

# **Knowledge Transfer Strategy and Plan**

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## TABLE OF CONTENTS

<b>1.0 Introduction.....</b>	<b>1</b>
1.1 Strategy .....	1
1.2 Definition of Knowledge Transfer .....	2
1.3 Guiding Principles of Knowledge Transfer.....	2
1.4 Barriers to Knowledge Transfer.....	3
1.5 Relationship to Other Plans.....	3
<b>2.0 The Knowledge Transfer Process .....</b>	<b>4</b>
2.1 Knowledge Transfer Methods.....	5
2.1.1 Exploration-Oriented Knowledge Transfer Method .....	5
2.1.2 Instruction-Oriented Knowledge Transfer Method.....	6
2.2 Resources and Staffing.....	6
2.3 Performer Skills Assessment.....	7
2.3.1 Roles and Responsibilities.....	7
2.4 Gap Analysis and Needs Fulfillment.....	8
2.5 Knowledge Transfer Tools and Methods .....	8
2.6 Training.....	12
2.7 Success Metrics .....	12
2.7.1 Factors Impacting Knowledge Transfer Success .....	12
2.7.2 Measuring the Success of Knowledge Transfer .....	12
2.8 Mitigation and Contingency Plan .....	13
<b>3.0 Knowledge Turn Over Plan .....</b>	<b>14</b>
3.1 Turnover Phases.....	14
3.1.1 Verification of Software, Data and Documentation.....	14
3.1.2 Transfer of Software, Data and Documentation .....	14
3.1.3 Transfer of Training Materials .....	14
3.1.4 Knowledge Transfer .....	15
3.1.5 Post-Turnover Services and Support .....	15
3.2 Deliverables .....	15
3.3 Exit Criteria .....	15
3.4 Maintaining Operations .....	15
3.5 Turnover and Knowledge Transfer Task List and Schedule .....	16
<b>4.0 Assumptions.....</b>	<b>18</b>
<b>5.0 Acronyms.....</b>	<b>19</b>

## LIST OF FIGURES

Figure 1. Knowledge Transfer Introduction.....	1
Figure 2. Knowledge Transfer Process .....	4
Figure 3. Knowledge Transfer Turnover.....	14
Figure 4. Knowledge Transfer Schedule .....	17

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## LIST OF TABLES

Table 1. Relationship to Other Plans.....	3
Table 2. Roles and Responsibilities .....	7
Table 3. Tools and Methods Overview .....	9
Table 4. Knowledge Transfer and Turnover Tasks.....	16
Table 5. Acronyms .....	19

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## 1.0 INTRODUCTION

The Knowledge Transfer Strategy and Plan provides a comprehensive approach to transfer the responsibility for maintenance and operations (M&O) from the Systems Implementer (SI) to the Customer. It is a goal of this plan to address both technical and functional turnover and knowledge transfer.

The plan includes the resources, staffing, training, methods, milestones and tasks required to accomplish the knowledge transfer. By way of reference, the plan also includes procedures to verify and transfer, to the Customer, all of the software, data, documentation and maintenance functions associated with the enterprise resource planning (ERP) installation.

Our team's experience in understanding the knowledge transfer challenges of large scale educational institution implementations is the foundation of our proposed plan. Our collective abilities in development and execution of plans, along with early identification and mitigation of risks, are lessons learned from previous educational implementations. These lessons proved that working one-on-one within the Customer will be a key component in the Customer's knowledge transfer goals and expectations.

### 1.1 Strategy

With the goals of the Customer and the program in mind, our team proposes to facilitate knowledge transfer through a coordinated set of tasks aligned with multiple communication methods, across all impacted organizations and teams. This strategy will allow the proper planning, delivery, documentation, and validation of all knowledge transfer activities throughout the program. See Figure 1. Knowledge Transfer Introduction for a graphical overview of the knowledge transfer concept as it applies to the Customer.

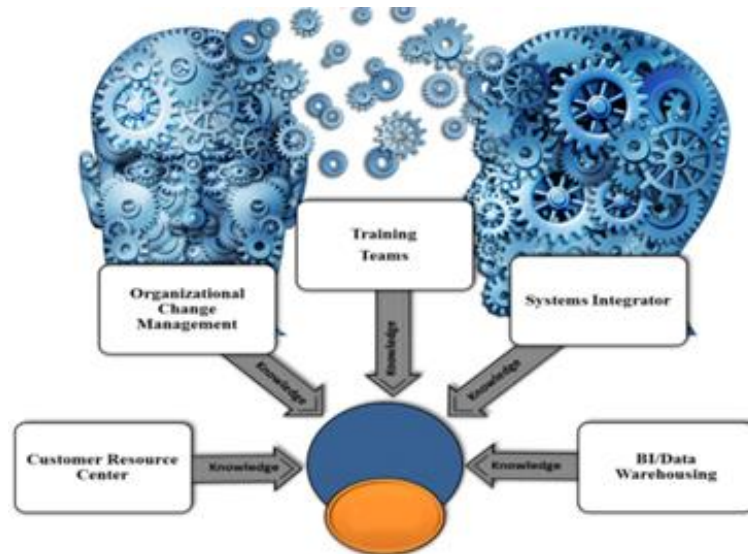


Figure 1. Knowledge Transfer Introduction

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## 1.2 Definition of Knowledge Transfer

There are two types of knowledge that are considered when conducting knowledge transfer.

