



The Foundation Examination

Multiple Choice

40 Minute Paper

Instructions

- 1. All 50 questions should be attempted.**
- 2. All answers are to be marked on the answer grid provided.**
- 3. Please use a pencil and NOT ink to mark your answers in the Answer sheet provided.**
- 4. There is only one correct answer per question.**
- 5. You have 40 minutes for this paper.**
- 6. You must get 25 or more correct to pass.**

Candidate Number:

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Change Management 2015-ExamPaper-2-GBCMFSample1-150306SamplePaper1

- 1 In Maslow's hierarchy of needs, what represents the need for an orderly, secure world?
- a) Safety
 - b) Love
 - c) Esteem
 - d) Self-actualization
- 2 What is the sequence of stages in Lewin's three-stage model of the change process?
- a) Unfreezing, change, refreezing
 - b) Change, unfreezing, refreezing
 - c) Refreezing, change, unfreezing
 - d) Unfreezing, refreezing, change
- 3 According to Beckhard and Harris, what is the objective of the 'change formula'?
- a) Calculate the cost and benefit of a change
 - b) Pinpoint areas to focus on to increase motivation
 - c) Help create detailed plans for a change initiative
 - d) Identify skills and training requirements

- 4 What is the definition of a stakeholder?
- a) Any individual or group with an interest in the change or its outcomes
 - b) An individual who may be overlooked but who will want to be involved in the change
 - c) A temporary organization used to take forward a specific piece of work
 - d) Those parts of the business model in an organization that give a competitive advantage
- 5 Which pair of MBTI® preferences focuses on preferring situations to be 'cut and dried' rather than more 'open-ended' and ambiguous?
- a) Sensing – iNtuiting
 - b) Thinking – Feeling
 - c) Extravert – Introvert
 - d) Judging - Perceiving
- 6 What role in change must act as a role model for the change?
- a) Advocate
 - b) Sponsor
 - c) Idea-Generator
 - d) Change Agent

- 7 What is the key area in a change management plan that covers how stakeholders can share their ideas about the change and approach to implementation?
- a) Building support
 - b) Stakeholders
 - c) Feedback
 - d) Measurement
- 8 What are the engagement levels of Mayfield's stakeholder radar technique?
- a) Ideal; Required; Preferred to have; Politeness to inform
 - b) Vital; Should; Could; Courtesy to inform
 - c) Must; Should; Could; Won't inform
 - d) Vital; Necessary; Good to have; Courtesy to inform
- 9 In learning theory, which statement correctly describes the time required to re-establish a conditioned behaviour that has been lost?
- a) It takes much longer compared to the time required for initial conditioning
 - b) It takes the same length of time whether it is initial conditioning or re-establishing the response
 - c) A shorter time is needed compared to when initial conditioning occurred
 - d) It is NOT possible to re-establish a conditioned response that has been lost

- 10 According to Lewin's 'force field analysis', what would be the outcome of augmenting the driving forces and at the same time decreasing the restraining forces?
- a) Change could be made more quickly
 - b) Cost of change will be increased
 - c) Scope of change will need to be amended
 - d) Reduction in the staff 'buy-in' to change
- 11 According to Tuckman, in what stage of the team development model will the team have established a way of working together that is focused on outcomes?
- a) Forming
 - b) Storming
 - c) Norming
 - d) Adjourning
- 12 When comparing 'lean' and 'rich' communication channels, which characteristic applies to a 'lean' communication channel?
- a) Allows multiple layers of feedback signals
 - b) Relies on multiple cues such as sound and visual
 - c) Conveys a combination of non-verbal cues
 - d) Limits interactivity of participants

- 13 Which approach is recommended for helping people through the 'change curve'?
- a) Actively involve line managers in listening and providing support
 - b) Recognize negative emotions as a sign that the change is being managed badly
 - c) Advise people not to discuss their problems with colleagues
 - d) Assume that people will eventually move on in time to deal with the change
- 14 According to Morgan, what is the ultimate challenge when using metaphors to shape organizational management?
- a) Selecting the metaphor that represents the type of organization leaders want to develop
 - b) The ability to take a variety of different perspectives and viewpoints into account
 - c) Deciding on which elements of each of the metaphors should be rejected
 - d) Matching the available metaphors to fit the model that leaders believe will work best
- 15 Which of the following statements about roles in change management are true?
- 1. Change managers should consider possible threats related to the change.
 - 2. Only business managers need to consider the business opportunities related to the change.
- a) Only 1 is true
 - b) Only 2 is true
 - c) Both 1 and 2 are true
 - d) Neither 1 or 2 is true

- 16 Which benefit is gained from using a facilitated workshop to identify stakeholders?
- a) Enables the core team to understand how to engage with stakeholders
 - b) Provides the time to develop the stakeholder engagement strategy
 - c) Helps to address the fear that there are too many stakeholders to manage
 - d) Ensures that stakeholders identified by attendees are all engaged
- 17 Which action describes 'change' in Bridges' model of human transitions?
- a) Adjusting attitude to move to a new approach
 - b) Becoming comfortable with the new patterns
 - c) Abandoning the previous patterns of behaviour
 - d) Performing the tasks to make a change
- 18 Which of the following statements about Morgan's 'Political systems' metaphor are true? 1. Leadership focuses on forming influential groups of opinion leaders. 2. Differences of opinion can be ignored.
- a) Only 1 is true
 - b) Only 2 is true
 - c) Both 1 and 2 are true
 - d) Neither 1 or 2 is true

- 19 Which statement describes 'skills' in the McKinsey 7S model?
- a) The ability of employees to perform their roles
 - b) The gap between current and future reporting structures
 - c) Different work ethics demonstrated in different parts of the organization
 - d) The processes underpinning the organization
- 20 Which reason explains why it is helpful to segment stakeholders?
- a) Identifies how power is distributed amongst stakeholders
 - b) Enables stakeholders' changing needs to be prioritized over time
 - c) Helps identify the organization's culture for scoping appropriate engagement
 - d) Used to target an individual stakeholder to raise their interest in a change
- 21 Which management approach is recommended to help people through the 'neutral zone' phase of Bridges' model of human transition?
- a) Establish temporary new ways to gather feedback on change progress
 - b) Limit energy wasted on temporary solutions to problems
 - c) Focus communications through normal line management
 - d) Concentrate on individuals and performance over team dynamics

- 22 What step in Kotter's model for planning and leading organizational change focuses on showing the need for change?
- a) Empowering employees for broad-based action
 - b) Anchoring new approaches in the culture
 - c) Establishing a sense of urgency
 - d) Creating the guiding coalition
- 23 Which step is performed first when conducting a stakeholder impact assessment?
- a) Outline the overall effect of the change
 - b) Determine impacts of the change on each stakeholder
 - c) Describe the significance of the detailed impacts for each stakeholder
 - d) Verify the impacts for each stakeholder
- 24 Which advantage for a change team is gained from developing a Persona for a stakeholder group?
- a) Facilitates more meaningful conversation amongst the members of the stakeholder group
 - b) Encourages more like-minded stakeholders to join this group and be actively engaged
 - c) Enables the change team to identify more targeted change management actions for this group
 - d) Helps the change team predict the likelihood of successful change for this group

