Change Management

Change Management Practitioner Course

Version 1.5 – May 2024

Change Management Institute

Authors of *The Effective Change Manager, The Change Management Body of Knowledge 2nd Ed.*

CMBoK

Learning objectives

In addition to the application of Foundation learning, Practitioner course participants will be able to:

- Apply key principles to define what needs to be learned by those involved in a change initiative
- Understand how to provide effective and developmental feedback to support others through change
- Apply coaching principles when supporting change leaders at every level
- Demonstrate how to recognise and deal with different sources of conflict during change
- Consider effective ways to facilitate groups to enable collaboration and co-design of change.
- Understand ways to sustain change by identifying organisational levers, adoption approaches and reinforcing systems to help embed change in an organisation
- Prepare for the Practitioner exam

What will be covered

Sustaining change

- Types of levers for change
- Tipping point and critical mass
- Roger’s adoption model

Learning for change

- Introduction to effective instruction
- Learning needs and objectives - knowledge, skills and attitudes

Coaching for change

- Active listening
- Giving developmental feedback
- Framework for coaching

Handling Conflict in Change

- Conflict in change situation and conflict management

Facilitation for co-design

- Facilitation principles for co-design

Practitioner exam guidance

Practitioner sample exam questions

Practitioner exam

- The Foundation examination tested ability to recall important principles and demonstrate knowledge and understanding of key change management concepts, models and approaches
- The Practitioner exam tests whether a candidate knows how to apply the change management approaches and techniques to the management of change within their organisation.

Practitioner exam

- 2.5-hours duration, including reading time
- Open book Objective Test Examination format
  - Complex Multiple-choice, Multiple Response, Matching, Assertion/Reason questions
- Examination paper consists of
  - A scenario
  - Five main questions, all compulsory
- Each question - subdivided between 4 or 5 sub-parts - will be on different topics within that question's syllabus area:
  - Organisational Context and Approach (OA),
  - People and Change (PC),
  - Change Leadership and Teams (CT)
  - Stakeholders and Communication (SC)
  - Work of the Change Manager (WM)
- Each question is worth 16 marks making a total of 80 marks for the paper; the pass mark is 40 (50%).

Work of the Change Manager

Sustaining change

Adoption and levers

The key to influencing adoption is that the individual must believe that the cost or benefit of change outweighs not changing. The basis of this are three major strategies:

- **Carrot:** reward them for doing the right thing and having the right attitude. This reward may be financial or non-financial but must be something *they* value.
- **Stick:** impose a penalty for activities and behaviours that undermine the success of the change. Remembering that in general people are not deliberately doing the wrong thing, these penalties should start with minor consequences such as the absence of rewards.
- **Burning bridges:** carrot-and-stick strategies can lose their effectiveness when used over the long term or repeated frequently. A strong but often neglected strategy is to make it impossible for your people to do things any other way

CMSG section 6.1.1

Levers for change

What are levers

- Elements of a change and its landscape that the change team can activate in some way to enable or support adoption on a broad scale.
- Where a small amount of effort targeted in the right place (i.e. the right lever) at the right time can have a big effect on the outcome.

Why use them

- Avoid or minimize the harm from forces preventing adoption and encourage those that will have a positive effect
- Influence individuals suitably so that they freely demonstrate and maintain the required new behaviours.

CMSG section 6.1.1

Types of levers

- Emotional organizational levers
- Procedural organizational levers
- Structural organizational levers
- Environmental levers
- Leadership levers

Not all change initiatives require the same level of adoption to achieve planned benefits. Having a good understanding of what success looks like will ensure that the right levers are chosen and applied in an appropriate way.

CMSG section 6.1.1

Activity

Which levers have you observed being used in your organisation or during a change you are familiar with?

How effective where these levers and in what ways?

Change momentum and tipping points

It can take effort to build momentum for a change initiative. It is even more challenging to sustain that momentum. As the energy for the change builds and the groundwork for adoption is complete, there comes a point when it starts to feel easier. The momentum tips and changes become self-sustaining.

The change reaches its ‘tipping point’ or point of ‘critical mass.’

Chris Meyer (2010) discusses how the concept of critical mass relies on assumption that behaviour is contagious (good and bad). Defining it as ‘when the people and systems operating in the new way achieve unstoppable momentum’.

It is at this point that we can safely accelerate the switch to the new ways of working. The objective of the Change Manager and team now becomes protecting and reinforcing the momentum rather than creating it.

