



APMG Change Management Practitioner™ Handbook

Version 1.0

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1 INTRODUCTION

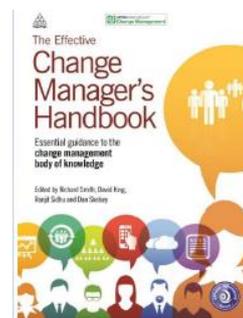
This manual outline key concepts, tools and techniques for leading and managing change as an informed member of a team, and should be used in conjunction with the official APMG Change Management handbook and classroom led courses or e-learning materials from Change Consult Limited.

The concepts herein, are based on the APMG Change Management Practitioner course and prepares individuals to take the Practitioner Exam.

Each section contains quizzes that tests your understanding of the material presented. Please attempt **ALL** of the quizzes to increase your chances of passing the final exam.

CHANGE MANAGEMENT SOURCE MATERIALS

- This course is based on the '*Effective Change Manager's Handbook*' (ECMH)
- The ECMH is fully aligned with the CMBok
 - The CMBok describes and defines the underpinning knowledge required by change practitioners, as defined in the CMI Change Manager Competency Model
- The Change Management Foundation and Practitioner qualifications are endorsed by the Change Management Institute (CMI)
 - Both levels together fully cover the knowledge component to become an Accredited Change Manager with CMI at Foundation level (ACM Foundation)
 - For more information on benefits of becoming a CMI member, please visit CMI's website - <https://www.change-management-institute.com>



COURSE OBJECTIVES

In this course individuals will:

- Understand the key principles in defining what is to be learned by all involved in a change initiative
- Appreciate the 'project' environment in which change is governed and delivered and change managed
- Learn about the organisational 'levers', adoption approaches and reinforcing systems typically used to sustain change, so that it becomes embedded in an organisation

COURSE STRUCTURE

This course is divided into three (3) parts:

- Educational and Learning support
- Change initiatives, projects and programmes
- Sustaining Change

Please review all the material and consider the application of these techniques within your organisation.

2 EDUCATIONAL AND LEARNING SUPPORT

In this section we will recap key principles of learning and look at ways we can define what is to be learnt for training purposes. Please recap the lessons in the subsections entitled 'Learning Preferences' and 'Learning new skills as a refresher'. These give background and puts the material for this section into perspective.

2.1 LEARNING PREFERENCES (RECAP)

Individuals are typically required to learn something as a result of a change initiative. This can be a task, process or new system. This subsection gives insights into how individuals learn.

LEARNING THEORY

"Learning is described as 'the process of acquiring knowledge through experience which leads to an enduring change in behaviour' (Huczynski and Buchanan, 2007). However, others have offered wider ideas about learning. It is 'a qualitative change in a person's way of seeing, experiencing, understanding, conceptualising something in the real world' (Marton and Ramsden, 1988). Learning includes both the procedural elements required to complete a task and gaining the underpinning or background understanding and attitudes needed to perform the task effectively in its organizational context."

(CMI CMBok "The Effective Change Manager", 2013)

ECMH 9A, Intro, Page 368-370

CHANGE AND LEARNING

- Change and learning are very closely linked
- Knowledge of learning theory, skills development, training planning and coaching is beneficial
- Address these issues when necessary
- Make effective use of specialist colleagues

- Create and facilitate an engaging learning environment.

The terms:

- **Training:** focus is on the activity of the 'trainer'
- **Learning:** focus is on the activity of the 'learner'

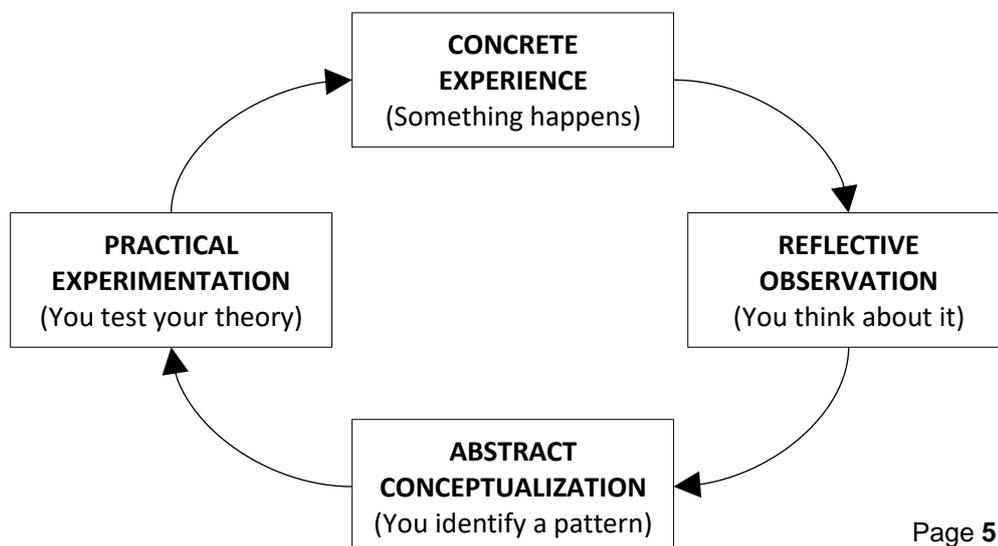
"My own thinking has evolved from theorizing about 'planned change' to thinking about such processes more as 'managed learning'."

