were they clear? Were they being carried out? If not what were the consequences.
Were tools used to manage the workflow, transfer knowledge and provide management information? If not, what were the consequences.
Were supplier agreements and procedures in place to support and enable targets to be achieved? The team is confronted with the need to relate **every** improvement suggested to People, Process, Product, Partner and Performance.

Let people become process managers and allow them to manage people in a simulated environment
In the simulation people must actually play roles of incident manager, change manager or problem manager. There may also be a line manager representing a department manager. The process managers must learn to design their processes, convince people to use them, agree resources and steer processes in real time. They learn to agree workload and priorities with line managers. They learn that process management is more than writing a set of procedures and **hoping** that people will follow them.

Experience the importance of working together as a team, as opposed to individuals functioning in "silos" (organizational units)
In a simulation people in one room will play different organizational "silos". However it is only by managing the end-to-end supply chain that they will be successful. They must learn to communicate, to work together, to make choices together, and to assume their team role in order to be successful. They must learn to trust their team members.

Improve collaboration within and between departments, and learn to engage and collaborate with the business (customers and users)
Putting people from different departments together in a simulation means they must communicate. They get to see and feel the dependencies between departments. They get to see what other departments do and how they are responsible for inputs and outputs to other departments. They see the impact on other departments when communication breaks down, or when information is inaccurate or incomplete. In a simulation people often need to interact and communicate with customers and users within the simulated environment. They learn the need for involving users and customers in process design and improvement. They learn the need to agree priorities and expected results and value with customers and users.

Show the measurable effects of improvements in terms of increased performance (within the simulated environment); for example "We halved the incident resolution time" or "We lowered costs by 30% by structuring our work and removing failures and wastage"

In a simulation the results of the team's performance are directly measurable and visible at the end of each round. The team makes improvements between rounds and then retests their improvements. They can directly see if their improvements really made a difference, be it positive or negative. The team also learns how targets and performance indicators should be used to design processes, and that part of the process activities and process roles must be involved in capturing and reporting measures.

Show people the effects of "non-compliant" processes and the risks these pose to business continuity

For those organizations in which compliant processes are important to support IT governance initiatives, a simulation can use process assessment checklists such as ITIL or ISO, to identify process bottlenecks and non-compliance in each round. These can then be discussed in relation to process performance and business risk, and the team can learn to correct a non-compliant process and understand why it needs fixing. They can see the impact on business risk, outage, cost or continuity. They learn how a compliance instrument or assessment can also be used as an improvement instrument to help them improve their own work.

Enable people to experience how to use ITIL as a continual improvement approach

Between each round the team has a limited amount of time to study their results, discuss amongst themselves (1st line, 2nd line, 3rd line, supplier, user, customer) what went wrong, what priority improvements they need to make and how to deploy them. They sometimes have an half an hour to do this and learn that CSI involves everybody and doesn't have to take long. Get people together to discuss, agree and prioritize and make focused improvements together. Very often this is an eye opener. Very often people realize this is something they can directly transfer to their own working environment.

Teach people about leadership; i.e., ensuring people are focused on shared goals, and are motivated to work towards them

In a simulation somebody must adopt the role of leader to ensure the team works toward common goals, to address people not behaving in accordance with agreed ways of working, and to set clear goals and direction. They learn the impact of poor leadership on the overall performance.

Teach people how to give feedback to each other, and to discuss individual responsibilities and accountabilities

Between rounds people give feedback, not to a person but to a role. To somebody who has tasks, roles and responsibilities. They give feedback on the way the task, role or responsibility was performed and the impact this had on other roles, and on the end result. They learn to free themselves from emotional, personal feedback to factual role-based feedback, linked to consequences.

Identify a list of learning points and improvement needs that are relevant to an organization

At the end of the simulation the participants get to record key learning points and to identify improvements made in the simulation that are applicable to their own organization. They saw

the fail factors in the game and how these were corrected, and can relate this to fail factors (and possible improvements) in their own environment. In the simulation they have seen, felt and experienced how improvements can and do work, and are more inclined to believe that this can also work in their own environment.

Who should participate in a simulation?

It is important to invite the people you really need to have in the simulation. Think about customers, management, employees. Who needs to be involved in the simulation and why? What do you want them to see, feel and experience? This may influence which role they need to play in the simulation. For example one customer who had difficulty getting senior IT managers to invest in the service desk played a simulation. They put the senior IT managers on the help desk in the simulation. The IT managers felt the pain, frustration and anger of the end users. They also felt the pain and frustration of not having up-to-date accurate information from second level support. When the team made improvements to the call tracking tool and structured known error information as well as transferring knowledge and learning from second line support, the IT managers saw the impact of a well managed and enabled service desk. The customers and end users were happy, the support costs went down, the workload throughput increased, and resolution times went down. At the end of the simulation the "attitude" of senior management had changed, they immediately made agreements with second line managers about changing "behavior" and transferring knowledge. The simulation became an instrument for changing attitude, behavior and culture, gaining management buy-in and commitment.

The value of Business Simulations

Now that you know what a Business Simulation is, we can investigate the value of a Business Simulation.

It takes participants away from their daily work and processes

Working for one day in a totally new and challenging environment makes people think and act differently. Suddenly the normal rules and terminology are no longer relevant; the subject matter expertise and content of IT are no longer relevant because you are not talking about computers any more, but about racing cars, airplanes, trains, ships or Apollo 13. In this new and strange environment participants need to communicate very clearly and directly. If the communication is not clear, if the roles and responsibilities are not clear, if the processes are not clear, the team will fail and will not realize the results they had promised. During reflection you can focus on this and discuss what happens when roles, responsibilities and authority levels are not clear, together with the consequences of not following agreed ways of working, or of not having effective management insight to enable decision making and steering. It becomes a shared and agreed identification and analysis of the fail factors, detached from IT systems and IT content knowledge and expertise.

It compresses one month of working into one day

During the workshop, normally the team will experience three or four simulation rounds. In each round they will run the Plan-Do-Check-Act cycle in order to analyze their performance and improve this in relation to a set of Service Level Agreements. They will encounter numerous situations of things going wrong that they will also be able to relate to their own organization and working environment. They will be faced with dilemmas, choices and decisions. Throughout the day they will reflect on how they discussed, identified, prioritized and implemented solutions to solve these problems. They will also see, directly at the end of each round, the impact of their changes on service levels. As the day progresses, process

maturity, process capability and results of the team will increase. What normally would take months in a live working environment to realize, can be compressed into a single day.

Participants will "feel" the pain and "see" the results
'I do and I understand' the famous words of Confucius. As a teacher, in a typical ITIL training situation, you can tell students what the problems will be when they try to apply ITIL in their organizations. They will all nod their heads and agree. You can explain practical solutions to them and they will ask you to talk slowly and repeat what you say so that they can write them down and use them in their own practice. However, this is still theory to them, which they will quickly forget. It is much more effective to be part of the process and "feel" the stress of seeing things go wrong and having to solve them yourself. It is more effective to "experience" a solution you have designed and applied that is actually working. People will see the impact of success and failure in relation to their own behavior.

It is a safe environment to experiment
Making mistakes is part of the learning process; however, making mistakes in a real production environment can create risks and cause wasted costs, as well as dissatisfied customers. During a Business Simulation you can make mistakes. Naturally it is an unpleasant experience and your team colleagues may blame you. But remember, it is just a game and after five o'clock you can go home. Then "you" can reflect in a stress free, guilt free environment what went wrong and what you would do differently back in the real life environment. A simulation is played in rounds so that at the start of each round you can start afresh and try to improve the things that went wrong in the last round. This also provides an ideal way of learning how to apply continual service improvement approaches. You will be challenged by the facilitator to resolve your mistakes and try it again (hopefully) with better results in the next round.

We encourage our participants to experiment during the Business Simulation. Take your own process descriptions and role descriptions and use them. Change roles and change responsibilities during the simulation and see what happens. Examine the positive and negative impact on performance caused by behavior. For example, by people not knowing or sticking to agreed roles, or by people not following agreed procedures, or not actively engaging the customer or user during the simulation. Often in a simulation the facilitator may play the role of the user or customer and will get angry when performance is poor. Quite rightly. The whole team sees, hears and experiences the anger and frustration of the business when the team's performance is bad. Equally if the processes work well, then there is good dialogue and communication and the teams can show its achievement of performance targets, in which case the facilitator is satisfied and communicates more positively with the team.

Another benefit of a simulation is that the whole supply chain is in the same room. First, second and third line. This way everyone can see the impact of the angry customers and how a breakdown in the supply chain has caused this. People gain a greater appreciation and respect for the whole supply chain and their role in it.

Using Business Simulations to increase success
During the past five years around hundred of our international partners have played our Business Simulations thousands of times with thousands of different IT organizations. Other simulation providers have also played thousands of simulations. We have captured all the learning points of the participants so that we can identify common key learning points

associated with designing, deploying and operating IT service management processes. Participants came from leading companies all over the world, and were a mixture of experienced and non- experienced IT service management professionals. We asked them what they really learned during the Business Simulation. What did you discover today, what were the success factors in realizing real results using ITSM best practices?

What are the key learning points from a simulation?

We have consolidated the key learning points of thousand participants. These reflect their key learning points associated with trying to apply ITSM theory. We did not ask them to group or classify them in any way, we have subsequently classified these in common groupings; not surprisingly these groupings can be clustered around "people", "process", "product", "partners" as defined in the ITIL V3 Service Design book. In addition there is also a significant clustering around the 5th P – "performance". These learning points offer a valuable insight into the success factors for applying best practices that the readers can use straight away in their own service design and deployment initiatives.

Survey results – The 5 P's

These are specific learning points in relation to the 5 P's.

% named as key learning point	P	Key characteristics
4.6	Partner	• Manage the end-to-end supply chain • Steer the suppliers • Clear agreements and targets for suppliers

6.5	Product	• Tooling to:
		  - automate the workflow
		  - provide configuration insight
		  - support knowledge sharing
		  - enable reporting and decision making

17.1	Performance	• Dashboard and KPIs to steer and to demonstrate success • Effective priority and escalation mechanisms at all levels between business and IT • "Explicit" agreements known to all • Translate KPIs into process design and agreements and accountability
27.6	Process	• Defined, documented, deployed, demonstrated processes • Process management • Apply continual service approaches to processes
44.7	People	• Clearly defined and embedded tasks, roles, responsibilities and accountabilities • "Act" customer focused not just 'say' customer focussed, walk-the-talk • Team working and removing silo's and barriers between departments • Conscious, managed communication lines at all levels, internally and externally • "Address the soft issues" • Personal ownership and accountability

Table 1 Learning points in relation to the 5 P's

We could have simply shown this list to people at the beginning of the simulation and let them copy it down. But this will not be knowledge, it will be theory. By letting people play the simulation and experience these learning points it becomes real knowledge and understanding and, as such, can help create buy-in, belief and commitment that ITSM best practice initiatives can and do work, so long as the success factors learnt are applied and the fail factors experienced are avoided.

An IT manager or implementation project manager can use the learning points captured, together with the advice about improvement needs, as input to their own ITSM improvement initiative. It allows the whole organization to feel involved and empowered to make a difference. However it requires serious management commitment to do something with all the captured learning points and improvement suggestions.

We can give you this list and show you, tell you. Just like the many lists of bullet points in the ITIL books. It takes you as far as Confucius's, "I hear and see what you are saying"…but to take it to the next level you need to experience it, together with the IT employees in your organization who will need to adopt and use new ways of working. This will give them a shared understanding and create buy-in. You can then use the opportunity to reinforce your own messages about the need, about the follow-up approach that will be taken, about the results to be achieved and about the fact that it will only work if everybody accepts their tasks, roles and responsibilities and we work together to make change happen.

Take the time to study this list and use the points included to improve your own approach in order to make your ITSM initiative more successful, and think about using a Business Simulation to make it more effective.

Attitude and behavior
What did people gain in terms of the need to change attitude or behavior. Many of the things learnt you could have told them before and they would have agreed, but following on from the Business Simulation they:
• understood the risks and impact of poor processes on the business
• recognized the need to actively engage with customers and users and involve them in improvement initiatives
• felt the need for accurate reporting to gain an insight into pain areas and process bottlenecks
• recognized the importance of a logging tool for enabling decision-making, and only registering what is needed for managing the workflow and providing reports
• experienced the benefit of the relationship between event management, incident management and problem management in reducing costs and improving resolution rates and throughput times
• felt the impact of effective and ineffective leadership in relation to process success
• got "The Message", i.e., bought into the need for ITIL and the need to manage process improvement initiatives
• understood how to continuously improve processes as a team
• felt the need for clear role definitions and the need to be proactive
• felt the pain of poor priority and escalation mechanisms
• became aware of their own role in designing improvements and in sticking to agreed procedures
• felt the consequences and frustration of not sticking to agreed practices
• learned how to operate and interact across boundaries to help eliminate silos

- had fun!
- saw the importance of the ITIL processes in achieving results
- recognized dependencies between different roles and between different ITSM processes
- felt how their own work became less stressful and chaotic when processes were functioning properly
- gained a shared understanding and views of the issues. Everybody was there, everybody felt the "pain" or experienced the success
- created positive energy to change their own work

Capturing improvement needs as input into improvement projects

The biggest value that can be gained from a simulation as part of an improvement program is translating the learning points into improvement suggestions within the participant's own organization. This way the participant is making the first transfer of new knowledge into a practical application in their own situation.

People are given the chance to:
- recognize what was applied in the simulation that equally applies to their own organization
- capture improvement recommendations from each individual
- discuss and prioritize improvement suggestions, together as a team. This will help them feel involved
- hear directly from management, at the end of the simulation, what will be done with the team suggestions. This allows managers to show commitment. However if nothing is done following this exercise then increased resistance will occur. Managers must understand the energy created and willingness to change following a simulation, and must understand what is expected from them. For this reason it is important to "time" the playing of simulations so that they are aligned with improvement focus, budget and resource allocation, thus enabling the staff to see "managers walking the talk".

A simulation creates a powerful environment to engage and involve the people in helping shape their own improvements. A simulation creates buy-in, belief and a willingness to change.

The results described in the sections above clearly demonstrate how simulations like Apollo 13 Simulation Game successfully transform information into knowledge for participants. Experience and understanding is gained, which leads to insight into why their own initiatives were not succeeding. Many simulation participants go on to apply their new-found knowledge to make sustainable improvements within their own IT organizations.

These learning points may seem common sense and you may say that attendees could have logically thought these up without having to attend the training. However the difference is, and this is the strength of a simulation training (Learning-by-doing), these were learning points that were "experienced" and "felt"; attendees saw and experienced the impact of not having these best practices in place (fail factors) and experienced the performance improvements achieved when they were effectively applied (success factors).

The improvement suggestions captured were no longer top-down, or based upon a theoretical book. They are improvement suggestion from the shop-floor and are based upon recognized needs and an experience of what works and what doesn't.

A BUSINESS SIMULATION IS NOT A PRODUCT, BUT A SERVICE YOU SHOULD CAREFULLY SELECT AND DEPLOY

A simulation exercise should not be seen as a fun day out aimed at creating a "good feeling". The strength of a simulation is to use it as a learning instrument, or an instrument to help bring about behaviour change. Gaining true value from a Business Simulation depends of several aspects. We will describe the most important success factors in the following sections.

