

## WHITE PAPER

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# Process Training, Enabled by Tools and Processes from SAP Education, Is Critical for Technology Adoption at Kimberly-Clark

Sponsored by: SAP Education

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## IDC OPINION

Kimberly-Clark, a global health and hygiene company, has spent the better part of five years systematically installing global manufacturing and accounting processes standards worldwide, leveraging SAP software. The North American operations have been configuring and deploying several modules during the past two years and have recently rolled out five modules in five stages at dozens of locations. The deployment was understandably complex, but was successful as a result of a robust focus on end-user training in advance of "go-live." Kimberly-Clark targeted training more effectively, reduced the time to create content, and reduced productivity loss by using a "reference-based" training approach enabled by tools and processes from SAP Education. The project's successful use of training can be attributed to three factors:

- ☒ **Procedural training (on 1,049 key procedures) was available to all 26,000 learners in advance of go-live.** Work stream training was completed four weeks prior to go-live, leveraging a reference training approach.
- ☒ **Management support and commitment.** Business units were universally committed to the training required to assure adoption.
- ☒ **Organizational change process.** Training and change management were closely linked and tasked with developing a communication plan for all stages of deployment, reinforced by traditional training and online self-help.

## IN THIS BUYER CASE STUDY

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### **Introduction**

With 57,000 employees in more than 80 different countries, Kimberly-Clark (K-C) is a global health and hygiene company, manufacturing leading consumer products in 37 locations around the world and selling them in more than 150 countries. K-C's global business segments are positioned to serve the needs of consumers, professionals, and the healthcare industry.

In fact, 1.3 billion people, nearly one-quarter of the world's population, purchased K-C products in 2005. Kimberly-Clark has dozens of products, including the consumer goods products Kleenex and Huggies, Kimberly-Clark Professional products including WypAll and Kimtech, and healthcare products like surgical gowns, sterile wraps, disposable sterile gloves, and medical instruments. The health and hygiene products industry is intensely competitive; well-known, branded products compete with each other in all geographies. Retailers and distribution channels have consolidated and are reducing or changing go-to-market options for many products. Additionally, K-C's key competitors have also undergone consolidations that significantly alter the competitive dynamics of the industry.

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### **The Challenge**

Kimberly-Clark has been focused on improving its competitive position by investing in targeted growth opportunities and streamlining manufacturing and administrative operations. Specifically, K-C has sought cost savings from reducing material costs and manufacturing waste and by realizing productivity gains and distribution efficiencies in each of its business segments. Continuous productivity gains over the last several years, along with investments in state-of-the-art manufacturing capacity, have enabled K-C to consolidate production at fewer facilities. One factor in its reduction of material costs and manufacturing waste and its production consolidation is the continued deployment of SAP manufacturing modules and standardized global processes.

#### ***The Approach***

The key initiative for K-C to streamline and standardize its processes in North America is to implement SAP modules for key business processes in a project called POLARIS. There are four key objectives for POLARIS:

- ☒ **Create synchronized, standardized, and simplified processes for all North American businesses.** These business processes will focus on material flow, procurement, asset management, operations and analysis & control, accounting & reporting, and planning & BOM management.
  
- ☒ **Provide an information infrastructure to support integrated decision making.** Eliminate the unnecessary duplication of work and systems. Reduce the amount of time it takes to find and reconcile information. And make inventory,

raw material, and product information visible as soon as it is entered into the system.

- ☒ **Deliver an ability to integrate with K-C partners to improve business performance.** Business partners will become more tightly integrated with K-C by using the same SAP MRP production planning tools as K-C plants. Common planning tools will permit increased material demand analysis and collaboration with suppliers. Finally, a common SAP process will allow K-C to consolidate banking activities and pay a vendor with a single check for business associated with multiple legal entities.
- ☒ **Create an ongoing support structure for integrated systems in North America, to ensure all employees have the support they need to complete their tasks.**

In fact, a theme common to both the objectives of POLARIS and nearly all of K-C's initiatives is to maximize the contribution of every employee.

