

Looking for New Markets in a New Era?

Two Case Studies:

Change Leadership Network

Consumer Bankruptcy Training

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Lynn P. Chard has been the Director of the Institute of Continuing Legal Education since July 1, 1993. She served as the Institute's Publications Director for thirteen years prior to becoming Director. A cum laude graduate of the University of Michigan Law School, Ms. Chard practiced law with the State Appellate Defender Office prior to joining the Institute of Continuing Legal Education (ICLE) in 1981.

As ICLE's Director, she has greatly expanded the continuing education opportunities for Michigan lawyers. Under her direction, ICLE added technology training for lawyers, developed "certificate of completion" programs in probate and estate planning and in family law, created "boot camp" training for new law firm associates, increased the number of major annual Institutes and, most recently, expanded to offer a Change Leadership Network with related products. She has led ICLE in developing extensive online educational resources. These include an online library of 51 books, continually updated and linked to primary law, and an educational service that includes hundreds of web casts, seminar materials, "how-to" kits, forms, and "top tips in 10 minutes".

She is active in the Association for Continuing Legal Education Administrators (ACLEA) and has held many positions including Director-at-Large, Publications Committee Chair, and editor of the ACLEA Newsletter. Ms. Chard has served on the Advisory Board of the CLE Journal and on the Planning Committee for the CLE Summit. She is a member of the American Society of Association Executives. She is a member of the State Bar of Michigan and serves on its Membership Services Committee and its Annual Meeting Committee.

Karen Brown
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Karen R. Brown is Administrative Director at the Institute of Continuing Legal Education (ICLE). She has worked at ICLE since 1987 and during that time has managed many major transitions, including those in technology, business, marketing, customer service, warehouse and shipping, team implementation, strategic planning, corporate reorganization, and Web design. Ms. Brown has also led training at ICLE to enhance management, team management, and collaborative project management skills. She is co-author of *Simple Lessons for Change Leaders and Teams, Communication, Collaboration, Project Management* (2010 Change Leadership Network, University of Michigan, Institute of Continuing Legal Education). She blogs at www.ChangeLeadershipNetwork.org. During her time at ICLE, she has been a member of the Association for Continuing Legal Education (ACLEA), winning several "ACLEA's Best" awards and presenting on marketing, change management, and strategic leadership topics. Ms. Brown holds an MSW from the University of Michigan.

Case Study on Change Leadership Network

According to Peter Drucker the only two functions of a business are marketing and innovation. That is because the purpose of a business is to create a customer (*Essential Drucker, 2001, HarperCollins*)

The speed and continuous change brought on by the Internet and the realities of the poor economy have challenged organizations and businesses to innovate new products and efficient processes. Certainly to think in new ways about how to keep up with constant change and still provide the dependable quality demanded by their customers.

This was the case at ICLE.

Background

As ICLE moved to the Internet, shifting its work from individual products and seminars to online services and blended products, we also had to make a big shift in our work-style. We moved from departmental command and control to collaborative, cross-departmental project teams for all our strategic work. Our services were driven not only by our customers' need for practical content, but also for responsive customer service and tech support for our online services. Everything was more complex. No single staff member had the answers. We lacked Institute-wide standards for effective meetings, collaborative conflict resolution, communication skills, teamwork, and a set of shared tools and processes to manage our work effectively. We needed to provide training to our entire staff to effectively implement the strategic changes the new technology and economic environment demanded.

We realized, however, it was not the technology itself that was complex; it was that product development and customer support now required close collaboration among content experts, tech and design outputs, and customer tech support staff. Staff also struggled with the emotions and frustrations that are associated with change initiatives:

- feeling a loss of control
- having to learn to work in a new way
- having to work with people you wouldn't have needed to in the past
- and the biggest one was probably the interconnectedness. They literally could not do something that made perfect sense in the system they were accustomed to working under because a simple decision affected a dozen things they didn't even know about.

In general, the feeling of just not knowing—always feeling out of the loop because they were missing a crucial piece of information.

To move forward effectively, we devoted a year to train all our staff in collaboration, communication and project management techniques. This training gave everyone the skills to develop as a change leader. At the end of the year the staff requested an organized, edited resource to quickly reference the concepts, forms, and templates from the course. These materials became our book, *Simple Lessons for Change Leaders and Teams, Communication, Collaboration, Project Management*.

The benefits to the staff included

- Understanding the strategic planning process, including visioning, at the Institute level
- A shared vocabulary among departments and staff members
- A shared approach to project management, including forms and templates
- A shared understanding of teamwork development and processes
- A shared understanding of meeting management
- The ability for staff to quickly get up to speed when working on cross functional teams
- Conflict resolution techniques
- Empowerment as change leaders

Peter Drucker also recommends “looking out the window” to determine the changes that are taking place in the external environment that will inform the organization’s vision. When we looked out the window we saw the growing popularity and demand for project management training. This was a reflection of the movement out of a manufacturing society into the information society, the rise of knowledge workers, and the need for continuous training. The success of our training materials caused us to consider if there was an opportunity to explore a new market with a new product.

We saw that most effective organizations today are making a similar shift from working in silos to working collaboratively across departments. (See Harvard Business Review July-August 2011.) Many struggle with the same complexity and drive to incorporate new technologies into their products and services as we did. Although many guides were available for project management and team work, few focused on how to apply skillful communication and collaboration techniques to project management in day-to-day organizational operations. Yet, this human side of project management, more than flow charts, timelines and deliverables, makes or breaks most projects. With this in mind, we envisioned a line of books, exercises, video demonstrations and interactive training modules to fill this void. The target market was small to mid-sized organizations that would need to train their staff in productive techniques for collaborative, team oriented work. At a time of constant change in many workplaces, we saw the potential to offer tools, techniques and a roadmap for organizations that want to take on change and reach their strategic goals successfully.

The Questions We Asked Ourselves and Expected to Hear from Our Governing Board.

Would it be feasible to move into a new market with a new product? This would be breaking the rules of established business practice: stick with your core competency and

focus on meeting the needs of your customers. What would be the business case for our innovative idea? Where did it fall in our vision? In our strategic plan? How would we fund it? What was the risk? What did we need to learn?

Our Answers

ICLE has a successful track record of strategic planning and implementing change initiatives. This would add a new dimension to our strategic efforts: market research outside of our typical law related, Michigan based customer base. We saw that we had an opportunity to use our training resources as a pilot project to explore a new customer base, appealing to them using the new social media tools available on the Internet. What we learned from this new product development and exploration would be applied to product and marketing innovation for our traditional law related market. We would also continue to create innovative training methods for internal staff professional development.

If we ratcheted our internal professional training tools up a notch or two, it would not only pay off internally, but we could explore an entirely new market that was a growing one.

Our Approach

We followed the approach we developed for our training resources, which include

- Define the strategic intent
- Write a vision statement (For a brainstorming approach see Exhibit G)
- Do market research (See Exhibits A, H. Exhibit A includes blank templates)
- Write a business case (See Exhibit B. Also includes a blank template)
- Get feedback from your executive board and keep them informed
- Create a project plan (See Exhibit C. Also includes a blank template)
- Research social media (See Exhibit D)
- Determine our brand identity (See Exhibit E)
- Create content
- Create a marketing plan (See Exhibit F)
- Analyze, review and revise as needed (See Exhibit I, Go/NoGo analysis)

Current Results

We have accomplished these results to date

- Produced a draft copy of *Simple Lessons for Change Leaders and Teams*, sent 20 for review, and started a pilot group at a national organization
- Did market research
- Revised and published the final edition of *Simple Lessons for Change Leaders and Teams*, affiliating with the University of Michigan, Institute of Continuing Legal Education as the publisher
- Established our brand guidelines for Change Leadership Network. (See Exhibit E)

Developed and launched ChangeLeadershipNetwork.org website

Posted 28 blogs in 6 topic areas. One blog is posted weekly,

Presented at two conferences, one at University of Michigan, one at a Detroit based Organizational Development conference. Both conferences focused on change management.

Outlined the topics and materials to be used in a training workshop in response to requests for training from conference participants

Sent a survey asking for training needs to University of Michigan conference attendees. Received 17% response rate (to date). Survey questions and responses are included in the materials. (See Exhibit H)

Authors have joined social networking sites such as Linked In and Facebook and participate in discussions.

Each ICLE staff member has a copy of *Simple Lessons* and we are using it to structure in-house training. We started with one regular training group for Strategy Leaders. There has been so much demand from the staff for the training, we have added a second group for Objective Leaders and are planning for a third. We quickly bring new staff members up to speed.

Lessons Learned

We learned many lessons along the way and offer these tips for organizations wanting to establish a new product in a new target market.

1. Where does this fall in your organizational vision and strategic plan? If you don't have a vision or a strategic plan, stop and do one now. (Specific guidance can be downloaded free at ChangeLeadershipNetwork.org. See White Paper, on How to Take Your Strategic Plan Off the Shelf and Put it to Work, located at the site.
2. Write a business case. You need to articulate the business case for developing the idea as a product. What will it bring to the organization? What is the scope of the project? What are the deliverables? Who is the market? What is the timeline? What are the risks? What are the opportunities? See Exhibit B for a sample Business Case and blank template.
3. Be prepared that this is new territory and your first attempt at reaching your vision goals, which you outline in your business case, may not be your final business case. You can take your lessons learned and apply them to a new business case as you clarify your path to reaching your vision. We are on our second business case, one that more clearly describes what we see as the opportunity for Change Leadership Network.
4. Do the market research. You know your own market. Identify the market you want to attract and consider their needs. We follow a streamlined market research model (See Exhibit A) to do market research. Find out your potential competition. Are there partnering opportunities?