There must be a clear set of learning objectives to be realized or a clear problem to be solved

There must be a clear set of learning objectives to be realized. What do you want and need people to learn during a simulation. When we ask them at the end of the day "what have you learnt?", what should they say? If you are using a simulation to help realize change, then you must have a clear view of the problem that is to be solved. If there is no clear set of learning needs or no clear problem you want to solve, then don't send your people to a Business Simulation. Use this article to identify which problem you want to solve, or to determine how you want to use the Business Simulation.

The business simulation as an instrument

The Business Simulation is nothing more than an instrument. The added value of this instrument comes from the facilitation, a clear view of the results that need to be realized by playing the simulation, and assurance that the simulation can actually be used to realize those results. Therefore, it is important to carefully select the simulation provider and the simulation best suited to address your needs.

What is an effective Business Simulation?

1. The structure of the simulation must be based on a didactical framework.
   - Each round should add more complexity than the previous one, so that the participants are continually challenged to improve their maturity.
   - Each round must address new subjects and learning aspects.
   - Each event, exercise or situation must have a reason or learning objective.
2. There must be enough time to reflect.
   - The participants must become aware of the things that they know and the things that do they not know.
   - The participants must have time to analyze their processes, to discuss and share their findings, and time to design and apply improvements.
   - The facilitator must be experienced in asking reflective questions to enable people to learn. A facilitator who simply explains or tells participants what went wrong and what they should have done is not facilitating the learning process.
   - Learning points should be captured for further reflection at the end of the day and to be able to produce reports and overviews.
   - There should be an end of simulation evaluation so that you can identify how well the simulation met the original learning objectives.
3. The team must be responsible for the end result.
   - The participants must design, implement, analyze and improve their own processes and solutions.
   - The participants must be able to use their own solutions.
   - The participants must feel the pain if they make mistakes.
   - The participants must feel success if they developed a good solution.
   - The participants must be able to measure and see the consequences of what they have done on a set of objectives or targets to be achieved.

4. The context must be attractive, fun, realistic, challenging and active.
5. The processes must be recognizable.
6. Situations and events must be realistic and the participants should be able to easily relate these to their own working environment.
7. Participants and facilitator must play realistic roles and there must be enough direct interaction between these roles.
8. The scenario of the Business Simulation must be flexible. It must be possible to customize the scenario to meet specific customer requirements. For example if a customer is interested in using ITIL for cost control, or to increase "availability", then the simulation should be flexible enough to enable this.
9. The facilitator and the material must trigger the learning process of the participants.

The provider/facilitator

It is the facilitator that makes the Business Simulation successful. He or she will play roles to trigger the learning process. The facilitator will create situations so that key learning objectives can be simulated and tested.

1. The facilitator must have an ITSM background as trainer or consultant, and should have practical experience to call upon in supporting ITSM initiatives.
2. The facilitator must understand the Business Simulation and be experienced in using the materials and his or her role to trigger the learning process.
3. The facilitator can ask reflective questions and can help the participants discover their own solutions without telling them what to do.
4. The facilitator can change the scenario as the game progresses, as this will bring about more learning results.
5. The facilitator can play his or her own roles realistically (e.g. customer).
6. The facilitator should make the links between the reflection discoveries and the learning objectives for the session.

The intake

Each Business Simulation is unique! Each outcome is unique and is related to the objective of the customer. To ensure this, each provider or facilitator needs to perform an intake with the customer. The intake should ideally be done by the facilitator. This will ensure the facilitator hears and understands the learning objectives and results to be realized, and allows you to ask the facilitator how the learning objectives will be realized and captured.

The following points are important in ensuring an effective intake:
1. Always talk with the facilitator. This is the person who will work with your employees.
2. Agree the background and context for the simulation. Is it part of a larger program of change? What is the driver for the change program? What must the change program realize? How does the simulation fit in with the overall program?
3. Agree who will do the introduction, and the closure of the simulation? A team manager? A project manager? A department manager? The CIO?
4. Agree how the simulation will be introduced. Why the simulation is being used? What the learning objectives are, what the result of the day will be and what subsequent follow-up actions are planned?
5. Discuss the following aspects about facilitating the Business Simulation:
   a. When is the day a success? What will be the outcomes? How can we measure success and value of the exercise?
   b. Who will participate and why? What roles will people play and why?

    c. How do you want to facilitate the game? Should participants be confronted during the day?

    d. Which aspects of the game are useful, which not?

    e. How do you want to capture the learning results?

6. How do you want to see the participants act/behave during the day? What do you want to see as desired behavior?

7. What needs to be done with the end results? Who will take the learning results at the end of the day? What will be explained as the follow-up actions following the simulation?

8. Plan come-back sessions after the workshop to discuss the results and any subsequent actions.

9. Discuss the location, the room, the setup of the room, breaks, lunch, etc.

The workshop

During the actual workshop the facilitator will support the learning process of the team. He or she will act according to the agreements made during the intake, ensuring that the expected results are achieved. Some important tips:

1. If the facilitator is not the person involved in the intake, check to ensure they know what the objectives are and what the results must be?

2. The team should be busy solving their own problems, the facilitator just supports the team and enables them to discover solutions, and does not act as an expert telling the team what to do.

3. The facilitator should play a realistic role as part of the process, triggering situations that are clearly related to enabling the learning objectives.

4. The facilitator confronts the participants during reflection.

5. The performance of the team must be monitored during the day. The dashboard will be used to show the performance, and to decide which indicator(s) must be improved.

6. The learning points are captured during the day, and the final reflection is used to create the action list for any improvement plan.

7. Time is allocated for an effective closure so that the agreed manager or sponsor can give feedback and explain next steps.

The follow-up

The real learning, the real impact and the added value results are achieved after the Business Simulation. Following the simulation, the participants must translate their game learning into real life learning and real life improvements. To ensure this added value is realized, the transfer should be effectively enabled, facilitated and managed. Some tips:

1. Define work assignments for the participants related to the objectives of the Business Simulation.

2. Translate learning and improvement points into individual tasks and work agreements.

3. Allow team managers to agree with their teams which improvement suggestions will be picked up and actually deployed.

4. Agree how these improvements can be measured and demonstrated.

5. Use the workshop as reference during real work situations. Refer back to success and fail factors.

6. Organize come-back sessions where participants can talk about ITSM initiatives and the problems/questions.

7. Invite participants to take part in improvement project teams to help design real improvements for their team, department or process.

8. Ask senior managers to communicate decisions and commit resources to carry out the suggestions captured during the simulation.

You want to avoid a one-size-fits-all approach to procuring and deploying a simulation. You will have a specific business context, a specific learning need, a specific reason for using a simulation to help improve your organization. A simulation can be used to address a wide range of learning needs and objectives. If you do not know precisely what it is you want to achieve, then you may simply end up playing a game and having fun and not gaining real organizational value.

> *As the Forrester report stated:*
> *"Considering the enormity of change that an ITIL project may entail, spending the day that such simulators require should pay back many times over with the creation of a cohesive team with a greater understanding of the components, interrelationships, and vision that are required to successfully transform an IT organization."*

CONCLUSIONS

A simulation game is a powerful learning instrument when used correctly. However, it is important to know what learning objective you want to achieve by applying it, and what type of behavioral changes you want to bring about. Simply playing a simulation without specifying desired results required is a waste. It may be a fun day, but it is an expensive way of just having fun. To maximize the value of your investment, it is important for you to be aware of the types of learning goals a simulation can achieve, and the types of learning objectives your organization wants to realize. It is also important to realize the positive energy, the commitment and the engagement a simulation can create. As such, it is wise to consider what your next steps will be following the simulation. If you do not have a clear follow-up path you may lose the energy and momentum gained by using the simulation.

Jan Schilt (The Netherlands) has more than twenty years experience in IT. He spent fifteen years as an ICT Manager, three years as a Management Trainer and five years as a Process Improvement Consultant. Jan has a Master of Science degree in Human Resource Development, and has authored a book on process improvement. Jan is co-owner of GamingWorks and co-designer of the GamingWorks business simulations. Jan facilitated 100+ Business Simulations for the largest companies around the world.
Paul Wilkinson (The Netherlands) has more than twenty five years experience in Information and Communication Technology (ICT). In the last ten years Paul has specialized in IT organizational change. He is co-owner of GamingWorks developers of the business simulation Apollo 13 – An ITSM Case Experience. Paul is also co-author of the "worst practice" publications Not the IT Infrastructure Library and Not the IT Infrastructure Library Made Worse.

4.3 Applying the five disciplines of the learning organization to ITIL

The question of how to apply abstract theories and models in an organization remains a difficult one for many companies. In this article, Sander Jerphanion and Ivo Kristelijn address this issue. They also discuss the concept of the learning organization and explain why this theory is of so much value to IT service management.

INTRODUCTION

The field of IT service management is scattered with theories, models, best practices and guidelines. Every day, people stumble over terms such as CoBiT®, MOF, ITIL®, OTAP, ASL and BISL, while terms such as ISO/IEC 20000, SOX, CMMI and SMART are whizzing past their ears. On top of it all, various vendors have interpreted these models differently.

Clearly, there is no lack of ideas. However, how to apply these extensive models in practice is an entirely different matter. This is because adopting a (new) model requires changing the work processes, while these models (such as ITIL) state virtually nothing about roadmaps or maturity models.

In our work with our customers and indeed, within our quickly growing and changing organization, we have noticed that whereas some organizations effortlessly adopt new ideas and carry through changes energetically, other organizations have trouble doing so. This has inspired us to convert our observations into ideas on how organizations can optimally carry out projects such as implementing tools or processes. We have kept in mind that the field of IT service management would hardly benefit from another or more extensive process model, and have therefore focused on a blind spot that has appeared: how can the (existing) theories and models be applied successfully?

In this article we intend to uncover this blind spot, and demonstrate how applying the concept of the *learning organization* can help to successfully apply abstract models and theories such as ITIL.

We will first examine the problem in more detail and explain why these models are hard to put into practice. We will then introduce the concept of the learning organization and explain why this theory is so valuable to service management. This argument will be further developed by applying the concept of the learning organization to the example of ITIL, will be followed by a conclusion and recommendations.

"Do not quench your inspiration and your imagination; do not become the slave of your model" - Vincent van Gogh

PROBLEM DEFINITION

Models and theories are not only hard to translate into practice; they also have the (often nasty) tendency to grow in complexity and abstraction. As a result, they become even harder to comprehend and more difficult to apply to daily activities. Well-known examples of this are ITIL and CoBiT. Both models have undergone a metamorphosis that has not concretized them, but only made them more abstract and complex.

This development is a logical one; the models are now understood better by a (select) group of people, providing new insights into this matter. In addition, these models are being influenced by many different conditions arising out of actual practice. This may be the result of the introduction of new regulations such as the Sarbanes-Oxley Act or existing rules and regulations that become applicable to service management, because the (primary) company processes are starting to rely more and more on automation. The pharmaceutical industry is an example of this, where automation entered the field of Good Manufacturing Practice (GMP), the European guideline that guarantees the quality of pharmaceutical products.

Although this development is logical and can be explained, it is nevertheless an undesired one. In theory, models can be useful tools to structure and improve current practices. One of the models that is most used in IT service management is ITIL.

ITIL ISN'T PERFECT

When looking at ITIL and what it has brought us in practice, there are obviously many advantages. It has provided practical pointers, general terminology and a way of structuring core processes. Yet there are also some significant drawbacks to ITIL, as can be observed from the problems that tend to arise when ITIL is implemented.

For countries such as the Netherlands and the United Kingdom, this can be explained by their status as pioneers in ITIL thinking. After a trial-and-error process, these countries have now generally accepted the ITIL model, whilst realizing that it is still the responsibility of the individual organization to find a way to apply this extensive theory. This is something many organizations struggle with. It often requires external expertise, as the ITIL® books insufficiently describe how or where to start the implementation.

There are more external factors that complicate the ITIL implementation process. In countries such as Germany, where the focus is more on technology than on service, an IT person is generally considered an expert, and a good technological solution to a problem is considered sufficient. This mindset does not directly stimulate the business and IT department to focus extensively on ITIL, nor does it encourage a service-oriented way of thinking.

ITIL is heavily dependent on external factors such as work climate, but there are also weaknesses to be detected in the theory of ITIL itself:
• ITIL is incomplete and contains several gaps.
• ITIL is too extensive and abstract.

These statements are illustrated by the following case:

An IT employee observes that the central hard disks are nearly full. He knows that this will lead to service failure in the near future, which will generate incidents. To prevent these incidents from occurring and to make sure that the service will remain available, the IT

employee takes actions. Are the actions of this person, according to ITIL, a part of problem management, incident management, service level management, capacity management, event management or availability management? Or are they a combination of two or more of these?

The answer to this question is actually not important, just as long as the service is restored. No company has ever gone bankrupt because its employees did not know the difference between problem, capacity and availability management. Not replacing hard disks in time, however, can be fatal. In such situations, it is not always useful to linger over the details of the theory for too long. When applying ITIL it is important to keep in mind that it is a model.

Models as simplified representations of reality
Models are, by definition, simplified representations of reality and therefore cannot be directly applied in daily practice. Many organizations have trouble bridging the gap between theory and practice. This is because models have certain limitations:
• Models have a specific field/range of application.
• Models always have to meet certain conditions in order to be applied successfully.
• Every model has its shortcomings and pitfalls.

How these limitations are tackled is crucial and determines the difference between a successful and an unsuccessful ITIL implementation.

When applying a model in practice, it is often adjusted or redefined to suit the daily activities. Although this may seem to work at first, the actual purpose that the model should have served tends to get lost along the way. This results in a model which is even more complex and stands even further away from the reality that it is supposed to represent. An example of this is the set of documents that describes the service management processes and procedures for an organization. Sadly, these documents often end up on a shelf and are almost never consulted, let alone used proactively.

This process can be represented schematically in five steps:
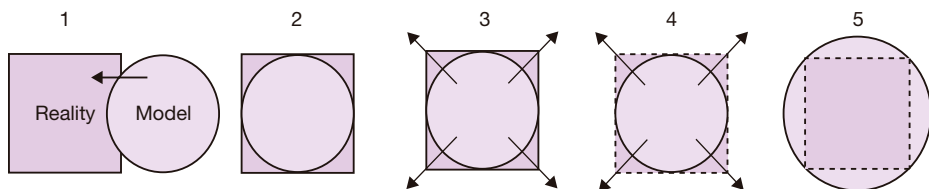
Figure 1 Models and Reality

One selects an existing model and tries to apply it (step 1). It turns out that the model in its current shape can never completely cover reality (step 2). The model is then reformed (or expanded) so that it corresponds to actual practice (step 3). During this process, reality often is lost from sight (step 4), as this process focuses on the aspects of reality that are not covered by the model. The result (step 5) is a model that falls entirely outside the scope of actual practice.

In step 2, the model, although not perfect, still falls within the scope of reality. From this point onwards, it would be more rewarding to focus on the common ground between the model and actual practice instead of on the smaller parts that the model does not cover.

This is easily said, but how do you ensure that the IT employees maintain this focus?

WHAT IS THE LEARNING ORGANIZATION?

