



The Foundation Examination

Rationale

1 Syllabus Topic:PC0101 - People and Change - Learning Level: 1

Correct Answer:A

The primary neuroscience terms and their meanings described in the text. This includes:

- What the headings of David Rock's SCARF model stand for
- The meaning of 'fixed' and 'growth' mindsets

[Note: None of the brain physiology terms used in the diagram and reflected in the text will be examined.]

- a) Correct: While people with a fixed mindset might not agree, Dweck suggests that people are capable of changing their mindsets. Incorporate "yet." If you're struggling with a task, remind yourself that you just haven't mastered it "yet." Integrating this word into your vocabulary signals that despite any struggles, you can overcome anything.
- b) Incorrect: See Rationale A.
- c) Incorrect: See Rationale A.
- d) Incorrect: See Rationale A.

2 Syllabus Topic:CT0101 - Change Leadership and Teams - Learning Level: 1

Correct Answer:B

The archetypal roles involved in the process of a typical organizational change and their characteristics. [NOTE: The Sponsor's role will be tested under 3.1.2 and the Change Agent under 3.1.3; neither will be tested under this syllabus line.]

- a) Incorrect: See Rationale B.
- b) Correct. The role of Sponsor: Creates environment to inspire and support new approaches; and, has strategic oversight, legitimizes and approves change
- c) Incorrect: See Rationale B.
- d) Incorrect: See Rationale B.

3 Syllabus Topic:OA0101.3 - Organizational context and Approach - Learning Level: 1

Correct Answer:C

1. The meaning of the 5 steps of ADKAR®
2. The meaning of co-design
3. The structure and possible uses of a Force Field Analysis

- a) Incorrect: See Rationale C
- b) Incorrect: See Rationale C
- c) Correct: A Force field Analysis is a simple diagram showing the forces acting for the change and the forces acting against the change. These are sometimes called the driving and restraining forces
- d) Incorrect: See Rationale C

Change Management Foundation Examination

- 4** Syllabus Topic:CT0102 - Change Leadership and Teams - Learning Level: 1
Correct Answer:D
Key issues affecting teams in organizations passing through change including:
- Benefits of using a network of change agents
 - Considerations in setting up and developing such a network
- a) Incorrect: Membership of this network consists of 'on the ground' internal staff, usually one representative for each area, department or team affected by the change. See Rationale D
- b) Incorrect: See Rationale D
- c) Incorrect: See Rationale D
- d) Correct: The use of change agent networks, as well as all other resources you need for your change, will need to be scaled up or down to match the size, scope and speed of the change
- 5** Syllabus Topic:PC0102 - People and Change - Learning Level: 1
Correct Answer:A
Key ideas associated with
- Reinforcement (rewards and punishments) in a work context
 - Satisfaction and growth (Herzberg, Pink)
- a) Correct: (1) is true. A famous 20th century researcher Frederick Herzberg studied job satisfaction as a component of human motivation. He observed that transactional aspects of work (pay and conditions) create dissatisfaction if they are poor, but however good they are they do not provide positive satisfaction and motivation to work.
- b) Incorrect: (2) is false. A famous 20th century researcher Frederick Herzberg studied job satisfaction as a component of human motivation. He observed that transactional aspects of work (pay and conditions) create dissatisfaction if they are poor, but however good they are they do not provide positive satisfaction and motivation to work.
- c) Incorrect: See Rationale A and B.
- d) Incorrect: See Rationale A and B.
- 6** Syllabus Topic:SC0101 - Stakeholders and Communication - Learning Level: 1
Correct Answer:C
- How a 'stakeholder' is defined
 - How stakeholders can be identified
 - Definition of engagement (in the context of change)
- a) Incorrect: (1) is true. The process of identifying stakeholders will typically begin with the core change team. They will do this based on their initial understanding of the impact of change. Stakeholder identification workshops can then be run with wider groups of people from the different areas impacted by change, with the aim of them identifying additional stakeholders
- b) Incorrect: (2) is true. People work together, discussing their thoughts on who is a stakeholder and why. This helps all involved gain a deeper understanding of the potential impact of change. It means that more connections are made and a wider range of stakeholders can be identified
- c) Correct: See Rationale A and B
- d) Incorrect: See Rationale A and B

7 Syllabus Topic:PC0201 - People and Change - Learning Level: 2

Correct Answer:B

How differences between people on Myers-Briggs personality types create both opportunities and challenges in change.

[Note: While questions will focus on the significance of the differences between people on Myers-Briggs® personality types, knowledge of the meanings of those types to the extent described in the text will be assumed.]