Edgar Schein (1995)

ECMH 9 Introduction, Page 367

LEARNING AND THE INDIVIDUAL LEARNER

- All personal change involves unlearning old ways of behaving and learning new ones
- As a result, it is helpful to have a way of looking at the learning process and how different people like to learn
- Kolb described a cyclical process of adult learning and Honey & Mumford observed different 'learning styles':



The Learning Cycle (after David Kolb,1984)

Someone with a preference for this stage ...	Is described as a ...
Concrete experience	Activist
Reflective observation	Reflector
Abstract conceptualization	Theorist
Practical experimentation	Pragmatist

Learning Styles (after Honey and Mumford, 1992)

ECMH 9A3.1, Figure 9.3 & Table 9.1, Page 374-377

EXAMPLES OF PREFERENCES FOR DIFFERENT LEARNERS

Activists	Reflectors
<ul style="list-style-type: none"> • On-job learning by trial and error • Coaching from a respected practitioner • Activity-based learning in groups • Well-simulated work environments 	<ul style="list-style-type: none"> • Observing others 'live' or on video • Action learning sets (see note below) • Making notes and keeping learning diary • Well-simulated work environments
Pragmatists	Theorists
<ul style="list-style-type: none"> • Practical workshops • On-job learning by trial and error • Applying tools and models to practise situations 	<ul style="list-style-type: none"> • Courses and seminars • Lectures and presentations • Reading and personal research • Well-simulated work environments

<ul style="list-style-type: none">• Well-simulated work environments	
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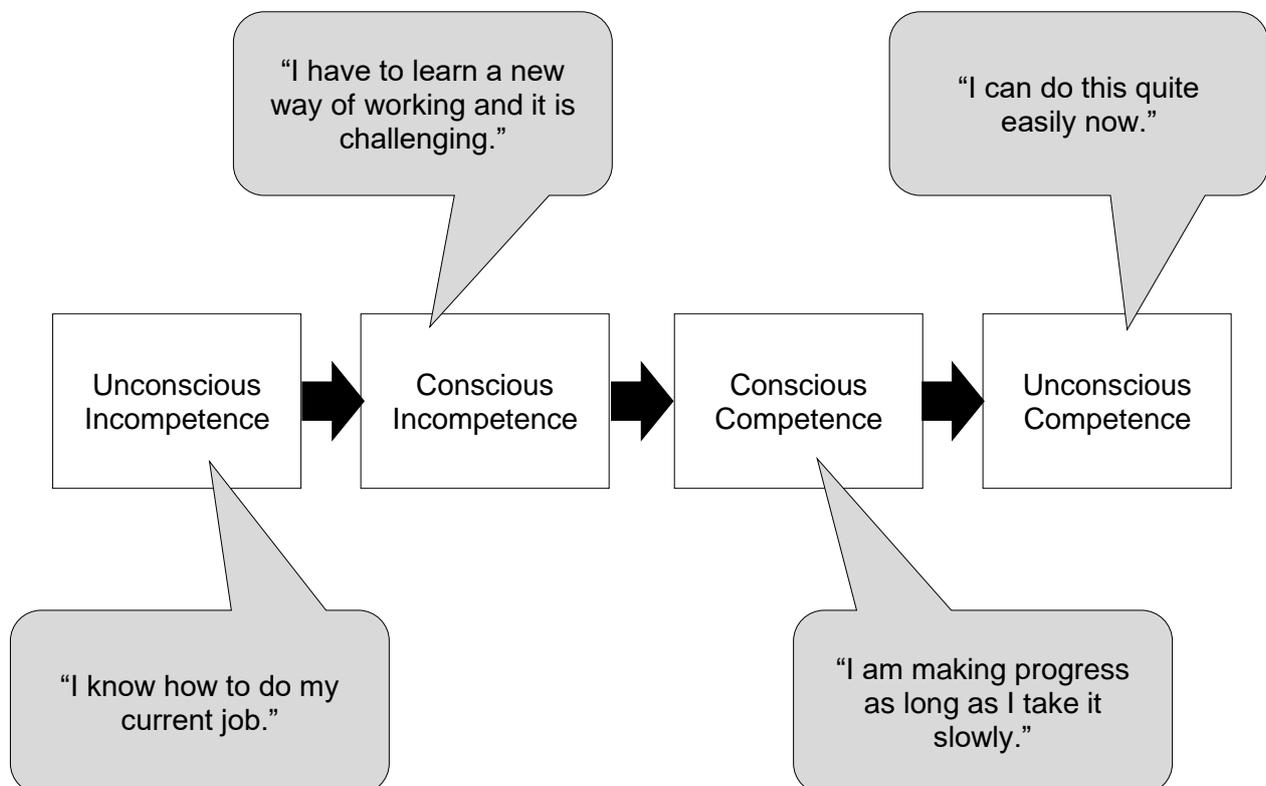
Learning Activities and Learning Styles (after Honey and Mumford, 1992)

ECMH 9A3.1, Table 9.2, Page 377

2.2 LEARNING NEW SKILLS (RECAP)

The subsection highlights areas to consider when learning new skills.

