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## ***Change Management 2015***



## **Foundation and Practitioner Syllabus**

*February 2015*

# 1 Introduction

The Change Management 2015 qualification is designed to provide a robust foundation of knowledge for anyone involved in organizational change initiatives. Successful candidates will have the knowledge and understanding necessary to contribute constructively to teams specifying, developing, implementing and sustaining change initiatives.

- The qualification is based upon (and is referenced to) the knowledge architecture contained in the Change Management Institute's (CMI) Change Management Body of Knowledge (CMBok) '*The Effective Change Manager*'.
- References to 'The Effective Change Manager' are given in the form: **CMBok 1.2**. This reference would indicate CMBok Knowledge Area 1, Knowledge Component 2.
- The teaching material used as the basis for this syllabus is '*The Effective Change Manager's Handbook*' (Eds.: Smith, R., King, D., Sidhu, R. and Skelsey, S., 2015) published by Kogan Page and abbreviated as 'ECMH'.
- The ECMH closely follows and teaches the knowledge areas defined and described in the CMI's CMBok '*The Effective Change Manager*'.
- References below to the '**Course Text**' are to those specific sections of the ECMH defined by this syllabus as 'in scope'. These are presented in the form **ECMH 1B3.4**, which signifies Chapter 1, Section B, Subsection 3.4 (the final decimal is omitted when not required).

The Change Management 2015 qualification is currently offered at two levels: Foundation and Practitioner. Taken together these demonstrate sufficient underpinning knowledge of Change Management to meet the CMI's expectations of a candidate for their ACM (Foundation) level accreditation.

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with Change Management 2015. It documents the learning outcomes related to the use of Change Management 2015 and describes the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:

- Exam Board
- Exam Panel
- APMG Assessment Team
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in the Change Management 2015 Foundation and Practitioner Designs.

## 2 Foundation Qualification

### 2.1 Purpose of the Foundation Qualification

The purpose of the Foundation qualification is to confirm that a candidate has sufficient knowledge and understanding of Change Management to work as an informed member of a team working on an organizational change initiative. The Foundation qualification is also a pre-requisite for the Practitioner qualification.

### 2.2 Target Audience

This qualification is aimed at individuals who are involved in change initiatives who require a working knowledge of the key principles of change management, who need to know the terminology used and some of the theory behind the practice. It is also the introduction to the higher level Practitioner qualification and therefore includes all those who are the target audience for that qualification.

### 2.3 High Level Performance Definition of a Successful Foundation Candidate

The candidate should be able to recall, recognize and demonstrate understanding of the theories, concepts, models and approaches outlined in the **Course Text**, including terms used, process sequences and roles involved.

Specifically (s)he should be able to demonstrate this understanding by being able to:

- Explain how individuals are impacted by change, different ways they may respond to change situations and how learning processes help them adapt
- Contribute to development of strategies to help individuals through change, increasing motivation for change and overcoming resistance in order to achieve desired outcomes
- Offer insights on how organizations work, how the process of organizational change occurs and the typical roles that collaborate to deliver successful change
- Identify key drivers of an organization's culture, and recognize different types of change process (e.g. planned and emergent change)
- Describe significant elements of the stakeholder engagement process in a change initiative, and relate this to appropriate communications strategies
- Discuss with colleagues the different areas of impact of a change initiative, and how momentum for that change can be built and sustained
- Outline important aspects of how to build an effective change team, and to contribute to discussions about how to improve the effectiveness of a team

### 3 Practitioner Qualification

#### 3.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to confirm whether the candidate has achieved sufficient understanding of how to apply and tailor Change Management guidance in a given organizational change situation. A successful Practitioner candidate should, with suitable direction, be able to start applying the Change Management approaches and techniques to a real change initiative but may not be sufficiently skilled to do this appropriately for all situations. Their individual Change Management expertise, complexity of the change initiative and the support provided for the use of Change Management approaches in their work environment will all be factors that impact what the Practitioner can achieve.

#### 3.2 Target Audience

This qualification is aimed at change managers and aspiring change managers. It also relevant to other key staff involved in the design, development and delivery of change programmes, including: change leaders (e.g. Senior Responsible Owners), change 'agents' (e.g. Business Change Managers), change implementers (e.g. Programme Managers), change support (e.g. Programme Office) and operational line managers/staff.