- a) Incorrect: See Rationale B.
- b) Correct: Sensing people like getting information in clear stages, focus on sensory data, focus on what their senses are telling them. Intuiting people focus on interpretation and intuition, enjoy concepts and theory, look behind facts for meaning.
- c) Incorrect: See Rationale B.
- d) Incorrect: See Rationale B.

8 Syllabus Topic:SC0102 - Stakeholders and Communication - Learning Level: 1

Correct Answer:B

The elements of a basic model of communication theory

- a) Incorrect: (1) is false. Receiver - The person at the receiving end, decodes the message, interpreting it in a way they can relate to it and that they can make meaning of.
- b) Correct: (2) is true. Communication channel - The message is transmitted via a communication channel.
- c) Incorrect: See Rationale A and B
- d) Incorrect: See Rationale A and B

9 Syllabus Topic:OA0208 - Organizational context and Approach - Learning Level: 2

Correct Answer:D

The four steps in the continuous change cycle and their meanings, the most usual starting point, and the typical content of each step

- a) Incorrect: See Rationale D
- b) Incorrect: See Rationale D
- c) Incorrect: See Rationale D
- d) Correct: Prioritisation. Which ideas should we take forward? The ideas step will generally produce more work than can be accomplished in a timely manner with the available resources. The prioritisation step should look at: Estimated effort; Estimated positive impact on the situation found in discovery; The risk of letting issues carry on; Urgency- the need to meet deadlines

10 Syllabus Topic:SC0210 - Stakeholders and Communication - Learning Level: 2

Correct Answer:B

1. The purpose of communication planning
 2. The elements of a typical change communication strategy
- a) Incorrect: (1) is false. This outline can apply to any type of change but the content will vary from one change situation to another. For example, the communications plan for a continuous improvement initiative would look different from the plan for a large-scale top-down initiative.
- b) Correct: (2) is true. Change communication that is impactful requires effective planning and focused effort all the way through the change process
- c) Incorrect: See Rationale A and B.
- d) Incorrect: See Rationale A and B.

11 Syllabus Topic:OA0102 - Organizational context and Approach - Learning Level: 1

Correct Answer:C

Key aspects of Agile practice as it applies to change

- The behaviours of an effective change manager
 - The 3 core capabilities and 4 core practices
- a) Incorrect: (1) is true. For change managers to be effective, they must be reflective practitioners. They assess context and apply a mix of change practices as appropriate
- b) Incorrect: (2) is true. For change managers to be effective, they must adapt their approaches as the situation evolves, keeping sponsors, leaders and others involved in the change effort fully briefed.
- c) Correct: See Rationales A and B
- d) Incorrect: See Rationale A and B

12 Syllabus Topic:WM0101 - The Work of the Change Manager - Learning Level: 1

Correct Answer:A

Recall

1. Potentially positive reasons for resistance
 2. Common underlying causes of resistance from brain science (Oreg)
- a) Correct: Cognitive rigidity – people tend to stick to the views that they already have. Individuals are less willing to adapt to new situations or do not believe they can learn. This is an example of a fixed mindset (see s.2.1.2)
- b) Incorrect: See Rationale A
- c) Incorrect: See Rationale A
- d) Incorrect: See Rationale A

13 Syllabus Topic:PC0202 - People and Change - Learning Level: 2

Correct Answer:A

Key findings of neuroscience and how they illuminate key change management issues [as described in the text]

- The significance of elements of the SCARF model for change
- The significance of neuroplasticity and of 'fixed and 'growth' mindsets for helping people learn in change.
 - a) Correct: This ability of the brain to change its structure to meet new demands and embed new learning is known as 'neuroplasticity' and continues throughout life. To challenge an English proverb: "You CAN teach an old dog new tricks!"
 - b) Incorrect: 'Neuroplasticity' is the ability of the brain to change its structure to meet new demands and to embed new learning.
 - c) Incorrect: 'Neuroplasticity' is the ability of the brain to change its structure to meet new demands and to embed new learning.
 - d) Incorrect: 'Neuroplasticity' is the ability of the brain to change its structure to meet new demands and to embed new learning.

14 Syllabus Topic:PC0203 - People and Change - Learning Level: 2

Correct Answer:C

The process of the human response to change represented in 'change curve' models and its significances for managing change.

[Note: The term 'change curve' is always used in examinations when referring to this model.]

- a) Incorrect. This would describe the depression and confusion stages.
- b) Incorrect. This description would best fit the first stage of shock and denial.
- c) Correct. This describes the final stage of acceptance and problem solving.
- d) Incorrect. This describes the bargaining and self-blame stages.