POLARIS had been planned and in progress for five years. During the past two years, various phases of the project have been completed and, in some cases, the scope of the project has increased. POLARIS has had an impact on five critical business processes:

- ☒ **Requisition to check (RTC).** Identifies needed materials and services and coordinates the sourcing, receipt, and deployment of those materials and coordinates the payment of the suppliers according to agreed upon trading terms.
- ☒ **Design to retire (DTR).** Manages company assets from installation through retirement at the end of their useful lives and coordinates their on-going maintenance to ensure high efficiency and availability.
- ☒ **Forecast to stock (FTS).** Encompasses the planning and execution of activities to ensure the right amount of product is in the right distribution center, at the right time, to meet customer needs. It includes material flow, planning, and BOM management.
- ☒ **Advanced planner and optimizer (APO).** Provides advanced planning and replenishment functionality, including demand planning, supply network planning and production planning and distribution capacity planning.
- ☒ **Accounting to reporting (ATR).** Collects and processes information from logistics systems and subledgers for management, statutory, and global reporting, and includes general accounting, project account and operational analysis.

Given the complex and multifaceted nature of the project, it was critical for the success of POLARIS to establish a consistent and efficient method of training the 26,000 North American executives, plant managers, line managers, and supervisors who come into contact with those key business processes. Since a key objective of POLARIS was to create a standardized and simplified process, K-C was committed to maintaining its philosophy of "reference-based education" — where the training material was also the reference material. For this approach to be successful, changes to the system and business processes need to be identified, down to the task and input field level. Also, it is essential that procedures, training, and support material are updated and current.

Additionally, K-C's culture of efficiency and a lean management philosophy put resource constraints on the end-user training development staff. There were fewer than 11 full-time equivalent content developers to create what turned out to be thousands of process descriptions for hundreds of job roles.

Like many organizations, K-C has historically understood the impact of training and skill levels of its employees on its ability to perform and that, for many employees, accepting changes to existing processes is often more difficult than learning new steps. To respond to this reality, the POLARIS project team felt it was important to tie training efforts with the project's change management initiatives and ensure that end users were given exposure to training that closely aligned with their job roles and levels.

Senior stakeholders and project sponsors, including Bob Hill, manager, IT Services, Global Learning Solutions, explicitly described the importance of training to the POLARIS project. The same stakeholders were committed to ensuring that user capabilities were not barriers to achieving success with POLARIS and, as a consequence, monitored the training initiatives throughout.

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## **SAP Education and the Service Engagement**

IDC research suggests that there are seven critical elements to successful enterprise application rollout training:

- ☒ **Train globally.** Training on complex systems is a never-ending cycle. There are always new processes, new employees, and new locations that must be brought up to speed or brought online. No group can be left out.
- ☒ **Demonstrate relevance.** The target audience may not see the relevance of the new technology to their job role, so education that tightly links corporate strategy to their day-to-day activities can facilitate the adoption of a new mindset.
- ☒ **Practice procedures.** With new systems of all types, new procedures need to be taught and old habits need to be broken. Through repetition and practice in a safe environment, an unfamiliar audience can learn skills and methods on the new application. Simulations are more effective in helping users understand the relationship between training and the steps of their actual business process than a simple presentation or training on a system's functions.

- ☒ **Train efficiently.** Often, training for the entire organization (or a substantial part of it) must be conducted over a compressed period. Training strategies must emphasize the ability to cycle all appropriate employees through training with as little disruption as possible.
- ☒ **Train consistently.** New procedures need to be followed uniformly, regardless of the distance to the corner office, which means that end users in the same jobs, in all different locations, need to understand the system and its capabilities in the same way.
- ☒ **Train conveniently.** With the logistical effort associated with classroom-based training, there may be an unavoidable delay between when formal instruction takes place and when employees begin to use the system. Effective training must support delivery as closely as possible to the time when the employees will use the new system, ensuring the most value of the training and the most value of the system.
- ☒ **Explain thoroughly.** Users may not always have access to mentors (i.e., key users) and need access to reference material or expanded training to address areas of need whenever problems arise.

Organizations that systematically develop enterprise training that meets these criteria will consistently observe project success and, ultimately, positive return on investment.