- 25 Which statement about Maslow's hierarchy of needs is true?
- a) The need to realise potential represents the highest level of need
 - b) The need for security will motivate behaviour after the need for belonging has been satisfied
 - c) Rewards based on achievement address a lower level than the need for social interaction
 - d) Physiological needs are likely to be a focus after the need for security has been satisfied
- 26 Which statement about Senge's systems thinking model is correct?
- a) No organization can achieve its full potential
 - b) Change must be driven from the top of the organization
 - c) All processes have positive feedback loops
 - d) Self-reinforcing processes help to nurture change
- 27 Which of the following statements about the four factors influencing severity of the change impacts are true?
1. The organization's previous track record of managing change is a factor.
 2. How individuals react as a result of the change is a factor.
- a) Only 1 is true
 - b) Only 2 is true
 - c) Both 1 and 2 are true
 - d) Neither 1 or 2 is true

- 28 What level of engagement would be required to support a stakeholder who was positioned in the centre of a stakeholder radar?
- a) Inform them of the change programme progress against objectives
 - b) Ideally involve them in all decisions and direction
 - c) Need to engage them regularly in the change programme
 - d) Ensure that they are completely integral to the change programme
- 29 Which statement is suggested by one of Dan Pink's three motivators?
- a) Opportunities to improve skills will act as motivators
 - b) Financial reward will always act as a motivator
 - c) Assume that people will do the minimum work required
 - d) People are motivated by high levels of direction
- 30 According to Block, which aspect of the social contract between a change agent and a line manager addresses power issues affecting their relationship?
- a) Mixed motivation
 - b) Concerns about loss of control
 - c) Concerns about exposure
 - d) Clarity about who is involved

- 31 Who is **MOST** likely to be the best person to fill the role of Change Agent in an area affected by a change initiative?
- a) New recruits who bring fresh ideas
 - b) A member of the team from the area impacted
 - c) A full time Change Agent allocated from HR
 - d) An external consultant with change experience
- 32 Which statement **BEST** describes how people develop cognitive biases?
- a) People use their previous experience as a quick way to understand a situation
 - b) People tend to defer to more senior authority figures
 - c) People apply careful logic to situations they face and use the results to make decisions
 - d) People pay most attention to evidence that confirms their existing opinions
- 33 According to Schein, which approach would increase 'survival anxiety'?
- a) Explaining that the organization will fail if nothing changes
 - b) Describing how the organization will provide all the required training
 - c) Showing respect for people's attempts to make a change
 - d) Encouraging staff to try new things

- 34 According to Trompenaars and Hampden-Turner, which example is a level two 'norms and values' expression of culture?
- a) Each staff grade has its own space and furniture allowance
 - b) All staff are of equivalent status across the organization
 - c) All senior managers have their own office and meeting room
 - d) The expected behaviours are set out in the staff handbook
- 35 Which is the **BEST** example of an advantage to an organization of making an external appointment to a change team?
- a) The experience gained can help with personal development
 - b) Sharing experience gained from making change in other organizations
 - c) The appointment may take longer to complete and delay the change
 - d) Recruits will already know the organization and its people
- 36 Which of the following statements about one-way communication are true?
1. One-way communication is useful for getting important information out quickly to large groups of people.
 2. One-way communication encourages and increases people's desire to interact to find out more.
- a) Only 1 is true
 - b) Only 2 is true
 - c) Both 1 and 2 are true
 - d) Neither 1 or 2 is true

- 37 Which MBTI® preference would particularly value a high level of detail in change communications?
- a) Sensing
 - b) Perceiving
 - c) Feeling
 - d) Extravert
- 38 Which describes how emergent change and the tendency for 'self-organization' become apparent in an organization?
- a) Managers develop a detailed plan to implement a complex change
 - b) New common requirements surface in different areas of the organization
 - c) An updated corporate strategy is developed
 - d) A select group of powerful individuals make the case for change
- 39 According to Glaser and Glaser, which element of team effectiveness will enable a team to agree their joint working arrangements?
- a) Team mission, planning and goal setting
 - b) Team roles
 - c) Team operating processes
 - d) Team inter-personal relationships

- 40 When maintaining a people-focused approach to communication, which action encourages engagement by 'allowing plenty of time'?
- a) Keep the message consistent by including the same details across all groups
 - b) Keep plans flexible and allow for multiple interactions and dialogues
 - c) Avoid changing the approach for change due to ideas relayed back from people
 - d) Repeat messages by communicating frequently, in the same way at the same time
- 41 According to the conscious competence learning model, in what stage is an individual when they are feeling frustrated about their lack of skills in using a new system?
- a) Unconscious incompetence
 - b) Conscious incompetence
 - c) Conscious competence
 - d) Unconscious competence
- 42 Which is the first step in the process to describe and define the direction of emergent change?
- a) Visualise possible future scenarios after change has been completed
 - b) Undertake a gap analysis to compare current and future states
 - c) Identify the key change requirements and the transformation needed
 - d) Explore the implications of required change in the current situation

- 43 Which is an action to mitigate a threat to the 'psychological contract' during change?
- a) Avoid communicating information that may be disturbing to staff
 - b) Positively promote the benefits of change even if you know they will NOT all be achieved
 - c) Once the 'psychological contract' is in place, reduce contact with staff to the minimum
 - d) Ensure early involvement of personnel managers if job losses are involved
- 44 Which approach to communication is **MOST** likely to appeal to people's hearts and minds?
- a) Demonstrate support for a new casual dress policy by getting managers to dress more informally
 - b) Present a detailed specification to senior executives to explain a selected technical solution
 - c) Maintain an official tone for all communication at every level to provide consistency
 - d) Create detailed plans before communicating about an ambitious change programme
- 45 What stage of Kolb's learning cycle is displayed when an individual attending a professional conference identifies a new principle they could apply at work?
- a) Concrete experience
 - b) Practical experimentation
 - c) Abstract conceptualization
 - d) Reflective observation

- 46 Which of the following statements about the key focus when exploring viewpoints on the vision for change in an organization are true? 1. You must first deal with the symptoms arising from problems in the organization. 2. Capturing ideas about the organization's values and target destination is the first step.
- a) Only 1 is true
 - b) Only 2 is true
 - c) Both 1 and 2 are true
 - d) Neither 1 or 2 is true
- 47 Which is a symptom of the 'Disengagement' type of resistance to change?
- a) Some people are intent on finding faults with the new work approaches
 - b) At a recent presentation several people spoke strongly against the changes
 - c) Everyone was told to attend a change meeting by their manager but few people said anything
 - d) People are very dismissive of the changes when talking to others
- 48 Which approach is **MOST** likely to foster engagement and collaboration in the early stages of change?
- a) The CEO holding a company-wide session to present why a change is going to happen
 - b) Organizing an email campaign to relay key messages and ask for ideas
 - c) Senior management team representatives holding breakfast meetings with small groups
 - d) Organizing suggestion boxes and offering prizes for ideas that are implemented