#### 3.3 High Level Performance Definition of a Successful Practitioner Candidate

A candidate should be able to use the models and concepts outlined in the **Course Text** to understand 'real world' change processes, to offer relevant insights and ideas which can aid decision-taking, and assist in evaluating options. Specifically (s)he should be able to:

- Identify the organizational drivers of a change initiative and the links that initiative has with any governance structures (e.g. strategic, programme or project governance)
- Use a range of organization paradigms to understand, support and sustain change processes, taking account of the culture of the organization
- Apply an appropriate process framework to help plan or understand any particular organizational change
- Establish a clear framework of roles, skills and activities through which leaders from different levels can support and sustain the change process
- Contribute effectively to preparation for a change initiative, including building the change team, offering insights which improve team effectiveness
- Offer relevant insights in discussions about how to prepare people for change, including planning for learning and motivational issues relevant to different roles and types of people
- Help colleagues understand the difference between organization change and the human impact of transition, and suggest practical leadership actions at different stages of a change
- Support the identification and mapping of stakeholders in a change process and help develop approaches to build and maintain stakeholder engagement
- Draft the communications plan for a change initiative, taking proper account of the various stakeholders and of an appropriate range of communication channels
- Recognize signs of resistance to change and propose actions to mitigate it
- Propose a range of levers by which a change can be sustained and become embedded in the organization

## 4 Learning Outcomes Assessment Model

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have incorporated this into a Learning Outcomes Assessment Model which is used to provide a simple and systematic means for assessing and classifying the learning outcomes for APMG qualifications.

This structured approach helps to ensure:

- A clear delineation in learning level content between different qualification levels
- Learning outcomes are documented consistently across different areas of the guidance
- Exam questions and papers are consistent and are created to a similar level of difficulty.

The Foundation qualification examines learning outcomes at levels 1 (knowledge) and 2 (comprehension). The Practitioner qualification tests learning outcomes at levels 2 (comprehension), 3 (application) and 4 (analysis).

<b>CHANGE MANAGEMENT 2015 Learning Outcomes Assessment Model</b>				
	<b>1. Knowledge</b>	<b>2. Comprehension</b>	<b>3. Application</b>	<b>4. Analysis</b>
<b>Generic Definition from APMG Learning Outcomes Assessment Model</b>	Know key facts, terms and concepts from the manual/guidance	Understand key concepts from the manual/guidance	Be able to apply key concepts relating to the syllabus area for a given scenario	Be able analyse and distinguish between appropriate and inappropriate use of the method/guidance for a given scenario situation
<b>Qualification Learning Outcome Assessment Model</b>	Know facts from the Course Text, including concepts, terms, principles, model types, approaches and roles.	Understand the concepts, principles, model types, approaches and roles described in the Course Text.	Be able to apply particular models, tools, principles or approaches relating to the syllabus area to a given scenario.  (By implication this must include how a model or approach should not be used).	Be able to analyse and distinguish between appropriate and inappropriate use of particular principles, approaches, models and tools within the context of the scenario.

## 5 Syllabus Areas

The syllabus is presented by syllabus areas. This is the unit of learning which may relate to a chapter from the manual/guidance or several concepts commonly grouped together in a training course module.

The following syllabus areas are identified.

Syllabus Area Code	Syllabus Area Title
CI	Change and the Individual
CO	Change and the Organization
CS	Communications and Stakeholder engagement
CP	Change management Practice

## 6 Syllabus Presentation

For each syllabus area learning outcomes for each learning level are identified. Each learning outcome is then supported by a description of the requirements that a candidate is expected to meet to demonstrate that the learning outcome has been achieved at the qualification level indicated. These are shown as syllabus topics.

All Foundation level requirements are assumed to have been met for Practitioner level and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes.

Each of the syllabus areas is presented in a similar format as follows:

Syllabus Area Code		Syllabus Area :		Foundation	Practitioner	Primary References
PG [2]		CHANGE MANAGEMENT 2015 Syllabus Area (XX) Theme [1]				
Level	Topic					
<b>Know fact, terms and concepts relating to the <i>syllabus area</i>. [3]</b>						
<b>Specifically to recall:</b>						
01 [4]	01 [5]	[6]		[7]		[8]
01	02					

### Key to the Syllabus Area table

1	Syllabus Area	Unit of learning, e.g. chapter of the reference guide or course module.
2	Syllabus Area Code	A unique 2 character code identifying the syllabus area.
3	Learning Outcome (topic header shown in bold)	A statement of what a candidate will be expected to know, understand or do.
4	Level	Classification of the learning outcome against the APMG OTE Learning Outcomes Assessment Model.
5	Topic Reference	Number of the topic within the learning level.
6	Topic Description	Description of what is required of the candidate to demonstrate that a learning outcome has been achieved at the qualification level indicated
7	Foundation/Practitioner	Shows at which qualification level the topic is assessed.  N.B A topic is only assessed at one qualification level.
8	Primary Reference	The main reference supporting the topic in both ECMH and CMBok

## 7 Important Points

The following points about the use of the syllabus should be noted.