To answer the question in the previous paragraph, we examined existing organizational theories and came across the *learning organization*. In its essence, the learning organization is a modern approach to managing and organizing your business. Before we attempt to define a learning organization, we will first take a look at the historical development of managerial and organizational theories, in order to put the learning organization into context.

Subsequently, we will explain why the learning organization is so effective, and define this type of organization based on the five disciplines of Peter Senge's "The Fifth Discipline". In conclusion, we will illustrate why the concept of the learning organization attunes so well to ITIL.

Background

| Classical School | Human Relations Management | Revisionism | Learning Organisation etc. |

1900   1910   1920   1930   1940   1950   1960   1970   1980   1990   2000
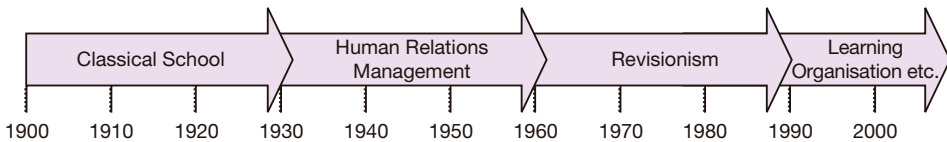
Figure 2 Timeline

Classical School

During the Industrial Revolution, much human labor was substituted by machines. Organizations increased in size and became more complex, and as a result operations became more specialized. In order to control these organizations, Frederick Taylor conducted time and motion studies to describe how people used their tools. He tried to optimize this scientifically, which later became known as Scientific Management - one of the most important management movements of the Classical School. In addition to Taylor, Henry Fayol and Max Weber also prescribed effective organizational structures with formal division of responsibilities, clear hierarchies and standardized procedures. In structures like these, the individual was just a cog in the wheel of a well-oiled organization.

Human Relations Management

In response to the Classical School, the Human Relations Management movement originated. This movement started with the Hawthorne experiments, where any change in working circumstances, for better or worse, caused an increase in productivity. From this, Elton Mayo concluded that emotional factors were more important to productivity than working methods. Abraham Maslow defined the different human motivations and ordered them in the so-called Maslow's Hierarchy of Needs. In this model, physiological needs such as sleeping and eating must be met before safety, social and esteem needs. And only then can the most important need of self-actualization be met.

According to Chris Argyris, formal organizations can hinder personal growth because of

specializations and restricting regulations. Argyris pleaded for task expansion and more people-oriented leadership. This theory was more closely defined by Douglas McGregor, who stated that there are two opposite portrayals of mankind: Theory X and Theory Y. According to Theory X, mankind is intrinsically lazy, has to be forced to work and avoids responsibility. Theory Y assumes that mankind is energetic and creative by nature; he sets goals and takes responsibility.

Revisionism
Rensis Likert created a link between the management movements of the Classical School and Human Relations Management. He described the "linking pin" structure, whereby an organization consists of overlapping groups that are held together by individuals who act as links between the groups. Blake and Mouton developed a new theory called "Managerial Grid". In this theory the team manager gives full attention to both productivity and the individual employees.

The learning organization
The emphasis of these models is still on controlling man and machine. This idea of control no longer applies today, as organizations have become more complex and their environment increasingly dynamic. As a response to this trend, smaller and more flexible organizations with clear structures have been set up. The model of growth has become the leading model, and current organizational theories include fractal company, cell structure, virtual organization, agile manufacturing, Kaizen and, of course, the learning organization.

Introducing the learning organization to service management
The essence of the learning organization is that individuals become motivated when they are given room for personal development and the opportunity to make use of their potential. When individuals are able to continually develop themselves, this will create an intrinsic motivation, which in turn generates a powerful energy.

The key is to integrate individuals into the organization in such a way that their skills will be used in the best possible way. When done successfully, employees are responsible for the tasks they like, while other tasks that they dislike are executed by people that happen to enjoy doing them. In this way, employees complement each other and an energetic organization emerges. As a result, the organization has the ability to adapt to a dynamic environment and, consequently, will achieve better results.

In a learning organization, the people and the organization are attuned to each other. It is obvious that it is more difficult for large organizations to change than it is for individuals, but for organizations it also becomes increasingly important to operate flexibly in a rapidly changing environment. A good example of an organization that has gone through a successful change is Nokia, which transformed itself from a riverside paper mill in south-western Finland to a global telecommunications leader.

In order to attune the individual and the organization to each other, the wishes and possibilities of these two must be defined. Only then is it possible to identify the similarities. A learning organization is then created by integrating the goals of the company with the individual's vision of the future. By doing so, the employees are likely to become more motivated in contributing to the realization of the company goals.

Peter Senge's "The Fifth Discipline"

Although several initiators of the concepts of the learning organization can be identified, in this article we refer to the ideas of Peter Senge as described in his book "The Fifth Discipline".

Peter Senge describes learning organizations as places "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together". To achieve this, Senge suggests five disciplines (a series of practices and principles).

Personal mastery is the discipline of continually clarifying and deepening personal vision, of focusing energy, of developing patience, and of seeing reality objectively. Learning to cultivate the tension between ideas and reality can expand one's capacity to make better choices, and to achieve more of the paths that they have chosen to take. A realistic gap between vision and reality causes creative tension. When the gap becomes too great, chances are this causes negative emotional tension and therefore works counterproductively. A well-defined personal vision feeds intrinsic motivation and is a source of immense personal energy.

Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence the way we understand the world and how we take action. Individuals act according to the true mental model that they subconsciously hold, and not according to the theories that they claim to believe. The discipline of working with mental models starts by turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and scrutinize them rigorously. By continually reflecting upon, discussing and reconsidering these internal pictures, individuals can gain more capability in governing their actions and decisions.

Shared vision is an image of the future, which is commonly developed and shared by everyone. The more richly detailed and visual the image is, the more compelling it will be. Because of its tangible and immediate quality, a shared vision gives shape and direction to the organization's future. It establishes a focus on mutual purpose. With a shared vision, people will do things because they want to (commitment), not because they have to (compliance). Having a shared vision helps people make correct choices for the organization as a whole, without the need for extensive instructions and procedures.

Team learning involves mastering the practices of dialogue and discussion – the two distinct ways that teams converse. Dialogue is the free and creative exploration of complex and subtle issues, a deep "listening" to one another and suspension of one's own views. By contrast, in discussion, different views are presented and defended, and together the best view is agreed upon. Through techniques like dialogue and skilful discussion, teams transform their collective thinking and, in doing so, learn to mobilize their energies and abilities. If this is done successfully, the final result will be greater than the sum of individual members' talents.

Systems thinking is a conceptual framework to make patterns clearer and to help us see how to change effectively. This is the ability to see the bigger picture, to look at the

interrelationships of a system as opposed to simple cause-effect chains; allowing continuous processes to be studied rather than single snapshots. The practice of systems thinking starts with understanding a simple concept called "feedback" that shows how actions can reinforce or counteract (balance) each other. It simplifies life by helping us to see the deeper patterns lying behind the events and the details. This fifth discipline shows us that the essential properties of a system are not determined by the sum of its parts but by the process of interactions between those parts.

Peter Senge refers to systems thinking as the fifth discipline. Without systems thinking, each of the disciplines would be isolated and therefore not achieve their objective. The fifth discipline integrates them to form the whole system, a system in which the properties exceed the sum of its parts. However, the opposite is also true - systems thinking cannot be achieved without the other core disciplines: personal mastery, team learning, mental models and shared vision. All of these disciplines are needed to successfully implement systems thinking.

A combination that works

Why do these concepts of the learning organization fit so well with ITIL? Several decennia ago, the focus of the IT industry was mainly on technology and as a result ITIL V1 was born. The CCTA best practices led to the creation of ITIL V2, which was primarily concerned with processes. In both these approaches, however, too little attention was paid to the human factor, whether as an individual or as a group (represented as the people circle in figure 3). Although ITIL formulated functions, roles and various consultative structures, it did not explain how to implement these successfully or how to ensure that employees make the right decisions. The learning organization does, however, deal extensively with this human factor. That is why we have combined these two theories in the next section and have demonstrated how they complement each other.
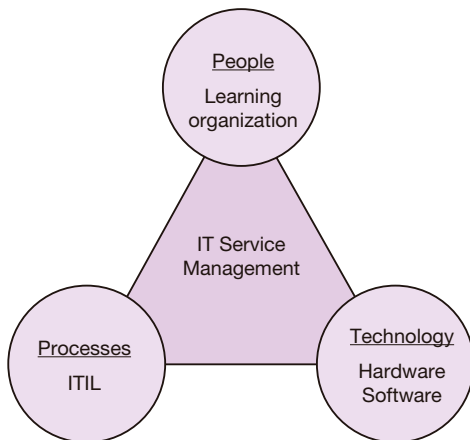
Figure 3 Overview ITSM

APPLYING THE FIVE DISCIPLINES TO ITIL PROCESSES

Shared vision

ITIL has divided service management into processes and functions. Senge states, however, that subdividing a larger problem into partial problems and tackling them individually, does not necessarily help in solving the overall problem. When we take a look at cases, Senge's statement seems to ring true. All processes have process managers, and when they do not direct their processes towards one common goal, compartimentalization can arise. These processes can then counteract one other.

Case:
Because of its negative image and unsatisfactory results, an IT department has decided to place greater emphasis on ITIL. One complaint was that they often did not answer the telephone when they were called. The employees, therefore, had less faith in the IT department.

In response to this lack of faith, incident management set themselves the target to *increase* the number of incidents (i.e. colleagues should be calling the service desk more frequently). Without discussing this with incident management, problem management decided to aim for a *decrease* in the number of registered incidents.
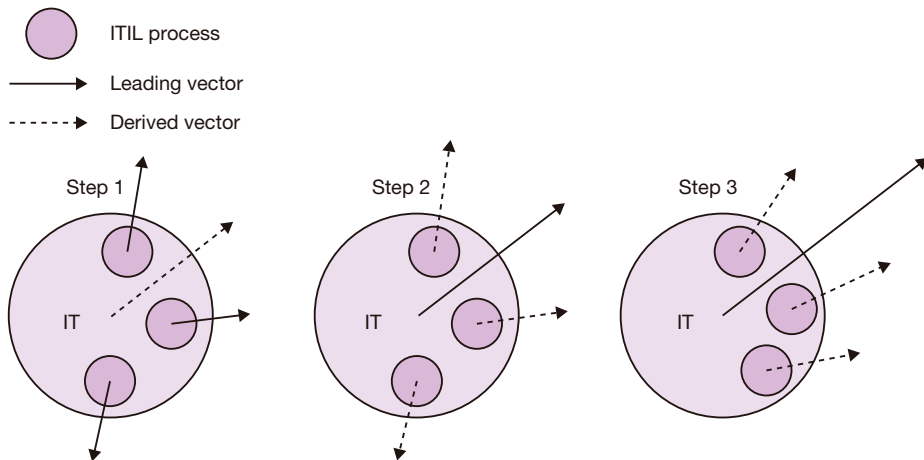
Figure 4 Shared vision & ITIL

When each process is set up individually, the final result is often less effective, because processes can (partially) counteract one another (step 1). It would be better to firstly establish a common goal. The focus of the processes will then be (partially) derived from, and shift towards, this common goal (step 2), which will increase the effectiveness of the whole IT department (step 3).

For this reason it is important to establish specific common goals and values within the IT department. For instance, what is meant by correctly resolving an incident? Does this mean providing a quick solution, or a reliable one? What kind of image does the IT department wish to have? By discussing such topics within the department (instead of being given the

answers by the management), not only will the processes develop more specifically and reinforce each other, but the exercise will also help to create a sense of solidarity.

The latter is an important factor in making employees part of the common goal. This sense of solidarity will encourage them to give their best, as opposed to participating because they are told to do so, or even worse, hindering the process.

Personal mastery

In an ideal world, an IT department would consist solely of employees who master this discipline. This would mean that all employees know what they want, put this into practice and continually learn from this. Nevertheless, this works differently in practice. Many people are simply discontent with their current work routine and it is hard for them to formulate a personal vision.

All of this shows that, when arranging functions and roles, there is relatively little attention paid to the characteristics and plans of the people involved. Consequently, the functions and roles are being enforced on the basis of seniority or already existing functions. Unfortunately, this offers the employees little opportunity to develop their personal mastery. As mentioned in the previous section, Senge believes that it works best when people are intrinsically motivated. This implies that they devote themselves to a common goal and do not just carry out their work because they are expected to do so.

A good first step to encourage personal mastery is to stimulate employees to formulate their personal goals. For instance, one individual may not be able to understand why another derive satisfaction from maintaining a configuration management database (CMDB), whereas someone else might perceive this as an exciting challenge. The second step is then to take account of these personal goals and preferences when assigning the functions and roles.

These developments can only be realized when the organization has an open working atmosphere. This means that employees should not only be able to say what they want and feel, but also be able to give and receive feedback.

Mental models

As explained earlier, one cannot work without mental models. They are helpful, but when there is no awareness of them, they can also work against us.

A process manager's, mental model for instance may feel the need to have control over his or her own processes. Based on this mental model, the processes and procedures will then be defined. If the first result of the process is poor, for example when employees feel restricted or patronized, the process manager will respond by including more moments of control and intensifying the procedures (as this response falls within his or her mental model).

Case:
In order to be able to better prioritize incidents within the IT department, a service level manager introduces levels of support (and corresponding priorities and durations). After brainstorm sessions and several discussions with clients, he concludes that many aspects have an influence upon the priority of each incident. Including:
- the number of people involved
- the level of function of the people involved

- the organizational location of the people involved
- whether the incident concerns a primary or secondary company process
- whether the employees are merely hindered in their work, or whether their work has been interrupted completely
- whether the incident concerns a direct malfunction, or whether it will surface at a later stage
- the type of service

However, if all these aspects have to be taken into account when prioritizing incidents, the service desk needs too much time for the call intake, and they might no longer focus upon what is actually important.

In this example it would have been better if the process manager had been aware of his own mental model – namely that the support levels should cover all exceptions. Keeping in mind his mental model, and the ultimate goal of being able to prioritize better, he would have become aware of the fact that he has been barking up the wrong tree. This insight will create the opportunity to formulate workable levels of support in conjunction with the service desk and client.

A good first step is to map personal models and subsequently examine them critically. This can be done both individually and in groups.

Team learning
When people work together, they have to communicate with each other. As Senge points out, this communication can take place by means of either dialogue or discussion. In a discussion people want to be proven right. In a dialogue they want to learn from each other.

Case:
The front office often receives incidents that have been returned by the back office. The back office is getting irritated as they are overloaded with incidents for which they are either not responsible, or do not have sufficient information to resolve. In turn, the front office is also getting annoyed, as it receives complaints from callers, who claim that the incidents they have registered remain unresolved for too long. The employees of the front and back offices start blaming each other and their relationship polarizes. Despite the fact that Operational Level Agreements (OLAs) are introduced, the situation does not improve.

Under the guidance of an external trainer, a course is organized in which the problem and incident management processes are reviewed. The two departments then share their views on how these processes effect their daily operations.

This has the following results:
- The back office point out more clearly what additional information they need, and help with the creation of a script for the front office.
- A list of Frequently Asked Questions is composed, which will help the front office to instantly assist callers on the phone.

In this example, it is clear that the two departments have more things in common than they first thought. The first step towards solving the problem was that the discussion shifted from

their own departments to the problem and incident management processes. As a result, the two departments started a dialogue, exchanged their views, and began cooperating.