- 49 Which of the four strategies for building and sustaining momentum in a change initiative suggests making announcements such as the number of people now using the new computer system?
- a) Timing of communications
 - b) Phased approach to implementation
 - c) Keep visibility of the change high
 - d) Task managers with the responsibility for delivery
- 50 Where should the timing for communication messages be documented?
- a) Only in the communication strategy
 - b) Only in the communication plan
 - c) In both the communication strategy and the communication plan
 - d) In neither the communication strategy nor the communication plan

Change Management Foundation Examination

Week ending :

For Exam Paper : GBCMFSample1-150306SamplePaper1

Q	Ans	Syllabus Topic	Section	Q	Ans	Syllabus Topic	Section	Q	Ans	Syllabus Topic	Section
1	A	CI0101.1	ECMH 1B3.1	31	B	CP0205	ECMH 7A4.1				
2	A	CO0101.1	ECMH 1C2.1	32	A	CS0205	ECMH5A2				
3	B	CP0101	ECMH 7A3.1	33	A	CI0206.1	ECMH 1B3.6				
4	A	CS0101.1	ECMH 4A Introduction	34	D	CO0206	ECMH 1E1.1				
5	D	CI0102	ECMH 1B4.1	35	B	CP0206	ECMH 7B2.4, Table 7.4				
6	B	CO0102	ECMH 1D1, Table 1.6	36	A	CS0206	ECMH 5A5				
7	C	CP0102	ECMH 7B3	37	A	CI0207	ECMH 1B4.1				
8	D	CS0102.1	ECMH 4B10	38	B	CO0207	ECMH 1F1.2				
9	C	CI0103.1	ECMH9A1.1	39	C	CP0207	ECMH 12B2				
10	A	CO0103	ECMH 2B2.2	40	B	CS0207	ECMH 5B2				
11	C	CP0103	ECMH 12B1	41	B	CI0208.2	ECMH9A4				
12	D	CS0103	ECMH 5C1	42	C	CO0208	ECMH 1F3.1				
13	A	CI0201	ECMH 1B1	43	D	CP0208.1	ECMH 7C1				
14	B	CO0201.1	ECMH 1C1	44	A	CS0208	ECMH 5B5				
15	A	CP0201.1	ECMH 6 Introduction	45	C	CI0209	ECMH 9A3				
16	C	CS0201	ECMH 4A1	46	B	CO0209	ECMH 2C1.1				
17	D	CI0202.1	ECMH 1B2	47	C	CP0209	ECMH 7C4 Table 7.6				
18	A	CO0202.1	ECMH 1C1, Table 1.4	48	C	CS0209	ECMH 5C3				
19	A	CP0202	ECMH6A1.2	49	C	CP0210	ECMH 7C7				
20	B	CS0202	ECMH 4A2	50	B	CS0210	ECMH 5D				
21	A	CI0203.1	ECMH 1B2.2								
22	C	CO0203	ECMH 1C2.2								
23	A	CP0203	ECMH 6A1.4								
24	C	CS0203	ECMH4B9								
25	A	CI0204	ECMH1B3.1								
26	D	CO0204	ECMH 1C2.3								
27	C	CP0204	ECMH 6A2								
28	D	CS0204	ECMH 4B10								
29	A	CI0205	ECMH1B3.4								
30	D	CO0205.2	ECMH 1D3								

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The Foundation Examination

Rationale

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1 CI0101.1 - Change and the Individual

A

LL1 - Test recall of the key stages, sequences and characteristics associated with Maslow's hierarchy of needs.

- a) Correct. Safety needs represent the need for an orderly, secure world with a low level of perceived threat to life and the future. Ref ECMH 1B3.1
- b) Incorrect. Love needs represent the craving for love, affection, social interaction and belongingness. Ref ECMH 1B3.1
- c) Incorrect. Esteem needs include respect and recognition from others. Ref ECMH 1B3.1
- d) Incorrect. The need for self-actualization represents the need to fulfil potential. Ref ECMH 1B3.1

2 CO0101.1 - Change and the Organization

A

LL1 - Test recall of the sequence of stages in Lewin's three stage model.

- a) Correct. The sequence of stages in Lewin's three-stage model is unfreezing, change, refreezing. Ref ECMH 1C2.1
- b) Incorrect. The sequence of stages in Lewin's three-stage model is unfreezing, change, refreezing. Ref ECMH 1C2.1
- c) Incorrect. The sequence of stages in Lewin's three-stage model is unfreezing, change, refreezing. Ref ECMH 1C2.1
- d) Incorrect. The sequence of stages in Lewin's three-stage model is unfreezing, change, refreezing. Ref ECMH 1C2.1

3 CP0101 - Change management Practice

B

LL1. Test recall of the techniques to increase motivation for change using the Beckhard and Harris 'change formula'.

- a) Incorrect. The Beckhard and Harris 'change formula' is NOT used to calculate the cost and benefit of a change. The "change formula" can help explain the forces which are acting for and against the change for individuals, and therefore pinpoint areas to focus on to increase motivation.' Ref ECMH 7A3.1
- b) Correct. The Beckhard and Harris 'change formula' 'can help explain the forces which are acting for and against the change for individuals, and therefore pinpoint areas to focus on to increase motivation.' Ref ECMH 7A3.1
- c) Incorrect. The Beckhard and Harris 'change formula' is NOT used to help the planning of a change initiative. The change formula 'can help explain the forces which are acting for and against the change for individuals, and therefore pinpoint areas to focus on to increase motivation.' Ref ECMH 7A3.1
- d) Incorrect. The Beckhard and Harris 'change formula' is NOT used to identify skills and training requirements. The change formula 'can help explain the forces which are acting for and against the change for individuals, and therefore pinpoint areas to focus on to increase motivation.' Ref ECMH 7A3.1

4 CS0101.1 - Communications and Stakeholder engagement

A

LL1 - To recall the definition of a stakeholder.

- a) Correct. This is the definition of a stakeholder. Ref ECMH 4A Introduction
- b) Incorrect. This is the essence of Principle 1 of stakeholder engagement. Ref ECMH 4 Introduction
- c) Incorrect. This is the definition of a project. Ref ECMH 2B 1.3
- d) Incorrect. This is the definition of a strength, identified as part of the SWOT tool. Ref ECMH 2B 2.1

5 CI0102 - Change and the Individual

D

LL1 - Test recall of the meanings of the MBTI types.

- a) Incorrect. The Sensing - iNtuiting pair of indicators focuses on sensory data versus making interpretations. Ref ECMH 1B4.1 including Table 1.3
- b) Incorrect. The Thinking - Feeling pair of indicators focuses on how people make decisions. Ref ECMH 1B4.1 including Table 1.3
- c) Incorrect. The Extravert – Introvert pair of indicators focuses on being energized by the external world versus the inner world. Ref ECMH 1B4.1 including Table 1.3
- d) Correct. The Judging – Perceiving pair of indicators focuses on preferring clear planned situations versus ambiguous and ‘open-ended’ situations. Ref ECMH 1B4.1 including Table 1.3

6 CO0102 - Change and the Organization

B

LL1. Test recall of the roles involved in the process of organizational change and their characteristics.