### 7.1 CHANGE MANAGEMENT 2015 Guide References

The CHANGE MANAGEMENT 2015 guide references provided should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the guidance.

In practice, at Practitioner level, questions based on a syllabus topic may require knowledge of material from other sections of the CHANGE MANAGEMENT 2015 guidance. This will be clear from the context of the question and the scenario.

- The qualification is based upon the knowledge architecture contained in the Change Management Institute's (CMI) Change Management Body of Knowledge (CMBok) *'The Effective Change Manager'*.
- References to source material in *'The Effective Change Manager'* are given in the form: **CMBok 1.2** This reference would indicate CMBok Knowledge Area 1, Knowledge Component 2. Such references are provided only to facilitate the tracing of taught material back to the CMBok. **The CMBok itself is NOT EXAMINABLE.**
- The examinable text used as the basis for this syllabus is *'The Effective Change Manager's Handbook'* (Eds.: Smith, R., King, D., Sidhu, R. and Skelsey, S., 2014) published by Kogan Page and abbreviated as 'ECMH'.
- The ECMH closely follows and teaches the knowledge areas defined and described in the CMI's CMBok *'The Effective Change Manager'*. Each chapter in the ECMH maps to the equivalent-numbered Knowledge Area of the CMBok.

- Note that for many chapters in the ECMH – **but not all** – the sections A, B, C etc. map to specific CMBok Knowledge Components. Subsection divisions in the ECMH are for clarity only and do not imply any particular mapping to the CMBok.
- References below to the ‘**Course Text**’ are to those specific sections of the ECMH defined by this syllabus as ‘in scope’. These are presented in the form **ECMH 1B3.4**, which signifies Chapter 1, Section B, Subsection 3.4 (the final decimal is omitted when not required).
  - Where an ECMH Chapter reference alone is given (e.g. **ECMH 1**) this includes the whole chapter including all sections and subsections.
  - Where a Chapter and section reference is given (**ECMH 1B**) this includes the whole section including all subsections.
  - If a Chapter, section and main sub-section reference is given (**ECMH 1B3**) this includes any minor sub-sections of that major subsection.

## 8 Syllabus Exclusions

Illustrations given in ‘Case Study’ boxes throughout the Course Text are not examined.

Where the ECMH includes a cross-reference to another chapter or section, the content of that chapter/section will not be examined unless specifically included in the ‘Primary references’ column of the syllabus.



Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CI		<b>CHANGE MANAGEMENT 2015</b> <b>Change and the Individual</b>			
Level	Topic				
<b>Know</b> facts from the Course Text relating to change and the individual, including concepts, terms, principles, model types, approaches and roles. <b>Specifically to recall:</b>					
01	01	Key elements and characteristics associated with <ol style="list-style-type: none"> <li>1. Maslow's hierarchy of needs (including their sequence)</li> <li>2. Satisfaction and growth (Herzberg, Pink)</li> </ol>	✓		ECMH 1B3.1 ECMH 1B3.4
01	02	The terms used in MBTI® to describe key differences between people, and the meaning of those terms.	✓		ECMH 1B4.1
01	03	The defining features of models which describe how people learn: <ol style="list-style-type: none"> <li>1. The role of reinforcement (reward and punishment) in learning.</li> <li>2. The stages and sequence of the 'learning cycle' (Kolb) and the related learning styles (Honey and Mumford)</li> <li>3. The 'Conscious Competence' learning model and its impact on performance (the learning dip)</li> </ol>	✓		9A1.1 9A3.1 9A4.1
<b>Understand the</b> concepts, principles, model types, approaches and roles relating to change and the individual, as described in the Course Text. <b>Specifically to identify:</b>					
02	01	The process of the human response to change represented in 'change curve' models and its significances for managing change. <i>[Note: The term 'change curve' is always used in examinations when referring to this model.]</i>	✓		ECMH 1B1
02	02	The significance for managing change of Bridges' model of human transitions: <ol style="list-style-type: none"> <li>1. The phases of the model itself</li> <li>2. The 'Endings' phase</li> </ol>	✓		ECMH 1B2 intro. ECMH 1B2.1
02	03	The significance for managing change of Bridges' model of human transitions: <ol style="list-style-type: none"> <li>1. The 'Neutral Zone' phase</li> <li>2. The 'New Beginnings' phase</li> </ol>	✓		ECMH 1B2.2 ECMH 1B2.3
02	04	The significance for managing change of Maslow's hierarchy of needs	✓		ECMH 1B3.1
02	05	The significance for managing change of key motivation theories <ul style="list-style-type: none"> <li>• Satisfaction and growth (Herzberg)</li> <li>• The role of autonomy, mastery and purpose (Pink)</li> </ul>	✓		ECMH 1B3.4
02	06	The significance for managing change of key motivation theories <ol style="list-style-type: none"> <li>1. Survival and learning anxieties (Schein)</li> <li>2. Personal growth (Rogers)</li> </ol>	✓		ECMH 1B3.6 ECMH 1B3.7