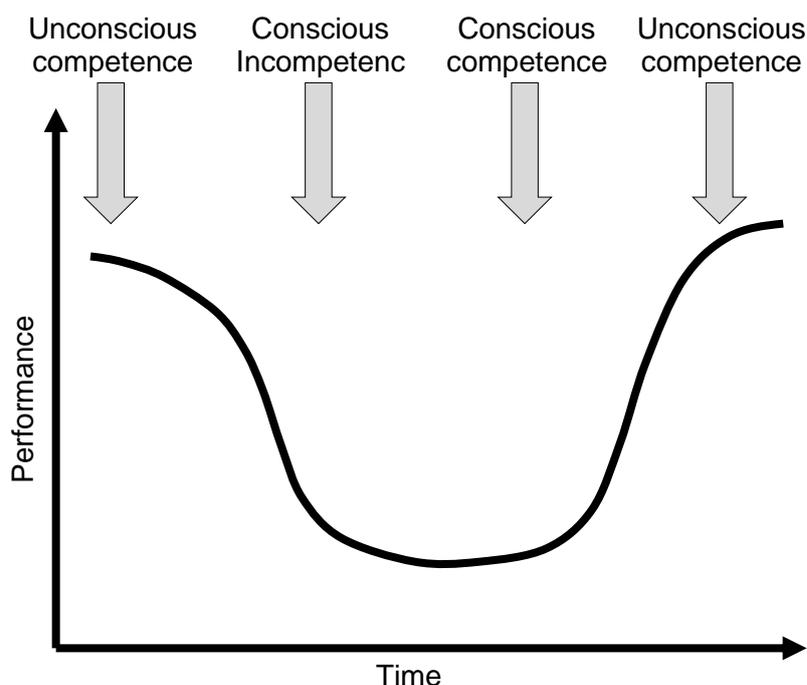
THE CONSCIOUS COMPETENCE LEARNING MODEL



ECMH 9A4.1, Figure 9.4, Page 378

THE 'LEARNING DIP'

- The learning process has implications for job performance
- The skilled performance or mastery associated with unconscious competence is fluent and quick. Errors are infrequent
- As soon as the learner gives conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb. There is a significant fall (or 'learning dip') in job performance
- When planning any change which will involve people in learning new skills where they have previously been highly competent, a learning dip such as this must be expected and planned for
- The extent of the dip and the speed with which recovery takes place will be a function of the timeliness and effectiveness of training provision



KEY PRINCIPLES OF LEARNING

- **Things should be learnt the way they will be used** – groupings of KSAs* should reflect the combinations in which they will be applied after the change is complete
- **Learning should be followed immediately by its application** – learning activities should ideally be delivered ‘just in time’, immediately before the change is implemented and the learning will be used

*Knowledge, Skills and Attributes (KSAs)

ECMH 9B3.1, Page 391

DEFINING WHAT IS TO BE LEARNT

- For one learning activity there are usually a number of specified learning objectives
- Learning objectives should include all knowledge, skills and attitudes (KSAs) 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 must be appropriate (supplemented by other documents where necessary)
- Attitudinal objectives can be specified through consistent patterns of behaviour
- Finally, supervisors of the work activity should agree the list of learning objectives, confident that anyone who met those objectives will perform effectively in their role.