- a) Incorrect. The role of Advocate ‘develops [the] idea for change [and] promotes ideas to potential sponsors’. It is the role of Sponsor that acts as a role model for the new behaviours required. Ref ECMH 1D1, Table 1.6
- b) Correct. The role of Sponsor acts as a role model for the new behaviours required. Ref ECMH 1D1, Table 1.6
- c) Incorrect. The role of Idea-Generator develops and promotes ideas only. It is the role of Sponsor that acts as a role model for the new behaviours required.’ Ref ECMH 1D1, Table 1.6
- d) Incorrect. The role of Change Agent facilitates the change. It is the role of Sponsor that acts as a role model for the new behaviours required. Ref ECMH 1D1, Table 1.6

7 CP0102 - Change management Practice

C

LL1. Test recall of the key areas and associated actions that should be included in a change management plan.

- a) Incorrect. This key area is focused on activities to communicate change and get buy-in. Ref ECMH 7B3
- b) Incorrect. This key area is focused on identifying and planning engagement with stakeholders. Ref ECMH 7B3
- c) Correct. 'Feedback: how can key stakeholders (including users) feedback their thoughts and ideas about the change and approach to implementation.' Ref ECMH 7B3
- d) Incorrect. This key area is focused on 'how you will know your change interventions are working.' Ref ECMH 7B3

8 CS0102.1 - Communications and Stakeholder engagement

D

LL1 - To recall the elements of the stakeholder radar technique.

- a) Incorrect. None of these is a label used in a stakeholder radar. Vital; Necessary; Good to have; Courtesy to inform are the engagement levels from the stakeholder radar technique. Ref ECMH 4B10
- b) Incorrect. 'Should' and 'Could' are NOT labels used in a stakeholder radar. Vital; Necessary; Good to have; Courtesy to inform are the engagement levels from the stakeholder radar technique. Ref ECMH 4B10
- c) Incorrect. None of these is a label used in a stakeholder radar. Vital; Necessary; Good to have; Courtesy to inform are the engagement levels from the stakeholder radar technique. Ref ECMH 4B10
- d) Correct. Vital; Necessary; Good to have; Courtesy to inform are the engagement levels from the stakeholder radar technique. Ref ECMH 4B10

9 CI0103.1 - Change and the Individual

C

LL1. To recall the role of reinforcement (reward and punishment) in learning

- a) Incorrect. A much shorter time than was required for initial conditioning is required to re-establish a conditioned response that has been lost. Ref ECMH 9A1.1
- b) Incorrect. A much shorter time than was required for initial conditioning is required to re-establish a conditioned response that has been lost. Ref ECMH 9A1.1
- c) Correct. A much shorter time than was required for initial conditioning is required to re-establish a conditioned response that has been lost. Ref ECMH 9A1.1
- d) Incorrect. A much shorter time than was required for initial conditioning is required to re-establish a conditioned response that has been lost. Ref ECMH 9A1.1

10 CO0103 - Change and the Organization

A

LL1. Test recall of the assumptions on which 'Force field analysis' is based.

- a) Correct. 'If an organization desires to make change more quickly, then either the driving forces need to be augmented or the restraining forces decreased. Ideally, both of these must happen.' Ref ECMH 2B2.2
- b) Incorrect. Augmenting the driving forces and decreasing the restraining forces are a means of getting from the 'current state to the 'target for change' more quickly. Cost of change is not likely to increase in all cases. Ref ECMH 2B2.2
- c) Incorrect. It is possible that by reducing restraining forces it may identify a possible change to the scope but this is not the most likely outcome. Augmenting the driving forces and decreasing the restraining forces are a means of getting from the 'current state to the 'target for change' more quickly. Ref ECMH 2B2.2
- d) Incorrect. An objective of reducing restraining forces is to identify why staff may not buy-in to the change and address those concerns, to increase their buy-in. Ref ECMH 2B2.2

11 CP0103 - Change management Practice

C

LL1. Test recall of the stages of Tuckman's five stage team development model.

- a) Incorrect. Forming is where 'team members may ask questions that provide direction...' It is in Norming that: 'The team have established a way of working together that is focused on achievement of outcomes....' Ref ECMH 12B1, Stage 3 – Norming.
- b) Incorrect. Storming is where 'Team members are likely to want to test and challenge the assumptions made.' It is in Norming where: 'The team have established a way of working together that is focused on achievement of outcomes.' Ref ECMH 12B1, Stage 3 – Norming.
- c) Correct. Norming: 'The team have established a way of working together that is focused on achievement of outcomes....' Ref ECMH 12B1, Stage 3 – Norming.
- d) Incorrect. Adjourning is where '..the change is successfully completed, its purpose fulfilled, everyone can move on...' It is Norming where: 'The team have established a way of working together that is focused on achievement of outcomes....' Ref ECMH 12B1, Stage 3 – Norming.

12 CS0103 - Communications and Stakeholder engagement

D

LL1. To test knowledge of the characteristics associated with lean and rich communication channels. Ref ECMH 5C1.

- a) Incorrect. A lean channel can be quick, but it is the richer channels that allow layers of feedback signals, a variety of formats and multiple cues such as tones and gestures. Ref ECMH 5C1
- b) Incorrect. A lean channel can be cost-effective, but it is the richer channels that allow a variety of formats and multiple cues such as tones and gestures. Ref ECMH 5C1
- c) Incorrect. It is the richer channels that allow for multiple cues and non-verbal cues such as emotion, feelings, tone or gestures. Ref ECMH 5C1
- d) Correct. Leaner channels allow less interactivity and fewer cues such as feelings, tone or gestures. Ref ECMH 5C1

13 CI0201 - Change and the Individual

A

LL2 - Test understanding of managing the significance of the 'change curve'

- a) Correct. This is specifically mentioned several times as helping to understand individuals and as a way of helping them through the 'change curve'. Ref ECMH 1B1.1
- b) Incorrect. The change curve is a set of normal human responses and includes negative emotions. Ref ECMH 1B1.2 Point 1
- c) Incorrect. Active listening, empathy and support are all recommended to help people through the 'change curve'. Ref ECMH 1B1.
- d) Incorrect. People can get stuck in one stage. Ref ECMH 1B1.2 Point 1

14 CO0201.1 - Change and the Organization

B

LL2. Test understanding of the value of using a range of metaphors/images about organizations, how such insights affect leadership and how they may affect the way change is approached.