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CI		<b>CHANGE MANAGEMENT 2015</b> <b>Change and the Individual</b>			
02	07	The significance for relationships and communication in change of individuals' differences of temperament, as seen through MBTI® terminology.	✓		ECMH 1B4.1
02	08	The elements of theories and models on learning and how they relate to what happens when individuals go through change: <ol style="list-style-type: none"> <li>1. The role and limitations of simple reinforcement (reward and punishment) in learning and change.</li> <li>2. Practical examples of the 'Conscious Competence' learning process, and the performance implications of the learning dip.</li> </ol> <p><i>[NOTES:</i> <i>The role of behaviourist thinking (reward and punishment) in general motivation theory (ECMH 1B3.2 and 9A1.1) should be covered in training, but at Foundation level this topic will only be examined in the context of learning theory.</i> <i>When teaching the limitations of behaviourist (reward and punishment) theories of learning and motivation, mention should be made of Expectancy Theory (ECMH 1B3.3.), but this will not be examined.]</i></p>	✓		ECMH 9 Introduction 9A1.1 & 9A4.1
02	09	<ul style="list-style-type: none"> <li>• The stages and sequence of the learning cycle (Kolb).</li> <li>• Different learning preferences/styles and how they relate to the cycle; appropriate learning activities for each learning style (Honey &amp; Mumford).</li> </ul>	✓		ECMH 9A3.1
02	10	Key principles in defining what is to be learned <i>[NOTE: The example 'Learning to drive a car' in ECMH 9B3.3 will not be examined, but the principles illustrated by the example will be.]</i>		✓	ECMH 9B3.3
<b>Be able to apply within a particular scenario</b> particular models, tools, principles or approaches relating to change and the individual. <b>Specifically to identify:</b>					
03	01	Insights about a change situation offered by change curve models, and relevant actions that change managers can take or recommend based on these insights. (As identified in CI0201)		✓	ECMH 1B1
03	02	Actions and approaches based on Bridges' model of human transitions that change managers can apply or recommend to help manage the human side of a change. (As identified in CI0202 & 0203)		✓	ECMH 1B2
03	03	Factors likely to affect the motivation of people engaged in a change process; how change managers can use their understanding of these factors to encourage and support high motivation, and to consolidate and embed change. (As identified in CI0101, 0103.1, 0204, 0205 & 0206) <i>[NOTE: The motivational impact of reward and punishment (ECMH 1B3.2 and 9A1.1) is examinable at practitioner level.]</i>		✓	ECMH 1B3.1, 3.2, 3.4, 3.6, 3.7 & 9A1.1
03	04	Varying individual responses to a change situation likely to result from differences in temperament, and steps that change managers can take or recommend to engage the widest possible range of individuals. (As identified in CI0102 & 0207)		✓	ECMH 1B4.1