Another example of this type of tension is the lack of understanding that can exist between the IT department and the business. In many cases, the business is not satisfied with the services provided by IT and feels it takes too long to resolve incidents. The IT department on the other hand, is tired of the special requests from the business, such as non-standard PDA support. Both parties intend to defend their own argument more aggressively. They do not reach an agreement and the service level manager has to intervene. He helps to set up an extensive service level agreement (SLA).

However, the chance that this document will improve relations between the two departments is slim, because the SLA does not focus on the (often minor) misunderstandings from which tensions can originate. For example, the network had been down many times during a certain period, with the consequence that an important quotation could not be sent out. If the relationship continues to evolve negatively as a result of such misunderstandings, there is every chance it may escalate, which in turn could be a reason to outsource the entire IT department. If the business had known the reason for this malfunction, namely that a network migration was taking place, it may well have understood and accepted the increase in network problems. Alternatively, the business could have explained the situation to IT, namely that it would be a bad time to carry out a network migration given their need to put together the quotation. This miscommunication could have been easily prevented by inviting the business to the Change Advisory Board (CAB), at which it is decided which changes will be implemented and when.

Systems thinking

In a business, it often happens that decisions are made that have been well thought out, but are not received positively by the employees. They feel something is not right. In such a situation, systems thinking can help to provide better insight into the organization.

Using the archetype models from The Fifth Discipline, we have illustrated two examples below.
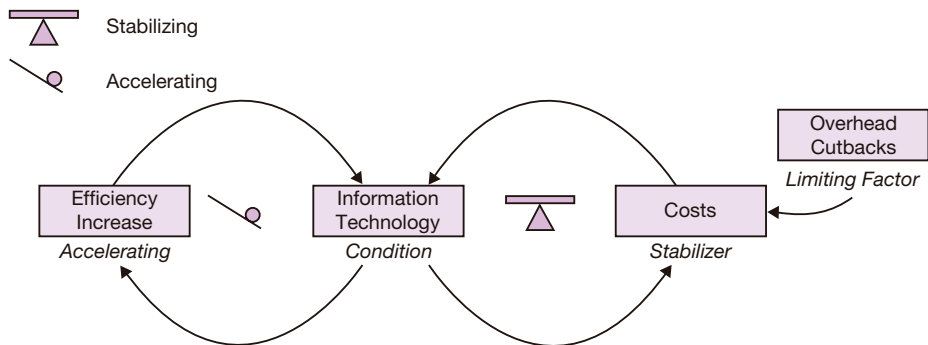
Figure 5 Archetype 1

Information technology is used to automate work processes (condition). This can result in a significant increase in efficiency and, in turn, an increase in the demand for IT (accelerator). This process does not repeat indefinitely. IT requires more and more investment and maintenance costs, which inhibits its growth (stabilizer). Additionally, it becomes harder to define exactly what the contribution of IT to the business is. As a result, the IT costs are considered an overhead. When looking to save money, the business makes overhead cutbacks (limiting factor), as shown in figure 5. Although the costs may appear to decrease, this actually has a negative impact on the business. If the benefits provided by the automation processes had been made clear, this sub-optimization might not have been carried through.

It is of course difficult to pinpoint the exact influence of IT on the business, but it is possible to gain greater insight into this by mapping the causalities within the process. This may create some new perspectives on the matter; a proposed solution that seemed effective at first may turn out to be less useful. In the case mentioned above, IT management might decide to act more proactively in explaining what the automation department is working on.
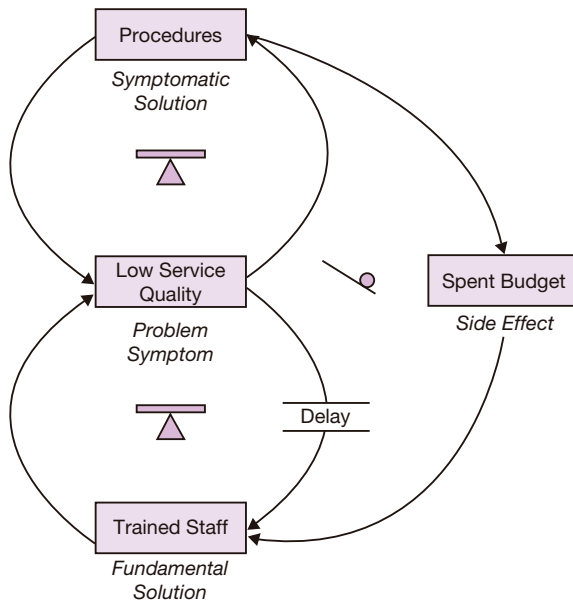
Figure 6 Archetype 2

Unfortunately, it happens all too often that the quality of service is too low, or is perceived as such (problem symptom). It then seems a good idea to put in place procedures and working instructions, only to find that such detailed documents are seldom read and understood, or that procedures have already changed while the documents and being written (symptomatic solution). It tends to be forgotten that service delivery involves people providing a service to other people – and that the service provider needs to be trained (fundamental solution).

It is, of course, inevitable that agreements and procedures exist at a basic level, and that employees are aware of them. Providing insight into the vision of the service department

and involvement in the business helps the service provider to make the right choices when providing the service. These procedures need to be logical, or known throughout the organization, so that manuals are not necessary. In case things go wrong, it is best to resist the urge to redefine the procedures; instead, evaluate the situation and learn from it. When an organization focuses mainly on agreements and procedures, there is no time or money left to train staff (side effect).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the section *Problem definition*, we stated that there are many models and theories within the field of IT service management. None of these models are perfect. This is expressed by G. Box, who stated that "essentially, all models are wrong, but some are useful". Models are "wrong" because they are a simplified representation of reality. As a consequence, the models have to be made applicable for daily practice. This is not an easy task, especially when the model's weaknesses are dealt with incorrectly.

In our work we often encounter organizations that have difficulty applying models and theories such as ITIL and CoBiT. An explanation for this is given by ITIL V3 Chief Architect, Sharon Taylor: "a common mistake made by new adopters of ITIL is trying to *go it alone*. Mistakenly, many new adopters feel that external consulting expertise adds prohibitive costs to their implementation. In many cases, the opposite is the case."

Taylor is right about this. Dealing with the models' weaknesses is a real art, and external experts are capable of this. However, this art itself cannot be learned by hiring someone for an ITIL implementation. Although the project will be finished in less time, and costs and expenses will be saved, the chances are that external expertise will be required again for the next project.

In the section *The learning organization*, we investigated whether organizational theories offer a solution that enables organizations to better cope with the weaknesses of existing models. We came across the learning organization. This theory reacts against traditional organizations that have a hierarchical structure. The learning organization states that employees do not wish to have laws and regulations forced onto them and, more importantly, that these regulations prevent them from fully exploiting their potential. It would be better to give employees room to develop themselves, so they feel part of the organization and share the common vision. This way, the individual goals reinforce the common goal. The latter corresponds with our own experiences with our customers and within our organization.

Based on Senge's five disciplines of the learning organization (Shared vision, Personal mastery, Mental models, Team learning and Systems thinking), we have illustrated that the concept of the learning organization is useful when applying the best practices of ITIL. This is because the focus of ITIL has shifted from technology to processes, while the learning organization pays more attention to the human factor. An additional advantage of the learning organization is that it provides employees with better tools to successfully carry through future projects without external expertise.

In short, we believe that our field would not benefit from yet another process model. In order to take the next step into maturity, the employees need to become the central focus. This

allows for existing ideas to be used better and more effectively. We believe that the learning organization can help organizations to take this step.

Recommendations

We recommend that every organization is cautious about embracing new or renewed process models such as ITIL V3. This is not because these models lack useful content, but because it is likely that current practices can still be improved upon. By paying more attention to the human factor, we believe that it is possible to use the existing potential of the employees to their full extent. To ensure that employees are prepared for future changes, it is advisable to actively pursue the five disciplines as discussed in this article.

We recommend anyone who is interested in finding out more about the learning organization to read Peter Senge's book "The Fifth Discipline". In addition to the five disciplines, the archetypes of the system theory (frequently occurring patterns in events) and learning disabilities are particularly instructive.

Sander Jerphanion (The Netherlands) is consultant for TOPdesk with extensive experience in service management as a consultant, trainer, and project leader in the Netherlands, Germany and England. Sander also trains and coaches junior consultants.
Ivo Kristelijn (The Netherlands) is Managing Director of TOPdesk Consultancy & Services and is responsible for the implementation and support of the service management tool TOPdesk. Ivo is interested in applying the concepts of the learning organization.

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4

4.4 ABC of ICT V3

IT organizations have been struggling for the last ten years to adopt best practice frameworks such as ITIL in an effort to bring IT under control. However we have generally failed to realize the promised benefits of ITIL.
*ITIL V3 has now been launched. Is ITIL V3 the silver bullet to solve our problems? Will it finally ensure we realize the promised benefits of ITIL? Or will we fail just like we did with V2. With the increasing importance of IT to business operations we can no longer afford to fail. We must demonstrate we can bring IT under control. This article shows how the **Attitude, Behavior** and **Culture (ABC)** of ICT are what will determine the success or failure of your ITSM initiative. Unless we address this **ABC** then ITIL V3 will be doomed to failure. This article will finish with a few best practice tips to help you ensure that, finally, you are able to make ITSM best practices work and bring IT under control.*

THIS ARTICLE'S AIM

This article's aim is:
- to show that best practices, and frameworks such as ITIL® V3 are, in fact, only as good as the results that they achieve and the shift they are able to create in the Attitude, Behavior and Culture (**ABC**) within IT organizations
- to show why this ABC is the reason that many IT service management improvement initiatives have failed in the past, and indeed continue to do so, why the promise of Business and IT alignment, never mind Business and IT Integration, is still a long way away
- to confront IT managers with their role in changing their own Attitude and Behavior and leading change to make a real Culture shift in their organization and bring the business alignment a little closer
- to give you some practical tips for finally breaking down the ABC barrier that stands in the way of achieving real, lasting results using best practices.

CIOs and IT managers are inundated with volumes of **"best practice"** guidance and publications all telling you what you, as an IT professional, should be doing. ITIL V3 is the latest addition. Indeed this publication is another "heavy" example. No doubt you have shelves, straining under the weight of similar books and magazines.
We have noticed that these best practices share a number of common characteristics:
- They are generally expensive to buy, and certainly expensive to implement.
- They take time and considerable effort to implement.
- They are frustrating to apply.
- They usually go wrong.
- They are increasingly filled with "wishful thinking" and "wouldn't it be nice if…" as opposed to captured, proven, demonstrated best practices.
- They generally fail to deliver the promised benefits.

- People usually wish they hadn't started in the first place.
- They are, more often than not, accompanied by gangs of CONsultants often giving CONflicting advice, making it all very CONfusing and all CONning you that you can't apply the best practice without their CONsultancy.
- You have to buy more best practice to tell you how to get out of the mess you got yourself into by trying to apply the first best practice, which keeps the best practice book publishers and the numerous consultants spouting all the best practice in work, and gives Jan van Bon another reason to produce a new best practice publication, and Ivo van Haren can make even more money by printing and selling the books.

Our philosophy on the other hand is really quite simple. We promote worst practices. We have probably produced the only IT worst practice book on the market, "IT Service Management from Hell", which means there is only one book to buy so you don't have to worry about filling a book shelf. We don't offer any magic solutions, we simply show you where you *don't* want to be. Our advice is "**It is quicker, easier, costs less and probably saves more by recognizing and eliminating worst practice**".

This article makes use of much of the text from the ABC of ICT article of 1994. Why? Well for two reasons. One: ITIL V3 uses masses of text from ITIL V2 so I felt this must be a best practice worth repeating, so I too will regurgitate my text, Two: no matter how much I would like it not to be true, the text is still 100% applicable today, so I felt a responsibility for pointing this out to people again.

Unfortunately, something went wrong with our philosophy. It would appear that many IT professionals took our worst practice advice literally and actually tried applying what we wrote, thinking it was best practice! At least, that is the only explanation I can find for the current state of affairs of many IT organizations. If you don't believe me, then explain this:

When I began my career in computing 25 years ago as a system manager, otherwise known as "technoid".

A technoid is somebody who grunts in technobabble and doesn't know what a customer or user is, apart from some annoying creature that interrupts his (or her, not to be sexist) work and breaks the IT.
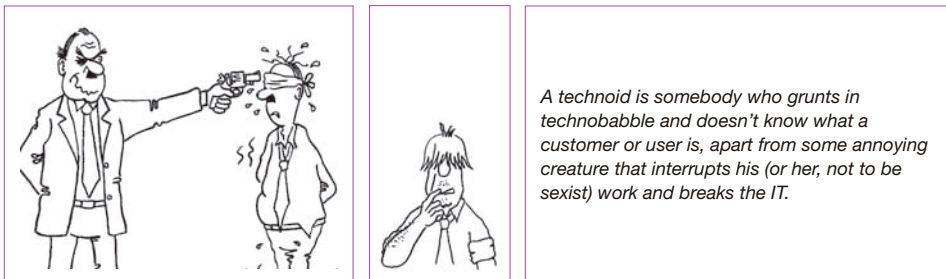
This cartoon is in one respect accurate. "People" are indeed the worst practice that is standing in the way of realizing the benefits of IT, people that can turn a best practice into your worst nightmare. The Technology itself is no longer an issue. It is the way that it is used (abused) and managed (mismanaged).

I was then informed in the computer publications of the time that IT'ers would need a new focus if they were to survive:

- **I** would need to communicate in terms the business could understand, and deliver service to customers and users as IT was becoming more and more important …..ten years later I was a manager of a team of system and network managers, a herd of "technoids", the industry was preaching ITIL to us and how we techies would need a new focus if we were to survive.
- **We** would need to communicate in terms the business could understand, and deliver service to customers and users as IT was becoming more important.

In 1996 we first produced our worst practice book. We included an extract of an article written by Lew Young, editor in chief of the Business Week publication, in which the state of IT was clearly described from a business manager's point of view. *"Probably the most important management fundamental that is being ignored today is staying close to the customer to satisfy his (or her) needs. In too many companies the customer has become a bloody nuisance whose unpredictable behavior damages carefully made strategic plans, whose activities mess up computer operations, and who stubbornly insists that purchased products should work."*

We certainly agreed that the Customer was a bloody nuisance.

Now we are in 2008 and of course things have obviously changed. Because after all we have had all that best practice to help us. In which case can somebody please explain to me why the latest survey of the itSMF in the Netherlands shows the number 1 strategic priority of IT organizations is "to improve the quality of services and products". This reminds me of that film "Groundhog day" every day you wake up and relive the same day.

SO WHY HAS SO LITTLE CHANGED?

Darwin proposed a theory of "survival of the fittest". A species would evolve from generation to generation, adapting to the demands of its environment in order to survive. Based upon his premise you would logically conclude that from generation to generation the technoids would evolve and adapt to changing business demands... apparently not. It would appear the theory doesn't apply to technoids. Or perhaps the technoids are like the great white shark, perfectly adapted to their environment, they haven't changed in millions of years. ***Perhaps the technoid is a perfectly evolved and adapted species? Grunting in technobabble and annoying the business is what it was designed to do.***

However, a species can succumb to some sudden external influence that can make it extinct within no time, look at the dinosaurs. For the technoid (the modern day equivalent of the dinosaur), this sudden external factor is "sourcing" (out and offshore), threatening the survival of the in-house IT'ers unless they adapt…. and fast. "Survival of the most adaptable?". A somewhat more topical and controversial solution is at hand and offers another new perspective. Gene manipulation.