### ***K-C's Approach to Training: Reference Learning in Action***

K-C understood the magnitude of their training challenge: 26,000 North American employees, in five blocks or groups, gaining access to their job-critical tools and systems. To achieve the goal of maximizing every employee's contribution, the POLARIS project team defined three key objectives:

- ☒ Timely deployment
- ☒ Standard processes
- ☒ Common support infrastructure

Consistent with the POLARIS rollout itself, end-user training was built around more than 1,000 key processes. K-C's educational philosophy, like its lean management principle, was to support user empowerment. The key to this empowerment was learner-led training, where the learners would take responsibility for their own training. Even though most instructional events had a key user trainer acting as a facilitator, the medium of instruction was an online reference guide using an SAP tool called RWD InfoPak® (embedded within the SAP modules), quick reference cards, and other self-directed materials.

Building on adult learning theory, K-C's Global Learning Solutions (GLS) approach was learner centric and based on the five-step process SAP uses to develop its end-user training: *Prepare Me, Tell Me, Show Me, Let Me, Help Me.*

**TABLE 1**

## SAP/RWD Approach to End-User Training

Phase	Need
Prepare Me	<ul style="list-style-type: none"> <li>• Prepare me for what is new or changing</li> <li>• Prepare me with job expectations</li> </ul>
Tell Me	<ul style="list-style-type: none"> <li>• Tell me what am I supposed to produce</li> <li>• Tell me what I must be able to do</li> </ul>
Show Me	<ul style="list-style-type: none"> <li>• Show me how it works</li> <li>• Show me how an expert does this job</li> </ul>
Let Me	<ul style="list-style-type: none"> <li>• Let me practice in safety</li> <li>• Let me learn from mistakes</li> </ul>
Help Me	<ul style="list-style-type: none"> <li>• Help me when I'm stuck</li> </ul>

Source: SAP/RWD, 2004

The content for each of these delivery phases was developed primarily by 11 members of GLS working with about 2,500 subject matter experts, called key users, and about 900 key user trainers who helped develop and deliver training. The key user trainers leveraged the reference material (i.e., process maps, presentations, workbooks, online help, quick reference cards) and other tools to support the *Prepare Me*, *Tell Me*, *Show Me*, *Let Me*, and *Help Me* phases during classroom based and synchronous online classes. When feasible, simulations were used to educate learners on business processes and transactions. To facilitate the *Let Me* phase, an instructional client was used to allow end users to practice real-life scenarios, in a safe environment, with real data. And the same reference tools (i.e., process maps, online help, and quick reference cards) continue to be used during *Help Me*.

This method of reference-based instruction is different from a more traditional approach where an instructor might teach from a PowerPoint deck and, at the end of training, send the learner to their workspace with a thick binder of PowerPoint slides. If a problem or question arose after training, the learner would need to use the deck as reference material, access an unfamiliar help system, or, more likely, call the support line because the behavior reinforced during training was to be "told" the answer by the instructor. The reference-based instruction, however, ensures the learner has both knowledge at the end of training and the capability to seek help online if the need arises.

### **Management Support and Rapid Development Are Critical**

The interdependence of operations, like K-C's worldwide manufacturing and procurement processes, made it critically important that no organizational unit could be "exempt" from being fully trained on the processes for which they were responsible. In fact, senior project stakeholders supported the GLS request to require successful completion of training before a user would be granted access to the new modules.

K-C's organizational change management team and GLS worked closely together to ensure that all users were well informed about the project, its benefits, and its impact on individual jobs before training began. As a consequence, the key user trainers were not obliged to defend the decisions of the senior stakeholders, and the importance of the project was accurately and consistently reinforced.

Because of the "lean" nature of the development team, development tools and processes were used that could quickly produce multiple formats. Leveraging SAP Tutor and RWD InfoPak, GLS built its training around business processes. This allowed end-users to see how their tasks would be performed differently on the new system and gave learners the opportunity to practice the steps and experience their system in a training environment before performing for the first time on the live system.

RWD InfoPak is used to create procedure documentation automatically by running the required transactions, capturing each step, and automatically converting the process into clear, well-formatted documentation. RWD InfoPak documents can be printed and used for training and reference purposes or published to a Web-based online help system, allowing users quick access to the current support documentation directly from within each transaction.

### **Process Training Reduced Time to Train**

To support its education delivery strategy, GLS also used other tools, including Captivate (for screen capture) and the PowerPoint-to-Flash conversion tool Articulate Presenter, to build Web-based training; Macromedia Authorware for more complex authoring requirements; and the virtual classroom solution Interwise, to facilitate on-line, synchronous training. Each of these tools was used together in a blended fashion, to ensure content was available at least four weeks before "go-live" for each block of users.