15 Syllabus Topic:SC0207 - Stakeholders and Communication - Learning Level: 2

Correct Answer:A

How communication can address both hearts and minds

- a) Correct: Metaphors encourage visual thinking and can be a very powerful way of framing a situation, in terms that people can more easily understand and connect with emotionally. People are unlikely to understand or remember all the facts and figures about why change is needed, but they will remember if it is explained in simple terms and using imagery that they can connect with
- b) Incorrect: See Rationale A
- c) Incorrect: See Rationale A
- d) Incorrect: See Rationale A

16 Syllabus Topic:CT0201 - Change Leadership and Teams - Learning Level: 2

Correct Answer:A

The key priorities of an effective Sponsor in change and how CMs can support Sponsors.

- a) Correct: The greatest obstacle to change management success was said by the respondents to be 'lack of executive support and active sponsorship'
- b) Incorrect. See Rationale A
- c) Incorrect. See Rationale A
- d) Incorrect. See Rationale A

17 Syllabus Topic:PC0204 - People and Change - Learning Level: 2

Correct Answer:D

The significance for managing change of Bridges' model of human transitions:

- Bridges' distinction between 'change' and 'transition'
 - The significance of each phase of the model
-
- a) Incorrect. Bridges recommends that managers 'communicate prodigiously'.
 - b) Incorrect. Bridges recommends that managers show respect for the past and explain how its good parts will be preserved.
 - c) Incorrect. Bridges recommends that managers are clear and detailed about the change and clear about what will not change.
 - d) Correct. 'Explain why the current situation cannot continue'.

18 Syllabus Topic:SC0209 - Stakeholders and Communication - Learning Level: 2

Correct Answer:D

The range of methods and channels which can foster collaboration in change, and the strengths and weaknesses of each.

- One-way v. two-way
 - Lean and rich
 - Choosing a mix of communications channels for change
- a) Incorrect: A spreadsheet is lean on variety and format of information, while video conferencing is much richer
 - b) Incorrect: Email, according to traditional media richness theory, was believed to be a lean media because it is text-based, asynchronous in nature, and incapable of transmitting non- textual cues, such as facial expressions, body language, and tone
 - c) Incorrect: Examples of richly interactive channels are those that allow conversation in real time, such as face-to-face meetings, workshops, video conferencing, instant messaging, and even the regular telephone. Telephone conversations include tone of voice, but not communicate body language
 - d) Correct: Does the channel allow quick response, conversation and the chance for interaction? Examples of richly interactive channels are those that allow conversation in real time, such as face-to-face meetings, workshops, video conferencing, instant messaging, and even the regular telephone

19 Syllabus Topic:OA0201 - Organizational context and Approach - Learning Level: 2

Correct Answer:A

- How change management contributes to benefits
 - Kelman's three levels of adoption and possible uses of this approach
- a) Correct: (1) is true. To achieve most benefits, people need to do something differently. This is where change management comes in.
- b) Incorrect: (2) is false. The change manager is rarely ultimately accountable for the benefits of a change. This accountability lies with business leadership. However, the change manager works with business leaders to help realise the benefits
- c) Incorrect: See Rationale A and B
- d) Incorrect: See Rationale A and B.

20 Syllabus Topic:SC0206 - Stakeholders and Communication - Learning Level: 2

Correct Answer:C

Factors to make change messaging more appropriate including:

- Setting the context for change
 - Setting overall change communication approach and tone
 - Developing key messages
- a) Incorrect: See Rationale C.
- b) Incorrect: See Rationale C.
- c) Correct: If a deeper level of internalisation is the aim, a more participative and inclusive approach is required to engage people in co-designing change
- d) Incorrect: See Rationale C.

21 Syllabus Topic:CT0103 - Change Leadership and Teams - Learning Level: 1

Correct Answer:C

The stages of team development (Tuckman) and how they relate to typical behaviours found in a change team at various stages of its lifecycle.

- a) Incorrect. Forming is where 'team members may ask questions that provide direction...' It is in Norming that: During the norming stage the team is establishing ways of working together that are focused on achievement of outcomes
- b) Incorrect. Storming is where 'Team members are likely to want to test and challenge the assumptions made.' It is in Norming where: During the norming stage the team is establishing ways of working together that are focused on achievement of outcomes
- c) Correct. Norming: During the norming stage the team is establishing ways of working together that are focused on achievement of outcomes
- d) Incorrect. Adjourning is where '...the change is successfully completed, its purpose fulfilled, everyone can move on...' It is Norming where: During the norming stage the team is establishing ways of working together that are focused on achievement of outcomes

22 Syllabus Topic:PC0205.2 - People and Change - Learning Level: 2

Correct Answer:B

The meaning of 'Positive psychology' and its applications in

1. Promoting change resilience
2. The Appreciative Inquiry (AI) approach
 - a) Incorrect: Discovery: looking at what currently works well in the organization – and valuing it. See Rationale B.
 - b) Correct: Dream: exploring how these successes can be built on and expanded – an exercise in imagination
 - c) Incorrect: Design: creating a plan to implement the dream – opportunity to create something new. See Rationale B.
 - d) Incorrect: Destiny: moving the organization towards the dream – engaging and developing people to deliver. See Rationale B.