Perhaps the only solution is to genetically modify the technoids. Research has already shown that lazy monkeys that only work when rewarded can be made to work hard at all times when they have undergone simple gene manipulation. If you see copies of "New scientist" on the desk of your P&O manager then it's time to start worrying….. but of course, this doesn't concern you.
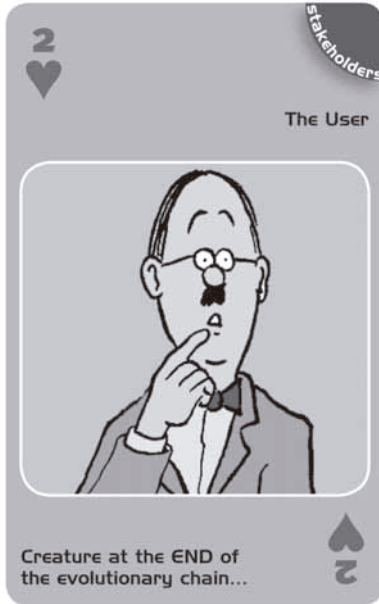
THE IMPORTANCE OF IT AND THE NEED FOR GOVERNANCE

So after all these years, and having thrown ITIL V2 (and now V3) into the equation we are still poor at improving the quality of IT service to the business. Why do we need to? Let's just carry on doing it the way we do. It keeps us busy, keeps the consultants in business, everybody happy, the cycle of life goes on. Only, let us take a look at IT today. IT is becoming more and more mission critical. IT is a way of life. The cyber-consumer forces the adoption and deployment of IT in just about every industry. IT organizations face the need to demonstrate control and compliance. Bring IT under control, prevent risks and protect business continuity. On the other hand they face the need to demonstrate performance and added value. Demonstrate how IT contributes to business success and value. These are the driving demands in fact for IT governance, and indeed what ITIL V3 stresses in its Service Strategy book.

This drive for governance is one of the reasons why many CIOs are adopting ITIL. ITIL is exploding. A survey of 197 CIOs in March 2006 by the CIO magazine revealed that 95% of CIOs will adopt ITIL to address business goals. The success of ITIL is no longer a "nice-to-have" but a "need-to-have". Failing to get it right THIS time could mean the red card to many IT organizations. So the status quo is no longer acceptable. We must change. The sense of urgency is clear to many. But is the sense of urgency felt by all?

This has prompted the authors of ITIL V3 to declare ITSM capabilities as a strategic asset. What that means we will see in the section on ITIL V3 about the need to use ITIL to achieve a strategic alignment between business and IT. Or as many of those involved in the creation of ITIL V3 have declared, it will finally enable business and IT integration!

Attitude

"..Unless we in IT improve our processes Governments may topple, there will be increased hunger in the world, global warming will rise faster, the stock markets may crash.."

I guess my 'sense of Urgency' is a bit overdone huh!
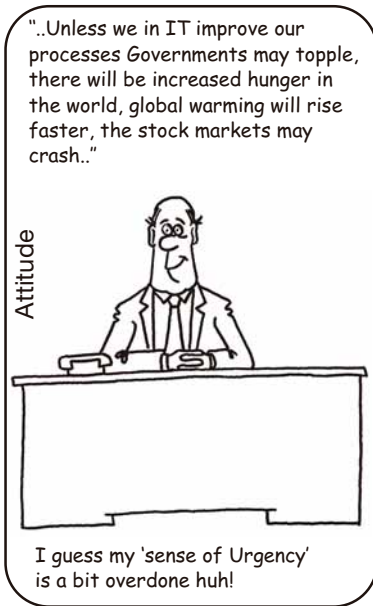
This is one of the reasons I have written this article. The alarm bells are ringing. We may have CONvinced ourselves we are a strategic asset, but go and tell that to a business manager and when he stops laughing and wipes the tears away from his (or her) eyes you can ask. "Why are you laughing?". This article tries to explain why.

Another reason for writing this article is that I do not see anything in the ITIL V3 certification schemes or training demands to address the ABC issues.
As a result we will send tens of thousands of people through ITIL V3 certification training, arming them with 22 points. We will then let them loose as "strategic assets" to reap havoc with ITIL process flows and books of procedures within their own organizations.

A ♣

"…I have 22 points. Therefore I am fully certified in ITIL, therefore I am right…therefore you must be satisfied…"

ITIL

ITIL certification means I know what I am doing

The cartoons in this article are taken from an instrument we have developed to finally address these ABC issues and make them visible and open for recognition and discussion. We have developed a pack of playing cards identifying 52 of the most common worst practices relating to "Attitude", "Behavior" and "Culture". These are not simply cartoons. These represent real behavior! Which is even more frightening. Whenever I present these cartoons at conferences, people come up to me and declare "we recognize that. It is so true of our organization. What can we do about it?" It was this appeal for help that has prompted us to write a serious book about the ABC of ICT and an instrument to help people identify, discuss and finally resolve these issues.

FRAMEWORKS AS A SOLUTION TO OUR PROBLEM

So basically governance is one of the biggest drivers demanding the need to bring IT under control. Minimise risk, demonstrate value. If we look at a definition of Weil & Ross (IT Governance book, Harvard press) describing governance we will see where our first worst practice stems from.

> "Specifying the Decision rights and accountability frameworks
> to encourage the desirable behavior in the use of IT".

Why have I used this definition (from Weill & Ross)? Because this book from Weill and Ross, like ITIL used to be, is based upon proven Best practice taken from numerous case examples. ITIL V3 I fear has strayed from the path and has added a lot of "wouldn't it be nice if" and some "wishful thinking" best practices. The time for wishful thinking has passed, the time for hard reality and proven practice is upon us.

Why have I split the definition above into three lines like this? Because one of our primary worst practices is that we focus so much on the first line (adopting the frameworks such as ITIL that will define some responsibility and accountabilities) that we forget, and do not
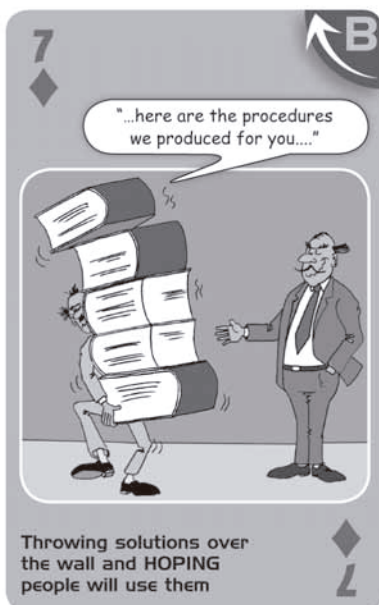
Simply handing over a set of new ITIL procedures and hoping this will suddenly change peoples attitude (to become more customer focused) and behavior (following the procedures) is like expecting all of the countries in the world to suddenly stop CO_2 emissions because of Al Gore's film.

adequately address the second part **"encourage the desirable behavior in the use of IT"**. Which is what IT governance is all about, "doing the right thing to responsibly manage the IT assets in an organization such that it poses no risk to business continuity, and such that the investments we make deliver value". One example of this worst practice is the books of process flows and procedures we produce and "hand-over" to the organization assuming they will then follow them. Believe me this is still a reality.

This focus on "Frameworks" is also a worst practice that I still see evident in just about every ITSM conference I attend. What do I mean by that? Take a look yourself. The next conference you attend look at the program and the titles of the sessions. 95% will focus on some framework, or method, or approach, or specific process, very few will focus on addressing attitude, behavior and culture, telling you how to embed the solution in the organization, what sort of resistance you will encounter and how you overcome this. This leaves many organizations, new to adopting frameworks, with the naïve belief that they can simply be "implemented".

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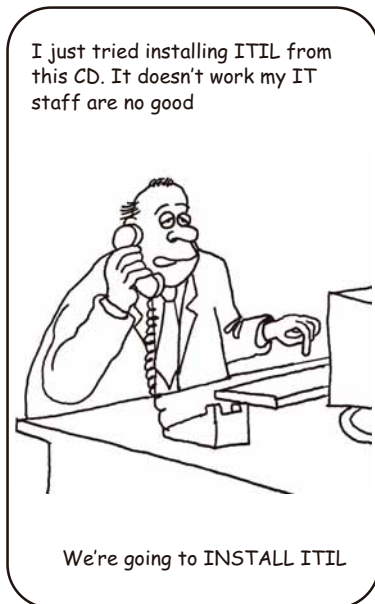
This is the first of our worst practices – we rush to adopt and deploy the formal frameworks and process models, and fail to address the bit about "desirable behavior".

However, as there seems to be an explosion of frameworks at the moment and even a new book to explain all the frameworks you can choose from (CobiT®, ISO, ITIL®, MOF, PRINCE2™, EFQM), and as I am part of this **culture** too, my **attitude** is "me too, I want one as well", my **behavior** is "I know I shouldn't… we don't need another framework, but I'm going to create one anyway". So I have created my own Framework and am calling it the MOTHER of all frameworks.
MOTHER = Maturity Overview To Help Enable Results
(The Americans invented the MOTHER of all bombs to be the most powerful explosive of all time, the Russians countered with the FATHER of all bombs, four times more destructive. I have developed the MOTHER of all frameworks, probably just as destructive as all the other

frameworks in use at the moment. The analogy is really quite good. A bomb comes with a warning "handle with care, if not used with proper supervision this could cause serious unexpected damage", I think all these frameworks should also carry this warning!)

Maturity level	Characteristics	Attitude	Buy-in
Indifference	• Awareness • Unconvinced • Unwilling • Undermining • Visible resistance	"I'll follow procedures only if I HAVE to and am TOLD to"	NO
Interest	• Recognition • Buy-in to possible benefits • Willing to listen • Reactive involvement	"I'll follow procedures because other people seem to be….but if anybody else stops I will too"	YES, BUT…
Engagement	• Understanding • Belief • Active participation • Visible contribution	"I'll follow procedures because they seem to be making a difference" "I'd better follow procedures because everybody else is"	YES, AND
Commitment	• Enthusiasm • Passion • Pro-active promotion • Defending the way of working • Criticism of those that don't comply	"This is the way we work….why should I not follow procedures?"	YES, BECAUSE

As you can see, any idiot can create a framework and convince people they know what they are talking about…..you can use this framework to test how far you are with any other framework adopted…..see what type of characteristics people display to judge whether behavior and attitude are changing and whether there really is buy-in and commitment. Have a look at it and judge where your ITIL initiative is at the moment.

It is not the frameworks but the way we have applied them.

LOOKING BACK: TEN YEARS AGO OUR WORST PRACTICE BOOK, AND WORST PRACTICE PRESENTATIONS

We wrote our original Worst practice book over ten years ago. At that time I gave worst practice presentations at ITIL conferences and got a lot of people nodding their heads and declaring "How true". But then ITIL V2 came out, thousands more ITIL training and consultancy firms have sprung up to help us rid ourselves of these worst practices. The itSMF has made its mark globally as a place for sharing practices. But has the world of IT management changed? Could we say that we are more mature? Some are, but many, probably the majority, are not. A recent survey of organizations in the Netherlands revealed that the average maturity of processes is between 1 and 2 on a scale of 5. It has taken us ten years to get so far.

Ten years later I am still giving the SAME presentation and writing the same articles

Ten years later I was asked back at numerous international conferences to give the EXACT same presentation as ten years earlier! It was like "back to the future" I have been here

before. Telling the same things, people still nodding in recognition and coming up to me afterwards saying "How true"…."Just like our IT organization". So ITIL V2 didn't resolve the worst practices. It just gave us a new framework to blame. I found it a little disconcerting. With more than 500,000 people now certified in ITIL. My presentations are still being seen as extremely insightful and relevant!??

WILL ITIL V3 SOLVE THE WORST PRACTICES, OR WILL OUR WORST PRACTICES BE THE REASON ITIL V3 WILL BE AS SUCCESSFUL AS ITIL V2?

ITIL V3 is the much awaited upgrade to ITIL

So is a new framework the solution we need? Unfortunately our general Attitude is "ah! but now we have ITIL V3, this will sort it all out!", "*With V3 we are finally aligning IT with the needs of the modern organization in which IT is mission critical. Finally ITIL V3 will break through the problems of "old" ITIL. With ITIL V3, value will finally be realized and business and IT integration will be within the grasp of organizations that embrace, adopt and deploy ITIL V3 best practices, ITSM and the IT professionals are now strategic assets for the business…..*" and pigs really will one day fly! Do we really believe this? Or are we simply CONning ourselves. ITIL V3 obviously has some good stuff in it, but are we ready and able to use it?

ITIL V3 and its promises

ITIL V3 now promises, through its "strategic focus", or "business perspective", through its "lifecycle approach", through its focus on "Services" instead of internal processes, through its focus on "Continual service improvement" that we will be able to ….to….whatever. I fell asleep at that part, as I had heard it all a hundred times before. ITIL V3 will help us solve problems that the earlier versions hadn't addressed. Right? Really?!!!

ITIL V3 in relation to our current worst practices

OK so this is where this article now differs from that of two years ago. I will now look at some of these ITIL V3 unique selling propositions and added value enhancements realized by the "Refresh". I will look at them in relation to the ABC issues that haven't been fixed and we will, together, explore the question "will ITIL V3 fix these? Or will these "fix" ITIL V3?" The following sections will look at some ABC worst practices in relation to the specific ITIL V3 books and concepts, and will discuss how the self-professed unique selling propositions of ITIL V3 may not turn out to be what they were meant to be.

Service lifecycle

ITIL V3 now focuses on the "Service lifecycle". From inception to birth, through the ups and downs of life and onto to the inevitable retirement and death. This reminded me of a model we put in our Not the ITIL V2 worst practice book. The "Application death cycle". Throwing it over the wall has been, for a long time, a core competence in the Application world. The amount of systems that actually survive live usage. An old Standish report quoted figures of only 28% of systems getting into live use, with just 8% of these still in use after two years. Obviously the figures have improved but they remain poor. Still 70% of IT projects are over-time, over- budget or fail to deliver the right results. Application type people have spent a lot of years NOT managing to bring this under control, and we ITSM people, new to the concept of the "Lifecycle" think we can get it right first time?! Which reminds me of one of our worst practice issues. **The SILO mentality. In order for the service lifecycle to work, all of the players need to be aligned.**

...The SILO mentality

The service lifecycle concept requires alignment from strategy to operations AND alignment of all service delivery players which includes Applications and Infrastructure. *We have seen how eagerly Applications departments accept ITIL? Who will ensure the buy-in to ITIL V3?, because as far as I can see it doesn't appeal to their needs.*

This implies the alignment of all levels and across silos....We have been very good at keeping silos intact so far....which book will ensure the silo mentality is broken?

Another thing that worries me is this. ITIL says you should use the books holistically, in their entirety, but you can read them individually. I suspect that small projects, divisions, competence clusters will only read certain books, thereby failing to get the overall picture, creating as it were SILOs between books. I would like to think this is simply not true but I have seen it. See my small case example in section "Moving the Technogeek" to the front line.