Because of the compressed rollout schedules common in many enterprise application deployments, the thousands of learners in each block needed to be trained as quickly and as efficiently as possible. Because GLS focused on process training as opposed to functionality training, each class or group of classes could be targeted toward a specific group of users. Each user class was targeted to only those users responsible for specific processes. Because the users and their supervisors understood that the training offered was directly related to the job/role of the learners, it was less difficult to get line-level support for the mandatory training requirement. Additionally, because of the process-based approach, K-C estimates that the overall training requirement was reduced by between 10-15% from previous projects, and each learner received all of the training required to be effective at their job before go-live.

Process-based approach reduced training requirements by between 10–15%.

The ability to train every new user was possibly more important than the training time saved by the business process approach to training. In an organization as large as K-C, employees are hired or are transferred every day. IDC models suggest that unless users are trained on their new responsibilities, an organization can lose 30-50% of its capability in just a few years through new hires, promotions, or other organizational changes. With process-based training, using a reference-based, self-service model, new users can be trained quickly on their new responsibilities and are given access to the live system only when fully able to perform. At the same time, by using standard training methods and content, K-C could be confident that everyone working with a particular process was using the same standard approach.

One further advantage of reference-based education is that every user has access to the precise steps or definitions of every process for which they were responsible. At any time, each user could proceed confidently with even the most difficult transaction without calling on additional help. By accessing reference material, users can identify the triggers to a process and the steps required to complete it (including the required and optional data elements and any exceptions). This capability both improved the individual employee's productivity and reduced the need for first- and second-level support staff.

Reference-based education improved both the employee's productivity and reduced the need for first- and second-level support staff.

The GLS/POLARIS approach to user training exhibited each of the seven critical elements to successful application rollout training. It ensured that every group, regardless of its location, was trained consistently and efficiently. The process-based training ensured that the training was relevant to each learner. Simulations and other methods were used to allow the learners to practice what they learned during the *Let Me* step of training. By fully leveraging a blended delivery model including classroom-based, virtual classroom, self-paced instruction and reference-based instruction, training was convenient to both deliver and attend. Finally, the consistent use of business processes as the basis for training ensured that each learner was completely familiar with the relevant business processes prior to go-live.

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## **Business Benefits**

### ***Direct Benefits of K-C's Process Training***

K-C observed several direct benefits of leveraging procedural training to support POLARIS:

- ☒ **Reduced training time.** Procedural training eliminated unnecessary training on process or functions that learners didn't need to know, saving more than \$650,000 in lost productivity.
- ☒ **Reduced content creation time.** Using RWD InfoPak reduced content creation time by up to 55% and made the creation training for 1,049 processes of training in compressed timeframe possible for a training staff of 11.
- ☒ **Productivity savings.** Reference-based training enabled employee self-help and saved tens of thousands of dollars in lost productivity for both the employee and the help desk staff.

### **Procedural Focus Eliminated Unnecessary Training**

More than 26,000 users are impacted by the POLARIS rollout. The first direct change that offers a tangible, significant benefit is in the "time to train." Each of the several hundred job roles had required training tailored to that role's needs. The time commitment ranged anywhere from 8 hours (COM/COS Business Support job role) to 140+ hours (MRP Controller and Stores Management job roles). An individual may have multiple job roles, so depending on the job roles a person is assigned, K-C estimates that training could take as long as six weeks. Process training reduced the time each individual needed to spend in training by up to 15%, according to Kimberly-Clark, compared with less-focused functional training. Assuming an average individual was required to take 10 hours of training, this suggests that 1.5 hours of training were avoided per employee or almost 31,000 hours of training saved for the entire company. That equals more than \$650,000 in productivity savings when compared to the cost of traditional classroom training. It is very likely the actual number of hours trained and the savings associated with targeted process training were significantly larger. "Correct training is important for the organization" said Bob Hill, manager, Global Learning Solutions. "Correct training cuts down time away from the job."

Procedural training eliminated unnecessary training on process or functions that learners didn't need to know, saving more than \$650,000 in lost productivity.