CMSG section 6.1.2

Building momentum

Timing and frequency	Increasing frequency of communications will help to build momentum as users hear more about the change as implementation approaches. Over communicating however can: • Dilute the key messages • Add to change fatigue • Cause frustration if seen as 'all talk, no action'
Maintain visibility and focus	Often there is a big bang affect at the start of a change, and it becomes top of everyone's priority list. As new initiatives emerge visibility and focus can begin to fall. Tips include: • Get creative with how you engage • Refresh your change network, advocates, or leaders to bring a new lease of life • Build cadence into your communications (see above) • Task individuals with the responsibility for delivery (see below)
Everyone's responsible for change, not just the change team!	Work with teams and individuals to build metrics **(see Ref 5.3.2)** that are meaningful to them. This could include adjusting their targets, objectives, or reporting. What if you do not have the power to influence performance measures? Try: • enlisting new individuals into the change network and delegating localised responsibility for advocating the change • Share success stories that role model their peers taking ownership for delivery
Phased approach to implementation	If the nature of your change allows, conduct a pilot or early tranche before rolling out to all users. This gives the opportunity of testing solutions and approaches prior to implementation. It also enables the gathering of input, case studies and 'good news' stories from early adopters. Energy and buy-in will increase as people hear stories from their peers or see their feedback reflected in the development of tangible aspects of the change.

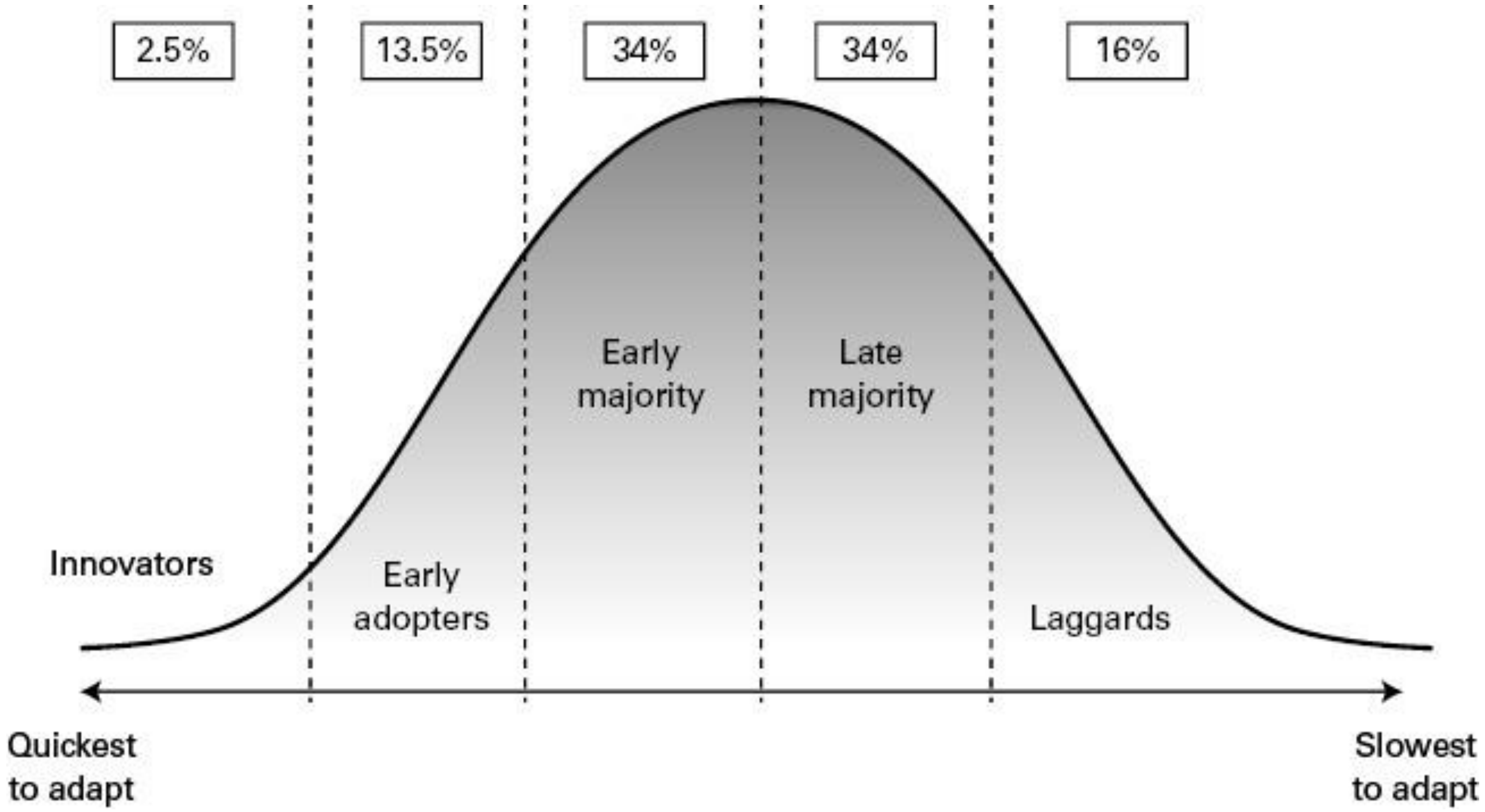
Different roles in achieving critical mass