- a) Incorrect. Morgan says: 'the ultimate challenge is not to be seduced by the power or attractiveness of a single metaphor - old or new - so much as develop an ability to integrate the contributions of different points of view'. Ref ECMH 1C1
- b) Correct. Morgan says: 'the ultimate challenge is not to be seduced by the power or attractiveness of a single metaphor - old or new - so much as develop an ability to integrate the contributions of different points of view'. Ref ECMH 1C1
- c) Incorrect. Morgan says: 'the ultimate challenge is not to be seduced by the power or attractiveness of a single metaphor - old or new - so much as develop an ability to integrate the contributions of different points of view'. Ref ECMH 1C1
- d) Incorrect. Morgan says: 'the ultimate challenge is not to be seduced by the power or attractiveness of a single metaphor - old or new - so much as develop an ability to integrate the contributions of different points of view'. Ref ECMH 1C1

15 CP0201.1 - Change management Practice

A

LL2- Test understanding of change management as a risk management activity

- a) Correct. Only 1 is true. Change managers need to consider both the 'risks and opportunities associated with the change'. All leading and participating in the change including change managers, business managers and other stakeholders must work together to assess the risks and opportunities. i.e. not 'only' business managers Ref ECMH 6 Introduction
- b) Incorrect. Only 1 is true. Change managers need to consider both the 'risks and opportunities associated with the change'. All leading and participating in the change including change managers, business managers and other stakeholders must work together to assess the risks and opportunities. i.e. not 'only' business managers Ref ECMH 6 Introduction
- c) Incorrect. Only 1 is true. Change managers need to consider both the 'risks and opportunities associated with the change'. All leading and participating in the change including change managers, business managers and other stakeholders must work together to assess the risks and opportunities. i.e. not 'only' business managers Ref ECMH 6 Introduction
- d) Incorrect. Only 1 is true. Change managers need to consider both the 'risks and opportunities associated with the change'. All leading and participating in the change including change managers, business managers and other stakeholders must work together to assess the risks and opportunities. i.e. not 'only' business managers Ref ECMH 6 Introduction

16 CS0201 - Communications and Stakeholder engagement

C

LL2 - To understand the useful approaches to identifying stakeholders.

- a) Incorrect. The stakeholder engagement strategy is a later step taken after stakeholder identification. Ref ECMH 4A1
- b) Incorrect. The stakeholder engagement strategy is a later step taken after stakeholder identification. Ref ECMH 4A1
- c) Correct. The fear that there are too many people to communicate with can be addressed during a workshop. Ref ECMH 4A1
- d) Incorrect. Identifying stakeholders is not the same as agreeing to engage them. Ref ECMH 4A1

17 CI0202.1 - Change and the Individual

D

LL2 - Test understanding Bridges model of human transition

- a) Incorrect. This is describing 'transition' in Bridges' model. Ref ECMH 1B2 Introduction.
- b) Incorrect. This is a description of the 'new beginnings' phase in Bridges model. Ref ECMH 1B2
- c) Incorrect. This is a description of the 'endings' phase in Bridges model. Ref ECMH 1B2
- d) Correct. This is a description of 'change' which Bridges contrasts with 'transition'. Ref ECMH 1B2 Introduction.

18 CO0202.1 - Change and the Organization

A

LL2. Test understanding of how we think about organizations and approach change using Morgan's Political systems metaphor.

- a) Correct. Statement 1 is true. In the Political systems metaphor, 'Coalitions of interests form and power is used to get things done. Stakeholders are identified and through negotiation alliances are formed.' Statement 2 is NOT true. Differences of opinion are not ignored - 'conflict is expected and managed'. Ref ECMH 1C1 Table 1.4
- b) Incorrect: Statement 1 is true. In the Political systems metaphor, 'Coalitions of interests form and power is used to get things done. Stakeholders are identified and through negotiation alliances are formed.' Statement 2 is NOT true. Differences of opinion are not ignored - 'conflict is expected and managed'. Ref ECMH 1C1 Table 1.4
- c) Incorrect: Statement 1 is true. In the Political systems metaphor, 'Coalitions of interests form and power is used to get things done. Stakeholders are identified and through negotiation alliances are formed.' Statement 2 is NOT true. Differences of opinion are not ignored - 'conflict is expected and managed'. Ref ECMH 1C1 Table 1.4
- d) Incorrect: Statement 1 is true. In the Political systems metaphor, 'Coalitions of interests form and power is used to get things done. Stakeholders are identified and through negotiation alliances are formed.' Statement 2 is NOT true. Differences of opinion are not ignored - 'conflict is expected and managed'. Ref ECMH 1C1 Table 1.4

19 CP0202 - Change management Practice

A

LL2 – Test understanding of the elements of the McKinsey 7S model, the significance of each element, and the way elements interact with one another.

- a) Correct. 'Skills' include the skills and competencies of the employees of the organization. Ref ECMH 6A1.2
- b) Incorrect. This is related to 'structure'. Ref ECMH 6A1.2
- c) Incorrect. This is related to 'shared values'. Ref ECMH 6A1.2
- d) Incorrect. This describes 'systems'. Ref ECMH 6A1.2

20 CS0202 - Communications and Stakeholder engagement

B

LL2 - To understand the reasons for segmenting stakeholders and the CPIG classification.

- a) Incorrect. Power is not necessarily related to the segment representing the stakeholder. Ref ECMH 4A3
- b) Correct. As change continues, a stakeholder's priorities may change. Ref ECMH 4A2
- c) Incorrect. Culture is not necessarily related to segment. Ref ECMH 4A3
- d) Incorrect. Targeting is identified through mapping in two dimensions, not segmentation. Ref ECMH 4B11

21 CI0203.1 - Change and the Individual

A

LL2 - Test understanding of the 'neutral zone' phase in Bridges model of human transition

- a) Correct. Bridges recommends temporary feedback and communications systems. Ref ECMH 1B2.2.
- b) Incorrect. Bridges says that temporary solutions may be necessary and some can prove useful later. Ref ECMH 1B2.2
- c) Incorrect. This is advice from the second step in Kotter's eight step approach to change. Ref ECMH 1C2.2
- d) Incorrect. Bridges recommends that people are encouraged to connect together even more. Ref ECMH 1B2.2

22 CO0203 - Change and the Organization

C

LL2 - Test understanding of the elements and use in organizational change of Kotter's eight-step model.

- a) Incorrect. This step is about ensuring the organization's systems and structures support employee action. Ref ECMH 1C2.2
- b) Incorrect. This step is about embedding the change into the organization's culture. Ref ECMH 1C2.2
- c) Correct. This step is about communicating the need for change. Ref ECMH 1C2.2
- d) Incorrect. This step is about establishing the leadership team for the change. Ref ECMH 1C2.2

23 CP0203 - Change management Practice

A

LL2 - Test understanding of the steps involved in undertaking a stakeholder impact assessment.

- a) Correct. The first step is a 'High level impact assessment'. Ref ECMH 6A1.4
- b) Incorrect. This is a description of the second or third step – 'Determine specific impacts' and 'Analyse the impacts in detail.' Ref ECMH 6A1.4
- c) Incorrect. This is a description of the fifth step– 'Assess the severity of the impacts'. Ref ECMH 6A1.4
- d) Incorrect. This is not one of the steps involved in conducting a stakeholder impact assessment. Ref ECMH 6A1.4

24 CS0203 - Communications and Stakeholder engagement

C

LL2 - To understand the value of using Personas for deepening understanding of stakeholders.