5. Engage your staff as early as the vision level. How we did this is detailed in the materials on Bottom Line Change brainstorming. (See Exhibit G)
6. Engage your governing board that you see this as a future direction. Have board members review drafts. Let them raise concerns that also help you envision positive outcomes.
7. Consider the staff and resource needs. These needs will be highlighted in your Business Case. To implement your goals, consider if your organization is one that thrives on a culture of change. Are your internal processes flexible? Do you have time and resources for new development work—including training—allotted in your budget and in your job descriptions? For example, when your production scheduler asks for an estimate of completion time for your new product, will the response, “I don’t know, we’re still figuring that out,” create stress? What technology do you need? Will you be able to divert tech staff doing existing projects for this new, untried work? Will you need to purchase new software or hardware?
8. Remember to Brand your new endeavor. Think it through. If this is a new market, you feel like you are starting from scratch. You need to know who you are, what is your purpose, your message, how you will be consistent, who are these new customers. (See Exhibit E)
9. How much do you need to learn? If this is a new endeavor, this may require more time and training than you think at the outset. What are the new skills? We had to learn not only the blogging software, but how to write blogs. (We are still learning!) We are learning the new social media skills, including how to establish a learning community. (See Exhibit D) We are learning how best to sell our book, *Simple Lessons ...* determining what our services might be, surveying to determine the demand, and planning how we can respond.
10. Your new market will not come to you. You must go to them. Outline how you will locate them and how they will identify with your brand and your product. (See Exhibit F.) Because we are at the University of Michigan, we started by taking the opportunity to participate in a University sponsored function. We also branded Change Leadership Network to tie to recognition of the University of Michigan as an established, trusted source for knowledge.
11. What is your go/no go plan? How will you evaluate your success? How will you determine this is not a go? An approach for making this determination is included in the materials. (See Exhibit I)

EXHIBIT A

MARKET RESEARCH

The following material was prepared for ICLE's general training in market research.

Market Research: ICLE's Budget-Conscious "Best Practices"

Introduction

Market research is the systematic gathering of information about a market or customers. You typically investigate the size, characteristics, and needs of a potential group of customers. If you have a particular product or service in mind, you dig deeper into how the proposed product matches (or does not) match with its targeted customers' needs. In most instances, you will include an analysis of existing or potential competitors, their strengths or weaknesses, their market share, and their potential as partners.

At ICLE, we use a very streamlined approach to market research. We break a number of rules used by professional market researchers. Instead, we adopt techniques that experience tells us, are pretty reliable for guiding our investment decisions in new products and services. We generally "test the waters" with a product or service that only requires modest investment, before we rely on our market analysis to invest significant money. This approach seems to work for a modest-sized organization.

LERN (the Learning Resources Network, <http://www.lern.org/>) is a good source for market research advice geared to a budget-conscious organization. LERN's *High Response Surveys* and *Successful Needs Assessment* are particularly helpful. We've learned a number of very useful things from LERN, including the importance of using very short surveys, and the usefulness of customer advisory boards.

Step 1: Get the lay of the land.

Use Internet searches and phone calls to find out the size of the market, the status of the competition, the existence of potential partners (perhaps one or more of the current competitors).

a. Size and demographics of target market

Sources: your organization's customer database, bar association member lists, specialty association member lists, purchased mailing lists, Internet-based information such as directories, government statistics, news articles and research reports.

b. Identify strengths/weaknesses of existing competition

Ask members of the target market about existing educational, electronic and publishing resources that they use. Review the websites of these potential competitors or partners. Ask customers, speakers or authors who are familiar with the competition to fill you in and to introduce you to the leaders. Review each competitor's calendar of events on the web and collect sample brochures of their competitive events and services.

c. Potential partners: advantages/disadvantages

Be sure you understand what it takes to have a successful partnership. *Partnering Intelligence* by Steven Dent is an excellent resource for this issue. Armed with that information, rate the partnering intelligence of your own organization and that of each potential partner. In addition, see if your organization and your potential partner can identify a clear common goal. If you can't identify one, you don't have a partnering opportunity.

Step 2: Qualitative Research: Identify the profile of your targeted customer and talk to 10-12 of them about their needs:

Market research can be "qualitative" (obtained from a small group of respondents and not analyzed statistically) or "quantitative" (obtained from a wider sample and analyzed statistically). It is best to start with some qualitative interviews or contact. This will give you the flavor of the group and will be an excellent way of testing your assumptions. You can then move on to confirm or test your findings with quantitative research.

Qualitative research is also very useful for marketing. It allows you to hear the "voice" of the customer and the terms they use. These are often terms you want to remember and use in your later marketing for the product.

a. Define your target group and goals clearly.

Ask yourself: who are your most likely users or audiences for this product or project? Identify what you want to learn and the actions you will take based on what you learn. Do not seek information that will not affect what you do.

Example: you want to explore the idea of a free online subscription service for new lawyers in their first 3 years of law practice. You believe that the right free service will introduce them to ICLE services and make many of them lifetime customers. You want to find out their needs and what they will value. Based on what you learn, you will select free content that matches their needs and what they value. You may have additional selection criteria, but "what they need and will value" will be one of the essential selection criteria.

b. Phone interview techniques and process

Making the right contacts. To do qualitative research, you may want to start with 5 or 6 interviews with people you believe are typical customers from your target group. Make sure the people you interview are representative, and also that they are varied enough. For example, if your target group is new lawyers, you want some people who have been in practice 1, 2 or 3 years—not just first-year lawyers.

To actually make contact with 5 or 6 people, start by asking your customer database administrator to provide you with the name, e-mail address and phone number of 20-30 customers who meet your criteria. Then, identify one or two days you can clear on your calendar to schedule phone interviews. Identify your “top 10” likely prospects, email them information about the project, invite them to speak with you for a half hour on the phone and ask them to let you know their availability on your selected date. Schedule a full day or two of interviews. If someone doesn’t respond, move on to the then next set of likely prospects. If you want 6 interviews, assume you need to schedule 8 or 9. It will be easier to line up interviews with customers who are already familiar and connected to your organization. We once called corporate counsel, a group that was not strongly connected to ICLE, and it took a list of 50 to yield 5 to 7 good prospects.

Ask the right questions. As a general rule, you ask your customers about what they do, what they know, what they like or don’t like, what issues they face. You do NOT ask them what you should do for them—that’s your job to figure out, once you know their activities, their problems, their concerns, etc.

Have a clear series of written questions, with possible follow-up questions. You are using these interviews to confirm or dispel some of your assumptions about your project, what work lawyers do, what they need to work effectively. You may find out that you are on the wrong track in a very basic way. You want some questions that test your basic assumptions. Ask questions that make a difference—that will guide how you do your project or whether you do it.

Use the interviews to help you construct a later survey. In person interviews often help you flesh out your eventual survey questions. Surveys are easier for people to answer and much easier to compile if they include multiple answers for most questions. These initial interviews will help you identify the set of choices you should list for your closed-end questions.

Example: If you want to decide what resources to put in a free online subscription service for new lawyers, you may want to ask:

- What type of cases do you handle? How frequently?

- Which areas of practice do you need help handling?
- What do you feel you have under control?
- What are your most typical cases and issues?
- When has it been “worth it” to buy resources?
- What resources do you already have and are satisfied with?
- What do you wish you had (or had more of)?

After the first interview or two, you may adjust your questions. You will have noticed that some questions “clunk” and others elicit a wealth of information.

Use good questioning techniques. The most important thing is to listen and say “tell me more about that.” This is not a sales pitch. Don’t be the one who is doing most of the talking. Don’t be afraid of silence. This may encourage them to consider and speak.

It’s very important not to be defensive. If they are negative about something from ICLE, say “tell me more.” You don’t have to solve their problem on the spot. You may say “I’ll be happy to pass this along.” If you know about the issue, you can say something to confirm how they feel and then explain. For example, “I know it seems as if solo lawyers pay a high price compared to large firm lawyers for this subscription, but in fact we’ve found that the usage by solos is much higher.”

If they mention a competitor’s product (something they like or don’t like), don’t get nervous or shut them down. You want to learn.

c. Conduct a focus group or groups

You may also want to conduct a focus group or series of focus groups. Focus groups have the advantage of a group setting, which encourages the participants to more deeply identify their opinions by interacting with others (if the group is well-run). The probing by the leader plus the interaction of the participants can yield more than a one-on-one interview.

At ICLE, we follow the ground rules set forth in the book, *Focus Groups: A Practical Guide to Applied Research*, by Richard A. Krueger, with one major exception. Instead of using a neutral third-party to conduct the focus group, we do reveal that we are the group seeking input. We do this because we believe we will get a better representative sample of our customers by identifying ourselves (that they are much more likely to participate for ICLE than to go to a third-party event for a fee). In addition, it saves enormously on the budget, because we have opportunities to do focus groups with people coming to seminars, or local lawyers.

However, because we are the known entity conducting the focus group, it makes it that much more critical for us to encourage negative responses, to remain completely non-defensive, and to encourage honest discussion.

For example, we typically start every focus group with a statement that includes the following:

“Your feedback and opinions are important to us. Negative as well as positive comments are welcome, and sometimes the negative comments are of more value. We’re simply interested in your honest opinion.”

The basic ground rules:

- Ideal size: 6 to 10 people (can be as few as 4 and as many as 12)
- Participants must be reasonably homogeneous, or you may stifle discussion. For example, you don’t want to mix successful large firm lawyers with solos who are struggling, because the people who are struggling will not be giving you their honest opinions. You want them to feel comfortable giving honest answers, which is more likely in a group of similarly situated people.
- Participants should be unfamiliar with each other. Otherwise their relationship will influence what they feel they should say, and group dynamics may inhibit others from participating.
- Roles: You need a skilled leader, a facilitator, and a recorder (person to take minutes). We do have a recording device. You want to capture their language and the terms they use. Plan questions in advance, including both core questions and some follow-ups. You need to be flexible – you are in a learning mode.
- Both the leader and facilitator should have techniques for controlling the group so that one person doesn’t dominate. Put the dominator person beside you. Turn away from them from time to time. “Let’s put that aside for a later discussion.” “I’d like to hear from others.” Watch for the participants trying to establish a pecking order of success.
- The book includes some useful information on conducting the focus group (see pages 117-120 on “the expert, the dominant talker, the shy participant, and the rambler,” and being ready for the unexpected (like “only a few show up.”))

Step 3: Develop a Customer Advisory Board, if appropriate, or consult with your existing Best Customer Advisory Board, if you have one and it reflects your target market.

LERN recommends that continuing education organizations have customer advisory groups that represent the “best customers” for the important segments of your market. At ICLE we have a Solo Customer Advisory Board and a Small Firm (2-4 attorneys) Customer Advisory Board.

a. How to form a customer advisory board

Request a list of your “best” customers in your targeted customer segments. We start with a list of those who had spent the most on ICLE education and products over the last 2 years. We asked IT for a list with their name, location, e-mail and phone number, and sent an e-mail invitation to join our Customer Advisory Group. About 50% responded positively. About 15 members seem sufficient for good customer feedback.

b. How a customer advisory board is used

Call the member periodically and inquire about their practices. What types of new cases or issues are they seeing? What new technology are they using? What changes in the practice do they see? What resources do they find helpful? How is the economy affecting their practices? Are they using paralegals? How are their colleagues doing? Are they enjoying the practice of law? What the best thing happening in their practice? What’s the worst thing? Basically, use a customer advisory board to keep your finger on the pulse of your customers. These interviews can lead to survey questions to a larger group.