From process to service
"…. **ITIL V3 focuses on SERVICES instead of PROCESSES…..making ITIL less internally focused…..**" CIO article.

So this is a revolutionary new focus of V3? So that is why we have been going wrong? Suddenly it is all about Service! Let me ask you a question.
"**The Value of a Service if not fixed in advance, is left to the discretion of the recipient…**"

Which version of ITIL does this come from V1, V2, V3? I ask this at conferences and there are mixed reactions. 35% say V1, 28% say V2 and 25% say V3….wait a minute, that's only 89%?....the rest just stare at me and ask "what's a service?"
The answer is: None of them. This was Aristotle the famous Greek philosopher about 300 B.C. **There is nothing new about the concept of services!** Indeed services were a central concept of V1 and V2. Will suddenly saying "no but really this time we MEAN it, Services really ARE important" mean that it will now suddenly work? I don't see this happening.

Case: A large financial organization received a Key Performance target from the IT Directors "Twelve SLAs by the end of the year with the Business divisions". A bus load of Consultants were hired in. They locked themselves away in a room for six months and produced "large" SLAs. The business refused to sign them – they weren't waiting for SLAs, contracts or agreements. They just wanted IT to start doing what it kept on promising to do, but failing to deliver. The internal IT organization said "we can't make half of those agreements reality because we can't guarantee the availability and continuity targets, we haven't got our internal processes sorted out yet to deliver those capabilities". Result. Hundreds of thousands of Euros wasted money, no SLAs and an IT organization with even less "Customer" and "Service" minded credibility. Shooting yourself in the foot is probably less painful. NO. Simply stating that ITIL V3 focuses on services isn't going to make it a fact among the masses of IT technoids that deliver services to the business.

This is one example of, I suspect, 1000's. I am sure that if I ask every single reader to think of an example in their organization they will ALL have an example that Customer and Service minded are mere "words" and "slogans" and not always translated into "behaviour" and actions.

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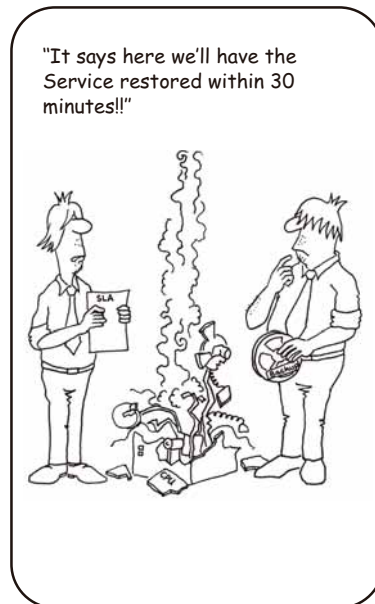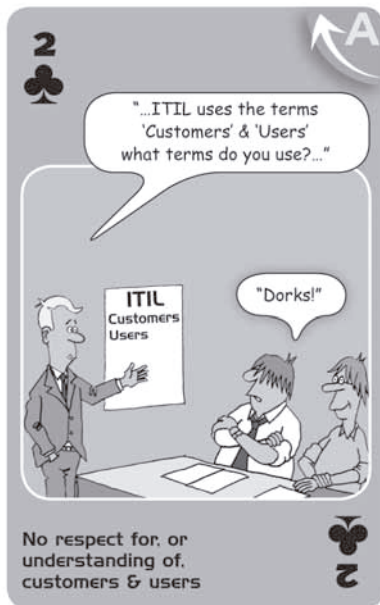
The frightening thing is that the cartoon above, the two of clubs in our new card game, is one of the most popular cartoons that gets requested. People come up to me and say "that is *our* attitude in fact". Until this "Customer" minded attitude is a reality saying "we are now service focused" is burying our head in the sand.

 "Customer" and "Service" minded needs to be embedded in our "Attitude" (Sticking to agreements is important, and the Customer really is important), our "Behavior" (we do what we promise, we hold each other accountable when we see that we don't do what we promised), and our "Culture" (Customer focused is translated from words and slogans to actions).

Service strategies

"The Service Strategy book is a major strength of the new ITIL library. It encourages the development of a business perspective." (CIO article 2007).

Déjà vu again? What about the lost, forgotten and never read best book of V2? The business perspective book: **Understanding & improving**. Produced in 1996. What did the OGC say themselves: **"Fundamental to the matching of IT Services to business needs". (The business perspective book).** What did our industry say about it? **"...best ITIL book ever written, this will finally allow us to align ITIL to business needs". (Chairman ITIL conference 1997, USA)**

The Netherlands is often recognized as being one of the leading countries in the adoption and deployment of ITIL. I was one of the keynote speakers at the conference in 2007 so I took the opportunity to use the 850 people in the audience representing hundreds of companies from more than thirty countries to do my own mini-assessment.

I asked them who had read this book. Two hands went up. I then asked who knew it existed? Three hands went up. I did the same in Spain (300 people). Denmark (100 people), UK (50 people). I got the same results everywhere. Less than 8%....hey that sounds a bit like the application release figure. Maybe the book was part of a lifecycle of releases??!!

That book would change everything. Why should this new one make a difference if we did nothing with the old one?

What was the attitude or culture of our industry such that this first book was ignored despite its clear need and clear value? I personally blame the certification and training schemes. The focus was on foundation, service manager and practitioner for the service delivery and service support set ONLY. Why should anybody want to read any of the other books....THEY DON'T CONTRIBUTE TO CERTIFICATION. It is this unbelievable attitude and culture that

having a certificate means more than being able to do something with ITIL. If we have a certificate are we now capable of deploying ITIL???
I think not, worse still, evidence proves that we have not reaped the benefits of ITIL despite the hundreds of thousands of people walking around with a service manager certificate.

As a result is it any wonder we haven't made the link to business value and results.
The certification schemes should be linked to the whole set and should involve the practical, demonstrable application of theory in a live organization. Judged by a peer group. The current set of certificates should be called the "IT'IL-be-a-disaster-if-you-let-me-loose-on-your-live-IT-organization" certificate, and the real ones the "I've-got-a-certificate-that-means-I-am-probably-less-of-a-risk-to-business-operations" certificate. That way people will know what they are employing and who they are letting loose to manage their mission critical IT.

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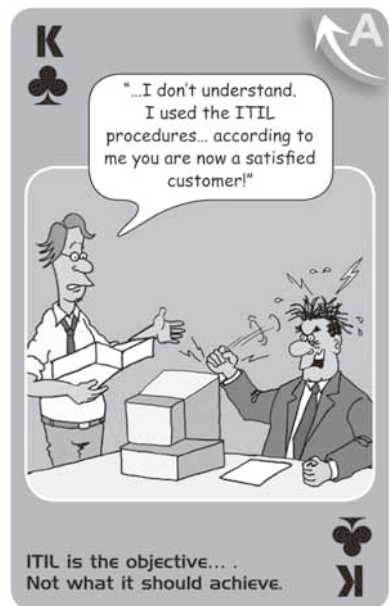
ITSM as a strategic asset

"The achievement of strategic goals or objectives requires the use of strategic assets. This guidance shows how to transform service management into a strategic asset." (ITIL V3)

This is brilliant, and this is my favourite bit of ITIL V3 and something that sums up our culture and out attitude. I'll explain what I mean. Strategic assets are:

Resources	Capabilities		
Financial capital	Management		
Infrastructure	Organization		Processes
Application	Process	Embedded in	Systems
Information	Knowledge		Technology
People	**People**		**People**
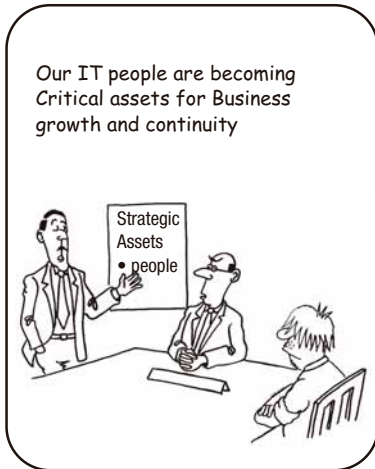
When I saw this I asked myself, "Am I the only one to see this?" Because obviously the ITIL refresh authors, boards, reviewers, QA didn't, otherwise surely they would have said something about it?" ......about what? PEOPLE. What is revealed here? PEOPLE are resources, capabilities and one of the elements of PPT. So PEOPLE are a crucial strategic asset??? Oh no!!!
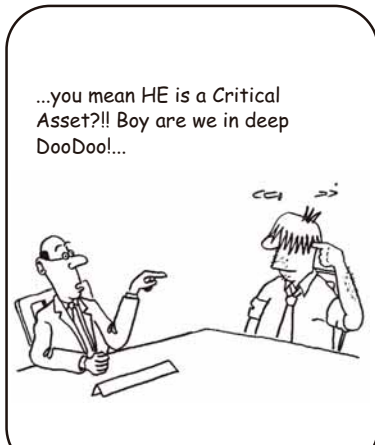
If people are such a strategic asset, then why isn't enough energy and attention given to the ABC in ITIL V3 to explain how to transform the "technoid" into this strategic asset? Also, if people are such a strategic asset, how come the new ITIL certification scheme doesn't address this? Ensuring they have the necessary skills and competencies to become strategic assets? Furthermore, if people are so important why do we not see this reflected in all the itSMF conferences, presentations and workshops to help address this? I thought perhaps it is just me and my view and doesn't reflect Industry expertise. I looked on the internet and found these two items:

Bita Planet article: Survey shows continuing adoption of ITIL but persistent challenges. "No.2 on the list of challenges strikes a chord, in its recommendation of the need to ingrain process into the culture…"

Tech republic. 10 things you should know about being a great IT manager.
#1 Spend time (and Money) developing your PEOPLE.

These were just two examples of how **our industry recognizes the need to focus on people, unfortunately not enough attention and advice is given in ITIL V3 to tell you how, and not enough energy and attention in the ITIL certification scheme, nor, so far, in the conference programs to skill people appropriately.**

So the new CIO who is probably the target audience for the Service Strategy book will read this book and will not be made aware of the massive impact that people are going to have on the success or failure of transforming ITSM into a strategic asset…..**You who are currently reading this book are the only ones to know. Go and warn the CIO and prepare him (or her) before it is too late!!!**
I have IT experts say to me this is nonsense. IT executive management teams know this. It is standard management practice to know and address this. If that is true then why are we still in the same mess as ten years ago? And why do my presentations get universal recognition and high scores on "relevance"?

Trust and credibility
We currently have an issue with trust and credibility within the business. Promising for ten years or more we will bring IT under control and failing, and suddenly we are now promoting ourselves to be a strategic asset? We are going to walk to the business with this book under our arm and declare "here we are, we're ready for business and IT integration….we're skipping business and IT alignment altogether because we couldn't get that one working"…..Well I'm convinced. I'm sure the business is as well.
My argument is this: "Neither WE nor the BUSINESS are ready for Business and IT integration". Naturally many people won't believe me and will call me a skeptic. Many people want it to be true, which I can appreciate. However let's get back to reality. I decided to test my statement on my 850 strong audience at the Dutch itSMF. I said "hand's up any of you who think you have business & IT alignment under control?" I then asked "how many think they are now ready for business and IT integration?" No hands went up. Zilch, zip, niente, nada, none, not a sausage, bugger-all….to quote Monty Python. I did the same in Spain and Denmark with the same results. So the ITIL V3 strategy book will really be a winner with this target group then? It really addresses the current growth needs of the average IT organization. Maybe we keep writing books ten years ahead of time and we should now republish that 1996 business Perspective Book?

We are not ready for Business and IT integration and if we want the business to take us seriously as a strategic asset then we must start demonstrating that we can be trusted and we start doing what we have promised for ten years. Start behaving like strategic assets.

Let's also not forget that the Business has a role to play in ITSM as a strategic asset, the Business must take its own role and responsibility seriously for Governing IT. Making the right investments, ensuring Business involvement in requirements definition, testing and deployment. Managing the demand for IT. Who is going to ensure that the Business also takes it role responsibly? The business must also display "desirable behaviour". Without trust and credibility it is going to be difficult for us to tell this to the business.
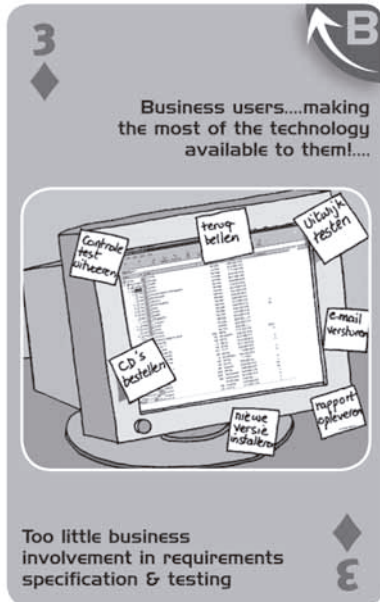
There was a great line in the Service Operation book "Good Service requires good customers!", indeed and if the business doesn't start behaving as good Customers then we'll outsource the business!!

Services that add value

The strategy book now tells us that Services are there to add value. Brilliant, I am glad they wrote that one down. It should be made into a quote and placed inside Chinese fortune cookies. **"A service is a means of delivering value to customers by facilitating outcomes Customers want to achieve". (ITIL V3)**

ITIL V3 now helps us recognize what value is….what the business needs are, expressed in terms of Utility and Warranty. Basically Utility is "fitness-for-purpose" and Warranty is "fitness-for-use". Warranty covers aspects such as Availability, Capacity, Continuity and Security. The business manager, like me, will quite rightly ask*…."Are any of the readers now going to tell me that they did not KNOW that this is what the business needed?"*… I suspect not….or only a few…and hopefully NONE of those are in an IT management

position. *If any IT managers say they did not know this, then I seriously suggest a career change.* What have you been doing for the last ten years?

I tested this also on my 850 IT people. "How many did NOT know this before seeing it in ITIL V3?" no hands went up. I can also assure you the audience were all alive and all awake….

So once again, value, nothing new. So why haven't we been delivering it?????

Don't believe me? Take a look at the Warranty bits. Do they look familiar? Sounds a bit like the Service delivery type processes. We've had those for more than ten years, surely we must be good at demonstrating our Trust and Credibility in delivering these processes?

I decided to look on the internet. It took me less than ten minutes to find these four cases.

Capacity: JetBlue an airline company. They outgrew the capabilities of legacy systems. Capacity overload. Key systems failed under stress. This cost $40 million dollars loss.

Availability: The blackberry network went off-line for a while. "A significant number of US business and Government offices lost an important element of their IT Infrastructure". This did not have an estimate of loss.

Continuity: Over the holiday period another airline system went off-line and could not be recovered. Cancelling or delaying 3,900 flights and stranding 200,000 passengers. This cost $20 million and damaged the Airline's reputation.

Security: A Government agency lost 2.5 billion pounds in loss and fraud because of systems failures.