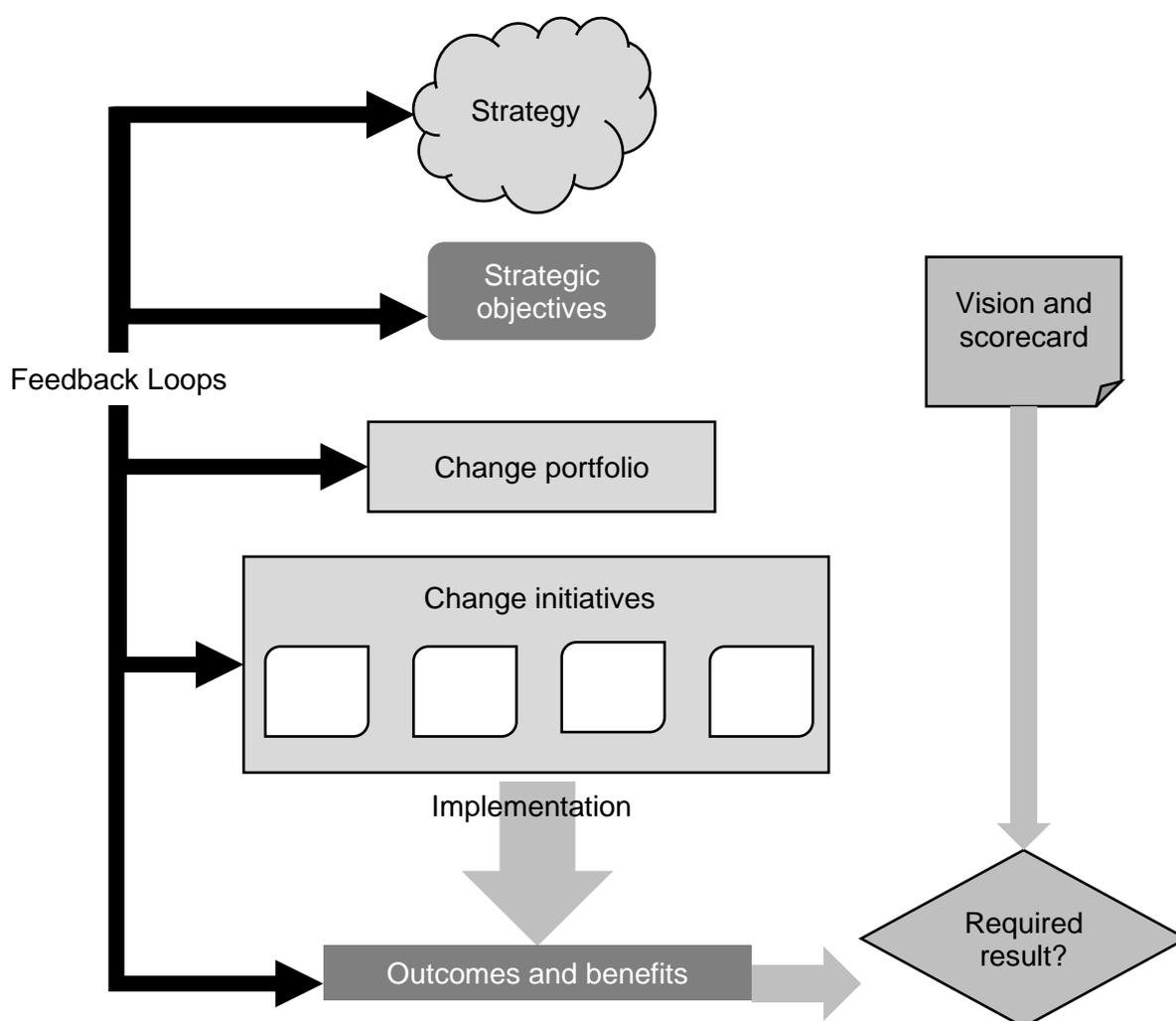
ECMH 9B3.3, Page 392-394

3 CHANGE INITIATIVES, PROJECTS AND PROGRAMMES

In this section we will examine cascading decisions, the project environment and supporting methodologies, key roles and change management delivery.

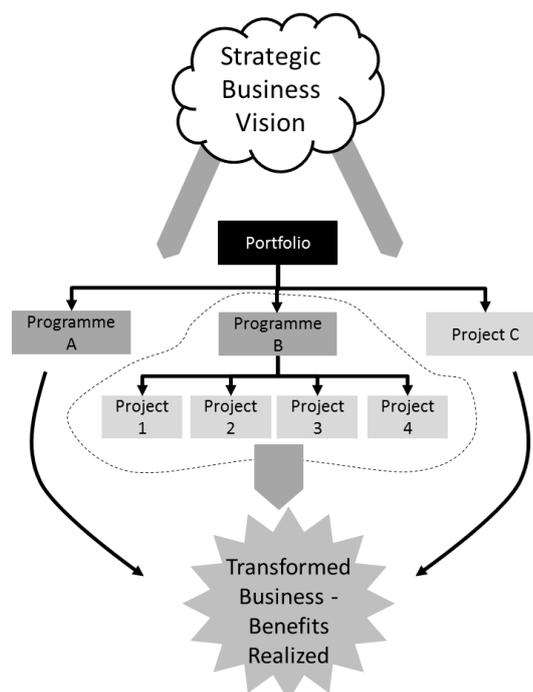
The aim of this syllabus area is to draw your attention to how change initiatives fit into the organisational context of strategy, projects, programmes and portfolios. Key roles for these areas will also be highlighted as well as the change management delivery plan that should be used in tandem with the project plan on initiatives.

CASCADING DECISIONS AND DESIGNS



UNDERSTANDING THE PROJECT ENVIRONMENT

- Portfolios comprise current and prospective programmes and projects that deliver and organisation's business goals and strategy
- Programmes comprise interrelated changes delivered through projects, to achieve an overall goal or *outcome*
- Projects deliver the *outputs* needed, usually over three main phases: set-up, delivery, close
- Project phases comprise 'workstream' plans (such as change management and delivery) and a timeline
- Standard procedures and documentation are co-ordinated and used.