Let your customer advisory board members know that their primary responsibility will be to have a half hour phone interview and to periodically give us feedback on customer surveys or on proposed projects. Most contact is via phone. We list them on our web site in the area “about ICLE”. We also gave them a \$50 coupon redeemable on any ICLE product or service. Their term of service is set for one year. At the end of that time, we may renew the board or disband it. Thus far, we have found these boards to be very useful.

Step 4: Make use of existing annual surveys or data that your CLE, the State Bar or the ABA already collect and analyze

At ICLE we conduct several annual surveys for our major online subscriptions—one for the Partnership, one for the Online Library, and one for Michigan Law. We do a biennial technology survey of our customers. We also do periodic book and seminar interest surveys and we usually survey book owners when we plan a book revision. Answers to all these surveys are easily accessible in our customer feedback repository on our Intranet. Results include the survey date, the number sent and the number of responses.

The state bar association conducts a biennial salary survey and a periodic technology survey. At less frequent intervals, it conducts a major membership survey. The ABA conducts a periodic technology survey and makes results available for a fee.

Step 5: Quantitative Research: Survey of a representative group of target customer on your research topic

- a. **Best Practices for developing a survey** .Identify what you want to learn about your customers and what you are going to do as a result of that information. Don’t ask a question if you aren’t going to change your actions based on the answer.

Don't ask questions that your customer database can already answer for you and answer it more accurately than a survey. At ICLE, we already know lots of information—geographic location, years in practice, age, size firm, purchases at ICLE, total amount spent annually at ICLE, Bar Section membership, etc. Don't ask what you can learn, more accurately, from the customer database.

Keep the survey short—5 or 6 questions that will take 5 minutes or less to answer.

Most of the questions should be closed end questions. These are much quicker and easier for the customer to answer so they are completed more often. They also are easier to tabulate and analyze.

When asking a closed ended question, it's best to give a range of choices such as no interest, moderate interest, neutral, interested, very interested.

A best practice is to construct a survey and do a focus group on the effectiveness of the survey questions before sending it

Use standardized tools for selecting the target audience

Use Survey Monkey or Zoomerang to send, store and analyze the results

Step 6: Analyze research results and decide next steps

- Analyze your data
- Consider “testing” your conclusions with a pilot project/offering.
- Do you need a Partner? If so, who? Is there evidence that both your organization and the potential partner have shared goals and the ability to be good partners? (See Steven Dent's principles in *Partnering Intelligence*).

Conclusion. Market research, especially for small organizations on a budget, is more an art than a science. The keys to success are: know the questions you really need to have answered; know who (the demographic profile) your target market is and how to reach them; be sure you get that target audience to answer your questions. Listen, probe deeply, and keep an open mind. Be sure you understand the competitive landscape and the partnering opportunities. Based on what you learned, decide the “next steps” for the proposed product or service. Be sure those steps reflect what you learned from your target audience. Avoid bending “results” to match your preconceived notions at the beginning of the research.

Hint: If you didn't find out anything new or if your research didn't take some unanticipated twists and turns, you probably didn't need to do the research (the answer was obvious from readily available data). Or, you didn't conduct the research with an open mind. One learning technique: At the beginning of the project, indicate what you want to find out from the research. Then, make a note of what you “think” you already know, but aren't sure; what you definitely “know” and why; and what you really don't know at all. Then, at the end, compare those notes with the results of your research.

EXHIBIT A
MARKET RESEARCH TEMPLATES
ICLE's Market Research¹ Initiation Form²

Date:

Prepared by:

Approved by Director:

Approved schedule:

1. Purpose of the proposed market research project—what do you want to learn?
2. Why is this important to ICLE? Are there specific products or services under consideration as a result?
3. Target group you plan to research – specifically, how do you define this group?
4. Methods you plan to use
5. Do competitors or potential partners exist for this project? How will you approach them?
6. What are your measures of success for this project?
7. Proposed schedule (timeframe)
8. Known major budget needs
9. Proposed subject matter expert and business development expert
10. Final report of results due:

¹ What makes “market research” different? Market research involves identifying a target group of people, finding out who they are, how they work, and what they need. What we explore with market research is significantly new. It may be an entirely new subject that we know little about or an entirely new group of potential customers. It may involve investigating the use of new technology--who uses it, when, where, and for what. It may explore the needs of a group we think we understand, but find that we really don't know why they don't use ICLE services more often. This is different from ongoing customer needs assessment, which involves all ICLE product planners and explores the current needs of core customer groups.

² This report may be used by someone proposing a new market research project and presented to Lynn, or developed in discussion with Lynn.

**ICLE’s Market Research³ Report—Executive Summary
(attach more detailed report as necessary)**

Date:

Submitted by:

Approved by Director:

1. Purpose of the proposed market research project (from initiation document)
2. Why is this important to ICLE? Are there specific products or services under consideration as a result? (from initiation document)
3. What are the three most important things you learned from this market research project related to the goals of the project? (These should be substantive results, not what you learned about doing market research.)
4. Based on your research, what is your recommendation for further action by ICLE? (additional research, develop a new product or service, no reasonable prospects for success from this group or idea, etc.) Be specific.
5. List your original measures of success and explain whether your project met them.
6. What adjustments did you make in your proposed methods, budgets, and timetable? Why?
7. What are the most important “lessons learned” from this market research project? These can be positive or negative. They are designed to help others engaged in market research at ICLE in the future.

³ What makes “market research” different? Market research involves identifying a target group of people, finding out who they are, how they work, and what they need. What we explore with market research is significantly new. It may be an entirely new subject that we know little about or an entirely new group of potential customers. It may involve investigating the use of new technology--who uses it, when, where, and for what. It may explore the needs of a group we think we understand, but find that we really don’t know why they don’t use ICLE services more often. This is different from ongoing customer needs assessment, which involves all ICLE product planners and explores the current needs of core customer groups.

EXHIBIT B

ICLE'S CHANGE LEADERSHIP NETWORK BUSINESS CASE

Business Case	
Project Name: Simple Lessons for Change Leaders and Teams book with corresponding Web site.	Created By: Lynn, Karen
Last Updated: 2011	Approval Date:

The purpose of the Business Case document is to establish the business case for the project and define the key elements. The length of the document is usually 3–4 pages, as it is a high-level view of the project. The Business Case is completed by the project sponsor, who is usually a member of the Leadership Group.

Strategies and Initiatives

Is the project related to a strategy or key initiative?

Strategy 1: Market research

Strategy 2: Content development and interactive training

Strategy 8: Developing Learning Communities

Strategy 9: Professional training

Scope

- What are the project goals and objectives?
 - Explore the economics and viability of a new model for our continuing education offerings by offering something that applies to a market beyond Michigan and beyond lawyers.
 - Apply market research about what's next for continuing professional education—how you build it; what are the elements; what is the economic model for offering it.
 - Expand beyond our traditional market with a product that we have created for our own staff development
 - Respond to the need for organizations to provide project management, collaboration, and communication training to deal with the need for rapid product development and internal process changes brought about by the speed and capabilities of the Internet
 - Create a pilot project to use to
 - study the applicability of social media marketing techniques
 - experiment with AdWords
 - develop interactive online training modules
 - test the feasibility of adding coaching and mentoring to our regular product lineup

- Internal: Learn new skills to develop high-end education that incorporates best practices for adult learning.
- What will be produced in products or services?
 - *Simple Lessons for Change Leaders and Teams Communication, Collaboration, Project Management* training book for self study or team training
 - Blogs
 - White papers
 - Guide books on specialized topics such as strategic planning for change leaders
 - Presentations
 - Articles for trade publications for applicable organizations
 - Corresponding Web site for those who want to
 - learn more about change management from blogs and comments
 - communicate with others
 - access interactive training modules and self testing
 - see demonstrations
 - talk to a consultant
 - Workshops for those seeking practical guidance for their staff with the book *Simple Lessons* being used as the workshop materials
 - Guidelines for establishing and maintaining a new brand
 - Internal staff training tools—videos, online modules, workshops, curriculum
- What are the technology implications?
 - Development of a web site with the capability for
 - Blogging and comments
 - Selling *Simple Lessons*
 - ebook
 - Quizzes, interactive training, demonstrations
 - Templates and forms to download for those who have purchased the book
 - Linking to others sites and displaying quotes and comments
 - Capability of using Twitter, Facebook, YouTube and other social networking sites and icons such as Like
 - Entrance into cloud computing
 - Collecting and analyzing data from web site users and book purchasers
 - Updating of links
 - Develop internal intranet for staff to access materials
- What are the customer support implications?
 - Assistance with purchasing the book and ebook

- Assistance with downloading templates or white paper
- Continuing improvement based on feedback from users
- Training Customer Experience staff in new market and new product
- What are the maintenance implications?
 - Maintaining the web site
 - Updating the site to keep it fresh and up to date as new products are created
 - Organizing and culling blogs and comments
 - Quality process system, including maintaining brand
 - Version maintenance with e book

Market and Competitive Analysis

- Who/what is the target market?
 - Small organizations and other departments undergoing change.
 - Project managers who want a thorough resource.
 - New project managers who need a simple guide that is also comprehensive and effective.
 - Any team leader wanting to improve team effectiveness
 - Any team member wanting to gain personal development skills, particularly team skills.
 - Organization directors who want to initiate successful change.
- Why would target customers be attracted to the product or service?
 - Successful changes and new products need to be aligned with the strategic plan of the organization. This resource helps any worker to identify the strategic merit of a product, collaborate with others, and produce what is needed.
 - Work product that is blended and electronic is cross functional. Workers need the communication, collaboration and project management techniques to efficiently and effectively develop the work.
 - Affordable for the smaller organization that cannot afford high end consulting.
 - Book and training modules are ideal resources for consultants and trainers to make their training more interactive.
 - Tool for helping consultant's advice "stick" and be put into practice.
 - Assists the adult learner with dealing with change and managing or participating in projects that are bringing about change. Goes beyond the theory to actual practical steps a project manager would take to deliver the results.
 - It carries the brand recognition of the University of Michigan.
 - It offers a comprehensive, practical resource that is unique in that it combines communication, collaboration and project management

principles into one simple guidebook. Includes templates, forms, exercises, examples, and sample conversations following a project through to successful completion.