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CI		<b>CHANGE MANAGEMENT 2015</b> <b>Change and the Individual</b>			
03	05	Appropriate applications of learning theory and practices when planning a change. (As identified in CI0103, 0208, 0209 & 0210)		✓	ECMH 9 Introduction 9A1.1, 9A3.1, 9A4.1 & 9B3.3
		<b>Be able to analyse and distinguish in a scenario between appropriate and inappropriate application of the</b> particular principles, approaches, models and tools relating to change and the individual. <b>Specifically to analyse with reasons whether:</b>			
04	01	The use or recommendation by a change manager of particular approaches, techniques or actions affecting individuals in change (as identified in 0301 to 0305) is appropriate.		✓	ECMH 1B1, 1B2, 1B3 (excluding 3.3 and 3.5), 1B4.1 ECMH 9 Introduction 9A1.1, 9A3.1, 9A4.1 & 9B3.3

Syllabus Area Code CO		Syllabus Area : <b>CHANGE MANAGEMENT 2015</b> <i>Change and the Organization</i>	Foundation	Practitioner	Primary References
Level	Topic				
		<b>Know</b> facts from the Course Text relating to change and the organization, including concepts, terms, principles, model types, approaches and roles. <b>Specifically to recall:</b>			
01	01	Key stages, sequences and characteristics associated with 1. Lewin's three-stage model 2. Kotter's eight-step model <i>[NOTE: In Kotter's model, recall of his precise sequence of steps is not expected, although the differences between earlier and later stages (never between adjacent steps) may be examined.]</i>	✓		ECMH 1C2.1 ECMH 1C2.2
01	02	The archetypal roles involved in the process of organizational change and their characteristics <i>[NOTE: Examination questions will not test the views of individual authors, but the consensus views across Table 1.6 – i.e. we shall test the rows of the table but not differentiate between the columns. The 'labels' we shall use for each role will be 'Our Term'.]</i>	✓		ECMH 1D1
01	03	The terms used in force field analysis, the assumptions on which it is based and appropriate steps used in applying the technique.	✓		ECMH 2B2.2
		<b>Understand the</b> concepts, principles, model types, approaches and roles relating to change and the organization, as described in the Course Text. <b>Specifically to identify:</b>			
02	01	1. The value of using a range of images/metaphors to think about organizations, how such insights affect leadership and how they may affect the way change is approached. 2. Insights deriving from Gareth Morgan's metaphor of 'organizations as machines' 3. Insights deriving from Gareth Morgan's metaphor of 'organizations as brains'	✓		ECMH 1C1
02	02	1. Insights deriving from Gareth Morgan's metaphor of 'organizations as political systems' 2. Insights deriving from Gareth Morgan's metaphor of 'organizations as flux and transformation'	✓		ECMH 1C1
02	03	The elements and use in organizational change of: • Kotter's eight-step model • Kotter's 'dual operating system' approach to continuous change	✓		ECMH 1C2.2 ECMH 1C4.2
02	04	The implications for organizational change of systems thinking (Senge).	✓		ECMH 1C2.3
02	05	Effective behaviours in change of: 1. The change sponsor 2. A change agent 3. The line manager	✓		ECMH 1D2 ECMH 1D3 ECMH 1D5

Syllabus Area Code CO		Syllabus Area : <b>CHANGE MANAGEMENT 2015</b> <i>Change and the Organization</i>	Foundation	Practitioner	Primary References
02	06	What is meant by 'organizational culture', how it develops, how it is shaped, how it differs from the concept of 'climate', and the significance of leadership. <i>[NOTE: The examples in ECMH 1E2 of how culture may be described are helpful illustrations in training, but will not be examined.]</i>	✓		ECMH 1E1 & 1E4
02	07	What is meant by 'emergent change', mechanisms by which change may evolve and characteristics of change situations requiring an 'emergent' approach.	✓		ECMH 1F1.2 & 1.3 and 1F2
02	08	Appropriate ways to define and move towards a desired 'future state' including the role of leadership.	✓		ECMH 1F3.1 & 1F3.4
02	09	The characteristics of an appropriate change vision including: <ul style="list-style-type: none"> <li>• Definition of a vision (as opposed to a mission statement)</li> <li>• An appropriate approach to writing a vision statement including pitfalls to avoid.</li> </ul>	✓		ECMH 2C1.1 ECMH 2C2.2
02	10	Typical ways that an organization's strategic objectives are expressed in portfolios, programmes and projects (P3); the governance structures, roles and common methodologies found in a P3 environment; how change initiatives typically interface with this environment; and the implications for delivery of change initiatives.		✓	ECMH 2B1.2-1.3 ECMH 8A1.2, 8A3 & 8C3.3
<p><b>Be able to apply within a particular scenario</b> particular models, tools, principles or approaches relating to change and the organization.</p> <p><b>Specifically to identify:</b></p>					
03	01	The connections between a change and wider organization strategy; useful approaches to developing a vision for the change; and the relationship of that change (and its delivery) with any P3 governance structures. (As identified in CO0209 & 0210)		✓	ECMH 2B1.2-1.3, 2C1.1, 2C2.2, ECMH 8A1.2, 8A3 & 8C3.3
03	02	Organizational metaphors that are affecting the thinking and behaviours of those involved in a change process and their implications for the way change is approached. (As identified in CO0201 & 0202) <i>[NOTE: Metaphors of organizations as organisms, cultures, psychic prisons, instruments of domination and architecture will not be examined.]</i>		✓	ECMH 1C1
03	03	Useful ways to identify and understand organization culture, and to discuss it with other people involved in the change initiative; the implications of the organization's culture for a change initiative. (As identified in CO0206)		✓	ECMH 1E1 & 1E4
03	04	The models of the change process appropriate to a particular change initiative, and the relevant tools to use, or actions to be taken or recommended by the change manager in support of the change. (As identified in CO0101, 0103, 0203 & 0204)		✓	ECMH 1C2, 1C4.2 & 2B2.2