1. **Explicit**, which lends itself to transfer strategies such as formal desk manuals, procedures, and other codified processes. Explicit knowledge is more easily quantified and qualified, and can be more readily transferred.
2. **Tacit**, which lends itself to transfer strategies such as mentoring, coaching, and communities of practice. As this type of knowledge is more intuitive in nature and derived from experience, it is less readily distilled and captured into orderly process structures.

In the context of this project, knowledge transfer is the practical problem of transferring both explicit and implicit knowledge from the SI to the various stakeholders in the Customer. This will provide the Customer the opportunity to self-operate the selected solution and maintain ongoing operational and organizational knowledge and capabilities for self-sufficiency.

Throughout the waves and various cycles of the implementation, the SI teams will address each knowledge transfer area: Organizational Change Management (OCM), Customer Resource Center (CRC), and the training components. These knowledge transfer components will need to flow in-and-out of the implementation for every single district, charter, and community college. Through a multitude of implementation experience, including educational institutions, the SI teams understand how important knowledge transfer is for the Customer's goal of becoming a self-sustained organization. In previous implementations, the ability to address knowledge transfer throughout the life of the program has proven to be a critical success factor.

## 1.3 Guiding Principles of Knowledge Transfer

The guiding principles of effective knowledge transfer are as follows:

- Organizations should take a holistic approach to knowledge transfer that considers such factors as technology, generational differences, cultural diversity, and learning styles.
- One size does not fit all - each organization will have unique needs and require unique solutions.
- Knowledge transfer should be timely, relevant, and efficient.
- Givers and receivers of knowledge should be involved in every step of the knowledge transfer process.
- Communication is the key to effective knowledge transfer.

Our team will work directly with the Customer staff and guide key stakeholders to ensure they have a thorough understanding of each of these guiding principles and how they can leverage them to achieve positive impact on the success of the program. For example, when done effectively,

knowledge transfer contributes to a culture of learning and adapting, setting the stage for a sustainable organizational capability that can handle changes and adapt to changes that may come in the future.

**1.4 Barriers to Knowledge Transfer**

Our team will conduct workshops with all teams involved in the knowledge transfer process to identify potential barriers to the actual transfer of knowledge and discover solutions to overcome them as quickly as possible. Some barriers to knowledge transfer are detailed below:

1. The knowledge giver does not recognize that certain knowledge or information they have is valuable, and as a result it is does not get transferred. This often happens when knowledge is intangible or “soft.” Examples include process rationales and nuances that seem self-explanatory after years in the role, but would be unclear to someone new.
2. There is a lack of standardized mechanisms or procedures for capturing knowledge. This makes knowledge transfer more difficult and time-consuming for both the giver and receiver. The tools and methods provided in this Knowledge Transfer Plan will help make the process more efficient and effective.
3. Poor communication skills can be an issue. Being an expert at the job does not mean an individual can easily explain processes and pass on essential knowledge to others. This needs to be taken into consideration when identifying methods to transfer knowledge

**1.5 Relationship to Other Plans**

Knowledge transfer is a continuous process, which is inclusive of, and executed in unison with, multiple implementation plans. Table 1. Relationship to Other Plans shows the relationship of the Knowledge Transfer Plan to other plans.

**Table 1. Relationship to Other Plans**

PLAN	RELATIONSHIP
Detailed Project Plan	Schedule of project tasks by the SI consistent with timeline and deliverables across all phases.
Project Management Services Plan	Defines how the project will be managed across all phases.
Organizational Change Management (OCM) Strategy and Plan	Comprises a series of deliverables to be defined by the SI that will achieve appropriate levels of stakeholder understanding, engagement, adoption and endorsement of the new ERP system.
Training Strategy and Plan	Details the end user training plan and strategy.

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## 2.0 THE KNOWLEDGE TRANSFER PROCESS

Understanding the critical elements of successful knowledge transfer process is key to its success. It is our team's experience that a detailed analysis of each area, and development of tools to assure the correct tools are in place, are key to risk mitigation and overall success. The key steps to the knowledge transfer process are shown in Figure 2. Knowledge Transfer Process and detailed below.

### 1. Identify Essential Knowledge

Knowledge does not exist in a vacuum. It must be defined in terms of its context, impact, application and contact information, and it should be prioritized based on the level of urgency in the Knowledge Transfer Plan. Through working sessions with all roles involved in the knowledge transfer process, the essential knowledge to be transferred will be identified.