- Helps the new learner as well as provide a resource for the experienced manager. Helps project management professionals refresh on things they don't think about often enough.
 - It's the best approach for long term results. Learners will be supported by ongoing blog posts, interactive modules, quizzes and the book as a facilitative guide.
 - The approach is practical and real. Not theory. Follows an actual case study throughout that can be followed and applied.
 - Can be used throughout an organization to establish a consistent approach, vocabulary, terms, forms, and templates, which are provided.
- What similar products or services are available currently within the organization, other like-minded organizations, or other service providers? Are any unavailable currently, but planned for the future?
 - Nothing within ICLE.
 - There are established, formal project management training institutes and training online.
 - There are established leadership institutes and consultants.

Advisory Committee Recommendations

- Was the idea presented to the Advisory Committee or individual committee members?
 - ICLE's executive committee
- If so, what advice was provided?
 - Do market research to determine if there is a need for the resource. Some members reported they were seeing/hearing more about project management in larger law firms. Members who worked in universities saw a need.

Risks and Opportunities

- Are there significant risks or opportunities?
 - There is no brand recognition for the change leadership network
 - Developing a product that is too expensive to produce and maintain for the demand
- Are there high-level mitigation or facilitation strategies? (Detailed risk/opportunity actions will be completed in project planning.)
 - The work product will be used for internal training to enhance ICLE's development of interactive adult training for lawyers

- Keep expenses low by using print on demand, internal web knowledge for efficient development, and social media techniques for marketing.
- If workshops are given, develop them locally so travel is not needed. Use the book as the workshop materials
- Evaluate the pilot components for go/no go before commitments are made
- Ensure that what is developed can be used to further ICLE products for adult learners

Budget/Schedule

- Does the nature of this project require a target date?
 - Printing the book before the LERN conference in December 2010
 - Web site developed as soon after December as possible for customer access to the forms and templates.
- Are there fixed constraints related to budget or schedule? (Detailed commitments will be completed in project planning.)
 - Budget only for small print runs of the book (target for print on demand)
- Is there a revenue target?
 - Year one would be largely investment in growing content, developing the web site, establishing (and learning social media) the marketing plan, and developing contacts. Years 2-5 follow.

CLN Revenue Plan

	Price	Year 1	Year 2	Year 3	Year 4	Year 5
Simple Lessons Sales	39		500	1,000	3,000	5,000
Workshops	2,000		6	12	24	24
ebook	15		500	1,000	3,000	5,000
Single topic books	15			500	1,000	2,500
Total			\$39,000	\$85,500	\$225,000	\$355,500

Staffing/Skills

- What key roles are necessary for this project?
 - Author
 - Trainer
 - Blogger
 - Web developer

- Instructional designer
 - Project manager
 - Customer/tech support
- Are there unique or important skill sets that are required?
 - Understanding of content (collaboration, communication, project management)
 - Blogging
 - Presentation skills
 - Sales skills
 - Ebook conversion
- Assign the following key roles:
 - Project Manager
 - Functional or Technical Expert
 - Project Sponsor (writes the business case, provides funding, champions the project; in a small can also be the project acceptor)
 - Project Acceptor (provides approvals at milestones)

**EXHIBIT B
BUSINESS CASE TEMPLATE**

Business Case	
Project Name:	Created By:
Last Updated:	Approval Date:

The purpose of the Business Case document is to establish the business case for the project and define the key elements. The length of the document is usually 1–2 pages, as it is a high-level view of the project. The Business Case is completed by the project sponsor, who is usually a member of the Leadership Group.

Strategies and Initiatives

Is the project related to a strategy or key initiative?

Scope

- What are the project goals and objectives?
- What will be produced in products or services?
- What are the technology implications?
- What are the customer support implications?
- What are the maintenance implications?

Market and Competitive Analysis

- Who/what is the target market?
- Why would target customers be attracted to the product or service?
- What similar products or services are available currently within the organization, other like-minded organizations, or other service providers? Are any unavailable currently, but planned for the future?

Advisory Committee Recommendations

- Was the idea presented to the Advisory Committee or individual committee members?
- If so, what advice was provided?

Risks and Opportunities

- Are there significant risks or opportunities?
- Are there high-level mitigation or facilitation strategies? (Detailed risk/opportunity actions will be completed in project planning.)

Budget/Schedule

- Does the nature of this project require a target date?

- Are there fixed constraints related to budget or schedule? (Detailed commitments will be completed in project planning.)
- Is there a revenue target?

Staffing/Skills

- What key roles are necessary for this project?
- Are there unique or important skill sets that are required?
- Assign the following key roles:
 - Project Manager
 - Functional or Technical Expert
 - Project Sponsor (writes the business case, provides funding, champions the project; in a small can also be the project acceptor)
 - Project Acceptor (provides approvals at milestones)

EXHIBIT C
ICLE’S CHANGE LEADERSHIP NETWORK PROJECT PLAN

The following Project Plan is a modified version of ICLE’s Change Leadership Network project plan. It is a simplified outline to show how project versions can be used to break down complex initiatives to

- Show the scope of work over several iterations. This aids in resource allocation.
- Allow for changes and revisions to the plan that will arise as new information is gathered in the process of completing previous iterations. This includes revisiting the business case and the scope of the project.
- Provide formal scheduled assessment periods to determine if the project should continue or be dropped (Lessons Learned)

Project Plan	
Project: Change Leadership Network	Initiation Date: 2007. Revised annually
Project Lead: Yvette	Budget:
Sponsor: Lynn	Planned Completion Date: Review August 2011

Project team

Yvette, Karen, Lynn, Stephanie

Scope

(Be sure you understand the scope as described in the business case and vision. Add anything that is missing. What are the requirements?)

Create comprehensive print, online, and in-person training resources to help executives, project managers, and teams manage change initiatives successfully and simply.

- What are the project goals and objectives?
 - Explore the economics and viability of a new model for our continuing education by offering something that applies to a market beyond Michigan and beyond lawyers.
 - Apply market research about what’s next for continuing professional education—how do you build it; what are the elements; what is the economic model for offering it.

- Expand beyond our traditional market with a product that we have created for our own staff development
- Respond to the need for organizations to provide project management, collaboration, and communication training to deal with the need for rapid product development and internal process changes brought about by the speed and capabilities of the Internet
- Create a pilot project to
 - study the applicability of social media marketing techniques
 - experiment with AdWords
 - develop interactive online training modules
 - test the feasibility of adding coaching and mentoring to our regular product lineup
- Internal: Learn new skills to develop high-end education that incorporates best practices for adult learning.
- What will be produced in products or services?
 - *Simple Lessons for Change Leaders and Teams Communication, Collaboration, Project Management* training book for self study or team training
 - Blogs
 - White papers
 - Guidebooks on specialized topics such as strategic planning for change leaders
 - Presentations
 - Articles for trade publications for applicable organizations
 - Corresponding Web site for those who want to
 - learn more about change management from blogs and comments
 - communicate with others
 - access interactive training modules and self testing
 - see demonstrations
 - talk to a consultant
 - Workshops for those seeking practical guidance for their staff with the book, *Simple Lessons*, being used as the workshop materials
 - Guidelines for establishing and maintaining a new brand
 - Internal staff training tools—videos, online modules, workshops, curriculum

Introductory paragraph

The Change Leadership Network is dedicated to supporting change leaders and their teams with practical real-world advice from experienced people who successfully lead change every day. Our holistic approach emphasizes the importance of the people side of managing change. We demonstrate how effective collaboration and communication skills

intertwine with solid project management techniques. We provide tools and guidance for achieving the change that today's business environment demands.

Requirements list

(Provide a prioritized list of the project's requirements, including a description of how success for each requirement will be measured. If the project is lengthy or complex, consider completing the project as a series of versions.)

- Market research conclusions
- Simple Lessons for Change Leaders and Teams... resource book as paperback book
- Web site that has capacity to post blogs, sell the book, provide downloads such as white papers, templates, and forms, and allows user comments
- Brand guidelines for Change Leadership Network
- Content for blogs and white papers
- Articles to be posted to appropriate organization trade publications or newsletters
- Social media marketing plan
- Workshop outline with materials
- Interactive training modules
- Surveys for potential customers

Project boundaries

(If necessary, state what is not included in the project.)

Planning Team

(Who do you need to help you plan the project? This is not necessarily your final team.)