- a) Incorrect. A Persona helps form a deeper understanding of the stakeholder group. It does not facilitate more conversation amongst the group members. Ref ECMH 4B9.1
- b) Incorrect. A Persona helps form a specific, consistent understanding of the stakeholder group. It does not encourage others to join that group. Ref ECMH 4B9.1
- c) Correct. Personas can offer a deeper understanding of the stakeholder group's goals and needs, and so help shape specific engagement strategies. Ref ECMH 4B9.1
- d) Incorrect. A Persona helps form a specific, consistent understanding of the stakeholder group. It does not help with predicting what will happen with this group, but it does help them identify specific management actions for the group. Ref ECMH 4B9.1

25 CI0204 - Change and the Individual

A

LL2 – Test understanding of the significance for managing change of Maslow’s hierarchy of needs.

- a) Correct. Self-actualization is the highest level of need. Ref ECMH 1B3.1 Figure 1.5
- b) Incorrect. Esteem needs are above safety needs in Maslow’s hierarchy. Ref ECMH 1B3.1
- c) Incorrect. Esteem needs are above love needs in Maslow’s hierarchy. Ref ECMH 1B3.1
- d) Incorrect. Physiological needs are at the lowest level of Maslow’s hierarchy. Ref ECMH 1B3.1

26 CO0204 - Change and the Organization

D

LL2 - Test understanding of the implications for organizational change of systems thinking (Senge).

- a) Incorrect. Senge states that avoidable constraints limit an organization’s growth. Ref ECMH 1C2.3
- b) Incorrect. It is Kotter’s model which is driven primarily by the senior leadership of the organization. Ref ECMH 1C2.3
- c) Incorrect. Senge describes positive and negative feedback loops but does not imply that all processes are self-reinforcing or limiting. Ref ECMH 1C2.3
- d) Correct. A self-reinforcing process is a positive feedback loop. Ref ECMH 1C2.33

27 CP0204 - Change management Practice

C

LL2 - Test understanding of the four factors which influence severity of change impact.

- a) Incorrect. Both 1 and 2 are true. Two of the factors are ‘history of change’ and ‘individual responses’. Ref ECMH 6A2.
- b) Incorrect. Both 1 and 2 are true. Two of the factors are ‘history of change’ and ‘individual responses’. Ref ECMH 6A2.
- c) Correct. Both 1 and 2 are true. Two of the factors are ‘history of change’ and ‘individual responses’. Ref ECMH 6A2.
- d) Incorrect. Both 1 and 2 are true. Two of the factors are ‘history of change’ and ‘individual responses’. Ref ECMH 6A2.

28 CS0204 - Communications and Stakeholder engagement

D

LL2 - To understand the purpose and value of determining appropriate levels of involvement with stakeholders using the stakeholder radar technique.

- a) Incorrect. A stakeholder positioned on the outer ring would be informed out of courtesy. Ref ECMH 4B10 Figure 4.11
- b) Incorrect. A stakeholder positioned on the second outer ring would be good to have engaged. Ref ECMH 4B10 Figure 4.11
- c) Incorrect. A stakeholder positioned on the second inner ring would be necessary to engage. Ref ECMH 4B10 Figure 4.11
- d) Correct. A stakeholder in the centre position would be vital to engage. Ref ECMH 4B10 Figure 4.11

29 CI0205 - Change and the Individual

A

LL2 - Test understanding of the theories of Dan Pink

- a) Correct. This is a description of 'Mastery', which is one of Dan Pink's three motivators Ref ECMH 1B3.4
- b) Incorrect. Pay needs to be high enough so that it is no longer an issue but may have limited value beyond that. Ref ECMH 1B3.4
- c) Incorrect. This does not describe any of Dan Pink's motivators and sounds like Theory X management. Ref ECMH 1B3.4
- d) Incorrect. This is the opposite of 'Autonomy', which is one of Dan Pink's three motivators. Ref ECMH 1B3.4

30 CO0205.2 - Change and the Organization

D

LL2. Test understanding of Block's description of the 'social contract' between Change Agents and Line Managers.

- a) Incorrect. Mixed motivation is about clarifying 'doubts and questions' whereas this question addresses 'Clarity about who is involved': 'It is important to be clear about the power issues around the work [e.g.] 'pressure issues...from more senior management.' Ref ECMH 1D3.2
- b) Incorrect. 'Concerns about loss of control' addresses [how much control] 'you feel you have...?' 'Clarity about who is involved': 'It is important to be clear about the power issues around the work [e.g.] 'pressure issues...from more senior management.' Ref ECMH 1D3.2
- c) Incorrect. Concerns about exposure is about 'relationships' and 'positions' people have. 'Clarity about who is involved': 'It is important to be clear about the power issues around the work [e.g.] 'pressure issues...from more senior management.' Ref ECMH 1D3.2
- d) Correct. 'Try to understand any pressures...that the line manager is under [e.g. from more senior management]. It is important to be clear about the power issues around the work.' Ref ECMH 1D3.2

31 CP0205 - Change management Practice

B

LL2. Test understanding of the approach to establishing and developing a network of change agents.

- a) Incorrect. The Change Agent needs 'to be established and respected enough in their own area for people to trust them with the tasks.' New recruits are unlikely to make the best Change Agent. Ref ECMH 7A4.1
- b) Correct. The Change Agent needs 'to be established and respected enough in their own area for people to trust them with the tasks.' People from outside the team are unlikely to make the best Change Agent. Ref ECMH 7A4.1
- c) Incorrect. The Change Agent needs 'to be established and respected enough in their own area for people to trust them with the tasks.' People from outside the team, i.e. HR, are unlikely to make the best Change Agent. Ref ECMH 7A4.1
- d) Incorrect. The Change Agent needs 'to be established and respected enough in their own area for people to trust them with the tasks.' People from outside the organization are unlikely to make the best Change Agent. Ref ECMH 7A4.1

32 CS0205 - Communications and Stakeholder engagement

A

LL2 - To test understanding of the effects of cognitive biases in the change process.

- a) Correct. Although there are many ways to describe the development of cognitive biases, this is a reasonable one and is supported by the ECMH text: 'senders and receivers overlay their own experience ... at every stage of an interaction'. Ref ECMH 5A2
- b) Incorrect. People may well tend to do this, but it is more likely to be an example of a cognitive bias than the way it develops. People using their previous experiences as a quick way to understand situations is a much better description. Ref ECMH 5A2
- c) Incorrect. People may well do this on occasions but this describes a process of rational decision-making, not cognitive bias. People using their previous experiences as a quick way to understand situations is a much better description. Ref ECMH 5A2
- d) Incorrect. People do this, but it is an example of a cognitive bias ('confirmation bias') not the way cognitive biases develops. People using their previous experiences as a quick way to understand situations is a much better description. Ref ECMH 5A2

33 CI0206.1 - Change and the Individual

A

LL2 - Test understanding of Schein's concept of survival and learning anxieties

- a) Correct. 'Creating the disturbing belief that the current position is not sustainable' helps to create 'survival anxiety'. Ref ECMH 1B3.6
- b) Incorrect. A plan with coaching and support is intended to prevent the survival anxiety becoming too great. Ref ECMH 1B3.6
- c) Incorrect. 'Acknowledgement and reward for effort in the right direction' is part of creating 'psychological safety' designed to keep the learning anxiety as low as possible and prevent the survival anxiety from becoming too great. Ref ECMH 1B3.6
- d) Incorrect. Encouraging experimentation is part of creating 'psychological safety' designed to keep the learning anxiety as low as possible and prevent the survival anxiety from becoming too great. Ref ECMH 1B3.6

34 CO0206 - Change and the Organization

D

LL2. To test understanding of the three levels of organizational culture, according to Trompenaars and Hampden-Turner.