Governance hierarchy of Portfolio,
Programmes and Projects

ECMH 2B 1.3, Figure 2.5, Page 90-92

PROJECT METHODOLOGIES

- Many methodologies available
- Most popular:
 - PRINCE2®
 - PMI (PMBok®)
 - SCRUM®
- Two main types:
 - Waterfall – using a sequential development process
 - Agile – iterative development using 'Timeboxes' and 'SCRUM®' (which includes 'sprints')
- Both types can be found within a change programme.

PRINCE2® is a registered trademark of AXELOS Limited

PMBok® is a registered trademark of the Project Management Institute Inc.

SCRUM® (the Agile methodology) is a trademark of Jeff Sutherland

ECMH 8A1.2, Page 332-334

IDENTIFYING KEY ROLES AND OWNERS

- Project sponsor and project board
- Project stakeholders and influencers (rotate in and out of roles)
- Project change management governance – a team of change managers:
 - Business change leadership (programme level)
 - Project leadership team members
 - Change workstream manager
 - Change management SME/team member.
- Change Management Office (CMO) – organisation-wide overview
- Change management is represented at different levels in the project or programme structure
- Flexibility is needed to adapt to changing or emerging requirements
- Change managers and project managers must liaise to avoid conflict and mitigate any negative impacts on the project.

ECMH 8A3.1-3.3, Page 337-338

CHANGE DELIVERY PLAN

- Developing a change delivery plan:
 - Beware 'short-changing' the planning process
 - Plan in a structured, hierarchical way
 - Clear objectives and roles
 - Use to support communication

- Use the appropriate change delivery ‘toolkit’ e.g. ‘waterfall’ or ‘agile/iterative’

ECMH 8C3.3, Page 356

Activity 1

The fictitious commercial bank LUX Inc is undergoing strategic planning and Senior Management have realised that rationalisation across the business is required. Some services will be discontinued, and technology used instead and a few branches in low traffic areas will be closed. Redundancies are inevitable but the business will try to reallocate individuals to other post where possible.

There are project and programme managers in the organisation, but these individuals are responsible for technology rollouts. They are trained and certified in project management methodologies and apply these to various technology projects. New processes are handled by the operations team with senior management for the affected department taking ownership of the implementation. Senior management, the Human Resources Manager and the Learning and development officer implement changes pertaining to ‘ways of working’. These include culture and restructuring initiatives. There is no change management expertise within the organisation.

Q1. How is change governed in LUX Inc?

Q2. Are there clear ‘portfolio, programme and project’ structures and methods in place?

Q3. What impacts would this have on the upcoming rationalisation?

4 SUSTAINING CHANGE

This section has two subsections:

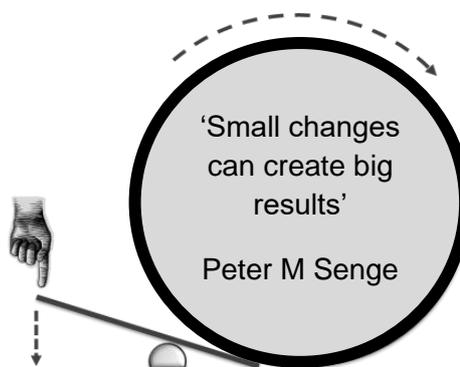
- Levers and leverage
- Levels of adoption, critical mass and reinforcing systems

The aim of this syllabus area is to highlight elements that can be activated to enable change adoption and tactics that can be used to sustain the change.

4.1 LEVERS AND LEVERAGE

LEVERS AND LEVERAGE

- The elements of change that enable or support adoption
- A small amount of effort targeted at the right time has a big effect on the outcome
- Applying the right levers can result in 'waves' of mutually supporting, self-perpetuating activity
- This helps to create and maintain the required effect on a large number of people over a long period of time
- Using 'levers' helps avoid or minimize forces that stop or inhibit adoption of change
- Leverage is used to influence individuals to demonstrate and maintain the new behaviours
- Based on 'systems thinking' – seeing organisations as a complex array of interdependent systems that influence each other.



ECMH 11A3, Page 460-472

TYPES OF LEVERS

- Emotional – exert an internal pressure to change such as guilt, pride or a feeling of involvement
- Procedural – imposed by the process a person needs to follow
- Structural – implicit in the way the organisation is controlled

- Typical change management strategies that use these levers are:
 - Carrot: *financial/non-financial rewards for 'doing the right thing'*
 - Stick: *penalties when the success of the change is undermined*
 - Burning Bridges: *when it is impossible to maintain the status quo.*

Encourage the right behaviour and deal decisively with behaviour that could undermine the success of the change.