Person	Department
Yvette	IT
Karen	Admin/Content
Lynn	Admin
Stephanie	Design

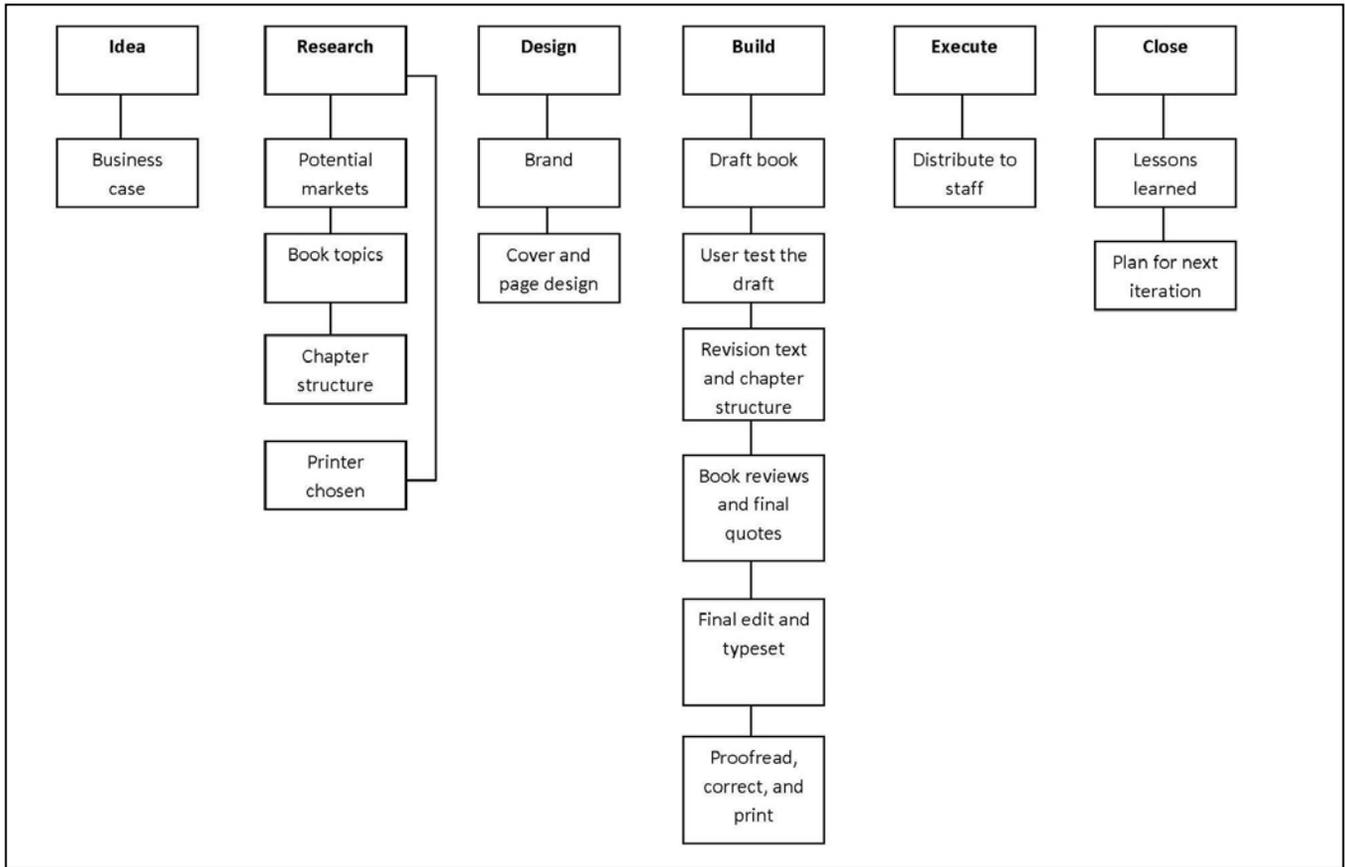
Approach

(Work Breakdown Structure (WBS): How do you break down the project into phases?)

We will break the development of CLN into several iterations:

1. Write book for staff and identify external markets.
2. Develop accompanying web site and e-book. Begin marketing book.
3. Develop webinar and consulting services.

The following diagram shows the approach for Iteration 1. The approach forms the basis for the Deliverables list.



Deliverables

After each phase, evaluate whether or not it is still okay to proceed or if the project should end.

Iteration 1: Write book for staff and identify external markets.

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Idea (Business Case) <i>What is your concept?</i>			
Business case	Karen, Lynn		12/07
Research <i>Requirements? Are there best practices to be researched? Do you need to make a model? By when?</i>			

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
List of appropriate topics for the book	Karen, Yvette		
Sample structure for the chapters	Karen, Yvette		
List of potential markets outside ICLE	Karen, Lynn		
Printer chosen	Staff		
Design <i>What are all the different pieces? What are the specs? Do you need to make a prototype? By when?</i>			
Documentation of brand	Stephanie		
Final design for cover and pages	Stephanie, Vendor		
Build <i>Make the product. By when? Make a prototype? Do you need a testing plan? By when? When is testing? When are quality checks?</i>			
Completed draft 1 of book	Karen, Yvette		2009
Results of user testing to see if the topic is compelling to markets outside if ICLE	Karen, Lynn		
Completed revision of structure and text	Karen		
Book reviews complete and final quotes appear on cover	Karen		
Final edit of text	Staff		
Text typeset	Sans Serif		
Proofreading of text complete	Staff		
Final correction complete	Staff		
Printed books received in inventory	Staff		12/2010
Execute <i>Putting it into place. By when? Do you need training plans? Do you need documentation?</i>			
Distribute to staff	Business staff		
Closure			

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
<i>Evaluation. What are lessons learned?</i>			
Lessons learned	Karen, Yvette		
Plan for next iteration	Karen, Yvette		

Iteration 2: Develop Change Leadership Network site and begin marketing book

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Idea (Business Case) <i>What is your concept?</i>			
Business case (revised from previous iteration if necessary)	Karen, Lynn		2010
Marketing plan for CLN	Stephanie, Lynn		
Review effectiveness of brand	Stephanie		
Research <i>Requirements? Are there best practices to be researched? Do you need to make a model? By when?</i>			
Research social media	Stephanie		
Choice of blogging software	Yvette		
Blogging training	Staff		
Blogging schedule and time commitment	Yvette		
Define function and content to include on the site	Team		
E-book design and delivery options	Yvette		
List of conferences we can participate in	Team		
Design <i>What are all the different pieces? What are the specs? Do you need to make a prototype? By when?</i>			
Web site design	Stephanie		
Develop materials for conferences	Karen, Yvette		

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Build <i>Make the product. By when? Make a prototype? Do you need a testing plan? By when? When is testing? When are quality checks?</i>			
Web site build	Staff		
Web site review and revise	Staff		
Ebook conversion	Staff		
Ebook review and revise	Yvette		
Build Linked In pages	Staff		
Join Linked In communities	Karen, Yvette		
6 blog posts created to populate site at launch	Karen, Yvette		
Execute <i>Putting it into place. By when? Do you need training plans? Do you need documentation?</i>			
Launch Web site (including store)	Team		1/2011
Present at conferences	Karen, Yvette		
Participate in Linked In communities	Karen, Yvette		
Post weekly blog posts	Karen, Yvette		
Closure <i>Evaluation. What are lessons learned?</i>			
Lessons learned	Team		
Plan for next iteration	Yvette		

Iteration 3: Begin webinars and consulting services

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Idea (Business Case) <i>What is your concept?</i>			
Business case (revised from previous	Karen, Lynn		2011

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
iteration if necessary)			
Review marketing plan for CLN	Stephanie, Lynn		
Review effectiveness of brand	Stephanie		
Research <i>Requirements? Are there best practices to be researched? Do you need to make a model? By when?</i>			
Research interactive learning tools	Team		
Research what topics would make good training	Team		
Collect customer feedback and analyze. (What are people looking for?)	Team		
Time commitment required	Team		
Set schedule for training	Team		
Design <i>What are all the different pieces? What are the specs? Do you need to make a prototype? By when?</i>			
Design marketing materials	Staff		
Design interactive training modules	Stephanie		
Build <i>Make the product. By when? Make a prototype? Do you need a testing plan? By when? When is testing? When are quality checks?</i>			
Create content for workshops	Yvette, Karen		
Create content for interactive training modules	Yvette, Karen		
Execute <i>Putting it into place. By when? Do you need training plans? Do you need documentation?</i>			
Present workshops	Yvette, Karen		
Launch interactive modules	Team		

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Closure <i>Evaluation. What are lessons learned?</i>			
Lessons learned	Team		
Plan for next iteration			

Project Team and Other Resources

Human and physical resources Staff/roles, budget, technology needs	Estimated cost/ actual cost	Estimated date available/ actual date available
Content		
Web Design and Print Design		
Software applications, programming		
Customer Experience		
Business		
Instructional Design		
Editing/writing		
Social Media Marketing		
Education (presentation)		

Schedule and Cost

(Now that you know who is doing the work and when they are available, (re)estimate the time and/or cost in the Approach interim milestones.)

Quality Measures

What are the quality standards and measures?

Standard	How and when will measure
Conformity to Brand standards	Review design, content, and policy for Brand before sending/posting. Train staff
Conformity to ICLE quality standards for content	Have content reviewed before posting
Conformity to customer usability standards	Create baseline and test usability
Conformity to Brand presentation standards	Have presentations reviewed
Conformity to Web site policy	Review content and comments daily

Risk Assessment

Risk and trigger that would alert you to the risk	Mitigating strategy
Costs exceed revenue: monthly financial analysis	Reassess business case and amount of time allocated to build the initiative. Prepare to cut losses or look for alternative opportunity. Seek partners
Fail to engage target market: monthly assessment of goals	Reassess marketing plan. Evaluate marketing efforts against quality standards
Overextended resources: Regular staff work delayed or drops in quality	Commit to adding resources if analysis merits
Web site performance is poor and users do not return to site	Set standards and monitor performance and correct

Communication Plan

(Who needs to know what, when?)

What	Who	When
Vision and plan	Staff, Board	Outset
Content	Reviewers	Draft
User feedback	Planners, Developers	Per sessions
Status	Team, Board, Sponsor	Per agreement
Lessons Learned/ Go/No/Results	Stakeholders	Per session

**EXHIBIT C
PROJECT PLAN TEMPLATE**

Project Plan	
Project:	Initiation Date:
Project Lead:	Budget:
Sponsor:	Planned Completion Date:

Project team

Scope

Be sure you understand the scope as described in the business case and vision. Add anything that is missing. What are the requirements?

Introductory paragraph

Summarize the project in a short paragraph that captures the essence of the business case, vision, and key elements documents.

Requirements list

Provide a prioritized list of the project’s requirements, including a description of how success for each requirement will be measured. If the project is lengthy or complex, consider completing the project as a series of versions.

Project boundaries

If necessary, state what is not included in the project?

Planning Team

Who do you need to help you plan the project? This is not necessarily your final team.

Person	Department

Approach

Work Breakdown Structure (WBS): How do you break down the project into phases?

Deliverables

After each phase, evaluate whether or not it is still okay to proceed or if the project should end.

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Idea (Business Case) What is your concept?			
Research Requirements? Are there best practices to be researched? Do you need to make a model? By when?			
Design What are all the different pieces? What are the specs? Do you need to make a prototype? By when?			
Build Make the product. By when? Make a prototype? Do you need a testing plan? By when? When is testing? When are quality checks?			
Execute Putting it into place. By when? Do you need training plans? Do you need documentation?			

(Deliverables by phases) The interim milestones	Resource	Estimated/ actual cost	Estimated/ actual date
Closure Evaluation. What are lessons learned?			

Project Team and Other Resources

Human and physical resources Staff/roles, budget, technology needs	Estimated cost/ actual cost	Estimated date available/ actual date available

Schedule and Cost

Now that you know who is doing the work and when they are available, (re)estimate the time and/or cost in the Approach interim milestones.

Quality Measures

What are the quality standards and measures?

Standard	How and when will measure

Risk Assessment

Risk and trigger that would alert you to the risk	Mitigating strategy

Risk and trigger that would alert you to the risk	Mitigating strategy

Communication Plan

Who needs to know what, when?

What	Who	When

EXHIBIT D

SOCIAL MEDIA OVERVIEW

This material is from ICLE's staff training materials on Social Media

Social Media Overview for Change Leadership Network

What is it?