These cases show that we still do not have these basic Service Delivery processes under control. Indeed a Compass survey also revealed that these processes are the least mature and an itSMF survey revealed that our IT internal processes are far from mature. An average of 1.5 to 2.0 on a scale of 5. So the added value of ITIL V3 "**focuses on SERVICES instead of PROCESSES…..making ITIL less internally focused"?** It will be dangerous if we let ourselves be convinced that we should all start behaving with an external focus when we still have to get the behavior for these basic, core processes under control. If we all start rushing to the external focus??! It will be like a see-saw. We are all standing at one end (internal), now we all go rushing to the other end (external) because ITIL V3 says so, suddenly the people left at the other end go flying through the air to crash and burn. There needs to be a balance. Unfortunately we are like school kids on a football field….they all go rushing after the ball in a pack, we will all go rushing towards the external focus.

Waiting for systems to fill up & explode..

Behavior

Capacity

Capacity under control?

"…it says a short wait will occur!?…"

Behavior

Availability

Availability under control
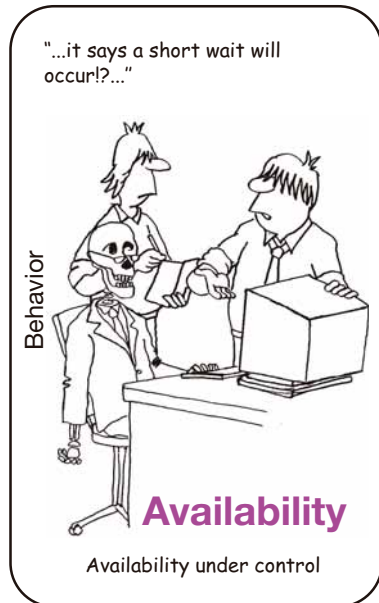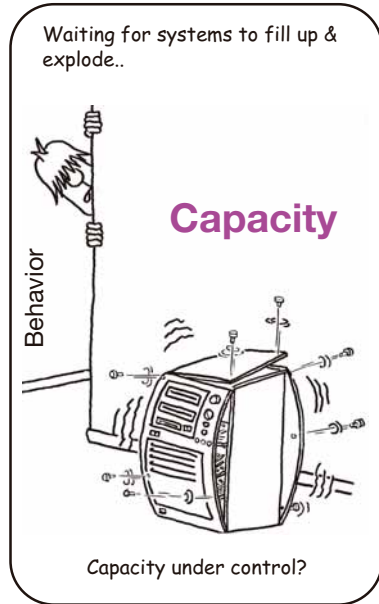
The traditional delivery processes can add value and can create enormous business risk. We still haven't got these ITIL V2 "Internal processes" under control, never mind externalizing them and talking about them in business terms.

The need to measure and demonstrate value

So value is important and we need to demonstrate it. Especially if we are to create Trust and Credibility. This means that we need to measure in order to be able to demonstrate how well we do. But how well do we measure IT now? Almost 95% of the people I ask say "Of course we measure IT". I do not believe it. At least I do not believe we measure what we should be measuring. I do not believe we know what the value is that we deliver to the business, *and I challenge you to prove me wrong*!!

First, why don't I believe you, and then the challenge:

A recent Parity report revealed:

"Only 27% of IT managers have directly measured the return on investment from ITIL implementations, and under half measured the value that IT service management delivered to their business."

Secondly: We have this Apollo 13 business simulation exercise. Teams play Mission control of Apollo 13. Mission control is very similar to an IT organization. Managing a mission critical infrastructure. The teams usually make a mess in Round 2 and fail to meet their Service targets. Then they design all sorts of wonderful improvements focused on people, process, technology. I play the business role; The Mission Director, and I then ask them "So you have spent 100's of thousands of dollars to improve your ITSM capabilities. Tell me what will I see differently in my scorecard?". (Lower cost of ownership, Faster throughput, More work processed, Increased availability and reliability, innovation targets achieved). Once again what I am about to reveal is a "scientifically measured experiment", because being IT professionals we of course measure what we do. Of the 3,000 or so IT people that have played this year more than 85% answer?.......
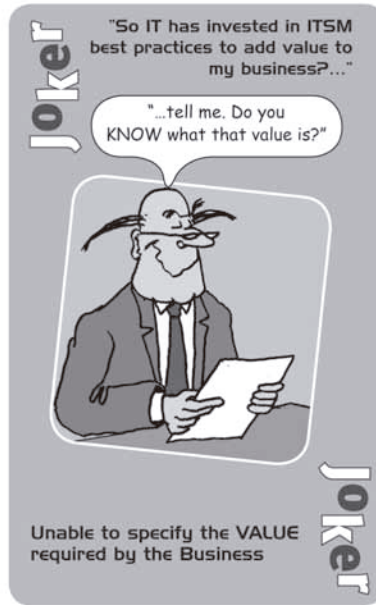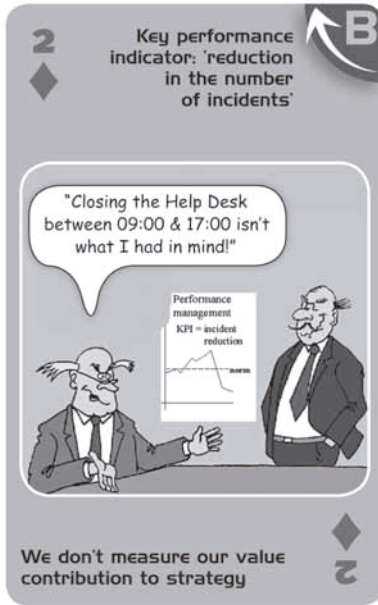
This is the one of joker cards from our new card game. Get all of your senior IT managers together in a room. Put this cartoon on the table. It is the CEO card from our game. Let each manager at the same time write down on a piece of paper what he KNOWS that the business is demanding as a result of applying ITIL. Not what he thinks. After five minutes, discuss the findings.

"Eh?"....
That is right. They say literally "Eh?". Then they say one at a time "I think what you want is..", ..."no, no I think what he wants is…" and they all call out something different. I then ask "have any of you bothered asking me what value I want?"
It usually goes quiet while they suddenly realize that they may **SAY** they are Customer and Service minded but none of them really have a clue what I as a Customer REALLY want. They THINK they know.

Still not convinced? OK here is the challenge.

If everybody came up with the same answer, and it is really what the business wants, then nominate yourselves to be a speaker at the nearest itSMF and tell everybody how you achieved this. If all the answers are different and you conclude you don't really KNOW then do something about finding out what it is the business wants. **This is another great attitude we have. We THINK we know what the business needs. And if we do not KNOW then what are we currently measuring?**

 "The ultimate success of Service management is indicated by the relationship between Customers and Service providers". (ITIL V3)
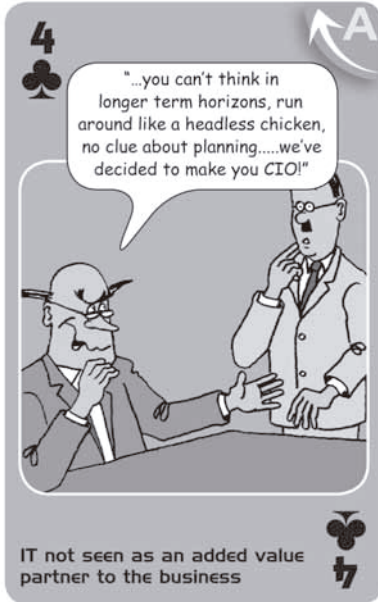
Until we start gaining Trust and Credibility our relationship isn't one in which the business sees us as a strategic partner.

SERVICE DESIGN

Service design is all about the design and development of new or modified services and their related processes…. Now there is obviously some great value in this book, including some text about measuring. However, it seems to me, based upon experiencing many IT organizations in action, that IT people, especially the people at whom this book is aimed (Technogeeks; high-end technoids that understand technology and how it is applied), don't like to read books that don't apply to them, in fact they just don't like to read at all. What this means, as far as I can conclude, is this: they probably won't read the Strategy book, because that is for….well….strategy people. They will leap into the Service Design book and seeing as it has hundreds of pages (the thickest of the books for the people that least like to read) they will probably just give up and look at the pictures. And one of the first pictures they will see is the 'four P's'.

PPPP….P

"Many designs fail through a lack of planning and management….Preparing and Planning the effective and efficient use of the four P's". (ITIL V3)

People, Process, Product and Partner. It then struck me. We missed a 'P'. A bucket full of expert authors, an advisory group, a football stadium full of QA experts, missed a small power point ball that, when introduced in ITIL V2, received world wide QA acclaim as finally getting the point and being seen as added value. Indeed the service strategy book labored the point. ...the P for Performance (Value), the why. The people reading design probably won't read strategy, so they will miss this key practice. As we have already seen, more than 50% of companies, according to the Parity report, don't measure anyway so they won't notice they have missed anything, and, as I suspect most people will have failed the CEO challenge, they won't realize they have missed anything either, so we will design things the way we usually design things and measure them in terms we can understand……if we measure them at all.

People

Processes Strategy
Steering
Performance Products
Technology
Value

Partners/
suppliers
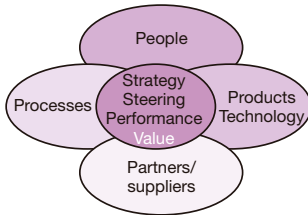
We will probably fail to design processes to deliver and demonstrate value. We will probably design and deploy our processes and then say "what value can we deliver with these?".
Value should be the starting point. Before you change any of the other P's you should first go through the top P. That is why it is in the foreground. It should be in the foreground by ALL design teams.

"...so have you measured the value realized through the design?..."

"...yes. It is 30 centimeters... That is how thick our book of procedures is!.."

Behavior

Measuring the
value created by design

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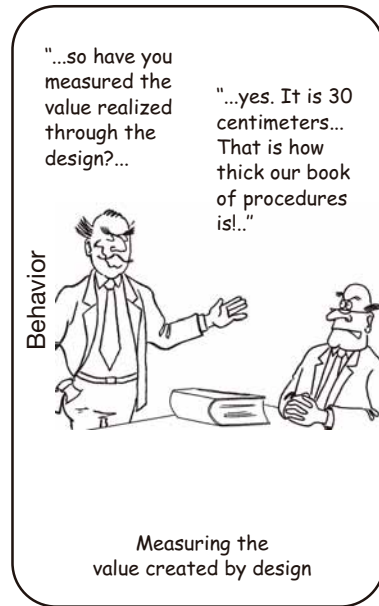
Moving the Technogeek to the front line

Something even more frightening about the implications of service design is the role now given to the Technogeek. ITIL V2 enabled us to successfully implement the Service Desk and the single point of contact with the Customers. This has moved the Technogeek (the system specialists, and architects that speak in technobabble, or bits and bytes) even further from the end user and any form of civilized contact with the user community.
These people have gone back into the dark holes in which they live, surrounded by comforting, humming, whirring technology that doesn't need or expect any form of human social skills. These are people that probably wouldn't recognize a user in a police line-up. These are also, remember, the people whose delivery process capabilities are currently immature…..not that I believe that of course, it is simply the facts as confirmed by the compass report and the itSMF report and the slightly embarrassing cases I referred to in the section *Services that add value*. What will be the response when these people go knocking on the door of the business managers?

Case example: One large global industrial company moved application business analysts from the business into the IT organization. The IT organization had been busy with ITIL for five years. I asked one of the business analysts why. "Is this because the IT organization is now so mature you want the business people to learn about process-based ways of working?". After he stopped laughing and rolling around on the ground, he picked himself up and said "No, it is because we want to teach them how to be more customer-focused and discuss in business terms instead of technology focus and technology terms". This was an example of strategic leadership. Making a strategy decision aimed at breaking down Attitude, Behavior and Culture issues. I wished him luck and declared that knowing the IT world I suspect that the technoids will corrupt the business analysts. I played an Apollo simulation with this group and during the session we reflected on the new ITIL publications and the problems they attempted to address. The business analysts said "We need to read Strategy, Design and Transition", the IT techies said "We need to read Design and Transition",

"...Technogeeks discussing availability & capacity with the business...in business terms!"

Behavior

IT gets the RED card treatment

We are now moving these Technogeeks to the front line. To talk to business users and business managers in business terms!!!! I can just see the business greeting them enthusiastically as strategic assets, strategic business partners.

proving my suspicion that small groups will pick and choose books, failing to gain the overall "Service lifecycle" concept, and failing to make the link with business value.

Survey results: First ever ITIL V3 survey…..without knowing it
I just want to share with you the unintended first ITIL V3 survey without even knowing it. What do I mean? We have played literally hundreds of Apollo 13 – business simulations with 1000's of IT organizations. In this simulation, participants get to design and deploy their own ITIL or ITSM best practice processes in order to realize a set of Key performance targets. In fact, these targets represent UTILITY and WARRANTY demands from the business. Indeed the Business Customer and Business User roles are also in the simulation so that the team can learn to interact with these stakeholders and can see how these stakeholders react when the processes don't add value, or the team don't display a Customer or Service minded Attitude or Behavior. It is a great way of confronting people with ABC issues.

We captured the key learning points that people discovered as critical success factors for successfully designing and deploying ITSM best practices. These learning points confirm two of the messages I am attempting to stress in this article. First of all let's look at the results and then I will tell you which messages they confirm.

% named as key learning point	P	Key characteristics
4.6	Partner	• Manage the end-to-end supply chain • Steer the suppliers • Clear agreements and targets for suppliers

6.5	Product	• Tooling to:
		  - automate the workflow
		  - provide configuration insight
		  - support knowledge sharing
		  - enable reporting and decision making

17.1	Performance	• Dashboard and KPI's to steer and to demonstrate success • Effective priority and escalation mechanisms at all levels between business and IT • "Explicit" agreements known to all • Translate KPI's into process design and agreements and accountability
27.6	Process	• Defined, documented, deployed, demonstrated processes • Process management • Apply continual service approaches to processes
44.7	People	• Clearly defined and embedded tasks, roles, responsibilities and accountabilities • "Act" Customer focused, not just "Say" customer focused, walk-the-talk • Team working and removing SILOs and barriers between departments • Conscious, managed communication lines at all levels, internally and externally • "Address the soft issues" • Personal ownership and accountability

Key learning

These are the results. First, they confirm that 17% finally learned that KPI's and value are important. You need to KNOW this and then translate it into process design. The Service Design 4 P's has now undone all our good work of stressing the 5 P's. Leaving people to design processes for the sake of processes if we are not careful.
But more importantly it shows that everybody learns the importance of People as a strategic asset and how to ensure that People become a strategic asset. This, I think, should also reflect the amount of energy, effort and attention on people in any ITSM design initiative. Check your ITSM projects. How much energy, effort and attention is given to this? And how much is dedicated to the "Framework or harder aspects" such as Process designs and frameworks, Tool design and implementation. Is there a good balance?

SERVICE TRANSITION

Once again….I will not go into detail about Service Transition and the typical, traditional ITIL processes…..I want to focus on the bits that I think are particularly relevant to the People issues and the ABC issues.

Throwing it over the wall

Throwing it over the wall has been a core competence for years in the IT world. So far too little attention has been paid to Applications management. Testing with the business, with applications, with IT operations. We have failed to convince Applications departments to buy-in to ITIL so far, will ITIL V3 suddenly convince them that this is the answer to their problems…… How many were able to write from an understanding and perspective to get these people on- board, to buy-in to ITIL and finally align IT and IS worlds in a common cause. End-to-end value for the business. There is a chance, albeit remote of course…….that we will fail to get buy in from AM.