### 2. Identify Who Has the Knowledge

Most successful transfer efforts actively involve both the source of the knowledge, the giver, and the person or persons receiving the knowledge, the receiver. This process of identifying each will be performed through the development of a knowledge base matrix, generated through multi-group workshops (CRC, OCM, Training, SI, and T-COE), which will identify both where the knowledge to be transferred resides, as well as where it will be transferred to.

### 3. Identify to Whom the Knowledge Should be Transferred

This step requires identifying who needs to receive the knowledge and is an integral part of the transfer process.

### 4. Select Knowledge Transfer Tools and Methods to Capture and Transfer the Knowledge

Knowledge may be transferred using any of the tools and methods referred to in Section 2.5 and Table 3. Tools and Methods Overview. Deciding on the desired outcome and clarifying expectations for the knowledge transfer will not only help in selecting the best tools to use, but will also establish key objectives (i.e., learning assignments, milestones, etc.). Our team will work together with the Customer to select the appropriate tools, in consideration of the receiver's learning style. After which the receiver begins to acquire and apply the knowledge.

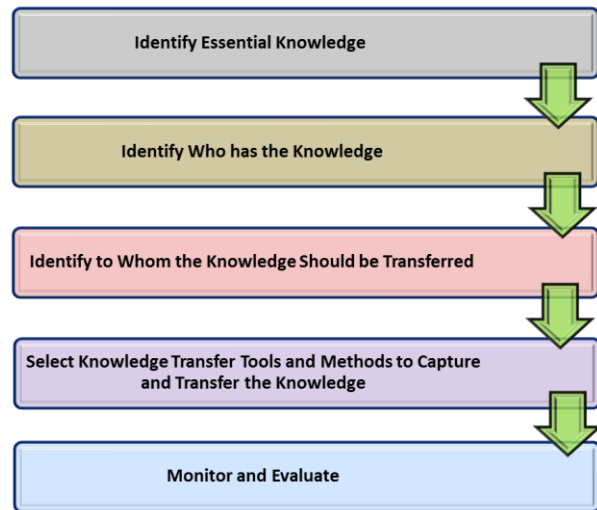


Figure 2. Knowledge Transfer Process

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## 5. Monitor and Evaluate

All knowledge transfer activities will be monitored and evaluated to determine success rates, through the established documentation and communication plan, and allow for any modifications to be made as quickly as possible to support risk mitigation.

### 2.1 Knowledge Transfer Methods

Knowledge transfer during ERP implementation will be based on two alternative methods:

1. Exploration-oriented knowledge transfer, which involves the super users in the actual implementation process
2. Instruction-oriented, which involves no end users in the implementation process and they only participate in the instruction portion of the knowledge transfer process

#### 2.1.1 Exploration-Oriented Knowledge Transfer Method

The first knowledge transfer method is based on the explorative-oriented knowledge transfer paradigm. The exploration knowledge transfer method includes the following steps:

1. Initial super-user training
2. Knowledge transfer from SI to the super users during the implementation, including participation of the super users in the configuration and preparation of the user manuals
3. System testing by the super users
4. Preparation and training carried out by the super users for the end users
5. On-going support and knowledge transfer from the super users to the end user after the system has been launched

The above requires the identification of the two user groups:

1. **Super users:** responsible for the knowledge absorption, actively participating in the implementation, and operating as the first level of support after go-live.
2. **End users:** carrying out a limited number of operations in the system and not actively participating in the implementation.

The first group is comprised of the customer-identified super users, which are the internal implementation team and subject matter experts. They will support the implementation effort, not only during the business processes analysis, requirements gathering, and system planning phases, but also during the configuration, testing, and go-live phases of the project. This knowledge transfer procedure will require active participation of the super users during all phases of the project, and in return, offers gradual gaining of expertise in the system operations, which results in trained super users at the system start.



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### **2.1.2 Instruction-Oriented Knowledge Transfer Method**

Generally, all operations during the implementation are carried out solely by the SI and the knowledge transfer, to the users, takes place during the training sessions after the solution is configured and ready. In this type of scenario, which assumes minimal involvement of the users during the implementation process, we use the following knowledge transfer techniques for the most effective results:

1. Initial key users training
2. Implementation done solely by the SI
3. Preparation of the user manuals done by the SI
4. System testing by the SI, super users act only as an approval body
5. Preparation and execution of the end users training by the SI
6. On-going support and knowledge transfer from the SI to super users and the end users after a system go-live phase

In the above procedure, the division of the users into super users and end users has a different meaning than in exploration-based knowledge transfer. Here, while super users constitute a part of the implementation team, their role is limited to formulating the requirements and providing the SI with information concerning the implementation. They additionally supervise and approve the work of the SI. Super users do not take part in the implementation at all and only start working with the system after “go-live”.