“Social media are media for **social interaction**, using highly accessible and scalable publishing techniques. Social media uses web-based technologies to turn **communication** into **interactive dialogues**. It allows the **creation and exchange** of user-generated content including sharing of opinions and ratings. A common thread running through all definitions of social media is a blending of technology and social interaction for the co-creation of **value**.” Wikipedia

The emphasis, as the name suggests, is on the social aspects of the media but also on the value to the user that the interaction, the connections, or the content itself provides. The definition of “social” is better thought of as **containing the ability for interactivity**. The exchanges are not limited to what we do in our personal lives or to interactions with people we know well or know at all. In its simplest form, social interaction can be defined as a user clicking a “like it” button on a website.

Social media can be and are frequently used to support marketing and customer service efforts but **only** in a social/relational manner. The use of social media should be incorporated into your overall marketing and customer experience strategy but they **are not** another vehicle for delivering traditional marketing materials. When used correctly, they are not another calendar of your upcoming seminars or ad for your latest book. They do not use typical marketing language to push advertisements out to your customers.

Some important concepts in successfully using social media:

- The user is in control.
- Content is king. Aggregators are highly valued. The content is only good if your user thinks it is.
- Relevancy matters. Pay attention to what matters to your community and then comment on that whether it's your content or not.
- Promote what your community cares about not what you want to tell them about.
- It's about relationships.
- You must be genuine and allow your users to express themselves – the positive and the negative.
- You're trying to create value by contributing without expectations. You want to make your community wonder “if they give this much for free – what do I get if I pay for it?”
- Tone matters and informal and fun are good. Make fun of yourself. Humor is important.

- Keep it fresh.
- You must be timely and responsive. Be present when your community is online and be up front about how frequently you will respond.
- Social media = networking and building brand awareness NOT sales and marketing.

Advertising in Social Networking Places

There are a lot of options for online advertising at the moment but two hot ones being discussed are Google Ad Words and Facebook. There are 3 major benefits to doing advertising in these areas: 1.) Better cost control, 2.) better targeting especially on FB, and; 3.) both are using Google Analytics to track results on so you can get really good feedback without having to build tracking systems yourself. Your company does not have to have a Facebook presence to place Facebook ads.

Cost

With traditional online advertising (think banner ads) you are typically paying someone CPM or cost per impression, you pay every time the page is displayed or “impressed”. With Google Ad Words and FB ads you’re paying by CPC or cost per click. So you are only charged when someone clicks on your ad. Additionally, you can choose a maximum amount that you want to spend in a given period and when you’ve reached that limit, the ad stops displaying. The amount you pay per click depends on a number of factors including the going rate on the audience you’re targeting and the key words you’re targeting.

Common Questions You Should Answer Before Beginning a Social Media Strategy

Why and for whom are we building a social media strategy?

1. What are we doing – what’s the purpose of doing it? What goals do you want to accomplish with the use of social media?
2. Who are we doing it for? Which part of your customer base or which new customer groups? What characteristics do they have? What do we already know about the groups needs?
3. What will your community do in your community?
4. Who’s building your reputation and what is the reputation you are building/maintaining?
5. Where is your community? What are they involved in?
6. What is your community discussing – what matters to them?
7. How and when are your communities participating?

How will we meet the needs of our community? What are we able to commit to?

8. How much time and resource do you have to allocate to this?
9. Who comprises your team? The variables you need to represent are content creators, brand/design, relationship builders/experience management.
10. Who's monitoring it?
11. Who's writing it?
12. Does everyone have a clear understanding of our brand, our voice, how we represent ourselves? Do we need to provide training?
13. Can we commit to meet the expectations of the community or won't we? i.e.- is someone assigned after hours? Weekends?
14. What content resources do we have that most meet the needs of the community? Do we have them at all? What are our quality standards?
15. What are our rules/policies?
16. How will our social media strategy coordinate with our more traditional marketing efforts?

Use the answers to these questions to start your first step which is a map of your online community plan.

EXHIBIT E BRAND GUIDELINES

ICLE'S Change Leadership Network Brand Guidelines

Mission Statement

The Change Leadership Network is dedicated to supporting change leaders and their teams with practical real-world advice from experienced people successfully leading change every day. Our holistic approach emphasizes the importance of collaboration, communication, and people-focus in addition to solid project management skills. We provide the tools and guidance needed so that companies and their leaders can get on with the change today's business environment demands.

Goals and Objectives of Branding

Goals

1. Create a brand for the Change Leadership Network that is representative of its overall mission so that it can support both current and future products.
2. Create a strong brand identity and understanding that serves as a guide for all future product development.
3. Create an image verbally and visually that distinguishes the CLN as a trustworthy organization with a unique approach to change initiatives.

Objectives

1. Brand must strongly emphasize the uniqueness of CLN's approach while still feeling familiar and recognizable to the established community of potential customers.
2. Brand should celebrate the umbrella of the University of Michigan that CLN falls under while maintaining its own identity.
3. Brand should clearly be separate from but coordinate with ICLE's own identity.

Profile of the Change Leadership Network

A. Unique Selling Proposition

NOTE: Here are some examples of USPs to give you a sense of what we ultimately want. Some starter options are below for CLN.

- M&M: "Melts in your mouth, not in your hands."
- Fedex – when it has to get there
- Allstate – Your in Good Hands
- State Farm – Like a Good Neighbor – State Farm is There

- HD – You Can Do It. We’re Here to Help.
- Lowe’s –Let’s Build Something Together
- St. Joe’s? Hospital - Cancer Experts. Specialists in You.
- LERN- Information that Works
- Dominoes-Fresh hot pizza delivered to your door in thirty minutes or less, guaranteed.

Change Leadership Network First Options

Successful Change Leadership without the Headache

A Better Way to Achieve Change

Successful Stress-Free Change Leadership

Practical Tools and Coaching to Bring About Successful Change

Practical Advice to Help You Achieve Successful Stress-Free Change

The Change You Want Without the Headache

The Path to Successful Stress-Free Change

Foolproof Change Leadership

Change Leadership Simplified

Your Coach for Achieving Change

Practical Solution to Your Change Leadership Challenges

Your Change Leadership Challenges Solved

Practical Solutions for Successfully Achieving Change

B. Customer Base

In all of the below groups we are focused on smaller organizations of 50-200 staff which are likely non-profits. These are organizations that don’t have the resources to pay a consultant to come in and help them.

1. **Executive leaders.** They want to be able to successfully introduce change at their organizations and get people headed in the right direction. Their perspective is the imperative of achieving strategic change and the awareness that it is not going smoothly or fast enough within their organization. They see their organizations failing at achieving change and are looking for a solution/direction to point their people in to get things on track again. They are not interested in the small details but in finding an overall framework they understand and that can be handed off for their leadership to implement. They may also be struggling with getting the right level of communication from their project leaders. They are interested in content that discusses what goes wrong with change projects at a higher level, practical solutions to solve these problems (also at a higher level not step-by-step instructions), quick, scannable examples of how they can best communicate with their project people and ask for the information they need, and possibly contact with other leaders at other organizations. They are likely to look at some small pieces and then assign their teams for further reading and use. The concept of change leadership is going to resonate most with them.
2. **Project managers** (this is probably the core audience) – the certified type who really follow the theory and embrace the idea of project management. They have

likely gotten a lot of theoretical training and are managing projects regularly or at least have been assigned to be a project manager and have sought out resources about project management. They are experiencing the day-to-day problems of managing projects and people. They may be focused on what's wrong with the project management and not understanding that it is people issues they need help with. They may not see the distinction between regular project management and strategic/change management. The content they want is practical how-to guidance that solves a particular problem for them. They are also likely to want to connect with other similar people in other organizations to get their experiences and advice. The concept of successful project management is going to resonate most with them.

3. **Team members** on projects. They may be looking for information either because project management is new to them and they want to understand it and their role better or because they are interested in being the project manager in the future. They are likely interested in basic content first that sets the project management ground work for them. They are very likely coming across the information because it is being assigned to them by leaders in their organizations.
4. **Managers/supervisors** of people in general not associated with a specific project. They are likely most open to the people side of collaboration, communication etc., because they are not looking for project management help. They would be interested in content that relates to the soft skills of managing people and would also likely be interested in sharing with others. The concepts of communication, delegation, and meeting management will resonate most with this group.

C. Is customer base audience you want to reach or one you want to add or restructure ?

This is a new audience that we are trying to reach. There may be some overlap with ICLE's existing customer base but change leadership network is largely targeting an audience outside of ICLE's traditional customer base.

D. Prices

The first product is the *Simple Lessons* book for \$39. A quick look on Amazon puts most other books between the \$18-30 range with 3 higher than that. This book will eventually have the online components as well. Need to hit a high sales target to be financially viable (do we know what this number is?). Pricing for other potential products has not yet been set.

E. Products Being Offered

Will begin with the *Simple Lessons* book. Other online components are to be developed possibly to include webcasts, interactive scenarios, consulting/training, other books, package deals on book for trainers.

F. Review Finances

No track record yet. Need budget and financial business plan.

G. Short Term Environmental Scan to determine your current position in the marketplace.

We are just entering the market as a new player. Our position at the University of Michigan gives us credibility. For targeted organizations in the legal community our standing as the Institute of Continuing Legal Education will also provide us with credibility. There are many players already in both the project management and change leadership arena. The project management players tend to be big national players who are offering accreditation in and advice related to the core areas of project management. The change leadership players tend to be more associated with consulting firms whose end product is consulting services. However, there are several universities known for their business acumen also in the change leadership arena i.e. Wharton, Harvard etc. This section probably needs further fleshing out.

Review Your Marketing

Marketing materials are being developed.

Surveys of potential participants are underway. Results to be reported.

Lunch with best customers to be done.

Staff to lunch – a focus group was conducted.

Develop Clear Objectives for Your Branding

NOTE: Some numbers need to be added to the objectives.

1. X% of ACLEA members acknowledge awareness of the Change Leadership Network which results in X number of sales in the first year of the CLN's first product the Simple Lessons book.
2. X% Michigan law firms sizes x-x acknowledge awareness of the Change Leadership Network which results in X number of sales in the first year of the CLN's first product the Simple Lessons book.
3. The CLN website averages X hits /month in the first 6 months.
4. X% of certified project managers (assuming we can know how many there are to begin with) acknowledge awareness of the Change Leadership Network which results in X number of sales in the first year of the CLN's first product the Simple Lessons book.
5. The CLN authors or contract presenters/consultants give annual presentations at LERN and participate in LERN discussions on this topic by x date. Is this that they do it or that a strategy is worked out to try and do it?
6. The CLN authors or contract presenters/consultants give annual presentations at one or more ASAE conferences; submit regular articles to ASAE for publication in print and online and participate in online discussions by x date.
7. The Change Leadership Network develops 2000+ followers on Twitter by 2012. (This one we may want to think about. Most of the reading I've done really says that both on Facebook and Twitter it's not number of followers that matter as

much as the quality of the interactions and the results (like sales, awareness, and visits to your site) that the interactions bring.)