ECMH 11A3.1, Page 463-466

ENVIRONMENTAL LEVERS

- The physical elements of the organisational 'landscape' e.g. office layout/facilities/quality
- A 'symbol' of the inevitability of the change e.g. removing shelving and storage in a change to a 'paperless' office (burning bridges)
- A person's behaviour is a function of two things:
 - the person (so we must understand people)
 - the situation (so we must understand the situation)
- The we can begin to understand and predict behaviour

Kurt Lewin's 'Frontiers in group dynamics': $B=f(P \times S)$

(**B**ehaviour is a function of the **P**erson and the **S**ituation)

ECMH 11A3.2, Page 466

LEADERSHIP LEVERS

- What leaders (formal or informal) do or say before, during and after the change

- Leaders 'role model' the required behaviours – this can be swift and powerful when applied consistently
- Schein's 'primary embedding mechanisms' used by leaders:
 - how leaders spend their time
 - how they react to problems
 - how they allocate resources
 - how they reward or penalize people.
- Uses conscious/unconscious drivers to perform in a way that preserves an individual's status and security
- Ask: what message should the leaders send to reinforce the change and what is the most powerful way of sending that message?

'People are more likely to adopt a change if their direct (line) manager discusses it with them (as opposed to having a senior manager or a representative from another area discussing it with them) '

TJ and Sandar Larkin (2006)

ECMH 11A3.3, Page 467

ORGANISATIONAL DEVELOPMENT (OD) LEVERS

- Uses organisational 'elements' to encourage adoption and sustaining of change
- Focus is on delivering 'positive forces'
- Typical OD levers include:
 - Job design
 - Role descriptions
 - Organisation structure
 - Team structure

Performance management systems and standards.

ECMH 11A3.4, Pages 468-472

Activity 2

Additional information (part 1)

The CEO announces the rationalisation at a staff meeting and answered initial questions from staff. Managers of departments also provided more information as the initiative progressed. Two new systems were introduced, a Customer Relationship Management and a Payments processing system. Training was given for staff and Managers encouraged individuals in the first instance to do the onboarding, which included watching videos about the uses and functionality of the new system. The aim was for everyone to complete the videos, do the quizzes at the end of each section and receive a certificate at the end of the course. Managers chatted with staff about progress and announced individuals who received their certificates at weekly staff meetings. The number increased overtime but a few individuals struggled. They were sent follow up emails and suggestions were offered by their Managers about how they could complete the course in the given timeframe. These two individuals unfortunately, did not complete the onboarding in the stated timeframe.

The new services were introduced by Department Managers and they showed staff the new behaviours required to operate in these capacities. They were great examples for staff to follow as well. Customer survey result showed that staff in these new service offerings were effective in their role and the financials also proved this.

Prior to go live, data from the old systems were imported to the new and checked for accuracy. At 'go live' of the old systems were discontinued and taken offline. Login credentials and access no longer worked for staff. Some staff experienced difficulty using the systems in the beginning, but after a few weeks and handholding by change agents and IT, they became comfortable using the system.

Staff that were allocated to different departments due to the restructuring exercise were introduced to their colleagues and received a one to one chat from their supervisor about their new role, expectations and ways of working in the department. This proved useful and allowed individuals to quickly integrate and work effectively with their colleagues.

Q1. Which 'levers' were used during the change at LUX Inc?

Q2. How successful were these 'levers'?