Syllabus Area Code CO		Syllabus Area : <b>CHANGE MANAGEMENT 2015</b> <i>Change and the Organization</i>	Foundation	Practitioner	Primary References
03	05	Change situations where the paradigm of 'planned change' may not be fully appropriate, the factors in those situations which suggest the need for an 'emergent' approach, and appropriate actions for a change manager to take or recommend in support of 'emergent change'. (As identified in CO0207 & 0208)		✓	ECMH 1F1.2, 1.3, 1F2, 1F3.1 & 1F3.4
03	06	Characteristic roles (independently of formal job titles) taken by different people associated with a change process, and appropriate actions and behaviours used or recommended by a change manager to fulfil those roles effectively. (As identified in CO0102 & 0205)		✓	ECMH 1D1, 1D2, 1D3 & 1D5
		<b>Be able to analyse and distinguish in a scenario between appropriate and inappropriate application of the</b> particular principles, approaches, models and tools relating to change and the organization. <b>Specifically to analyse with reasons whether:</b>			
04	01	The insights drawn by a change manager from observation of organizational culture or of metaphors being used are justified, and whether any resulting actions or recommendations are appropriate. (As identified in CO0302 & 0303)		✓	ECMH 1C1, 1E1 & 1E4
04	02	Particular approaches or tools recommended, or actions taken by a change manager, which relate to planned or emergent models of organizational change and to the behaviours required of people taking different roles (as identified in 0304 to 0306) are appropriate.		✓	ECMH 1C2, 1C4.2, 2B2.2, 1D1-1D3, 1D5 & 1F1.2, 1.3, 1F2, 1F3.1 & 1F3.4

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CS		<b>CHANGE MANAGEMENT 2015</b> <b>Communication and Stakeholder engagement</b>			
Level	Topic				
		<b>Know</b> facts from the Course Text relating to communication and stakeholder engagement, including concepts, terms, principles, model types, approaches and roles. <b>Specifically to recall:</b>			
01	01	Major features that underpin effective stakeholder engagement: 1. Definition of a stakeholder 2. Principles of stakeholder engagement	✓		ECMH 4 Introduction ECMH 4A Introduction
01	02	The elements of methods and techniques for determining appropriate levels of involvement with stakeholders: 1. Stakeholder radar 2. Mapping in two dimensions	✓		ECMH 4B10 ECMH 4B11
01	03	Characteristics associated with 'push' and 'pull' communication channels, and lean and rich communication channels.	✓		ECMH 5C Introduction & 5C1
		<b>Understand the</b> concepts, principles, model types, approaches and roles relating to communication and stakeholder engagement, as described in the Course Text. <b>Specifically to identify:</b>			
02	01	Useful approaches to identifying stakeholders	✓		ECMH 4A1
02	02	Reasons for segmenting stakeholders and the CPIG classification	✓		ECMH 4A2
02	03	The value of techniques to deepen understanding of stakeholder 'segments' and how to use them: • Personas • Empathy mapping <i>[NOTE: Figure 4.9 is NOT part of this topic.]</i>	✓		ECMH 4B9
02	04	The purpose and value of determining appropriate levels of involvement with stakeholders: • Stakeholder radar • Mapping in two dimensions	✓		ECMH 4B10 & 4B11
02	05	The effects of some common sources of bias during a change process and the way that communications approaches may be used to mitigate these effects. <i>[NOTE: The final paragraph of ECMH 5A2 includes cross-references to other parts of the book. These will not be examined.]</i>	✓		ECMH 5A2 including Table 5.1
02	06	The advantages and challenges in change processes of including feedback mechanisms in communication, and the role of communication to achieve engagement.	✓		ECMH 5A3-6
02	07	Principles of maintaining a people-focused approach to communication and factors to encourage engagement (Figure 5.6)	✓		ECMH 5B2 (including Fig. 5.6)
02	08	Elements of communication and techniques which improve communication effectiveness and engagement.	✓		ECMH 5B4-5