How ideas spread is dependent on several elements such as:

- time
- social interaction
- communication channels
- an individual’s ability and openness to accept the change

CMSG section 6.1.2

Different roles in achieving critical mass



Innovation adoption curve (after Rogers (1962)

CMSG section 6.1.2

Locating the tipping point

Indicators for a tipping point may include:

- **Pull over push** – For example, requests from stakeholders for information, speakers, or access to training increase. This could be a verbal request or increases in data points such as online course sign-ups or intranet blog click rates.
- **Word of mouth** – positive stories originating from outside the immediate change team and network. This can be a sign of the change 'sticking' and might provide an opportunity for a new lease of energy into the change if harnessed.
- **Decentralised innovation** – solutions have been customised, evolved, or shaped by individuals, teams, or departments (Heimans & Timms, 2018). This demonstrates ownership. However, caution should be given to ensure the principles of the change are maintained as opposed to a 'work around', which may instead reflect resistance to the change or indicate that the solution is not fit-for-purpose.

CMSG section 6.1.2

Competence and learning for change

Effective instruction

Introduction to effective instruction

From the point of view of stimulating learning, it is important to recognize that any new information we wish people to process must come through their senses:

- sight
- hearing
- touch
- taste
- smell
- kinaesthetic sense

(Kinaesthetic sense is the ‘internal sensory data from receptors in muscles, tendons and joints’ (Wright *et al*, 1970). It is how you know where to find the gear lever of your car without looking.)

CMSG section 6.2.1

Nine events of instruction

This approach to the process of giving effective instruction is seen in a different form in Gagné’s ‘nine events of instruction’ (Gagné et.al., 2005). First developed in the 1960s and 1970s, this structure is helpful in designing and reviewing learning activities and training events.

Here are the ‘nine events’ in sequence

1. Gain learners attention, establishing motivation to learn
2. Describe the goal of the learning and - what learners will be able to accomplish as a result and how they will be able to use the knowledge. Demonstrate if appropriate.
3. Remind the learners of what they already know that is relevant to the current instruction (facts, rules, procedures or skills).
4. Present the new material to be learned using whatever format will best support learning.
5. Provide guidance to support the learning process, such as real-life examples, stories and discussion.
6. Practice: let the learner do something with the newly acquired behaviour. Practice application of skills or knowledge.
7. Provide good learning feedback that allows learners to evaluate their practice
8. Assess performance, testing whether the instruction has been effective.
9. Build on the learning, helping learners to retain, apply and practice what has been learned. Help them apply learning in a variety of situations.

CMSG section 6.2.1

Learning needs and objectives

What is needed?

The principles of identifying learning requirements are not fundamentally different to other aspects of planned change:

- Identify how things are now (the current **knowledge, skills and attitudes** (KSAs) of different stakeholders and groups of stakeholders)
- Identify what is required during and after the change (what KSAs will be required of each stakeholder and stakeholder group, both in order to get through the change process successfully and to be effective once the change is complete)
- Identify the gaps (new KSAs that each stakeholder and group must develop)
- Plan to meet them.

CMSG section 6.2.2

KSA charts

One approach that often proves useful is to develop ‘KSA charts’ for key stakeholder groups.

Where there are suitable job descriptions or accountability statements, these can complete the first column of such charts, showing the main activities or key accountabilities of the job concerned.