- a) Incorrect. This is an example of a 'Level one (surface): Visible artefacts and products' cultural level – 'office layout and furnishings (who gets the corner offices...)'. Ref ECMH 1E1.1
- b) Incorrect. This is an example of a 'Level three (deepest): Basic assumptions' cultural level – '[as an example] ...the assumption that 'all people are equal.' Ref ECMH 1E1.1
- c) Incorrect. This is an example of a 'Level one (surface): Visible artefacts and products' cultural level – 'office layout and furnishings (who gets the corner offices...)'. Ref ECMH 1E1.1
- d) Correct. This is an example of a 'Level two (deeper): norms and values' cultural level – 'expressed in formal ways through the company rulebook'. Ref ECMH 1E1.1

35 CP0206 - Change management Practice

B

LL2. Test understanding of the pros and cons of internal versus external recruitment to the change team.

- a) Incorrect. No advantage will be gained by the organization as this is a Pro (i.e. advantage) for an internal recruit: 'Working on a change initiative can be an excellent career development opportunity for staff.' Ref ECMH 7B2.4, Table 7.4
- b) Correct. This is a Pro (i.e. advantage) for an external recruit: 'Knowledge transfer can increase the capacity of the organization to deal with future changes internally.' Ref ECMH 7B2.4, Table 7.4
- c) Incorrect. No advantage will be gained by the organization as this is a Con (i.e. disadvantage) of an external recruit: 'External recruitment can be a lengthy process – this may not fit with the timelines of your change initiative.' Ref ECMH 7B2.4, Table 7.4
- d) Incorrect. No advantage will be gained by the organization as this is a Pro (i.e. advantage) for an internal recruit: Ref ECMH 7B2.4, Table 7.4

36 CS0206 - Communications and Stakeholder engagement

A

LL2. To test understanding of the advantages and challenges in one-way and two-way communication approaches.

- a) Correct. (1) is true. One-way communication is very useful for imparting knowledge to large numbers of people and is achieved more quickly than two-way communication. Ref ECMH 5A5
- b) Incorrect. (2) is false. Encouraging people to interact is an example of two-way communication. Ref ECMH 5A5
- c) Incorrect. Only (1) is true. One-way communication is good for imparting information quickly to large numbers of people. However two-way communication is much better for encouraging interaction and participation. Ref ECMH 5A5
- d) Incorrect. Only (1) is true. One-way communication is good for imparting information quickly to large numbers of people. Encouraging people to interact is an example of two-way communication. Ref ECMH 5A5

37 CI0207 - Change and the Individual

A

LL2 - Test understanding of how MBTI® preferences affect behaviour.

- a) Correct. Sensing people focus on 'definite, detailed facts'. Ref ECMH 1B4.1 Table 1.3
- b) Incorrect. The Judging/ Perceiving pair is about preferences for rigid plans versus ad hoc approaches. Perceivers prefer an ad hoc approach. Ref ECMH 1B4.1
- c) Incorrect. The Thinking/Feeling preference is about how people make decisions. Feelers treat problems with compassion and consideration for others. Ref ECMH 1B4.1
- d) Incorrect. The Extravert / Introvert pair is about how people like to gain energy. Extraverts gain energy from the external world. Ref ECMH 1B4.1

38 CO0207 - Change and the Organization

B

LL2. Test understanding of organizations as complex adaptive systems

- a) Incorrect. Emergent change does NOT derive from a detailed planning process undertaken by managers. 'The tendency to 'self-organization' leads to change which 'bubbles-up' often with similar elements emerging in pockets around the organization'. Ref ECMH 1F1.2
- b) Correct. 'The tendency to 'self-organization' leads to change which 'bubbles-up' often with similar elements emerging in pockets around the organization'. Ref ECMH 1F1.2
- c) Incorrect. Emergent change does NOT derive from an update to the corporate strategy (that may happen later). 'The tendency to 'self-organization' leads to change which 'bubbles-up' often with similar elements emerging in pockets around the organization'. Ref ECMH 1F1.2
- d) Incorrect. Emergent change does NOT derive from select groups or powerful individuals arguing for change. 'The tendency to 'self-organization' leads to change which 'bubbles-up' often with similar elements emerging in pockets around the organization'. Ref ECMH 1F1.2

39 CP0207 - Change management Practice

C

LL2. Test recall of Glaser and Glaser's five elements of team effectiveness.

- a) Incorrect. 'Team mission, planning and goal setting is about: '...clarity around the reason for change, the vision...the team can remain focused on delivering outcomes.' How decisions are made and issues resolved is in 'Team operating processes'. Ref ECMH 12B2
- b) Incorrect. 'Team roles' is about clarifying 'team roles so that they are more accountable and understand what they need to do...' How decisions are made and issues resolved is in 'Team operating processes'. Ref ECMH 12B2
- c) Correct. 'The team will need to have certain enabling processes in place for people to carry out their work efficiently together...how they will make decisions and resolve issues.' Ref ECMH 12B2
- d) Incorrect. Team inter-personal relationships is where '...the change manager will encourage team members to actively engage and support each other.' 'Team operating processes' is about: 'how decisions are made and issues resolved'. Ref ECMH 12B2

40 CS0207 - Communications and Stakeholder engagement

B

LL2. To test understanding of the six factors that help with maintaining a people-focused approach to communication and encouraging engagement.

- a) Incorrect. According to the factor 'Target audiences..': messages should be tailored accordingly for different target audiences. Ref ECMH 5B2.4
- b) Correct. This is 'Allow plenty of time': allow plenty of time for people to digest the information, they are not robots. Ref ECMH 5B2.5
- c) Incorrect. According to the factor 'Encourage feedback...': it's important to encourage feedback and show that it is being acted on. Ref ECMH 5B2.6
- d) Incorrect. According to the factor 'Focus on two-way face-to-face communication...': repetition of messages is important so people become familiar, but the same information should be provided by different means. Ref ECMH 5B2.2

41 CI0208.2 - Change and the Individual

B

LL2. To understand practical examples of the 'Conscious Competence' learning process

- a) Incorrect. 'Unconscious incompetence' is where the learner is unaware of his/her lack of a particular skill. This individual is aware of the lack of skill. Ref ECMH 9A4.1 Figure 9.4
- b) Correct. 'Conscious incompetence' is where the learner realises the importance of a skill but fails in trying to do it. This individual is aware of the lack of skill so is in this stage. Ref ECMH 9A4.1 Figure 9.4
- c) Incorrect. 'Conscious competence' is where the learner, through practise, can now do the skill but has to think about each step. Ref ECMH 9A4.1 Figure 9.4
- d) Incorrect. 'Unconscious competence' is where the learner can do a skill effortlessly without much conscious thought and is the last stage. Ref ECMH 9A4.1 Figure 9.4

42 CO0208 - Change and the Organization

C

LL2. Test understanding of the four processes to describe and define the direction of [emergent] change.