23 Syllabus Topic:SC0201 - Stakeholders and Communication - Learning Level: 2

Correct Answer:B

1. Different ways to categorize and segment stakeholders and factors that could influence appropriate segmentation choices
2. Questions and approaches that help understand stakeholder interests
 - a) Incorrect: (1) is false. Seniority is not a segment or grouping. The segments or groupings will depend on the nature and extend of change and the organizational context. There can be as many segments as is appropriate for the situation.
 - b) Correct: (2) is true. This can act as a useful prompt or checklist to consider what the stakeholder might be thinking, feeling, hearing and seeing. It also helps explore what their pain points might be and what they could potentially gain from this change
 - c) Incorrect: See Rationale A and B.
 - d) Incorrect: See Rationale A and B.

24 Syllabus Topic:OA0202 - Organizational context and Approach - Learning Level: 2

Correct Answer:A

- The difference between simple, complicated, complex and chaotic change situations and the implications for change
 - The difference between emergent change and planned change
 - How a systems thinking approach can contribute to both emergent change and planned change
- a) Correct: One way of looking at Systems Thinking is finding both the intended and unintended consequences of policies and procedures. They can lead to competing pressures on how an individual performs at work. These competing forces can interfere with the smooth take up of new systems, policies, and procedures. They may also create pressure on the sustainability of the change.
 - b) Incorrect: Systems thinking attempts to describe the current situation and highlights potential problems. It does not look back to past events.
 - c) Incorrect: Systems thinking is sometimes described as thinking in circles rather than thinking in straight lines
 - d) Incorrect: See Rationale A.

25 Syllabus Topic:WM0201 - The Work of the Change Manager - Learning Level: 2

Correct Answer:B

Understand Factors used in assessing change impact:

- Categories of change impact and how they differ
 - Identifying change impact areas (McKinsey 7-S)
 - Impact profiles
- a) Incorrect: Intended Change – the vision of the new world, the removal of barriers to get there and the disruption to productivity while absorbing the change. This should include consideration of areas out of scope or not impacted by the change
- b) Correct: Unintended/Unplanned Change – system outages, process workarounds and misdiagnosed behavioural responses are examples of these.
- c) Incorrect: This is not a category of change impact
- d) Incorrect: Change Management activities – the involvement of Subject Matter Experts (SMEs), time spent in scheduled training or in coaching change networks will impact business as usual

26 Syllabus Topic:PC0206 - People and Change - Learning Level: 2

Correct Answer:C

The significance for Change Management of the elements of the change formula (Beckhard & Harris), and how they may be used to increase motivation for change.

- a) Incorrect. The reduction in workforce once the proposed change is implemented is NOT one of the factors used in the Beckhard and Harris 'change formula'. The factors are 'level of dissatisfaction with the status quo', 'desirability of the proposed change or end state', 'practicality of the change' and 'perceived cost of the change'.
- b) Incorrect. The commitment of senior and line management to the change is NOT one of the factors used in the Beckhard and Harris 'change formula'. The factors are 'level of dissatisfaction with the status quo', 'desirability of the proposed change or end state', 'practicality of the change' and 'perceived cost of the change'.
- c) Correct. 'Desirability of the proposed change or end state' is one of the factors used in the Beckhard and Harris 'change formula'. The other factors are 'level of dissatisfaction with the status quo', 'practicality of the change' and 'perceived cost of the change'.
- d) Incorrect. The length of time it will take to implement the change is NOT one of the factors used in the Beckhard and Harris 'change formula'. The factors are 'level of dissatisfaction with the status quo', 'desirability of the proposed change or end state', 'practicality of the change' and 'perceived cost of the change'.