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CS		<b>CHANGE MANAGEMENT 2015</b> <b>Communication and Stakeholder engagement</b>			
02	09	The range of methods and channels which can foster collaboration in change, and the strengths and weaknesses of each.	✓		ECMH 5C3 & 10E5
02	10	Key elements in developing a communications strategy for a change initiative, and a communication plan which focuses on the 'when' and 'how' of how that strategy will be implemented.	✓		ECMH 5D
02	11	The meanings of the stakeholder engagement principles, and their relevance to managing stakeholder relationships and mobilizing stakeholders.		✓	ECMH 4 Introduction ECMH 4A Introduction ECMH 4A1, 4A2, 4C1, 4C2, 4C6 & 4C9
<b>Be able to apply within a particular scenario</b> particular models, tools, principles or approaches relating to communication and stakeholder engagement. <b>Specifically to identify:</b>					
03	01	How the principles of stakeholder engagement apply to a change initiative, and how stakeholders in a change may be appropriately identified, segmented and mapped. (As identified in CS0101, 0102, 0201 0202, 0203, 0204 & 0211)		✓	ECMH 4 Introduction ECMH 4A intro., ECMH 4A1, 4A2, 4B9, 4B10, 4B11, 4C1, 4C2, 4C6 & 4C9
03	02	How communications theory and principles (as identified in CS0103, & 0206) may be appropriately used to enhance communications relating to a change initiative.		✓	ECMH 5A3-6, 5C Introduction & 5C1
03	03	How to recognize and mitigate some common sources of bias in change situations, and how communication approaches may be used to mitigate them. (As identified in CS0205)		✓	ECMH 5A2 including Table 5.1
03	04	How to communicate change to people, increasing communication effectiveness and encouraging engagement. (As identified in CS0207 & 0208)		✓	ECMH 5B2 (including Fig.5.6), 5B4 & 5B5
03	05	How to develop a communication strategy and plans for a change initiative, selecting appropriate communication channels to foster collaboration. (As identified in CS0209 & 0210)		✓	ECMH 5C3, 5D & 10E5
<b>Be able to analyse and distinguish in a scenario between appropriate and inappropriate application of the</b> particular principles, approaches, models and tools relating to communication and stakeholder engagement. <b>Specifically to analyse with reasons whether:</b>					
04	01	Stakeholder engagement and communication approaches selected or recommended by a change manager (as identified in 0301 to 0305) are appropriate.		✓	ECMH 4 Introduction ECMH 4A intro., ECMH 4A1, 4A2, 4B9, 4B10, 4B11, ECMH 5A2, 5B2 (including Fig.5.6),, 5B4, 5B5, 5C Intro., 5C1, 5C3, 5D ECMH 10E5