Note: some professionals avoid using the word ‘attitudes’ in this context; attitudes are hard to define and observe. For those who take this view, ‘behaviours’ is preferred as a proxy for attitudes, offering equivalent but observable characteristics

Department Corporate Accounts		**Job Title** Accounts payable team member	
Major activity	**Knowledge**	**Skills**	**Attitudes**
To receive invoices and enter onto company control system.	1. List of approved suppliers 2. Handling new suppliers 3. Invoice control system (computer)	1. Accessing and using invoice control system 2. Opening new supplier account	1. Vigilance for spurious invoices 2. Care for system security
To obtain and check authority to pay.	1. List of authorities by department 2. Policy response times from departments	1. Relationship skills with departments	1. Importance of system reliability 2. Value of good relationships with departments
To manage payment terms for different suppliers.	1. Policy payment times for different supplier categories 2. Basis for exceptions, process for these	1. Telephone skills for dealing with suppliers	1. Value of good supplier relationships 2. Fairness to suppliers 3. Care of accuracy
Issue manual payment (cheque)	1. Policy on manual payments ...	1. Operating cheque printing system	1. Protective towards payment system

CMSG section 6.2.2

Defining what is to be learned

- For one learning activity there are usually a number of specified learning objectives.
- Learning objectives should include all the knowledge, skills and attitudes relevant to the work.
- Outcome measures or indicators should relate well to the way the job will actually be done.
- Success standards set in a competence test may be different from those set as learning objectives.
- The level of detail in learning objectives must be appropriate (but may be supplemented by other documents where necessary).
- Attitudinal objectives can be specified through consistent, observable patterns of behaviour.
- Finally, supervisors of the work activity must be able to sign a list of learning objectives, confident that anyone who meets those objectives will perform effectively in their role.

CMSG section 6.2.2

Evaluating learning

Evaluation is important because it can provide:

- learning feedback for individual learners;
- developmental feedback for trainers and managers of learning;
- validation information for the learning programme or process;
- guidance on improvements that could be made to the learning programme or process;
- clarity about any remedial learning that may be needed to achieve objectives;
- baseline information about the readiness for a change to ‘go live’;
- a basis for evaluating learning costs against the benefits;
- a basis for evaluating suppliers of learning.

CMSG section 6.2.2

Evaluating learning

- **Evaluation of the context and material** used for learning is essentially an analytical process. L&D professionals can support this and offer help to improve learning design and delivery.
- **Reactions of learners** are often obtained through a 'customer satisfaction survey' approach. This requires clear thought about what reactions you need to gather and why. In the right circumstances it is possible simply to ask learners (perhaps as a group) to offer feedback. This can be very effective. Whatever the method, it is helpful to understand the learners' perspective on things that should be:
    - emphasized more
    - emphasized less
    - done differently.
- The **effectiveness of a learning experience** is best assessed immediately at the end of the learning process, before return to the workplace. This avoids contamination by cultural issues, workplace norms etc. Pencil and paper or on-screen tests of knowledge, practical tests of skills and surveys for attitudes can all be useful. Designing such assessments is best done by those with appropriate specialist training – and the assessment methods themselves should be validated before serious use.
- To assess **real-world outcomes** it may be possible to observe people directly in their workplace shortly after training. Surveying learners' supervisors provides an alternative to independent 'live' observation.
- Demonstrating any **ultimate outcomes** of learning is often a challenge. It clearly helps if business purposes for the learning were defined beforehand, and measures of success identified. Measures of productivity, error rates, response times and other 'hard' measures can all be useful. 'Soft' measures may also be appropriate: staff turnover, length of stay in job, absence rates and staff attitude surveys can all give additional insights into benefits derived from the learning.

CMSG section 6.2.2

Activity

Consider what mechanisms you can put in place to evaluate learning, for a change initiative that you are involved in.

Coaching to support change

Active listening – core behaviours

Clearing the decks (inner preparation)	This is the inner process of choosing to set aside other current concerns and any personal agenda. Focus is on building genuine understanding of a situation from another person's perspective.
Giving attention	Body language makes a critical contribution to showing understanding to another person through focused attention. Body language includes: • posture and gestures (open, receptive, oriented towards the other, and ideally echoing the level of energy displayed by the other person) • eye contact • occasional vocal responses (mmm, hmmm)
Reflecting content	The behaviour of 'playing back' to the other person what they have just said in their own words.
Paraphrasing	This is like reflecting content but uses the listener's own words. This communicates a higher level of understanding. The other person hears their own meaning captured in the listener's words. However, take care to avoid altering the intention of the other person, or you will lose the opportunity to understand them in their own terms.
Reflecting feelings	The act of reflecting to the other person any feelings (emotions) –either positive or negative –you observe in what they are saying or how they have said it. Examples would be: 'you sound more and more excited as you describe that meeting' or 'as you describe that meeting you sound weary.' Be careful not to 'tell' people how they are feeling; simply describe what you see and hear.
Questions	Questions (open or closed) that remain on the agenda of the other person. These types of questions often begin with 'So…' and extend and apply what the speaker has said: 'So does that mean that you….'