8. ICLE's director participates in University of Michigan's Change Leader Network and raises awareness at UM of the CLN with regular posts about change leadership issues and links to the CLN website.

Analyze the Competition

Compared to others in the field CLN is lacking trainers/consultants who are on the road – making presentations and providing on-site consultation. We also lack a wide array of products/services at this point. Our unique value at this point is that we understand effective project management requires effective people skills – communication and collaboration. Our approach puts people and their needs at the center of change management. Our approach is also accessible and applicable to small/moderate size organizations. Many competing resources are aimed at much larger organizations.

See notations in Environmental Scan section.

Measure Your Brand Equity

To be done in future.

Own a Word or Phrase

Suggestions include:

Simple Lessons

Lessons Learned

Change Leadership

Change Leaders lead people not projects.

People more than projects

Effective Change Leadership puts people first

Simplifying the way change is achieved

Stay Focused

Developing a logo, look, and voice are next steps. Staying focused on the brand will be the next steps in developing more products and the web components.

Be an Overachiever

EXHIBIT F

CHANGE LEADERSHIP NETWORK MARKETING PLAN

ICLE'S Change Leadership Network Social Media Marketing Plan Outline

Overall Goals

1. Experiment with social media marketing to learn what does and does not work for us including content marketing. (Findings to be applied to future CLN products and ICLE core products).
2. Explore initially identified target markets to confirm our selection and potentially narrow or expand targets.
3. Build CLN brand recognition.
4. Sell copies of the Simple Lessons Book.
5. Collect feedback on the CLN blogs and Simple Lessons Book for further product revision and future product creation.
6. Build database of potential customers with contact and demographic information.

Specific Strategies

1. Participate in Existing Online Communities

Initial market research identified numerous existing learning communities where CLN's target market gathers (see attached for list). By creating individual profiles and participating in these communities CLN experts will achieve the following:

- Identify themselves and the CLN brand as a reputable source of information on change
- Gather information about their target markets and topics that matter to them by actively "listening" to the issues being discussed
- Build the CLN community by driving the target market to the CLN blog site where appropriate (seeding of free content may be needed if appropriate)
- Stay abreast of industry trends so CLN is prepared to address them
- Identify key words and search terms being used by target market
- Become aware of the identity of market influencers and potential competitors and seek opportunities with these entities

2. Content Marketing

Weekly posting of a blog on topics related to change leadership coupled with additional limited free content including sample documents and chapters from the Simple Lessons book and white papers created especially for this purpose will be used mainly on the CLN blog site. Independent papers on a variety of topics should be created and submitted to the journals and websites of potential markets. All are to be used to achieve the following:

- Reinforce CLN as a reputable brand and leader in change leadership thinking by giving concrete examples of content that users are looking for and can put to use immediately (especially important for Gen Y).

- Drive sales of the Simple Lessons book by allowing potential buyers to sample content before purchasing.
- Encourage development of the CLN community by encouraging comments on the content provided. Weekly update of the blogs keeps the content fresh and the conversation flowing.
- Identify key words and search terms being used by target market

3. Electronic Ads

Monthly purchase of ads on Google and Facebook with potential expansion into ads in other communities in the future to achieve the following:

- Very inexpensively target various markets and see results with built in analytics. Use results to further focus our efforts in number 1 above.
- Identify words and phrases our target market uses to develop more content in those areas.
- Drive traffic to the CLN blog site.
- Sell the Simple Lessons book.

4. Live Appearances

A combination of conference attendance, sale booth purchase, and volunteer speaking engagements will be used at venues where our potential market gathers. Which approach or combination of approaches is used will vary depending on the size of the event and potential of the attendees to achieve the following:

- Conference attendance can be used to gather more information about our target markets including topics of interest for our blogs, to gain exposure for our experts and brand, and to “spread the word” about CLN and the Simple Lessons book.
- Sale booth purchase will be reserved for events where our highest value targets gather and should drive Simple Lesson book sales as well as brand awareness for CLN. Raffles should be used to gather attendee contact information to fuel future e-mail and potentially print mail marketing.
- Volunteer speaking engagements should be sought at organizations with high target market participation to reinforce CLN brand and the expertise of our experts. Excerpts from the Simple Lessons book and the CLN site should be used in presentation materials and attendees driven to the CLN site for special downloads. Materials created should also do double duty by serving as additional content marketing materials. Experience doing these engagements can be used for future product development.

5. Print Collateral

Limited print collateral should be created to support the CLN brand and the Simple Lessons book. The collateral should include business cards for the CLN experts and small postcards- one for the Simple Lessons book and one for CLN overall. These will be used to:

- Pass out at in-person events and distribute at booths.
- Add credibility to the CLN brand.

6. Create CLN presence on various social media sites

Based on results from number 1 above, determine which social media sites are most frequented by our target market (if at all) and then develop a CLN presence on these sites. Enable “like” and reposting functions on the CLN blog site once these pages are in place. Facebook and Twitter are the most likely starting points. Separate content and maintenance plans will be needed. These pages will be used for the following:

- Increase target market penetration by allowing our community members to recommend us to their networks.
- Increase brand credibility through peer-to-peer recommendations (especially needed for Gen Y).
- Drive sales of Simple Lesson book.
- Lead social media communities to CLN site and community.

Measures

Goal	Strategy	Measure
Identify industry trends, key words, topics of interest, and potential markets	Conversation monitoring and participation on CLN site and online communities. Results of FB and Google ads.	Participate in 1 conversation weekly. Check CLN site and respond daily. “Lurk” in various identified sites daily. Glean 1 new topic from participation weekly.
Increase awareness of CLN	Participating in online communities. Content marketing in appropriate areas, attending events and/or exhibit space.	At least two new blog comments each week. Participate in 5 events in first year. Submit 5 articles and/or speaking opportunities in first year. If have FB and Twitter presence – set goal for number of likes, followers, and mentions and retweets by others.
Increase Simple Lessons Book sales	Recommending in conversations where appropriate. Content marketing including seeding samples in online communities and using as materials for speaking events and papers. Exhibit at sales tables at appropriate events.	Increase sales of book by 10% in first year. Exhibit at 3 events in first year. Attend and/or speak at 2 events in first year.

Build database of contact and demographic information	Ask for information during white paper download. Hold raffle at events and request business cards. Collect information at point of purchase during sale of Simple Lessons book.	Have at least 2000 names in database by end of first year.

EXHIBIT G

VISIONING CHANGE LEADERSHIP NETWORK WITH STAFF

Bottom Line Change Brainstorming at ICLE Staff Meeting

“Bottom Line Change” is a technique developed by ZingTrain in Ann Arbor, Michigan to get staff input for visioning changes in the organization. It is a fun and inclusive way to get staff input as the organization builds the vision together. It is intended to be a brainstorming process that is positive. The results of the brainstorming are then incorporated into the draft of the vision, which is reviewed by the Administrative team and, finally, the staff itself.

Our Introduction at the Staff Meeting:

Our goal is build a place for people to share change leadership experiences, ask questions, get resources and learn.

We would like to use the bottom line change approach that we learned at our retreat to get your thoughts on the vision for the Change Leadership Network. Right now, our vision includes a site from which you can

- buy the simple lessons book
- get the templates in the book, e.g., meeting agendas, project plans, etc.
- read and comment on the blog
- take quizzes to test your knowledge
- watch video demos to really get a feel for the way project management tools combine with communication and collaboration skills

Here’s the question we’d like to brainstorm for the next 10-15 minutes

If you think out a couple years to when the Change Leadership Network is *the* place to go to get and share information about change leadership topics, what does it include and how do you see yourself using it?

Here are sample prompting questions— if needed— to spur the brainstorming

I mentioned video demos about subjects like meeting facilitation or conflict resolution. What do you think would be other appropriate topics?

Think of Web sites you use often...especially those that help you learn or find information...what makes them useful to you?

Think about how you typically like to learn. How can we make that approach fit with Change Leadership Network?

Brainstorming Results (Elements) from Staff for CLN Vision

Vision for Change Leadership Network (minutes from staff meeting)

Question: What does CLN look like in 2013? How do you use it?

1. Continually updated

2. More authors
3. Tutorial or tour of the site (a few days free)
4. Way to track or monitor changes in the organization
5. Leverage what we already have
6. Social media to promote
7. Video on YouTube
8. Streaming audio for mobile devices
9. Partnership with vendors
10. We have seal of approval
11. How-to information to help people get started with Change Leadership
12. Doesn't have to be perfect to start
13. Leadership commitment at the top
14. Take a point of view
15. Collect testimonials
16. Tools for people at different levels of the organization not just leaders
17. In house enthusiasm
18. CLNet
19. Excellent search
20. Recognizable and reliable brand
21. Logo apparel
22. Annual personal or organizational awards
23. No jargon
24. Wins ACLEA award
25. Set limits for resources (learn from ICLE Partnership) has levels from the beginning
26. Alliances with training consultants and license our resources
27. Portal approach – it can be tailored and personalized
28. Calculators – like for budget
29. App and online form
30. Members (paying) can talk to each other
31. One tip per week mailed out
32. Problems you can relate to
33. Can get certified and then teach/coach
34. Just in time info for new leaders
35. Peer to peer mentoring
36. Demos of techniques – interpersonal interactions
37. Customize and resol. – real experience – HR
38. Use it on Blackberry
39. Forum
40. Institutes

41. Certification
42. Series of books and course materials
43. Bootcamp
44. Limited enrollment
45. Intensive training
46. Consulting
47. Bring in experts
48. Online chat
49. More followers than Justin Bieber (teenage heart throb)
50. Ever changing
51. Web site (like NY Times)
52. Summary of changes
53. Common knowledge

EXHIBIT H SURVEY RESULTS

Results of ICLE’s market survey to participants of a University of Michigan Staff Works conference on best ideas to bring effective changes to the workplace. The purpose of the survey was to assess market needs and to determine potential workshop and website topics to pursue.