One of the critical parameters which must be taken into consideration by decision makers when choosing the knowledge transfer method is the amount of workload required from the SI. Based on our experience, we encourage the use of the exploration-oriented method where possible, as this is more cost effective for the Customer. The use of instruction-oriented knowledge transfer tends to increase the number of hours required by the SI. Additionally, the super users who have participated in instruction-oriented knowledge transfer have been shown to be less proficient with the system when assuming post implementation support roles.

## **2.2 Resources and Staffing**

We will manage our internal staffing resources dynamically, using matrix resources to fill short-term needs. New skills identified for the program will be assessed and fulfilled through training or by acquiring staff with the new skill. As the implementation progresses, certain skills may no longer be needed on the program, and staffing will be adjusted accordingly.

Staffing levels will be reviewed quarterly by the Program Manager (PM) to determine if staffing actions are needed. Staffing level is one of the performance metrics monitored on the program. The **Human Resource Management Plan** will detail the positions and time-phased numbers of persons assigned to the knowledge transfer effort. The program’s defined organization will be described in the **Program Management Services Plan**.

### 2.3 Performer Skills Assessment

During the startup phases, the planning staff will identify the knowledge, skills, and abilities (KSA) necessary to accomplish knowledge transfer. These KSAs will span the domains of program management, organizational change management, knowledge transfer, and training development. This information will be captured in the Skills Assessment Workbook (SAW). This iterative process is refined as the Work Breakdown Structure (WBS) is elaborated and the technical approach developed.

A preliminary set of program positions will be devised based on our prior program experience. The specific KSAs for the project will be mapped to these preliminary positions and an assessment will be performed to adjust the positions and titles to best represent the roles on the program. The product of this skills assessment will be to support the Basis of Estimate (BOE) work in determining the numbers/level of staffing for each position.

#### 2.3.1 Roles and Responsibilities

The roles and responsibilities in Table 2. Roles and Responsibilities will be used as the foundation for staffing to support of knowledge transfer.

**Table 2. Roles and Responsibilities<sup>1</sup>**

ROLE	RESPONSIBILITIES
Program Manager	<ul style="list-style-type: none"> <li>■ Establishes and maintains the staffing in support of the Turnover and Knowledge Transfer Plan</li> <li>■ Supports and champions the knowledge transfer process</li> </ul>
Knowledge Transfer Senior Analyst	<ul style="list-style-type: none"> <li>■ Plans for the transfer of knowledge</li> <li>■ Identifies essential knowledge to be transferred</li> <li>■ Identifies who has the knowledge and who needs the knowledge</li> <li>■ Develops and maintains the Turnover and Knowledge Transfer Plan</li> <li>■ Monitors and supports the knowledge transfer process</li> <li>■ Ensures the plan is accomplished and that knowledge has been successfully transferred</li> </ul>

<sup>1</sup> Use or disclosure of data contained on this sheet (Table 2) is subject to the restrictions on the title page of this proposal.

ROLE	RESPONSIBILITIES
Subject Matter Experts	<ul style="list-style-type: none"> <li>■ Collaborates with Knowledge Transfer Senior Analyst to identify essential knowledge</li> <li>■ Collaborates with Knowledge Transfer Senior Analyst to develop the Turnover and Knowledge Transfer Plan</li> <li>■ Collaborates with the Training Development Analyst to develop curricula for knowledge transfer</li> </ul>
Training Development Analyst	<ul style="list-style-type: none"> <li>■ Assesses what receivers already know and what they need to know</li> <li>■ Coordinates regularly schedule time with receivers</li> <li>■ Documents processes, practices, contacts, etc. as identified in the Turnover and Knowledge Transfer Plan</li> </ul>
Trainers	<ul style="list-style-type: none"> <li>■ Teaches the curricula to the receivers</li> <li>■ Adapts methods of knowledge transfer to the learning preferences of the receivers</li> <li>■ Assesses progress to ensure knowledge has been transferred</li> </ul>
Receivers (the Customer staff/end users)	<ul style="list-style-type: none"> <li>■ Takes responsibility for their learning</li> <li>■ Identifies learning preferences and any limitations that may require accommodation</li> <li>■ Asks questions during training</li> <li>■ Self-assesses how the learning process is going and seek additional help if needed</li> <li>■ Respects the expertise, time availability and preferred communication style of the trainers</li> </ul>

**2.4 Gap Analysis and Needs Fulfillment**

The analysis of KSA and the staffing levels will be used to identify qualified staff to fill the positions. If the prerequisite skills are not available in the immediate performing organization, our internal human resources will assist the Program Manager to identify resources within the broader Northrop Grumman organization.

**2.5 Knowledge Transfer Tools and Methods**

There are multiple tools available to support knowledge transfer. The tools and methods chosen will depend on answers to the following questions:

1. Why do you want to transfer the knowledge?
2. What is the receiver’s level of knowledge/expertise?
3. What is the receiver’s learning styles/preferences?
4. Will the knowledge be applied in the same or a different environment?
5. What type of knowledge to be transferred?