CMSG section 6.3.1

Developmental feedback – guidelines for giving feedback

Here are some widely accepted guidelines for giving effective developmental feedback:

- Helpful intention
- Given privately
- Descriptive, not evaluative
- Specific
- Actionable
- Welcome
- Timely
- Balanced
- Checked and confirmed

CMSG section 6.3.2

Framework for coaching – 3 core conditions

Ultimately Coaching is about the coachee (or client) producing the desired outcome. This relies upon three core conditions or 'states' in the client: Awareness; Responsibility; Self-Belief (Whitmore, 2009).

- **Awareness** - The client (i.e., the individual receiving the coaching) must be fully aware of their current situation, what is happening around them and what they are experiencing (physically and emotionally).
- **Responsibility** - Responsibility demands choice. Choice implies freedom. As we choose to take responsibility for our own actions, we become increasingly invested and motivated to fulfil them.
- **Self-Belief** – Our belief that we can learn and improve can have a positive effect on our ability to strengthen connections between neurons (neuroplasticity). This requires confidence in the ability for the client to succeed, by all parties

CMSG section 6.3.3

GROW coaching model

Goal	Define where you want to go. Be as specific as you can.
Reality	Where are you currently on this journey? What challenges do you face?
Options	Considering your reality, what can you do that will move you closer towards your goal?
Will	Making a clear commitment to action and proactive plans to overcome potential barriers.

CMSG section 6.3.3

Grow coaching questions

Goal Questions	Reality Questions
• What are you aiming to achieve? • What would that look like? Sound like? Feel like? • How would others be able to see the change? • What advantage would this give you?	• On a scale of 1 to 10, how far are you towards your goal (target performance)? • What aspects of your goal (target performance) are already a part of your behaviour (at least some of the time)? • What elements of your goal are most difficult for you? Why? • What obstacles prevent you from behaving in line with your goal?
Option Questions	**Will Questions**
• What opportunities do you have to practise your goals (apply your target behaviours)? • Whom can you trust to give you feedback (in the various settings identified as opportunities)? • How can you gather that feedback? • Are there other ways you could track your own performance and behaviour?	• What will you do before we meet again? • What will be the rewards to you of making the changes you plan? • What problems might arise? • How can others help you stay on track? • How can I help you? • When we next meet, what will you be saying to me about your progress and development?

CMSG section 6.3.3

Activity

In pairs, take it in turns to be the coach and coachee, and conduct a coaching conversation using the GROW model, to explore an organisational change related situation of your choosing.

Use the example questions provided as a guide.

Handling conflict

Conflict in change situation – sources of conflict

- Needs
- Styles
- Perceptions
- Goals
- Pressures
- Roles
- Personal values
- Unpredictable policies

CMSG section 6.4

Bell (2002) and Hart (2000)

Dealing with conflict

There are models and tools that help our understanding and resolution of conflict situations. In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness:

Assertiveness is defined as ***‘behaviours that are used to meet personal needs’***.

Cooperativeness is defined as ***‘behaviours that are used to meet the needs of others’***.

They suggest that people typically have a preferred style for dealing with conflict, noting that different styles may be useful in different situations. They developed the Thomas-Kilmann Conflict Mode Instrument (TKI) which captures the styles and helps to identify a person’s preference when conflict arises.

Dealing with conflict – styles

Style	Description	Positives / Negatives
Competing	This person: • takes a firm stand, • knows what they want, • usually operate from a position of power drawn from factors such as position, rank, expertise, or persuasive ability.	Competing is appropriate when: • decisions need to be made quickly, • the decision is unpopular, • defending against someone who is trying to exploit the situation for their own purpose. However, it can leave people feeling bruised, unsatisfied, and resentful when used in less urgent situations such as prolonged periods of change.
Accommodating	This person: • has a willingness to meet others' needs at the expense their own • knows when to give in to others, but may surrender a position even when it is not necessary • is not assertive • is highly cooperative.	Accommodation is appropriate when: • the issues matter more to the other party, • peace is more valuable than winning, • a manager wants to be able to collect on this favour. However, people may not return favours, and overall this approach is unlikely to lead to the best outcome. Creativity and interest are stifled and a loss of credibility or self-confidence by the manager may follow as a result.

