



Change Management[®] Foundation & Practitioner e-Book

This e-Book has been adapted/recreated from original textual information from the '**The Essential Change Managers Handbook**'. In this e-Book you will find out about the essential elements that make up the Foundation and Practitioner course. See an example of the general course content and find out what is expected of candidates during the exams.

What is Change Management?	3
Course objectives	4
An overview	5
Study sample, Chapter 1	6
The exams	7
About SPOCE	10



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©The Effective Change Manager's Handbook (2015).

Business change management focuses on the people involved and affected by change in your organisation. For change to be successful, the right people need to be involved in making the decisions, planning and implementing the change. Everyone affected by the change (the users) need to support it and make the decision to work in new ways. If this doesn't happen, however well planned and managed your project is, the change will not take place and *benefits* will not be realised.

Effective Change Management allows people to:

- ✓ Increase 'buy in' for change, reducing resistance and addressing concerns.
- ✓ Ensure the changes are suitable, workable and acceptable for all.
- ✓ Ensure the change is owned and supported throughout the organisation.
- ✓ Take 'people issues' into consideration when making decisions.
- ✓ Ensure affected users know why it is happening, what they need to do and how they will be supported.
- ✓ Ensure new ways of working are sustainable and embedded so the benefits can be realised.

Why should my organisation invest in business change management?



Despite the increased professionalisation of project and programme management over the past few decades, change projects continue to have high failure levels. Projects with excellent business change management are six times more likely to meet objectives than those with poor change management.

By the end of the course delegates will have...

- Understood how individuals are impacted by change and be able to develop strategies to help people through change.
- Developed insights into how organisations work, organisational culture and the models and processes of change.
- Understood the drivers of change, the change governance structures typically used in organisations and how to define a change vision.
- Appreciated how to prepare people for change and support their learning and motivation to change.
- Learned about the stakeholder engagement process and how to develop suitable communications strategies and plans.
- Appreciated the impact of change on organisations, how to build momentum for change and sustain it.
- Understood the importance of defined change roles, and how to build and support an effective change team.

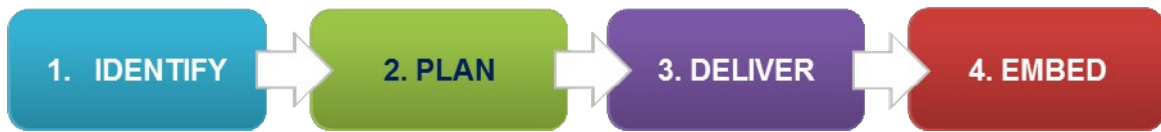
Practitioner Only

- Understood the process for planning training to develop the required knowledge, skills and attitudes needed after change is complete.
- Appreciated the 'project' environment in which change is governed and delivered, and change managed.
- Learned about the organisational 'levers', adoption approaches and reinforcing systems typically used to sustain change, so that it becomes embedded in an organisation.

You will have confidently prepared for and taken the APMG Change Management Foundation and Practitioner examinations!

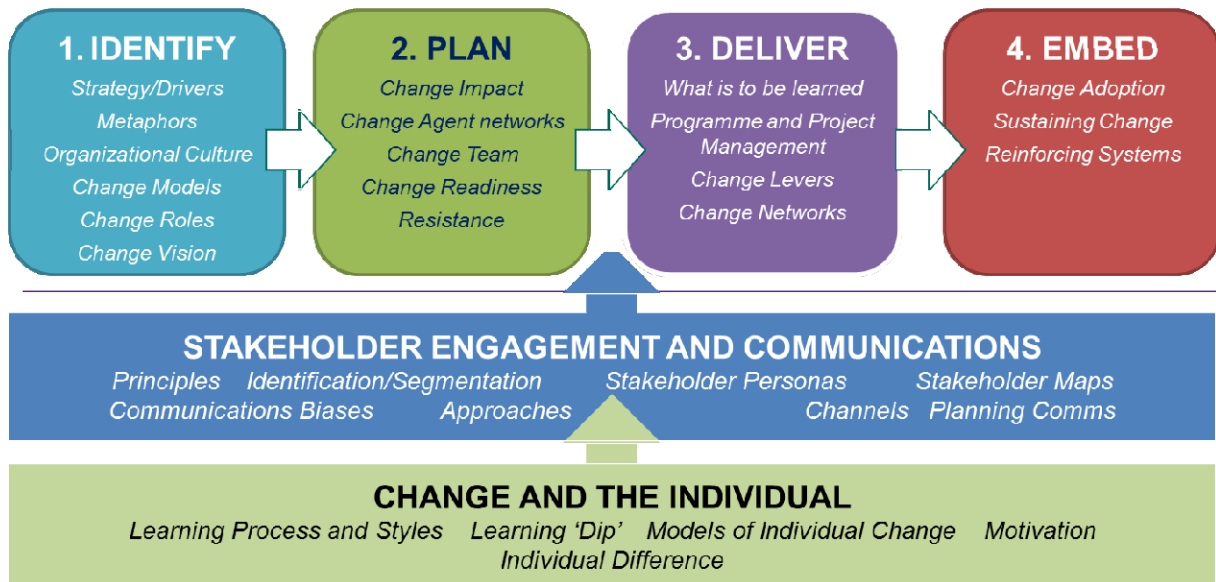
“Don't shy away from change. The most successful people are those that initiate change”

The course is broadly structured around a generic model of change:



This describes the broad 4-stage generic change process that many organisations adopt. If you are familiar with formal programme and project approaches (such as MSP® and PRINCE2®), you will recognise these key stages.