Individual learning styles will be considered when determining which knowledge transfer tool or method to use. Table 3. Tools and Methods Overview contains a sample of the tools and methods which the KT team will utilize to support knowledge transfer.

**Table 3. Tools and Methods Overview**

KNOWLEDGE TRANSFER TOOLS/METHODS	DESCRIPTION	WHEN TO USE	BENEFITS
After Action Reviews (AAR)	A structured review or debrief process for analysing what happened, why it happened and what can be done better.	The sessions should be done as soon as possible after the completion of the project or activities. They could also be done at any strategic point during a project.	<ul style="list-style-type: none"> <li>■ Results can be shared with future teams</li> <li>■ Good for making tacit knowledge explicit during the life of a project</li> <li>■ Provides constructive, directly actionable feedback in a non-threatening way</li> <li>■ Give employees an opportunity to share their views and ideas</li> </ul>
Classroom Training	An instructor transferring knowledge to a group of people in a classroom setting.	When there is a need to train multiple participants at the same time with the same information. Where information/skills must be replicated on the job.	<ul style="list-style-type: none"> <li>■ Ability to address multiple participants at one time in a structured environment.</li> <li>■ Transmission of consistent information allowing employees to come away with the same skills/knowledge.</li> <li>■ Participants may benefit through other attendees experiences or expertise.</li> </ul>
Collaboration	To work together; to cooperate.	When working collaboratively adds value.	<ul style="list-style-type: none"> <li>■ Knowledge, good practice and information sharing</li> <li>■ Develops communication skills</li> <li>■ Synergy leading to greater combined accomplishments</li> </ul>

KNOWLEDGE TRANSFER TOOLS/METHODS	DESCRIPTION	WHEN TO USE	BENEFITS
Computer Based Training	Self-directed, asynchronous online class allowing students to learn at their own pace and adapt to their schedule.	When there is a need to train multiple participants with the same information. When information/skills need to be replicated.	<ul style="list-style-type: none"> <li>■ Address large audiences</li> <li>■ Transmission of consistent information</li> <li>■ Training may be conducted in a self-paced environment</li> <li>■ Travel is not required for student or trainer</li> </ul>
Documentation	Documenting job processes and placing them in a central repository.	When there is a standard process or procedure that will be used again and again	<ul style="list-style-type: none"> <li>■ Preserves knowledge and learning</li> <li>■ A standardized reference ensures quality and repeatability</li> <li>■ Easy access</li> </ul>
FAQs	A list of questions and answer that are commonly asked in a particular context.	When there are questions which are recurring.	<ul style="list-style-type: none"> <li>■ People with common questions get them answered quickly</li> <li>■ Saves the helpdesk time answering the same question over and over</li> </ul>
Job Aids	Devices or tools that allow individuals to quickly access information needed to perform a task.	Consult with knowledgeable users to identify what job aids to develop.	<ul style="list-style-type: none"> <li>■ Inexpensive to create and easy to revise</li> <li>■ Can eliminate the need for employees to memorize tedious or complex processes and procedures</li> <li>■ It can help increase productivity and reduce error rates</li> </ul>
Meetings	Occur when two or more people come together for the purpose of discussing a predetermined topic, often in a formal setting.	When there is a need to get information out to an audience which is either used to make a decision or would engender some feedback and discussion.	<ul style="list-style-type: none"> <li>■ A large amount of information can be made available to a large audience in a short time frame</li> <li>■ Opportunity for interactivity among the participants</li> <li>■ Opportunity to make decisions and form a consensus among participants</li> </ul>

KNOWLEDGE TRANSFER TOOLS/METHODS	DESCRIPTION	WHEN TO USE	BENEFITS
Online Discussion Forum	An website where members can post discussions and read and respond to posts by other members	<ul style="list-style-type: none"> <li>■ When reflecting on responses is important</li> <li>■ When face to face interaction would be too intimidating</li> <li>■ When considering others' responses is important</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussions are not limited by time or length and can go into great detail</li> <li>■ Extends classroom learning</li> <li>■ Flexible and convenient</li> </ul>
Process Mapping/Flowcharting	A process map visually depicts the sequence of events or steps to build a product or produce an outcome. It defines exactly what a business entity does, who is responsible, and to what standard a process should be completed. The illustration produced is called a flowchart.	New employee training. As an aid to performing complex procedures. To conduct root cause analysis.	<ul style="list-style-type: none"> <li>■ Requires that the process be understood completely</li> <li>■ Pinpoints unnecessary steps in a procedure</li> <li>■ Eliminates the need to remember complex procedures with many steps</li> </ul>
Webinar	Live class transmitted over the web using video conferencing software.	Used to deliver consistent information to large or geographically dispersed audience who need the same knowledge or skill and do not have the option to travel.	<ul style="list-style-type: none"> <li>■ Deliver information to a large, geographically dispersed audience</li> <li>■ No time or travel expense</li> <li>■ Can be made interactive with a Q&amp;A session</li> </ul>
Wikis	A website that facilitates the fast creation, sharing, and transfer of collaborative knowledge content in a highly accessible and visible manner.	For documents, processes, etc. that need to be stored in a central repository and updated frequently. For topics and concepts that are expected to evolve and expand over time.	<ul style="list-style-type: none"> <li>■ Encourages knowledge sharing</li> <li>■ Search capabilities make information easy to find</li> <li>■ Flexible tool makes updating information easy and collaborative</li> </ul>

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## 2.6 Training

The details of the training conducted in support of the Knowledge Transfer Plan can be found in the **Training Strategy and Plan** document.