27 Syllabus Topic:WM0202 - The Work of the Change Manager - Learning Level: 2

Correct Answer:D

Understand

Factors used in assessing change severity:

- Different kinds of costs
 - Organizational factors
 - Stakeholder factors
- a) Incorrect: Do nothing - The consequences of not acting and continuing as is. This is an important consideration when looking at change saturation and prioritisation. It can also reinforce buy-in and messaging on the 'burning platform' where the severity of not acting is high
- b) Incorrect: Coverage: The percentage of people in the Organization, or a given stakeholder group, that are impacted by the change (perceived or actual)
- c) Incorrect: This is a cost impact. Reputational - a threat or actual negative opinion of the standing of an organization

- d) Correct: Complexity - An assessment of the impact of the change, volume of impact areas affected and change activity and the unintended consequences

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Change Management:1-Rationale-68-GBCMExam-240802CC02082024Sample2

28 Syllabus Topic:CT0202 - Change Leadership and Teams - Learning Level: 2

Correct Answer:D

Key principles (from the text) about the roles of Change Agents and how they can influence others without formal authority

- a) Incorrect: One of the functions of a good change agent is to support line leaders engaged in change in collaborating with others in similar positions, and to observe and spread ideas, information, stories and learning.
- b) Incorrect: One of the functions of a good change agent is to smooth access to resources needed by various groups, knowing where to go for help.
- c) Incorrect: One of the functions of a good change agent is to ensure effective communication takes place up as well as down the hierarchy.
- d) Correct: Acknowledging and discussing any concerns from line leaders about how their reputation or position might be affected by the change process or outcome; if you can help them use the change to enhance their reputation, or at least avoid the risk of undermining it, they are more likely to support change

29 Syllabus Topic:PC0207 - People and Change - Learning Level: 2

Correct Answer:C

The significance for Change Management of survival and learning anxieties (Schein)

- a) Incorrect: (1) is true. Creation of guilt or anxiety: This is achieved by developing a clear narrative that failure to change will have negative consequences - failure to achieve my goals, disapproval of peers, possibly even seeing my team disbanded, seeing the organization fail or losing my job. This also is about emphasizing dissatisfaction with the current state.
- b) Incorrect: (2) is true. Psychological safety ... is enhanced by providing a clear, straightforward plan people that can follow, offering suitable support and coaching through the change process. It offers a safe way forward, improving the practicality of the change for people.
- c) Correct: See Rationale A and B.
- d) Incorrect: See Rationale A and B.

30 Syllabus Topic:WM0203 - The Work of the Change Manager - Learning Level: 2

Correct Answer:B

Understand

- 1. How to address specific reasons for resistance, based on examples given in the text. (Kanter)
 - 2. Elements in building a strategy to manage resistance
-
- a) Incorrect: (1) is false. A proactive resistance strategy can help select and shape the right interventions. This in turn will help ease the stress that change can bring
 - b) Correct: (2) is true. Whatever approach is taken to understanding and managing resistance, it is important the make time early in the change initiative to consider the opportunities (driving forces) and risks (restraining forces) the change will present. Change plans can then use opportunities and minimize risks to reduce overall resistance
 - c) Incorrect: See Rationale A and B
 - d) Incorrect: See Rationale A and B

31 Syllabus Topic:SC0202 - Stakeholders and Communication - Learning Level: 2

Correct Answer:D

Ways to assess the levels of power and influence of stakeholders including:

- Recognising personal and positional sources of power and their impact on the style of change
 - Stakeholder mapping techniques
- a) Incorrect: (1) is false. Stakeholder mapping typically uses a simple 2x2 grid.
- b) Incorrect: (2) is false. Stakeholder mapping typically uses a simple 2x2 grid. This example is often referred to as a power/interest matrix, where the vertical axis represents stakeholders' levels of power and influence, and the horizontal axis represents their levels of interest in a specific change. Each identified stakeholder (individual or group) can be mapped on to the matrix
- c) Incorrect: See Rationale A and B
- d) Correct: See Rationale A and B

32 Syllabus Topic:CT0203 - Change Leadership and Teams - Learning Level: 2

Correct Answer:B

How the role and behaviours of line leaders can support successful change and the actions a change manager can take to support them

- a) Incorrect: This is a way to engage line leaders, but not the MOST effective way to get them to invest time. See Rationale B
- b) Correct: If the change is one among many smaller organizational initiatives, it may be harder for this level to prioritize it over their many other tasks. Including work on the change line leaders' objectives, targets or work plans is a good way to ensure they are able to dedicate the time needed. It also helps ensure they have the support of their senior managers to invest energy in the change
- c) Incorrect: This is a way to engage line leaders, but not the MOST effective way to get them to invest time. See Rationale B
- d) Incorrect: This is a way to engage line leaders, but not the MOST effective way to get them to invest time. See Rationale B

33 Syllabus Topic:OA0203 - Organizational context and Approach - Learning Level: 2

Correct Answer:B

Change insights about organizational culture and 'mood'