### **Using RWD InfoPak From SAP Saved Thousand of Hours in Content Creation**

K-C has used online help for each of its SAP project rollouts globally, using Microsoft Word and a transaction recording tool to develop the online help content. For this project, K-C used the RWD InfoPak content creation tool and believes it saved thousands of hours in creation, editing, approval, and revision. Bonnie Hillsberg said, "We found that development time was significantly less with RWD InfoPak than with previous recording tools." K-C estimates it spent an average of 4.5 hours in content creation, revision, and approval using RWD InfoPak, compared with 10 or more hours

each using other methods in previous projects. Although making comparisons between different projects can be misleading (e.g., processes and experience levels are never identical), it is likely that this saving of 55% in development time was essential to the creation of training for more than a thousand processes in the compressed timeframe available. It certainly helped keep the content development staff "lean," with only about 11 full-time equivalent staff developing and coordinating the approval of all processes.

Using RWD InfoPak reduced content creation time by up to 55%.

### **Reference-Based Training Enables Employee Self-Help**

The next direct benefit that can be calculated is the reduction in time spent on help desk calls for procedural issues. K-C estimates that the average time needed to resolve a call to the help desk or key user is eight minutes — across 26,000 employees, this can create a very large productivity loss. In a recent two-month period, K-C estimates more than 4,500 procedural queries were made to the online reference system that might otherwise have been made to the help desk. If these queries had been routed to a help desk, there would have been an estimated 600 hours of productivity loss in two months — or more than \$60,000 in productivity savings annually.

Reference-based training saved tens of thousands of dollars in lost productivity for both the employee and the help desk staff.

This saving is directly attributable to the online reference system. IDC analysis of help desk calls from the six POLARIS work streams found that one work stream, where user adoption of the online help was delayed, resulted in nearly 90 times the number of help desk calls, compared to the average of the other work streams, in a two-month period. Upon full utilization of the online reference system, help desk calls declined steadily toward the average level of the other work streams.

Another quantifiable benefit is the reduced support time required to resolve a query by the key user or the help desk (level 2 or 3 support). Since key users are also end users with their own business process responsibilities, the time they spend assisting other users takes them away from their "real" jobs. If we simply assume a call to a key user or the help desk removes the support staff from their job for the same eight minutes for each query, the productivity savings can be estimated at an additional \$60,000 per year in salary alone for key user and help desk staff productivity. Combined, savings in user and support staff productivity for self-service support could be worth more than \$120,000 to K-C per year.

### **Use Of Additional Tools From SAP Could Save Even More**

To continue to improve the SAP processes, K-C plans to deploy a new tool called Knoa User Performance Management that will provide real-time data regarding the users' work patterns, issues, and problems. This should further cut down the time spent on resolving issues. Plans for this tool are discussed more in the Future Plans section.

### ***Indirect Benefits of Training***

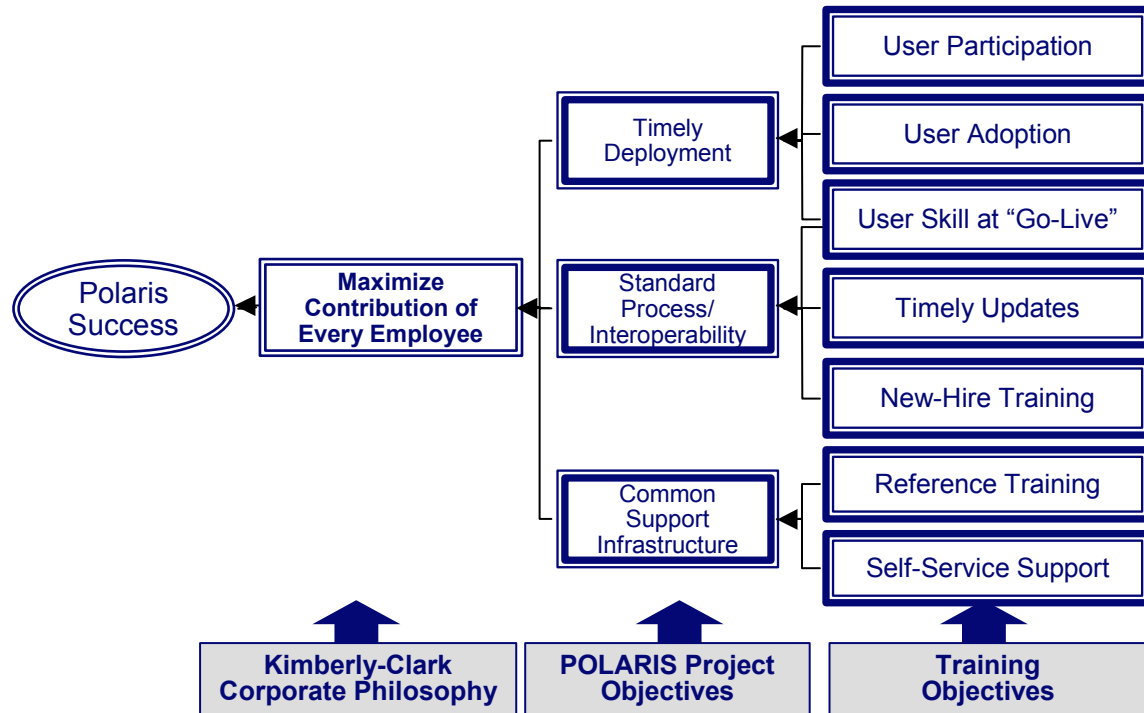
There are numerous direct benefits that are difficult to quantify and even more indirect benefits of successful training. Most important to K-C, however, is how training helped achieve the key goal of POLARIS to maximize the contribution of every employee. Linking training to project success is always challenging. However, K-C provides several interesting successes:

- ☒ **User participation.** 100% of impacted employees were trained prior to go-live.
- ☒ **User adoption.** Nearly 100% of impacted employees had fully practiced the relevant business processes prior to go-live.
- ☒ **User skill at go-live.** Nearly 100% of impacted employees were skilled at go-live for their block.
- ☒ **Timely updates.** All changes to the system or new procedures can now be completely incorporated into the available documentation, reference material, and training material within one week.
- ☒ **New-hire training.** 100% of new employees and transfers were trained on the relevant business processes prior to beginning work on the SAP system.
- ☒ **Reference training.** All 1,049 key processes are fully documented in the online help system, including purpose, triggers, dependencies, and helpful hints. Each instructor-led class leverages fully the online help system to ensure that the reference tool is fully understood, the material is consistently taught, updates are immediately available in the training, and users are empowered to find answers on their own, without involving key users or the help desk.
- ☒ **Self-service.** Thousands of transactions per day are completed using online help. As mentioned above, by reducing the number of help desk calls by one call per user per day, K-C saves 1.5 years in employee productivity and possibly that same amount of time in key-user productivity. "I can't imagine how training could be successful without some type of transactional help document," says Bonnie Hillsberg, Global Learning Solutions.

What is interesting about this collection of successes is how closely linked those seven achievements are to the key goal of POLARIS to maximize the contribution of every employee. In each case, the achievement directly supported a sub-goal of POLARIS and, therefore, supported the overall success of the POLARIS project (see Figure 1).

**FIGURE 1**

Link Between Training and Project Success



Source: IDC, 2006

Ultimately, the process used to support users and as the source for training must display the characteristics described at the beginning of this section. The training strategy must:

- ☒ **Train globally.** K-C's strategy of reference-based learning was universally available and was used to ensure capability before learners accessed the system.
- ☒ **Demonstrate relevance.** K-C's organizational change management practices helped ensure organizational buy-in to the procedural and system changes before training occurred.
- ☒ **Practice procedures.** K-C used simulations and access to a safe practice environment to allow learners to practice new procedures prior to "go-live."
- ☒ **Train efficiently.** K-C's approach to procedural training saved learners thousands of hours of classroom time and saved K-C hundreds of thousands of dollars in productivity. Additionally, time spent to create the online help content was reduced, increasing the time available to update and improve available content.

- ☒ **Train consistently.** With the ubiquity of the online help and reference training process, K-C ensured that each work stream was consistently taught.
- ☒ **Train conveniently.** K-C used online and classroom based instruction to provide options to learners to maximize learner convenience. Additionally, K-C used online help as a central component to training to ensure that the material was available during the user's work process, significantly increasing time on task.
- ☒ **Explain thoroughly.** Finally, K-C monitored help desk calls and other sources to ensure training and procedures were continually improved, creating a complete and increasingly accurate body of procedural knowledge.