## 2.7 Success Metrics

As knowledge transfer crosses many plans and implementation teams, success metrics will be established through working sessions with the Customer. Once developed, they will be put in place, monitored, and reported while aligning with program reviews and deliverable accomplishments.

### 2.7.1 Factors Impacting Knowledge Transfer Success

Risk mitigation will be applied through the proactive analysis and plan development using our knowledge of factors which impact the process. The following factors will be considered and how they will impact the success of knowledge transfer.

1. **Knowledge-related factors:**
  - a. Tacitness→how easy or hard it is to codify tacit knowledge
  - b. Complexity→the number of interdependent routines linked to the knowledge
  - c. Casual ambiguity→lack of understanding of the linkage between actions & outcomes
2. **Recipient-related factors:**
  - a. Learning intent→the degree to which the recipient is motivated to learn
  - b. Absorptive capacity→the ability of the recipient to absorb the material
  - c. Motivation→the motivation of the recipient to explore and acquire knowledge
3. **Source-related factors:**
  - a. Capability→the extent to which the recipients views to source as capable
  - b. Credibility→the extent to which a recipient perceives a source to be trustworthy and reputable

### 2.7.2 Measuring the Success of Knowledge Transfer

The most effective way to measure the effectiveness of the knowledge transfer process is to measure changes in the skill competency of the recipients. Skill competency will be measured through skill-based surveys, evaluations, and after action reviews, as well as the use of customized questions such as:

1. What are the appropriate processes and tools for a specific job?
2. What are the steps in the process and why it is important?
3. What are the top three things that can go wrong?
4. What are the top three best practices?
5. Who should be involved/consulted/accountable/escalated in certain circumstances?
6. How would you troubleshoot a common issue?

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The other tool we will use to measure knowledge transfer effectiveness is recipient surveys. These provide an assessment by the recipient on the quality of the knowledge transferred from the source. These surveys cover quality metrics such as comprehensiveness and usefulness.

## **2.8 Mitigation and Contingency Plan**

Our team will maintain a risk register log to ensure that knowledge transfer items are tracked, addressed, and reported in a timely fashion. A mitigation strategy for the identified risks will be developed, executed and monitored. The Knowledge Turnover Plan is our proposed plan to confirm that the transfer of knowledge is accurate and complete.



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### 3.0 KNOWLEDGE TURN OVER PLAN

The following proposed Knowledge Turnover Plan is developed to serve as a basis for moving forward with the Customer in the development of a final plan to be approved as an evolving document. This document will be updated with lessons learned throughout the implementation process.

#### 3.1 Turnover Phases

Turnover of the responsibility for Operations and Maintenance (O&M) from the SI to the Customer will be accomplished through a series of activities and documentation. The activities in these phases ensure that:

1. The Customer continues to receive necessary and timely services.
2. The SI will continue the delivery of services with minimal interruption while the work is transferred to the Customer team.
3. The Customer team will be thoroughly briefed and the work transitioned.

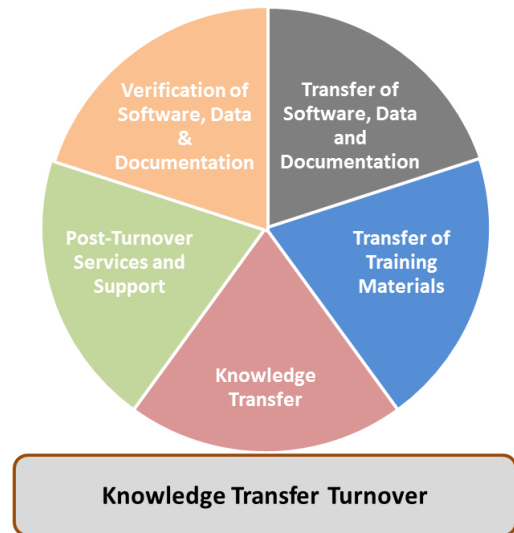


Figure 3. Knowledge Transfer Turnover

The following are key tasks that will be used to support the turnover phase and quantifiable milestone development (see Figure 3. Knowledge Transfer Turnover).

##### 3.1.1 Verification of Software, Data and Documentation

The SI will verify with the Customer, all data files, software, software documentation, processes, and operational documentation needed for Operations & Maintenance (O&M) to enable a smooth transition to the Customer.