- What organizational culture is and is not (both culture and 'mood')
 - 3 'layers' of organizational culture
 - Schein's insight regarding two perspectives on culture
- a) Incorrect: See rationale B
- b) Correct: Level two (deeper): norms and values. Norms are the shared and accepted sense in an organization of what is 'right' or 'wrong'. In larger organizations, they are often partially controlled by a written "Code of Conduct", and in less formal ways by social control. In smaller organizations, it will be less formal but still a powerful guide to behaviour. Norms and values are most often noticed when they are violated. The rest of the time they are simply assumed
- c) Incorrect: See rationale B
- d) Incorrect: See Rationale B

34 Syllabus Topic:SC0205 - Stakeholders and Communication - Learning Level: 2

Correct Answer:C

1. Typical barriers to successful communication in organizations
 2. Common cognitive biases and how communication can help mitigate their effects
- a) Incorrect: (1) is true. To avoid becoming overwhelmed, the brain 'filters' information. In effect it takes mental shortcuts to process it. However, shortcut processing can easily lead to misunderstandings, incorrect assumptions and biased thinking
- b) Incorrect: (2) is true. Behavioural psychologists have identified many cognitive biases (Kahneman, 2012). Table 4.4 lists four common biases and suggests communication approaches to address them during change.
- c) Correct: See Rationale A and B
- d) Incorrect: See Rationale A and B.

35 Syllabus Topic:PC0208 - People and Change - Learning Level: 2

Correct Answer:C

- The stages and process of the 'Conscious Competence' learning model
 - The implications of the 'learning dip' for change and performance.
- a) Incorrect: As soon as the learner has to pay conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb. There is a significant fall in job performance. The period of focus by the front brain (conscious incompetence and conscious competence) can be a period of anxiety for the learner and will feel like hard work.
- b) Incorrect: As soon as the learner has to pay conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb. There is a significant fall in job performance. The period of focus by the front brain (conscious incompetence and conscious competence) can be a period of anxiety for the learner and will feel like hard work.
- c) Correct. The skilled performance or mastery associated with unconscious competence is fluent and quick. Errors are infrequent. As soon as the learner has to pay conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb. There is a significant fall in job performance.
- d) Incorrect: As soon as the learner has to pay conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb.

36 Syllabus Topic:CT0204 - Change Leadership and Teams - Learning Level: 2

Correct Answer:A

How the attitude and approach of line leaders can promote psychological safety during a change process including:

- Establishing a safe psychological climate (Carl Rogers)
 - Actions they can take to give people 'voice' (Amy Edmonson)
- a) Correct: (1) is true. The issue of 'voice' has become even more important because of 'hybrid' working ... Picking up the subtle verbal and non-verbal 'cues' that allow us to feel safe becomes more difficult ... the supportive direct eye contact and smile of a trusted colleague conveying encouragement, or the quiet "Mmm-hmm" of agreement – unheard when the colleague is on 'mute' both help create a safer environment, and are lost in virtual or hybrid meetings.

- b) Incorrect: (2) is false. If in any situation someone is afraid of looking negative (because they challenge what everyone else appears to believe is true), then they clearly do not feel 'safe' enough to contribute effectively.
- c) Incorrect: See Rationale A and B
- d) Incorrect: See Rationale A and B.

37 Syllabus Topic:SC0208 - Stakeholders and Communication - Learning Level: 2

Correct Answer:A

The principal ways in which we communicate including:

- Non-verbal, listening, visual and verbal
 - Using appropriate tone and style for the audience
 - Different language style preferences - VARK
- a) Correct: This preference favours images, symbols, charts, diagrams over other ways to receive information
- b) Incorrect: See Rationale A
- c) Incorrect: See Rationale A
- d) Incorrect: See Rationale A

38 Syllabus Topic:CT0205 - Change Leadership and Teams - Learning Level: 2

Correct Answer:D

Opportunities and actions available to leaders to shape organizational culture and climate

- a) Incorrect: See Rationale D
- b) Incorrect: See Rationale D
- c) Incorrect: See Rationale D
- d) Correct. Behaviours' – observed in other people. Examples she uses to illustrate this include the link between leaders' behaviour and culture produced:: 'asking for commitments and following up produces a culture of accountability'

39 Syllabus Topic:CT0206 - Change Leadership and Teams - Learning Level: 2

Correct Answer:C

How to identify and develop key aspects of team effectiveness in change. (Lencioni).

- a) Incorrect: (1) is true. In the most effective teams, all members are ready to call out colleagues' failures to deliver on commitments or their unproductive behaviours. This is not done to 'score points', but as a service to the success of the team as a whole.
- b) Incorrect: (2) is true. Absence of trust leads teams to a fear of conflict. Given trust and psychological safety people can be encouraged to take the risk of speaking out their different views, trusting the team together to filter and synthesize the most appropriate solutions. This leads to constructive conflict about ideas that do not cause collateral damage to relationships.
- c) Correct: See Rationale A and B.
- d) Incorrect: See Rationale A and B.