Indeed the BITA planet report I mentioned previously, with Culture as number 2 on the list, also stated that number 1 on the list is "developing and maintaining a well-controlled build, test and release cycle". So aligning all the players is crucial.

Knowledge management

One of the new processes, much welcomed by me, is knowledge management. The focus of Service Transition is "in relation to New and Changed services……", what about on-going services, who is responsible for that? Such as new employees entering an existing IT organization? The great mass of existing technoids that currently deliver service? Which process or book will ensure these people get injected with knowledge and brain-washed into culture etc… Each of the silos, having read their own lifecycle book, will look at each other and say…."It's not in my book. I'm not responsible".

I see a common worst practice that still hasn't been resolved. We have had implicit knowledge management practices within old ITIL, such as problem management, and have generally failed to grasp the attitude and behavior required for knowledge management. Look at the examples below. I was going to remove these cartoons as I have had them in my presentations for so long they must have been resolved by now. However at a recent presentation a manager came up to me and said they recently experienced embarrassing,

"...my responsibility is receiving USER complaints.. Not DOING something about them!..."

Service improvement suggestions

Not my responsibility

costly downtime to financial systems because the KEDB simply had a work-around of "solved" typed in, and the incident occurred again. They spent time reinventing the work-around.

I suspect that because knowledge management is an unknown term in many IT organizations they won't know what to do with it. When ITIL V3 gets deployed and, after all the well known processes have been allocated and claimed by managers, knowledge management will be left over and will be delegated to somebody with not enough responsibility or authority for making it work. As a result, it will be ignored in much the same way as problem management and ensuring the Known Error database is up-to-date and adds value.

Knowledge management, together with good skills and competence development, should be amongst the key processes, key success factors in turning "People" into a strategic asset. This means initiatives within the organization and initiatives from the training and certification bodies to facilitate this. As I have already said in my observations on strategy, and I will repeat it here: I blame the certification bodies and the focus on "certificates", not what you DO with ITIL. Which part of ITIL V3 is going to break through this? Whose job is it to break down these internal and external barriers?

ITIL? Just ignore it and it will soon go away..., it's just another management toy.

IT'IL never work here...

Design and Transition must work together to ensure that the People aspects are adequately addressed as well as gaining buy-in and dealing with resistance.
So far we haven't managed this so well, whose job is it to make this happen? And how are these people to be facilitated?

SERVICE OPERATION

Service operation covers the traditional processes we are familiar with, but now also incorporates some of the bits of the old infrastructure management book that nobody read, once again because it wasn't part of any examinations or certification scheme.....and it was written for technoids whose motto is "why read the manual when we can simply test it, break it and show our expertise by fixing it?". I can say this because I used to be one and that is how we behaved; and when I speak to my old colleagues who are now managers of technoids they say little has really changed.

The Operations bridge

The only element of the operations book that I want to focus on is the bit about "The operations bridge". This is a very dangerous development. We have been trying for ten years to break out of the "Technology" culture. "A tool solves all problems". We characterized this is our first book by "A fool with a tool is still a fool". A smarty-pants supplier then said to me "A fool with a tool is still a fool". "Yes", I replied, "but then he still has his money to invest wisely.....instead of buying something that doesn't meet his needs".

"The operations bridge". A sexy sounding name that sounds like something out of Star Trek. Techies are probably also Star Trek fans, so this will appeal to them enormously. They will create "Command and Control centers" (military sounding and macho) or "Mission control Bridge" (Futuristic, high-tech, scientific sounding and VERY IMPORTANT). These are basically large areas filled with blipping, bleeping, flashing lights and consoles with multi coloured display screens you can proudly show off to visitors. Here below is an example. It is called the "Distributed Infrastructure Control & Knowledge (DICK) center". The IT operations manager who was head of this center could now proudly live up to the title already informally used to refer to him in the business community "Dick head". These people will lock themselves away, ignoring processes and procedures and declaring "see we told you all we needed was a good tool".
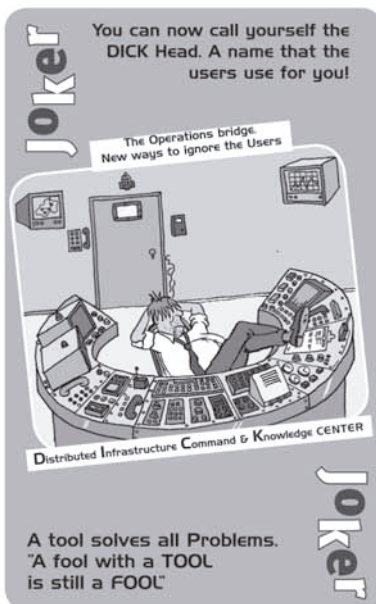
So the tool providers will leap onto the ITIL V3 band wagon and say "we told you all along…. all that nonsense about processes….we knew that wouldn't catch on…..there's nothing that a good (and EXPENSIVE) tool can't solve".

I will now upset the tool suppliers by telling you how you can select a supplier. Simple. Use ITIL V3. Ask them to show you their vision on ITIL V3 and how they will ensure…People, Process, Partner, Products aims at realizing your Performance needs…..If they haven't already come up with a set of service offerings to help embed this in your organization, or a set of partner agreements then I say dump them…..harsh I agree but they have had ten years to align themselves with ITIL V2 people, process and technology, so they should have got their act together by now….

CONTINUAL SERVICE IMPROVEMENT

In my view this should have been the first of the ITIL V3 publications to be distributed. This is where we have been going wrong for the last ten years. We could have then waited six months before releasing the rest of V3. That way all our collective energy would have gone into doing what we should already have been doing with ITIL V1 and V2 - using it for continual improvement. Unfortunately our use of ITIL deployment has been characterized by Plan, Do, Stop……once again I use the scientific research method of "this is a really popular cartoon that people say 'how true' to confirm the validity of this statement", so it must be true.

4

What I suspect will happen is that we will probably forget this book, or leave it till last. Let's go for the sexy sounding one like Service Strategy, The technogeeks will go for the Service Design book, the project staff will go for Service Transition, the technoids will just buy the Service Operations book……anybody left over who nobody wants to talk to, or nobody listens to will be given the CSI book and will be totally ignored by everybody else. CSI will be seen as a "nice-to-have" that we'll do later. We will then fail miserably with the other four books because we haven't fixed the ABC issues and nobody has told us how to anyway, then we will run out of time, energy, effort and money and will leave this one again….and of course blame ITIL. Then CSI really won't mean "Continual Service Improvement", it will mean "Crime Scene Investigation" as we try to determine who is guilty of killing ITIL V3 whilst the authors are busy making ITIL V4…..everybody happy, apart from the business. But then again, what have they got to do with ITIL anyway?

8 ♠

Our improvement focus stops dead as soon as the project finishes or the sponsor goes

Plan. Do. Stop… no real continual improvement culture

8 ♥

WHAT ARE OUR BEST PRACTICES

What is the most important instrument to solve these problems?

I ask this question at the presentations I give. People call out "Tools", "Assessment", "Process", "maturity model", "Training". I then say "YOU!". **YOU are the single most important instrument for change**. YOU are the people listening to this presentation or, in this case, reading this book. YOU are the ones that will recognize the relevance to your organization, no-one else! The Employees, Managers, Directors are not reading this. They will not see or feel the need to change. Unless YOU become a change agent, unless YOU start behaving differently after reading this, nobody else will. They haven't broken the ABC dilemma in the last ten years, why should they suddenly start now? If YOU don't, then I will be back again in ten years time giving exactly the same presentation and getting exactly the same responses.

Which framework should we adopt V2 or V3?

Don't focus on the framework. As a business user I really don't care which framework. I also don't particularly care if you call it "processes" or "services". All I want you to do is behave the way you should given the fact that you are in charge of critical IT. Focus on the desirable behavior that the framework hopes to bring about, focus on the "Attitude" and the "Culture" that is preventing this and causing undesirable behavior. Whenever you go to the next presentation or IT conference and the speaker asks "Any questions?", put your hand up and say "Great story, but what about the ABC?", and see what the answer is.

If you really can't live without a framework model on your desk or on your wall to make you happy, if you think you will get withdrawal symptoms by not having your daily fix of framework then use the MOTHER of all frameworks as a comfort blanket. Put it on the wall together with the ABC cards and ask people, "where are we with our ITIL framework adoption?". Use the ABC cards in your organization and get people to select a "WORST PRACTICE" cartoon that you think YOUR users would select to describe your IT organization. Better still ask the Users to choose one!

Leadership

Become a leader. Yeah! Yeah! Easily said, another container word, another term from "bullshit bingo". Right? Wrong. Leadership is one of the single biggest barriers to making ITIL work. What did Gartner say about this.

"During the next two years **leadership** will be the most important IS capability which will determine IT success… However, there are formidable challenges in the form of **internal leadership deficiencies** and senior executives who fail to recognize the need for strong leadership. Many IT leadership teams are poorly equipped to face the next two years."

In the best practice yearbook two years ago, three top Netherlands CIO's were asked about governance and about bringing IT under control. They were successful, they were asked for their advice, how did they do it. They all three stressed Leadership, without Leadership they said change programs have a habit of grinding to a halt.

OK so what is Leadership? What is the difference between management and Leadership? Leaders inspire, help motivate and create change….Leaders make change happen, Leaders set direction and goals, create shared direction, Leaders walk-the-talk, managers manage things and keep things going. To make the type of behavior change required with ITIL leadership is required.

*Still the most popular cartoon.
Many operational staff say this describes their managers
approach to adopting ITIL.*

DEMAND MANAGEMENT

I suggest strongly that we give a new meaning to demand management. Any customer thinking of purchasing any form of ITIL training or hiring in any form of ITIL consulting, change your selection criteria for suppliers. "Demand" that they specify which form of ABC training they offer, or "Demand" they explain which consulting approach (or preferably track record) they have in addressing ABC issues. If you have already played the ABC card game get them to tell you how they propose to solve the issues. Refuse to add any training or consulting company to your shortlist if they cannot demonstrate a commitment to providing an ABC solution. This way we will finally "Demand" that the suppliers change their offerings to finally help us resolve the biggest barriers to successful ITSM deployment.

What should we do next?

Start using the ABC cards or cartoons. I mean it. Place the cartoons up on the walls in various offices, or on notice boards. Leave a card lying around on desks. Use a cartoon at the start of a presentation and ask "Who is saying what to who?", or "If I showed this to our users what would their reaction be?". Use the cartoons to start discussions. Get people to recognize and agree which of the worst-practice ABC issues apply to YOUR organization. Discuss some real actions you can take to address them, identify what type of leadership and commitment is needed to break down these ABC practices.

CONCLUSIONS

We keep adopting these frameworks and we keep trying to "implement" them. However, we fail to address the desirable behavior that these frameworks attempt to bring about. More often than not it is attitude, culture and undesirable behavior that are the reasons ITIL initiatives fail. I do not think that ITIL V3 will break through the current worst practices. Firstly the worst practices need to be addressed, then we can adopt ITIL V3.
Unless we change our management style (leaders that understand softer issues) and

enhance the traditional ITIL certification and training offering to include how to address ABC, then I will be back again in ten years time with the same presentation about the shift over to ITIL V4.

But, more importantly, YOU must be the instrument that will bring about behavior change through effective leadership. YOU should only select ITIL training companies that can also offer some kind of ABC training, YOU should only select consulting partners that have a vision and can demonstrate case studies showing how they tackle the ABC issues. This will help ensure suppliers of ITIL training and services change their own attitude and behavior to support and enable customers. YOU must make the ABC issues a real ISSUE in YOUR organization and ensure that something is done about it. If YOU do not put this book down and start behaving differently, breaking down the ABC, then nobody else will do it for you. The first thing you can do is take a look at the ABC card set and identify which of the worst practices are identifiable in your organization. Use the cards with other managers in your organization and discuss the findings, use them to prioritize and target ABC issues that need resolving. Good luck.

I have been spouting on about worst practices throughout this article, so I have asked Jan Schilt, my partner in GamingWorks, and also director of his own "best practice" consulting company, to explain ABC from a more serious perspective.

The meaning of Attitude and Behavior is crucial. In all of my process improvement projects the key success factor has been the way in which employees, managers and senior management adopt the new way of working. That is why every project starts with creating the buy-in and commitment of senior management. In this phase it is crucial to develop a shared view on the desired behavior with the whole team. Senior management and management need to demonstrate and develop desired behavior in all layers within the organization. How can you expect employees to be proactive if management shows reactive behavior?

Another critical aspect which needs continual attention is the way in which you deal with resistance. Resistance is often seen as negative energy and the first reaction from consultants or managers is fighting against it. My approach is different. Don't fight against it, give it attention! Resistance is an act of behavior. Behind this behavior lies the reason why this person acts the way in which they do. As an agent for change, your approach should be to explore this. Example: There is an instruction to start registering all time spent on incidents. One of the employees says: "I don't see the need to do this, this is just a waste of time, I'm out!". The immediate reaction is often to explain why you, as a consultant, know that it is valuable. However, if you explore this reaction and ask: "Tell me, why do you think this is a waste of time?". "Well, there are much better ways to control people!". With this last sentence it is obvious that his reaction comes from the idea that this is all organized to control people. Now you have something to work on.

Don't forget that working on Attitude and Behavior will take a lot more time than just "implementing" the processes. Developing desired behavior means that the attitude of people needs to change. This is NOT the work of the consultant but this is the responsibility of management or senior management. The consultant can only help. The ABC of ICT(tm) will support employees, management, senior management and consultants to develop the desired behavior and increase the ITSM performance.

Jan Schilt MsC HRD
Learning Works BV – Netherlands

Paul Wilkinson (The Netherlands) has been working in the IT Industry for more than 25 years, fulfilling a wide variety of roles from Computer Operator, to Systems manager to IT Services manager. Paul is director and owner of Egor Productions, the company that produces the worst practice books and cartoons such the itSMF "Worst practice" publication "IT Service management from Hell".

Paul is also co-director and owner of GamingWorks, the company that developed the internationally renowned "Apollo 13 – an ITSM case experience" business simulation game.

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Colophon

Contact the editors for ideas, suggestions and improvements: Keith.Aldis@itsmf.co.uk

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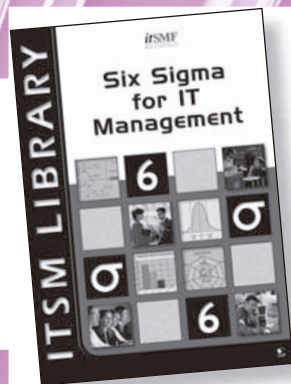
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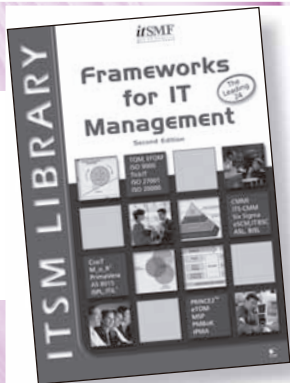
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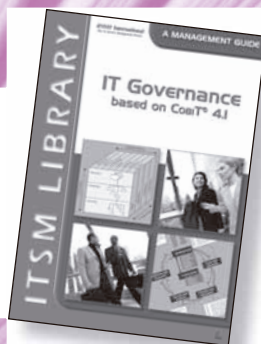
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