##### 3.1.2 Transfer of Software, Data and Documentation

The SI will transfer data files, software, software documentation, process flows, and operational information needed for O&M to the Customer. Work-in-process (changes, updates, additions, or deletions of materials in part or whole) during the turnover period will be incorporated in the knowledge transfer process. The SI will be responsible for implementing the work-in-process until the completion of the turnover.

##### 3.1.3 Transfer of Training Materials

The SI will transfer the approved training materials to the Customer. This includes the training curriculum, exercises, individual training records, and training statistics.

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The SI will transfer the training materials to the Customer in an agreed-upon format. It is recommended that as the program matures, a Learning Management System (LMS) and repository be deployed to manage the ongoing training of system users.

### **3.1.4 Knowledge Transfer**

In an effort to complete knowledge transfer to the Customer, the SI will coordinate a series of knowledge transfer workshops between the Customer, the LEAs, as well as SI, OCM, CRC, and training representatives. During the sessions, the SI will cover the end-to-end process for transferring the responsibility for O&M to the Customer.

### **3.1.5 Post-Turnover Services and Support**

Following the turnover, the SI will submit a Turnover Report detailing the completion of the turnover activities. Additionally, the SI will provide appropriate support at the request of the Customer for up to 30 days after the turnover phase is complete.

## **3.2 Deliverables**

Upon acceptance and approval of the Knowledge Transfer Plan, quantifiable deliverables, as well as evaluation gates and tools, will be identified and agreed upon through working sessions with the Customer.

## **3.3 Exit Criteria**

The SI will submit validation, of each agreed upon deliverable completed, to the Customer. Once the Customer accepts the deliverable validation, the deliverables will be deemed complete per the plan. All validation of deliverables submitted to, and accepted by, the Customer will be considered achieved. The SI will receive sign-off from the Customer upon completion of the knowledge transfer sessions supporting each functional phase and wave of the agreed-upon implementation road map.

## **3.4 Maintaining Operations**

During the turnover period, the SI will assist in maintenance of the selected solution. The SI will monitor and manage the impact of the turnover on current the Customer operations and continue to provide open and direct communication throughout the turnover process. The SI will monitor resources throughout the turnover period to ensure sufficient staffing to maintain operations.

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### 3.5 Turnover and Knowledge Transfer Task List and Schedule

The tasks list shown in Table 4. Knowledge Transfer and Turnover Tasks will be used as a basis to support development of the knowledge transfer and turnover plans and reoccurring tasks to support the phases of functional deployment of the enterprise business system solution. As more information becomes available, the tasks will be updated to reflect the Customer's and its LEA's requirements.

**Table 4. Knowledge Transfer and Turnover Tasks<sup>2</sup>**

LINE 1	TASK NAME
1	Define post turnover services and support effort
2	Define mitigation and contingency plan to address turnover failures
3	Verify software, data and documentation
4	Transfer of software, data and documentation
5	Identify essential knowledge to be transferred
6	Identify who has the knowledge
7	Identify who the knowledge should be transferred to
8	Select knowledge transfer tools
9	Establish knowledge transfer checkpoints
10	Define success metrics for knowledge transfer
11	Develop and clarify knowledge transfer cross mapping with OCM, CRC, and training areas
12	Perform knowledge transfer activities
13	Monitor, assess and report on knowledge transfer activities
14	Deliver all deliverables (including training material)
15	Deliver post turnover services and support

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<sup>2</sup> Use or disclosure of data contained on this sheet (Table 4) is subject to the restrictions on the title page of this proposal.

The schedule in Figure 4. Knowledge Transfer Schedule represents the knowledge transfer activities, aligned with the recommended implementation roadmap, to support deployment of the solution. As can be seen, for each of the five phases of deployment, the knowledge transfer and turnover effort coincides with the deployment effort. This reinforces the idea that knowledge transfer is present throughout the entirety of each deployment effort.