### ***Credibility Is Essential to Success***

Through other research on technology deployments, IDC has found that within organizations, managers and their staff trust content provided by the technology vendor and content taught by in-house instructors more than other training sources. This suggests credibility is essential when conveying new, important information, and is why K-C placed great emphasis on leveraging SAP procedural content. "Having the [online help] available directly from SAP gave the documents a tremendous amount of credibility, along with the ability to choose whether or not learners wanted to view screen shots," said Bonnie Hillsberg, Global Learning Solutions.

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### **Future Plans**

Aside from the continued effort to maintain the existing body of procedural knowledge, the next important task for Global Learning Solutions and the whole POLARIS team is to analyze how employees are using the system. Using a new offering from SAP Education, K-C has begun tracking user errors to identify which tasks are procedurally linked during the workday. Called Knoa User Performance Management, the system accurately determines how each employee uses the SAP solution and can help determine training needs, tune business processes, and ensure a company receives the value it expects from SAP solutions. This information can be leveraged to build more "natural" short cuts to the workflow and even automate steps that occur predictably. In addition, this data can be used by the help desk and key users for troubleshooting when an end-user calls in with an issue.

K-C will use the same information to identify "best practices" and to improve the ongoing training available to new users and job changers.

K-C believes Knoa will help them answer the following questions:

- Are end users able to effectively and efficiently execute critical business processes — in other words, has the training program led to real results?
- Can we provide objective, real-time data on the user experience to allow the help desk and key users to resolve users' questions rapidly?
- Can we maintain an electronic audit trail that tracks the completion of key transactions?
- Is the SAP solution performing effectively? What is the impact of ineffective procedures on operations?

This type of performance monitoring can result in detailed reports and graphs diagnosing the performance of both users and the SAP system. K-C hopes to be able to target and collect precise information and use it to make decisions on process improvement and training changes.

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### Lessons Learned

K-C considers the deployment of POLARIS a success because of the ultimate adoption of the new procedures and a robust focus on end-user training in advance of "go-live." Using tools and techniques from SAP Education, K-C:

- Saved 31,000 hours of training by being more efficient in assigning content to learners.
- Reduced the time to create training content for more than 1,000 procedures by up to 55%.
- Saved tens of thousands of salary dollars alone by enabling learners to resolve their own process and procedural questions without involving either key users or a support desk.

Since the organizational goal of the POLARIS project, and much of K-C's process improvement efforts in general, is to maximize the contribution of every employee, reference-based training was an essential tool to successful deployment. Ensuring that all employees were capable of performing their job roles before system rollout and that every new hire is fully skilled before being asked to perform is a significant organizational commitment. As a result, "go-live" for the SAP process occurred with few learning-related hiccups. Much of this success can be attributed to three factors: management support and commitment, organizational change process, and procedural learner training in advance of "go-live."

### ***Management Support and Commitment***

Business units and locations were universally committed to standardizing processes and the training required to ensure adoption. This required tremendous commitment to ensure POLARIS was a process implementation rather than simply a systems implementation. Illustrative of organizational commitment was that a business team member and one department representative was available to support each training session. This helped ensure learner buy-in and facilitated accurate and credible transfer of organizational objectives and support.

Additionally, subject matter experts (called key users) were made available to support and transfer knowledge to key user trainers during the development of work stream procedures and to educate both key user trainers and end users.

Finally, end users were required by their leadership to complete all required training courses before gaining access to the production system. This demonstration of support made training unavoidable and its business value apparent to all.

### ***Organizational Change Process***

The change management effort was essential to user acceptance and effective training. Training and change management were closely linked and tasked with developing a communication plan for all stages of deployment, reinforced by traditional training and online self-help. OCM leveraged communications from senior, business, and location managers to ensure the organizational commitment to success was communicated consistently and widely prior to system deployment. Training ensured that messages were consistently and accurately reinforced.

### ***Procedural Learner Training in Advance of Go-Live***

Procedural training on 1,049 key procedures was available to all 26,000 learners. To accomplish this, work-stream subject matter experts worked with OCM and GLS to complete the documentation requirements on a schedule that allowed the completion of all training four weeks before a block went live. The "just-in-time" focus of training was critical to maintaining organizational momentum toward success and limited "knowledge leakage" that otherwise might have occurred.

K-C's commitment to the process deployment enabled by SAP and POLARIS helped ensure business success. The training process implemented by GLS helped ensure that the learners were ready when the system was ready and allowed K-C to maximize the contribution of every employee.

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