Change Management Foundation Examination

40 Syllabus Topic:OA0204 - Organizational context and Approach - Learning Level: 2

Correct Answer:C

The way "n-step" approaches to change have evolved into the eight processes or 'accelerators' of Kotter's approach to change, and the meanings of those accelerators

- a) Incorrect: A linear process is not well-suited to the modern reality of near-continuous change. Recognising this, Kotter has redesigned his approach to become a more a cyclical model. His original eight steps have been transformed into eight processes or 'accelerators'.
- b) Incorrect: One significant evolution in Kotter's thinking is that previously the eight steps were managed by a small powerful group he called the 'guiding coalition'. However, in the more recent version, 'the accelerators pull in as many people as possible from throughout the organization to form a "volunteer army."' (see footnote). This is the new guiding coalition. This volunteer army is a network of many change agents. The network draws from across the organization and at all levels. Senior leadership may or may not be part of the network, but they must nurture it. It must be treated as a legitimate and valuable part of the organization
- c) Correct: Kotter has redesigned his approach to become a more cyclical model. His original eight steps have been transformed into eight processes or 'accelerators'. These processes are always at work and all work together.
- d) Incorrect: Accelerating movement towards the vision and the opportunity by ensuring that the network of people removes the barriers. Empowering people to take steps towards the vision or solve issues and problems that slow progress towards the vision. It should not be just left to senior leaders

41 Syllabus Topic:OA0205 - Organizational context and Approach - Learning Level: 2

Correct Answer:A

Four types of delivery strategy and their implications for change management

- a) Correct: Big bang approach to implementation involves everybody going live all at the same time. No chance to learn from mistakes. Careful consideration needs to go into the timing of training. Will some stakeholders experience a large gap between learning and doing? How will this gap be bridged? Could require a lot of support resource (both technical and change resources) in the early days after 'go live'
- b) Incorrect. See Rationale A
- c) Incorrect. See Rationale A
- d) Incorrect. See Rationale A

42 Syllabus Topic:SC0203 - Stakeholders and Communication - Learning Level: 2

Correct Answer:B

A range of factors that may help affect engagement including:

- Barriers to effective engagement
 - Principles for building engagement
- a) Incorrect(1) is false. Incorrect: Research shows people have more positive reactions to change when they have been included in planning and implementing change. This includes inclusion in problem- solving and decision-making. An inclusive approach requires consideration of how to ensure people have the required knowledge, skills, motivation and freedom to act. It also requires a genuine willingness from leaders and implementors of change to actively involve people in co- designing change rather than trying to control change in a top- down manner
 - b) Correct: (2) is true. People can connect virtually, using the wide array of technologies available these days, or in person. Building supportive relationships, helps people feel valued and cared for, which also increases that sense of connectedness
 - c) Incorrect: See Rationale A and B
 - d) Incorrect: See Rationale A and B

- 43** Syllabus Topic:OA0206 - Organizational context and Approach - Learning Level: 2
Correct Answer:C
The eleven key agile practices described in the text and their meanings
a) Incorrect: (1) is true. Agile is made up of mindsets, behaviours, tools, and techniques
b) Incorrect: (2) is true. For Agile to work well takes understanding, good communication, skill, and practice. It is essential to accept that the road to learning Agile is paved with mistakes
c) Correct: See Rationales A and B
d) Incorrect: See Rationales A and B
- 44** Syllabus Topic:WM0204 - The Work of the Change Manager - Learning Level: 2
Correct Answer:C
Understand
• Categories and types of measures used to enable the analysis and reporting of change effectiveness
• Elements in building a change delivery scorecard
a) Incorrect: Financial: If we succeed how will we look to our stakeholders (or taxpayers or donors)? Example metrics could include cost reductions, revenue increase or resource use
b) Incorrect: Customer: To achieve our vision how must we look to our customer (internal or external)? This could include metrics that show quality, customer service or partnership behaviours
c) Correct: Internal: To satisfy our customer(s) which process must we excel at? This may include operational, customer management, innovation, or regulatory process metrics such as time to market, reductions in risk profiles or the number of information data breaches
d) Incorrect: Learning & growth: To achieve our vision, how must our organization learn and improve? This could cover: human capital (employee knowledge, skills, and ability profiles); information capital (knowledge management and sharing systems) and; organizational capital (culture aspects such as teamwork, alignment, and leadership styles)
- 45** Syllabus Topic:CT0207 - Change Leadership and Teams - Learning Level: 2
Correct Answer:B
• The advantages and disadvantages of diversity in teams.
• How psychological safety helps realize the benefits of team diversity and actions by line leaders that can support this.
a) Incorrect: (1) is false. Diverse teams with a high level of psychological safety enjoyed higher well-being than teams of 'similar' with equivalent psychological safety. These will be the teams MOST likely to generate high-quality outputs for the organization AND high levels of team satisfaction.
b) Correct: (2) is true. 2. Explicitly invite contributions to every discussion and give quality attention to each contribution; ensure all contributions are captured and considered by the team as a whole. Use open questions to stimulate insights into underlying causes of problems, but avoid putting individuals 'on the spot'. DO work to build in those teams the psychological safety that frees them to perform!
c) Incorrect: See Rationale A and B.
d) Incorrect: See Rationale A and B