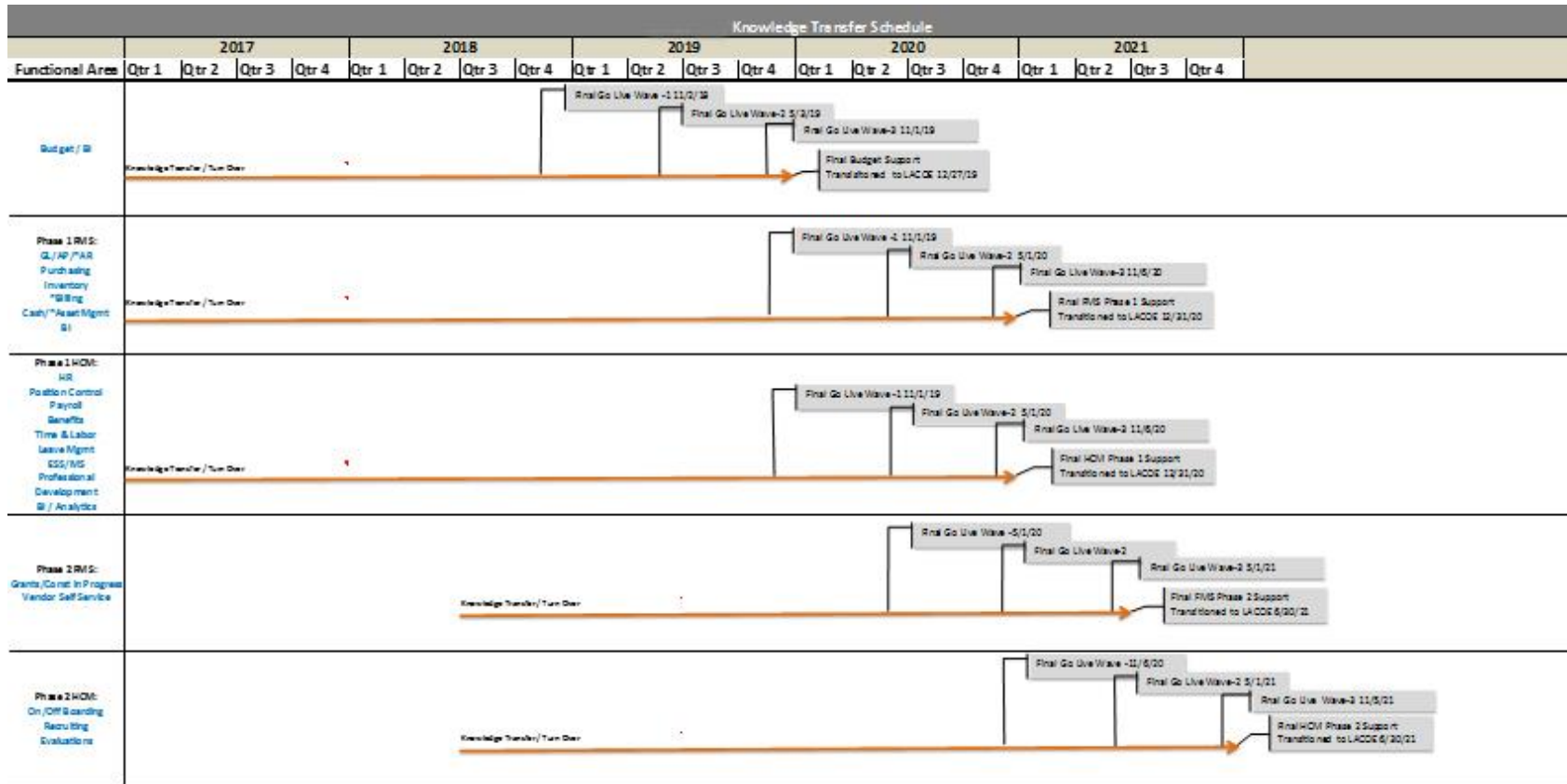


Figure 4. Knowledge Transfer Schedule<sup>3</sup>

<sup>3</sup> Use or disclosure of data contained on this sheet (Figure 4) is subject to the restrictions on the title page of this proposal.

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#### 4.0 ASSUMPTIONS

The assumptions and constraints for the Turnover and Knowledge Transfer Plan include:

1. The plan covers both the turnover and knowledge transfer efforts, presented as a single document.
2. The plan includes a description of how requirements, set forth in the Customer RFP pertaining to the Turnover and Knowledge Transfer Plan, will be met.
3. The Customer will identify the participants and their roles for turnover and knowledge transfer.
4. The Customer will ensure participants are available to participate in turnover and knowledge transfer activities.
5. At the conclusion of turnover and knowledge transfer, the Customer will take possession of and store all software, data, and documentation.
6. The SI will maintain a Skills Assessment Workbook (SAW) to document the knowledge, skills, and abilities (KSA) necessary to accomplish knowledge transfer.
7. The Customer facilities will be used for all turnover and knowledge transfer activities.
8. The Customer resources will be utilized to print and produce documentation materials.
9. It is expected that information contained within this plan will change over time as the Customer project progresses through the various stages of the implementation.

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## 5.0 ACRONYMS

The following acronyms are used in this plan.

**Table 5. Acronyms**

ACRONYM	DEFINITION
AAR	After Action Review
BI	Business Intelligence
BOE	Basis of Estimate
CM	Configuration Management
CRC	Customer Resource Center
ECM	Enterprise Content Management
ERP	Enterprise Resource Planning
KSA	Knowledge, Skills, and Abilities
KT	Knowledge Transfer
LEA	Local Educational Agency
LMS	Learning Management Plan
M&O	Maintenance and Operations
O&M	Operations and Maintenance
OCM	Organizational Change Management
PM	Program Manager
SAW	Skills Assessment Workbook
SI	Systems Implementer
T-COE	Technology – Center of Excellence
WBS	Work Breakdown Structure