4.2 LEVELS OF ADOPTION, CRITICAL MASS AND REINFORCING SYSTEMS

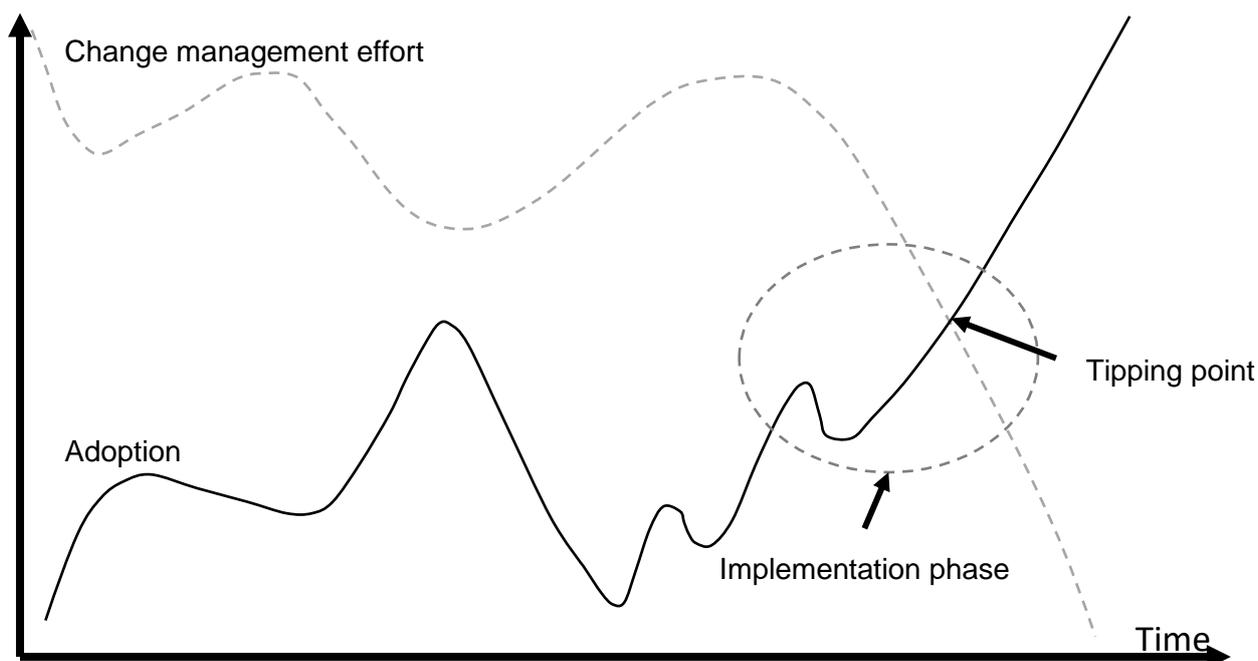
KELMAN'S THREE LEVELS OF ADOPTION

Level	Need	Length of Commitment	Level of Initiative Required	Reinforced by	Level of Commitment Required
1. Compliance	'I need to be able to tell them what to do and they'll do it'	Short-term	Low	Rewards and penalties	Accept
2. Identification	'I need them to understand why they need to do this and the consequences of not changing'	Medium-term	Medium	A sense of meaning	Willing
3. Internalization	'I need them to be able to make decisions about what, why, when and how things are done'	Long-term	High	Alignment to values	Committed

Kelman (1958)

TIPPING POINT AND CRITICAL MASS

- 'The moment of critical mass, the threshold, the boiling point' – Gladwell
- Critical mass relies on the assumption that behaviour is contagious (good and bad) – 'critical mass is when the people and systems operating in the new way achieve unstoppable momentum' - Meyer (2010).



ECMH 11A5, Figure 11.11, Page 474-475

REINFORCING SYSTEMS – VIRTUOUS AND VICIOUS CYCLES

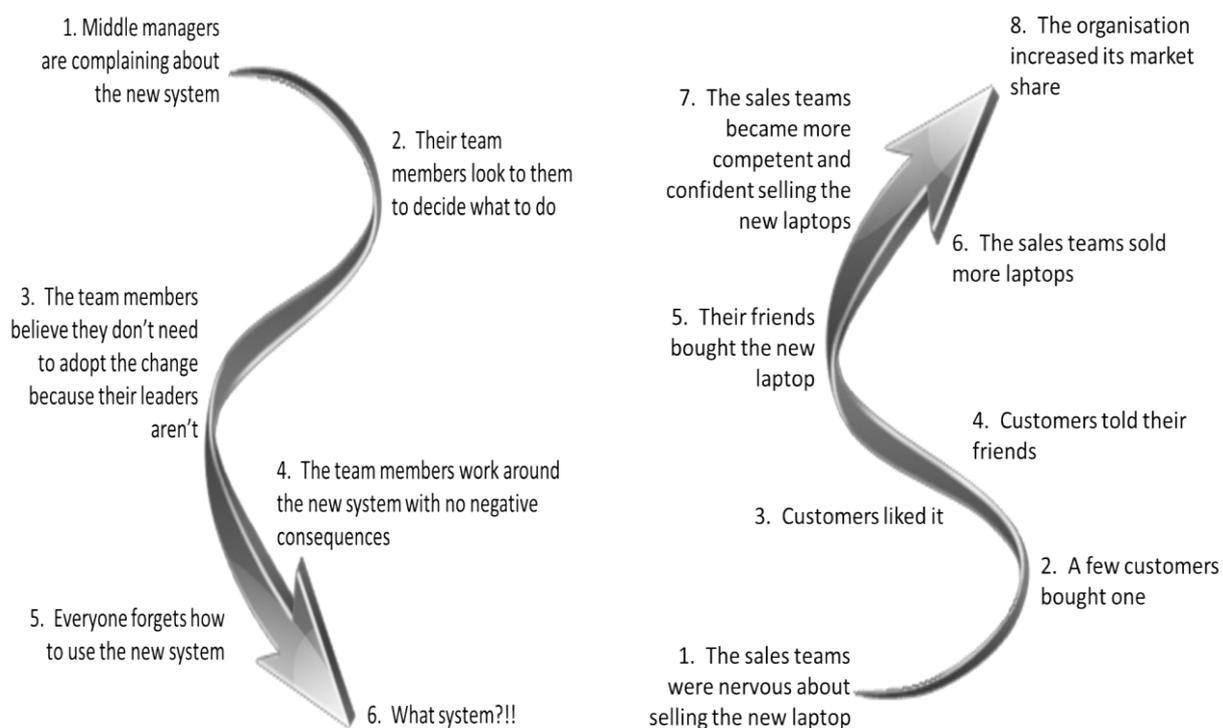
- Self-driving mechanisms that have feedback loops
- Each iteration of the cycle reinforces the first – keeping it vicious or virtuous
- The momentum within the cycle continues until an external interruption
- **Vicious cycles** result from negative experiences e.g. where a problem results in negative reactions, leading others to question the change
- **Virtuous cycles** result from positive experiences e.g. an achievement that helps build confidence in the change

ECMH 11A4, Figure 11.9, Page 472-474

- Prevent, spot and intervene with vicious cycles and create virtuous cycles.