Syllabus Area Code CP		Syllabus Area : <b>CHANGE MANAGEMENT 2015</b> <i>Change management Practice</i>	Foundation	Practitioner	Primary References
Level	Topic				
		<b>Know</b> facts from the Course Text relating to change management practice, including concepts, terms, principles, model types, approaches and roles. <b>Specifically to recall:</b>			
01	01	The elements of the change formula (Beckhard & Harris), and how they may be used to increase motivation for change.	✓		ECMH 7A3.1
01	02	The purposes and key elements of a change management plan.	✓		ECMH 7B3
01	03	The stages of team development (Tuckman) and how they relate to typical behaviours found in a change team at various stages of its lifecycle.	✓		ECMH 12B1
		<b>Understand the</b> concepts, principles, model types, approaches and roles relating to change management practice, as described in the Course Text. <b>Specifically to identify:</b>			
02	01	Approaches and methods for identifying change impacts: 1. Change management as a risk management strategy 2. Categories of change impacts and key inputs	✓		ECMH 6 Introduction ECMH 6A1.1
02	02	The elements of the McKinsey 7S model, the significance of each element, and the way elements interact with one another.	✓		ECMH 6A1.2
02	03	Steps involved in conducting a stakeholder impact assessment and typical considerations or components of each steps	✓		ECMH 6A1.4
02	04	Four factors which influence the severity of change impact and tools appropriate to evaluating each factor. <i>[NOTES: The detail of individual responses to change (ECMH 6A2.4) is contained in a cross-reference to the Cameron and Green 'Five Factors' in ECMH 1B6.1. This offers additional insights, but will NOT be examined.</i> <b>Neither the specific contents of the 'heat map' illustration in Table 6.8 and the associated text nor the detail of the CMI OCMM in Figure 6.4 will be examined.]</b>	✓		ECMH 6A2
02	05	Approaches to working with individuals in large changes and how they can be made effective.	✓		ECMH 7A4
02	06	Practices which lay the foundation for a successful change through building a change team using internal and external recruitment.	✓		ECMH 7B2.4 including Table 7.4
02	07	Practices which lay the foundation for a successful change through developing an effective team (Glaser and Glaser).	✓		ECMH 12B2
02	08	Key aspects of preparing for and addressing resistance to change : 1. Understanding the 'psychological contract' 2. Common reasons for resistance and how to deal with them	✓		ECMH 7C1 ECMH 7C2 including Table 7.5
02	09	Key aspects of preparing for and addressing resistance to change : • Common symptoms of resistance and how to respond • Effective approaches to managing resistance	✓		ECMH 7C4 ECMH 7C5 & 7C6

Syllabus Area Code CP		Syllabus Area : <b>CHANGE MANAGEMENT 2015</b> <i>Change management Practice</i>	Foundation	Practitioner	Primary References
02	10	Practices that can build and sustain momentum in a change initiative.	✓		ECMH 7C7
02	11	Change 'levers' that can be used to support and sustain the adoption of a change and how to apply them appropriately. <i>[NOTE: The extended case study on Captain Engineering used throughout ECMH Chapter 11 will not be examined at any point in this syllabus.]</i>		✓	ECMH 11A3
02	12	The level of adoption of a change, its implications for achieving critical mass and reinforcing systems that can help sustain change.		✓	ECMH 11A4-6
		<b>Be able to apply within a particular scenario</b> particular models, tools, principles or approaches relating to change management practice. <b>Specifically to identify:</b>			
03	01	How to assess the impact of a change, including both scope and severity. (As identified in CP0201, 0202, 0203 & 0204)		✓	ECMH 6 introduction ECMH 6A1.1, 1.2, 1.4 & 6A2
03	02	How to work effectively with individuals in change, building motivation for change and involving people appropriately in large-scale changes. (As identified in CP0102 & 0204)		✓	ECMH 7A3.1 & 7A4
03	03	Approaches to assessing team effectiveness (including change teams), factors that limit effectiveness and ways to improve it. (As identified in CP0103 & CP0207)		✓	ECMH 12B1-2
03	04	Change management activities which create favourable conditions for change, including elements required in a change plan. (As identified in CP0102 & 0206)		✓	ECMH 7B2.4 (including Table 7.4) & 7B3
03	05	Likely causes of resistance to change and appropriate strategies to address them, including strategies to build and sustain momentum. (As identified in CP0208, 0209 & 0210)		✓	ECMH 7C1-2 (including Table 7.5) & 7C4-7
03	06	Change management actions that can support and sustain adoption of change. (As identified in CP0211 & 0212)		✓	ECMH 11A3-6
		<b>Be able to analyse and distinguish in a scenario between appropriate and inappropriate application of the</b> particular principles, approaches, models and tools relating to change management practice. <b>Specifically to analyse with reasons whether:</b>			
04	01	A change impact assessment has been developed using an appropriate process and is fit for purpose. (As identified in CP0301)		✓	ECMH 6 introduction ECMH 6A1.1, 1.2, 1.4 & 6A2
04	02	Change management practices are being applied appropriately in a change situation to build and sustain that change. (As identified in CP0302 to 0306)		✓	ECMH 7A3.1, 7A4, 7B2.4 (including Table 7.4), 7B3, 7C1-2 (including Table 7.5), 7C4-7, 11A3-6 & 12B1-2