Sitting alongside these four key change stages are ‘stakeholder engagement and communications’ and the ‘people’ side of change, referred to in the course as ‘change and the individual’.



The headings in each of the boxes in the diagram indicate the key associated change management topics that will be discussed in the course. The starting premise is that we need to understand how change affects individuals first as this lays the foundations for defining, planning and delivery of successful change.

This model is useful to keep in mind as we work through the material in the course. Next you will see an example of the type of topics we will cover in the first part of the course.

“Senior leadership support is vital for successful change and is often missing in complex change situations”

Chapter 1 A change management perspective

How change impacts individuals and the ‘journey’ people travel when dealing with change. The psychology of change and what motivates people to embrace or resist change, including personality and individual ‘difference’.

This introduces the ‘change curve’ derived from the work of Kubler-Ross, which describes the stages an individual journeys through when dealing with a change: shock, denial, anger, bargaining, depression, exploration.

People sometimes get stuck in one stage, oscillate between two (often around blame) or regress through the process. The length and depth of an individual’s ‘journey’ through change can vary. The change curve is a function of time (and the difference between those announcing change and those receiving it. Anger and blame can be evident but all feedback should be listened to. These reactions can be true for both positive and negative changes.

“GOOD CHANGE makes people feel: Empowered, excited, motivated, proud and optimistic”

Transitions model section



Developed by Bridges, the Transitions Model makes a key distinction between ‘change’ (events, activities and steps) and ‘transition’ (the human and psychological process of change). How quickly people ‘let go’ of the past and get ready for change will vary. Bridges describes three overlapping’ phases/ stages of transition experienced by individuals going through a change:

Endings: Helping people to ‘let go’ of the past
Neutral Zone: helping people navigate through the ‘in-between’ time as they make their change journey
New beginnings: helping people to commit to a new future: picture, purpose, plan and a part to play.

What motivates people

To help understand what drives or motivates people (and why people embrace or resist change) Maslow describes '5 basic needs', described in the 'Hierarchy of needs'. These basic needs that an individual has are:

- Psychological** (food, water, sleep, shelter)
- Safety** (security, order, low threat)
- Love** (social, love, affection, 'belonging')
- Esteem** (achievement, respect, recognition)
- Self-actualization** (fulfil potential)

Each level is *hierarchical* and needs to be satisfied before the next need is addressed: a lower level need has the power to motivate behaviour until it is sufficiently satisfied.

Maslow's hierarchy of needs



In Maslow's hierarchy, the highest level is represented by 'self-actualization', which represents the need people have for personal development and growth. Rogers studied the conditions that facilitate personal growth and identifies three core conditions for personal growth (or 'self-actualization'):

- Congruence (being authentic and genuine)
- Unconditional positive regard (acceptance and respect for a person)
- Empathy (willingness to understand)

For any leader or manager of people through change, or for any agent of change, offering these 'core conditions' to colleagues and subordinates will play a major part in creating the psychological safety discussed by Schein, and as a result will support people in making the personal changes upon which the success of the wider change initiative will depend.

"Change is only successful if the people involved in the change make the decision to change"

Rewards and punishment

Rewards and punishments are often used to motivate adoption of desired behaviours in individuals. *Rewarded* behaviour tends to be repeated and sustained (depending on frequency). *Punished* behaviour tends to reduce its frequency (but less strongly than rewarding an alternative behaviour). 'Expectancy theory' is where the motivating force to do anything is a function of: valency (value of the achieved outcome), expectancy (belief that efforts will lead to good performance) and instrumentality (whether good performance will lead to rewarding outcomes).



Personality types and differences



Because people are 'wired' differently, 'personality' or 'temperament' means that one person will react to change differently to others. Understanding these 'systematic' differences helps manage relationships and effective communications. The work on Personality 'Types' (Myers-Briggs and MBTI®) focuses on four pairs of opposite preferences that people show:

- Extravert/Introvert (E-I)** - how people are energised
- Sensing/Intuiting (S-N)** - how people process information
- Thinking/Feeling (T-F)** - how people make decisions
- Judging/Perceiving (J-P)** - the situations people prefer

These 'type indicators' are used to create a rich picture of the way someone is likely to behave in a range of situations. Different people might misunderstand one another, especially when they have opposing preferences. They may end up in conflict, not because of the *content* of an issue but because of their *different ways of seeing things*. Look for strengths and value and respect different preferences.



It is important that we emphasise at this stage that this course will be intense but our pass rates are world class. So far in 2021 we have achieved 100% pass rate for both Foundation & Practitioner! Good examination pass rates are achieved through hard work and good preparation by both you, the candidate and us as your knowledgeable and experienced guides, mentors and instructors.

Foundation exam

Examination is closed book
40 minute examination
50 multiple choice questions
1 mark per question
The pass mark is 25/50 (50%)

Practitioner exam

Examination is open book
2.5 hour examination
An objectively marked paper that involves a multiple-choice 'objective' (OTE) style examination
4 compulsory questions, each with four or more parts, max 20 marks each question
The pass mark is 40/80 (50%)



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