ECMH 11A6.1, Page 476-478

EXAMPLES OF VIRTUOUS AND VICIOUS CYCLES



A typical change 'vicious cycle'

A typical change 'virtuous cycle'

ECMH 11A6.1, Figures 11.13 and 11.14, Page 476-478

THREE REINFORCING SYSTEMS

1. **Individual personal results** – 'I will change because it matters to me'
 2. **Networks of committed people** – 'I'll change because it matters to my colleagues'
 3. **Improved business results** – 'I'll change because it works'
- Target all three reinforcing systems simultaneously
 - Consider which types of reinforcing strategies will work best for a particular change and stakeholder.

ECMH 11A6.1, Page 476-478

Activity 3

Additional information (part 2)

Details of the systems change

At 'go live' individuals were still sceptical about how to use the new systems. There was grumbling, and a bit of panic at first, but change agents and managers took an active role in helping with the issues. Change agents answered technical questions and forwarded the ones they could not answer to IT. IT also performed floor walking to handle connectivity and security issues experienced. Managers chatted with users and offered support and motivation. They emphasised teamwork and collaboration to help solve issues and would have a brief catchup with their teams on alternate days to discuss progress and celebrate successes. This resulted in increased knowledge and a better attitude towards the new system which gave rise to increased competency, use of the system and adoption.

Q1: For the systems change at Lux Inc, determine whether a vicious or a virtuous cycle took place and illustrate this?

5 APPENDIX - ANSWERS

ACTIVITY 1

Technology Change is governed from a programme and project management perspective. Process change is governed by the Operations team and Senior Management and changes to ways of working is governed by senior management, the Human Resources Manager and the Learning and Development officer.

There are clear programme and project structures and methods in place but only for technology change.

The impacts are great in this scenario.

1. The technology change will have structure from project and programme management but the people side of the change will not be accommodated for thus putting adoption in jeopardy.
2. The discontinuation of some services and the potential redundancies do not have clear portfolio, programme, project structures and methods in place. They have some of the key personnel required to carry out the work but trained project, programme or portfolio managers are missing from this aspect of the initiative.

As this is planned change, an individual who can lead and manage the delivery of the outcome would prove useful and would help ensure success. As with technology change, there is no change expertise in the organisation to cater to the discontinuation of some services and the redundancy initiative. Even though HR will be present and should be competent to carry out well orchestrated redundancies, training in change management or an individual with this skill set on the team would be a great asset to the initiative.

It would be ideal to have a portfolio manager who will have oversight of the rationalisation initiative, project managers to oversee process change initiatives and a change manager to work strategically across the business to ensure successful change.

ACTIVITY 2

1. The Leadership lever which was emotional in nature, was used to push the need for 100% completion of the onboarding from staff. The carrot and the stick were the mechanisms used.

This lever was quite successful even though two individuals did not finish the onboarding in time. Even with our best efforts in applying change tactics, there may be a few individuals who fall short at various stages. The aim is to not give up as a leader of change, but apply different motivational techniques and allow individuals time to see the change for themselves as necessary.

2. The Leadership lever was also used to demonstrate to staff, the behaviours required for the new services the bank was offering. This lever was also successful as the customer survey results and financials proved this.
3. Furthermore, the Leadership lever was also used to set expectations for staff who transferred departments. Once again, it was successful as quick integration and effective working was a result.
4. The Environmental lever was used to ensure staff did not revert to old ways of working and would use the new Customer Relationship Management and Payments processing system. Burning bridges was the mechanism used in this case. The leadership lever was also used by the change agents in the handholding process. These two levers worked well in this scenario to ensure the systems were adopted.

ACTIVITY 3

For the systems change, a virtuous cycle took place.

The cycle starts at 'go live', where there was scepticism, grumbling and panic about the new systems.

Change agents, IT and department Managers then intervened to help. This was the first positive step.

Their interventions resulted in increased knowledge and a better attitude towards the new system so positive results were achieved.

Staff competency and use of the system increased.

Each step gave rise to a positive result which culminated in adoption.

5 SUMMARY

Congratulations! You have completed preparation for the Change Management Practitioner exam. Be sure to complete the practice test and review any areas that you have concerns about.

Exam specifics can be found in the next section.

6 CHANGE MANAGEMENT PRACTITIONER EXAM PREP

The exam has the following characteristics:

- 2.5-hours duration, including reading time
- Open book Objective Test Examination format:
 - Complex Multiple-choice, Multiple Response, Matching, Assertion/Reason
- Examination paper consists of three booklets
 - The Scenario Booklet, The Question Booklet, The Answer Booklet
- Four questions, all compulsory
- Each question - subdivided between 4 or 5 sub-parts - will be on different topics within that question's syllabus area:
 - Change and the Individual (CI), Change and the Organisation (CO), Communications and Stakeholder engagement and (CS) and Change management Practice (CP)
- Each question is worth 20 marks making a total of 80 marks for the paper; the pass mark is 40 (50%).