Thomas and Kilman Conflict Mode Instrument TKI®

Dealing with conflict – styles

Style	Description	Positives / Negatives
Avoiding	This person: • seeks to avoid the conflict entirely, • Delegates controversial decisions, • Accepts default decisions, • Does not want to hurt anyone's feelings.	Avoiding is appropriate when: • the controversy is trivial, • someone is in a better position to solve the problem, • where it is a short-term measure in waiting for a better moment. However, in many situations this is a weak and ineffective approach to take, avoiding the root of the conflict and increasing its potential to resurface later down the line.
Collaborating	This person: • seeks to meet the needs of all people involved, • can be highly assertive • cooperates effectively (unlike the competing style) • acknowledges that everyone is important.	Collaborating is useful when: • a manager needs to bring together a variety of viewpoints to get the best solution, • there have been previous conflicts in the group • the situation is too important for a simple trade-off. However, it can be time consuming and may not be best suited where an immediate decision is required for survival or safety reasons.
Compromising	This person: • tries to find a solution that will at least partially satisfy everyone, • Expects everyone to give up something.	Compromise is useful when: • the cost of conflict is higher than the cost of losing ground, • equal strength opponents are at a standstill and change deadlines are approaching. However, it results in a lose-lose outcome and can lead to repeat conflict further down the line or adversely affect collaboration where an unfair outcome is perceived.

CMSG section 6.4

Thomas and Kilman Conflict Mode Instrument TKI®

Facilitation for co-design

Concepts for facilitated workshops

- Use an experienced facilitator or facilitators. They should be capable of steering the group while remaining independent of the results. Part of their role is to ensure that all voices are heard
- Gather data about the issues
- Prepare the agenda carefully. Allow enough time. Remember that virtual meetings benefit from more frequent but shorter breaks
- If using a physical space, ensure it is appropriate for the agenda and the number of participants. If using a virtual meeting, consider the appropriate technologies. Are the facilitators and participants sufficiently practiced in the technologies?
- Invite the right participants
- Consider issues and risks in the workshop. For example:
  - Are there any individuals whose presence is vital?
  - What happens if there is a technology failure?
  - What if consensus can’t be reached? Perhaps multiple solutions could be tested.

CMSG section 6.5

Facilitating for co-design

In the case of co-design, getting the right participants is crucial. Include stakeholders from every part of the process. This will obviously vary according to the type of problem. In the case of delivering a service, it will probably include people who:

- Order or initiate the service
- Deliver the service
- Receive the service
- Bill and take payment for the service
- Manage follow up issues
- Ensure policy and regulatory compliance

CMSG section 6.5

Co-design principles

These principles can be introduced at the start of a workshop:

1. Outcomes-focused: - Co-design is about achieving change and improving results. While the **outputs** of the workshop matter, the overall **outcomes** are more important. It helps no one to hold a workshop which produces a result that cannot be implemented.
2. Inclusive: - A variety of participants with different perspectives are involved in the process. This could include both practical experience and technical expertise.
3. Participative: - People are involved as active participants with meaningful input throughout the process. Co-design is not about trying to sell a decision under the pretence of consultation.
4. Respectful: - As in all facilitated workshops, the input of all participants is valued and has equal standing.
5. Adaptive: - Co-design is about trying new approaches. Trial and error and feeling your way are important parts of the process.

CMSG section 6.5

Blomkamp (2016)

Agendas for co-design workshops

Agendas for co design workshops will vary widely. They are dependent on factors such as type of industry, type of problem and type and number of participants. Topics that should be covered are: -

- The principles as laid out above
- Research or data on the problem
- Wider discussion on aspects and hidden issues in the problem
- Converging down to a shorter definition of the problem
- Limitations on the solution and why – e.g. resources, regulatory, or technical
- An exploration of many possible ways to improve the situation
- Focussing on one or more practical changes. These can be seen as experiments.

- Next steps and close down

CMSG section 6.5

Activity

Consider the concepts and principles for facilitating co-design sessions and how you can apply them for sessions that you are involved in facilitating.

Practitioner exam preparation

Work through the sample practitioner paper questions.

Syllabus areas covered

1. Organisational context and approach
2. People and change
3. Change leadership and teams
4. Stakeholders and communication
5. Work of the change manager

Each syllabus section consists of 16 questions.

End of Change Management Practitioner Course