- a) Incorrect. This is process step 3: '...step into the future organization after the desired change has occurred.' Ref ECMH 1F3.1
- b) Incorrect. This is process step 4: 'Identify the differences between ['current consequences' and 'outcomes of the change']...[to]..'plan and measure 'steps on the way.' Ref ECMH 1F3.1
- c) Correct. Process step 1: 'Start by deciding on the 'big picture' change which would bring great rewards to the organization.' Ref ECMH 1F3.1
- d) Incorrect. This is process step 2: 'Look around the organization as it is now and identify all the current consequences of that change not yet being a reality.' Ref ECMH 1F3.1

43 CP0208.1 - Change management Practice

D

LL2. Test understanding of the actions that can mitigate a threat to the 'psychological contract' during change

- a) Incorrect. 'Communicate openly and honestly about the change as early as possible.' Ref ECMH 7C1, first Bullet
- b) Incorrect. 'Be realistic about the impacts of the change – don't oversell the benefits and be honest about disbenefits.' Ref ECMH 7C1, 4 third Bullet
- c) Incorrect. 'Build in lots of opportunities for employees to feedback and become involved.' Ref ECMH 7C1, second Bullet
- d) Correct. 'Changes that involve redundancies need extra care and planning. Involve HR very early on and take their advice on how to communicate and handle staff issues.' Ref ECMH 7C1, fourth Bullet

44 CS0208 - Communications and Stakeholder engagement

A

LL2. To test understanding of how to improve communication effectiveness and engagement.

- a) Correct. This is 'Symbolic actions and symbolism': Actions speak louder than words. The actions and behaviours of those leading change have a bigger impact on people's level of engagement. Ref ECMH 5B5.1
- b) Incorrect. The level of information and level used should be appropriate for the audience. Ref ECMH 5B4.1
- c) Incorrect. Choose an appropriate tone and style of communication for the audience and this can vary as the audience varies across the organisation. Ref ECMH 5B4.3 and 4.1
- d) Incorrect. Even if all the specific details are not available yet, let people know when they will be available. Ref ECMH 5B4.5

45 CI0209 - Change and the Individual

C

LL2. To understand the stages in the learning cycle (Kolb)

- a) Incorrect. Concrete experience is where something happens to provide evidence that learning has changed behaviours. This would be the embedded change. Ref ECMH 9A3.1 Figure 9.3
- b) Incorrect. Practical experimentation is where the theory is tested. The pilot is testing whether this idea would work. Ref ECMH 9A3.1 Figure 9.3
- c) Correct. Abstract conceptualization is where a pattern or idea is identified. The identification of new ideas would fit in this stage. Ref ECMH 9A3.1 Figure 9.3
- d) Incorrect. Reflective observation is where thinking about the area occurs. This would be when the change team was thinking about the problems of embedding the change. Ref ECMH 9A3.1 Figure 9.3

46 CO0209 - Change and the Organization

B

LL2. To test understanding of the focus of a vision statement in a change initiative.

- a) Incorrect. Statement 1 is NOT true because '...responding to symptoms without understanding the root causes of problems or failures' will not enable 'the real reasons for change...to be established.' Ref ECMH 2C1.1
- b) Correct. Statement 2 is true. The vision statement... 'encompasses the values and direction for an organization'. 'If you know where you are going it is easier to get there.' Statement 1 is NOT true because '...responding to symptoms without understanding the root causes of problems. Ref ECMH 2C1.1
- c) Incorrect. Statement 1 is NOT true because '...responding to symptoms without understanding the root causes of problems or failures. The real reasons for change... need to be established.' Ref ECMH 2C1.1
- d) Incorrect. Statement 2 is true. The vision statement... 'encompasses the values and direction for an organization'. 'If you know where you are going it is easier to get there.' Ref ECMH 2C1.1

47 CP0209 - Change management Practice

C

LL2. Test understanding of common types of resistance to change, the symptoms observed, things to be careful of and how to deal with it.

- a) Incorrect. This is a symptom of 'Sabotage: Try to 'break' systems and processes.' Ref ECMH 7C4, Table 7.6
- b) Incorrect. This is a symptom of 'Audible unhappiness: Lots of very audible one-way communication to you, senior managers and colleagues about the fact that people are unhappy with the change.' Ref ECMH 7C4, Table 7.6
- c) Correct. This is a symptom of 'Disengagement: Lack of participation if forced to attend.' Ref ECMH 7C4, Table 7.6
- d) Incorrect. This is a symptom of 'Sabotage: Spread negative rumours about the change to colleagues.' Ref ECMH 7C4, Table 7.6

48 CS0209 - Communications and Stakeholder engagement

C

LL2. To test understanding of the range of methods and channels which can foster collaboration in change, and the strengths and weaknesses of each.

- a) Incorrect. This offers one-way flow of information, with no opportunity to share and exchange ideas. Effective engagement and collaboration require two-way interaction. Ref ECMH 5C3.1-3.2
- b) Incorrect. This offers one-way flow of information, with not enough opportunity to share and exchange ideas. Effective engagement and collaboration require two-way interaction. Ref ECMH 5C3.1-3.2
- c) Correct. Effective engagement and collaboration require two-way interaction. Particularly important in early stages of change as people need opportunities to share their thoughts, ask questions and feel they are listened to. Ref ECMH 5C3.1-3.2
- d) Incorrect. Although this is asking people to participate, it does not provide enough opportunity for people to share and exchange ideas or feel listened to. Ref ECMH 5C3.1-3.2

49 CP0210 - Change management Practice

C

LL2. Test understanding of the four strategies for building and sustaining momentum during the planning and implementation stages of a change initiative.

- a) Incorrect. This is Strategy 1 which is concerned with the frequency of communications. Announcing 'hard data' such as the number people adopting the changes is an example of Strategy 3: Keep visibility of the change high. Ref ECMH 7C7
- b) Incorrect. This is Strategy 2 which is concerned with e.g. piloting before rolling out to all users. Announcing 'hard data' such as the number people adopting the changes is an example of Strategy 3: Keep visibility of the change high. Ref ECMH 7C7
- c) Correct. 'Publish hard data updates, for example '300 more people have gone live with the change this month'. Ref ECMH 7C7
- d) Incorrect. Strategy 4: which is concerned with Task managers 'building successful implementation for their areas into their targets, objectives or reporting.' Announcing 'hard data' such as the number people adopting the changes is an example of Strategy 3: Keep visibility of the change high. Ref ECMH 7C7

50 CS0210 - Communications and Stakeholder engagement

B

LL2. To understand the key elements in developing a communication strategy and communication plan, and appropriate contents for each

- a) Incorrect. The communication strategy sets out overall objectives, audiences, key messages and approaches but not the timings. ECMH 5D1
- b) Correct. The communication plan shows who is going to deliver what, to whom, when and how that will be measured. Ref ECMH 5D2
- c) Incorrect. The communication strategy sets out overall objectives, audiences, key messages and approaches but not the timings. ECMH 5D1
- d) Incorrect. The communication plan shows who is going to deliver what, to whom and how that will be measured. Ref ECMH 5D2