1. What about change do you (or your department) find the most challenging (mark as many as apply)?

Gaining acceptance for the change		30	49%
Dealing with the emotions of change (fear, distrust, anger)		27	44%
Making the transition to the new processes		20	33%
Communicating the change		12	20%
Other (please specify):		10	16%

1. What about change do you (or your department) find the most challenging (mark as many as apply)?	
#	Response
1	finding the time to do it, involving busy staff, getting people to talk to each other
2	Getting everyone to decide on which change is best. New ideas are great, but a decision has to be made.
3	Resources for the change, who should make the change
4	Finding the time to plan for change
5	Colleagues' lack of buy-in
6	Using the word "enhancements" when they are actually taking things away.
7	finding time to think about change and then finding the will to agree on a process for change
8	Financial support
9	Having enough time to implement the change -- understaffed!
10	It depends on the change being implemented and who will be affected. Depending on the situation, any of these factors may apply.

2. What training would help you the most (mark as many as apply)?

Departmental workshop		27	46%
Presentation at a department retreat		14	24%
Consulting		15	25%
Training for your trainers		16	27%
Materials and resources		34	58%
Transforming your department to a community of learners		26	44%
Other (please specify):		6	10%

2. What training would help you the most (mark as many as apply)?

#	Response
1	we need training to facilitate communications in the process of change
2	I think having an outside presenter or consultant helps big change because it shows a neutral perspective that staff can grab on to
3	I think the nature of our office is not going to change. It's a strength and a weakness and I wouldn't want to mess with it.
4	teamwork training
5	I really don't understand what I am answering here. So, I will leave it blank.
6	Actually providing time (or class) to be trained in new procedures

EXHIBIT I
GO/NO-GO APPROACH

The Go/No-Go Discussion

	Go	No-Go
Advantages		
Disadvantages		

Sample matrix

Preparation: Ask two participants to fill out one column (for example the advantages and disadvantages of going ahead with the project) and bring their results to the meeting. The project manager should also be prepared to share ideas during discussion

At the meeting: The two participants will share their analysis: Record their findings on the flip chart. Open to the group for discussion. Record others' ideas. Avoid getting bogged down in overlong or circular discussions

Case Study on Consumer Bankruptcy Training

Challenges are often opportunities—such was the case for ICLE in the ongoing recession. Michigan has no mandatory CLE. What it does have is....a long-standing “down economy”, a shrinking auto industry, a shrinking population, a high home foreclosure rate, and one of the highest levels of bankruptcy in the country. In 2008, when it became clear that the high rate of consumer bankruptcy was not going away soon, ICLE decided to explore this as a possible new market for CLE. Traditionally, a small, insider group of bankruptcy attorneys handled all the bankruptcy work in Michigan and the American Bankruptcy Institute and the Michigan Consumer Bankruptcy Association had a “lock” on the CLE training for these lawyers. With the large increase in consumer bankruptcy cases, we wanted to see if market conditions were ripe for new products and services from ICLE in this arena.

Exploring the market need. As part of our general customer needs assessment activity in 2008, we set up two customer advisory boards—one comprised of our “best solo customers” and the other our “best small firm (2-4 attorney) customers”. We conducted phone interviews with all these advisers that included questions such as: “What new types of cases are you seeing? Are you getting calls to handle cases in practice areas you don’t handle?” Many responded with “I get several calls a week for bankruptcy cases, but I don’t handle those.” We probed further and asked “Would you be interested in training from ICLE to help you handle these cases rather than turning them away?” Many answered “yes”.

Next, we used our annual Partnership Satisfaction Survey to see if a significant number of our ICLE Partners were having similar experiences and if they might be interested in consumer bankruptcy training from ICLE. Again, we got a positive response—20+ percent of ICLE Partners indicated a very strong interest. We then developed a short survey focused solely on consumer bankruptcy. The responses to this survey confirmed a good to strong market interest.

We also talked extensively with experts in the field—Federal Bankruptcy Court judges in Michigan, bankruptcy trustees, experienced bankruptcy practitioners. All strongly confirmed the need for consumer bankruptcy legal work and the dearth of trained lawyers in the field. In fact, they saw the need as so significant that they were willing to help teach the seminars and would actively help spread the word about them among the Bankruptcy bar.

See Exhibit J for how we approached our market research.

Checking out the competition/ seeking partners. We also explored the state of the competition. We found two active bankruptcy associations that offered training—one was national and the other had a Michigan orientation. Both dealt primarily with bankruptcy lawyers who were experienced “insiders” in the bankruptcy field. One association was

interested in partnering with ICLE to reach a wider audience. In addition, they were open to partnering on a new annual Consumer Bankruptcy Institute that would compete with an existing Institute. ICLE was able to leverage its prior dealings (publication of a consumer bankruptcy book) with the leaders of the Consumer Bankruptcy Association. By working closely with them and offering revenue sharing, we were able to forge a partnership to reach this new audience. The CBA had e-mail addresses and an established relationship with many members of the target audience. ICLE would bring a very strong relationship with thousands of solo and small firm lawyers who weren't currently bankruptcy lawyers, but were being asked by clients to take on this work.

Offerings and Results:

2009

three half day basic seminars—127, 105, 87 registrations
1st Annual Consumer Bankruptcy Institute, in partnership with CBA
—325 registrations

2010

in-depth, 8 session bankruptcy boot camp (with certificate)—107 for the series
2nd Annual Consumer Bankruptcy Institute—227 registrations

2011—repeat the 2009 set of offerings; plan for out-of-state expansion

2012—repeat the 2010 offerings; expand to one or two additional states

Lessons Learned

1. We wished we had entered this field even earlier, but we learned it wasn't too late to jump in when a major trend gathers steam and shows signs of continuing.
2. We learned that even established competitors may be open to co-venturing if customer needs/demand increases and you make the partnering arrangement financially attractive.
3. We learned/confirmed that personal relationships matter. We first made connections with experts in this field by having them write chapters in our consumer bankruptcy publication. The existing bankruptcy associations in which the experts participated did not offer publications.
4. We learned/confirmed that when you already have strong customer connection, as we did with our existing ICLE partners, they would turn to you for training in new areas, even if it wasn't one of your previous areas of expertise. We were a trusted source for training so they relied on us.
5. We learned to keep listening to the customer and digging deeper. After offering the three basic bankruptcy seminars, we heard that lawyers needed more in-depth training. We worked with the experts to develop an 8 session seminar that we offered for \$995. We had strong sales in Michigan and webcast it so that we can modify some segments to tailor it to other states as well.

EXHIBIT J

ICLE's Market Research⁴ Initiation Form⁵ Consumer Bankruptcy Products & Services

Date: Jan. 2008

Prepared by: Seminar Planner

Approved by: Director

Approved schedule: Director

1. Purpose of the proposed market research project—what do you want to learn?

Phase 1:

- *Determine if there's a need/demand for consumer bankruptcy training among Michigan lawyers who are not currently in the field of bankruptcy practice*

Phase 2:

- *Determine if there's a need/demand for consumer bankruptcy training that is not being met in other states, particularly those in close geographic proximity*

2. Why is this important to ICLE? Are there specific products or services under consideration as a result?

- *Poor economy in Michigan means many lawyers have less work. We are looking for new areas that are in demand and not being served. We are open to expansion beyond Michigan (again, since our economy is so weak).*
- *Specific products: Seminars, Annual Institute, Certificate of Completion Program, expanded sales of existing Consumer Bankruptcy book.*

3. Target group you plan to research – specifically, how do you define this group?

Phase 1:

- *Michigan lawyers, particularly lawyers who belong to ICLE's Partnership*

Phase 2:

- *Lawyers in surround states, particularly Ohio, Illinois and Indiana*

⁴ What makes “market research” different? Market research involves identifying a target group of people, finding out who they are, how they work, and what they need. What we explore with market research is significantly new. It may be an entirely new subject that we know little about or an entirely new group of potential customers. It may involve investigating the use of new technology--who uses it, when, where, and for what. It may explore the needs of a group we think we understand, but find that we really don't know why they don't use ICLE services more often. This is different from ongoing customer needs assessment, which involves all ICLE product planners and explores the current needs of core customer groups.

⁵ This report may be used by someone proposing a new market research project and presented to the director, or developed in discussion with the director.

4. Methods you plan to use

Phase 1:

Idea for consumer bankruptcy training triggered by results of phone interviews with “best customer advisory board for solos and small firms”

- *Research current number of consumer bankruptcy cases in MI and projections re: next few years*
 - *Contact bankruptcy judges, trustees, and practitioners to understand needs better (phone interviews and/or lunch discussions) Use existing contacts from our Consumer Bankruptcy book.*
 - *Include several questions re: interest in consumer bankruptcy on ICLE’s annual Partnership satisfaction survey*
 - *If interest in topic confirmed by ICLE Partnership survey, then develop and send short survey that focuses specifically on training on consumer bankruptcy*
5. Do competitors or potential partners exist for this project? If so, how will you approach them?
- *Yes. The American Bankruptcy Institute and The Michigan Consumer Bankruptcy Association*
 - *Planned approach: Talk to leaders, who also have worked with ICLE on our Bankruptcy book and explore options for partnering, including revenue sharing.*

6. What are your measures of success for this project?

- *Official statistics confirm a continuing or growing number of consumer bankruptcies in the state*
- *Qualitative research (interviews) with potential target customers and with experts in the field confirm a demand/need for more trained lawyers in the field of consumer bankruptcy*
- *Quantitative research (survey results) confirm that 20% or more of respondents to the survey have an interest in taking on consumer bankruptcy cases*
- *Research confirms that a competitor does not “own” the consumer bankruptcy CLE market in MI already OR we secure a partnership with an established competitor.*

7. Proposed schedule (timeframe)

January 2008—research stats and contact experts

February 2008—send Partnership survey, including questions re: interest in consumer bankruptcy

March 2008—contact potential partnering entities

April 2008—survey potential market specifically on consumer bankruptcy training

May- June 2008—develop seminar plans and confirm partnering arrangements

8. Known major budget needs
 - *Minimal direct expenses: luncheons, phone calls, any Zoomerang fees for online surveys*
 - *40-60 hours of seminar planner time for market research and relationship building with potential partners and experts*

9. Proposed subject matter expert and business development expert
 - *Bankruptcy practitioner, Brian Small*
 - *Bankruptcy Trustee, David Ruskin*
 - *Bankruptcy Judge Steven Rhodes*

10. Final report of results due:
 - *June 2008*