46 Syllabus Topic:OA0209 - Organizational context and Approach - Learning Level: 2

Correct Answer:B

The purpose(s) of a change strategy and the purpose behind the following headings

- Lessons from previous change initiatives
 - Change Management team and relationships
 - High level timing considerations
 - High level change approach
- a) Incorrect: This is the Learning Strategy section. (See also Introduction to learning and change, s.2.3, for some key learning concepts.)
- b) Correct: Clarifying accountabilities and might reveal gaps. In this case relationships might include such things as reporting lines, approval processes and agreements to provide support
- c) Incorrect: Resistance and other change risks - how will they be dealt with? This will act to warn others that it will not all be smooth sailing
- d) Incorrect: This is the Change Analytics section. As well as formal metrics, this might also include mechanisms for gathering informal feedback such as reference groups or one on one interviews

47 Syllabus Topic:OA0207 - Organizational context and Approach - Learning Level: 2

Correct Answer:A

The 6 principal practices described in the text that are applied by change managers to promote agile in a change context.

- a) Correct: (1) is true. Visual management tools including a Kanban Board and a change canvas are a way for the change manager to think out loud.
- b) Incorrect: (2) is false. Change Backlog. This is a list of change management tasks. Each task should be prioritised and estimated for effort. Effectively, it is a giant "To Do" list. Best practice is to limit the number of people who can edit this but allow many stakeholders to review it and make comments. Priorities can shift. Tasks can be made redundant and new ones can be added. It is supposed to be a constantly evolving list
- c) Incorrect: See Rationales A and B
- d) Incorrect: See Rationales A and B

48 Syllabus Topic:PC0209 - People and Change - Learning Level: 2

Correct Answer:A

- The significance for learning of different preferences/styles and how they relate to the 'learning loop' (Kolb, Honey & Mumford).
 - Appropriate learning activities for each learning style
- a) Correct. 'Activists' learn most happily from experience, preferably new 'trial and error' experiences ('experimenting with new techniques') involving other people. It is the emphasis on 'working with colleagues' that makes this answer the BEST, since although Pragmatists also appreciate trial-and-error learning, the social element is less significant to them.
- b) Incorrect. 'Reflectors' like to learn from watching others and from thinking back over their own experiences.
- c) Incorrect. 'Theorists' prefer learning that proceeds logically from 'first principles' and appreciate clear theoretical models.
- d) Incorrect. 'Pragmatists' like to test and apply ideas and theories, especially where they have practical relevance to a current problem.

49 Syllabus Topic:WM0205 - The Work of the Change Manager - Learning Level: 2

Correct Answer:D

Understand How to build a change analytics strategy to demonstrate change effectiveness:

- Types of measure and their use at different stages of the change (readiness versus adoption)
- Limitations of data analytics
- a) Incorrect: See Rationale C and D
- b) Incorrect: See Rationale C and D
- c) Incorrect: For adoption the emphasis will shift to quantitative metrics
- d) Correct: In the lead up to change readiness the change teams will be reliant on qualitative data

50 Syllabus Topic:SC0204 - Stakeholders and Communication - Learning Level: 2

Correct Answer:B

How stakeholder engagement aims can be clarified and outcomes defined, including:

- The stages and implications of the 'commitment escalator'
- The meanings of a 'know, feel, do' approach
- The purpose and content of a stakeholder engagement strategy
- a) Incorrect: (1) is false. This recognises that stakeholders can go through a series of steps rather than jumping straight to commitment to change. They first have to become aware of the change before understanding what it means for them. This helps lead to willingness to get more involved. Further engagement with the stakeholder can help them shift to committing to change
- b) Correct: (2) is true. This commitment escalator can be used to set outcomes for engaging with a stakeholder. These outcomes can then form the basis of an engagement plan
- c) Incorrect: See Rationale A and B
- d) Incorrect: See Rationale A and B