

Change Management v3 Syllabus



February-April 2024

1 Introduction

The Change Management qualification is designed to provide a robust foundation of knowledge for anyone involved in organizational change initiatives. Successful candidates will have the knowledge and understanding necessary to contribute constructively to teams specifying, developing, implementing and sustaining change initiatives.

- The qualification is referenced to the knowledge architecture contained in the Change Management Institute's Change Management Body of Knowledge '*The Effective Change Manager*' (2nd edition – '**CMBok2**') published 2022.
- References to '*The Effective Change Manager*' are given in the form: **CMBok2 1.2** This reference would indicate the Change Management Institute's Change Management Body of Knowledge Area 1, Knowledge Component 2.
- The teaching material used as the basis for this syllabus is '*Change Management v3: APMG Study Guide*' (Smith, R., Sidhu, R., Skelsey, S. and Taylor, H. 2022) published by Kogan Page and abbreviated as '**CMSG**'.
- References below to the '**Course Text**' are to those specific sections of the CMSG defined by this syllabus as 'in scope'. These are presented in the form **CMSG 1.2.3**, which signifies Section 1, Section 2, Subsection 1.2.3 (the final decimals are omitted when not required).
- There are relatively few parts of the CMSG that are out of scope for the APMG examinations. These are clearly marked by a grey background box.

The Change Management v3 qualification is currently offered at two levels: Foundation and Practitioner.

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with Change Management v3. It documents the learning outcomes related to the use of Change Management v3 and describes the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:

- Exam Board
- Exam Panel
- APMG Assessment Team
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in the Change Management v3 Foundation and Practitioner Designs.

2 Foundation Qualification

2.1 Purpose of the Foundation Qualification

The purpose of the Foundation qualification is to confirm that a candidate has sufficient knowledge and understanding of Change Management to work as an informed member of a team working on an organizational change initiative. The Foundation qualification is also a pre-requisite for the Practitioner qualification.

2.2 Target Audience

This qualification is aimed at individuals who are actively involved in providing dedicated support to change initiatives who require a working knowledge of the key principles of change management, who need to know the terminology used and some of the theory behind the practice. It is also the introduction to the higher-level Practitioner qualification and therefore includes all those who are the target audience for that qualification.

2.3 High Level Performance Definition of a Successful Foundation Candidate

Candidates should be able to recall, recognize and demonstrate understanding of the theories, concepts, models and approaches outlined in the **Course Text**, including terms used, process sequences and roles involved.

Specifically they should be able to demonstrate this understanding by being able to:

- Identify key features of the organizational context in which a change initiative is taking place including the benefits the organization is seeking to drive, the approach being taken to the change and the organizational culture.
- Contribute a range of perspectives on the various human responses seen in a change initiative, suggesting ways in which a change can be managed to minimize negative impacts and in which people can be supported through change.
- Distinguish between well-founded concerns about a change and resistance to change, recognizing signs of resistance and proposing approaches that will mitigate it.
- Recommend and support appropriate actions taken by people in various change roles, especially change sponsors, line leaders and change agents, and help to build and maintain effective teamwork through change.
- Describe significant elements of the stakeholder engagement process in a change initiative, and relate this to building appropriate communications strategies
- Discuss with colleagues the different areas of impact of a change initiative, the severity of those impacts and how change progress can be measured.

3 Practitioner Qualification

3.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to confirm whether the candidate has achieved sufficient understanding of how to apply and tailor Change Management guidance in a given organizational change situation. A successful Practitioner candidate should, with suitable direction, be able to start applying the Change Management approaches and techniques to a real change initiative but may not be sufficiently skilled to do this appropriately for all situations. Their individual Change Management expertise, complexity of the change initiative and the support provided for the use of Change Management approaches in their work environment will all be factors that impact what the Practitioner can achieve.

3.2 Target Audience

This qualification is aimed at change managers and aspiring change managers. It also relevant to other key staff involved in the design, development and delivery of change programmes, including: change leaders (e.g. Senior Responsible Owners), change 'agents' (e.g. Business Change Managers), change implementers (e.g. Programme Managers), change support (e.g. Programme Office) and operational line leaders/staff.

3.3 High Level Performance Definition of a Successful Practitioner Candidate

Successful candidates should be able to use the models and concepts outlined in the **Course Text** to offer relevant insights and ideas which can aid decision-taking, and assist in evaluating options. Specifically, they will be able to apply and evaluate the learning from the Foundation qualification in 'real world' contexts and in addition will be able to:

- Identify and propose appropriate uses of change 'levers' to build momentum for a change and to sustain the change once it is effected.
- Use sound principles of learning to identify key learning needs resulting from a change initiative and to support professional Learning & Development colleagues in developing people's competence.
- Offer constructive behavioural feedback and coaching to colleagues involved in a change initiative.
- Offer insights into warranted and unwarranted conflicts that arise during change and take actions to help manage conflicts constructively.
- Apply co-design concepts appropriately in a change initiative, contributing positively to the design and facilitation of co-design workshops.

4 Learning Outcomes Assessment Model

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have incorporated this into a Learning Outcomes Assessment Model which is used to provide a simple and systematic means for assessing and classifying the learning outcomes for APMG qualifications.

This structured approach helps to ensure:

- A clear delineation in learning level content between different qualification levels
- Learning outcomes are documented consistently across different areas of the guidance
- Exam questions and papers are consistent and are created to a similar level of difficulty.

The Foundation qualification examines learning outcomes at levels 1 (knowledge) and 2 (comprehension). The Practitioner qualification tests learning outcomes at levels 2 (comprehension), 3 (application) and 4 (analysis).

CHANGE MANAGEMENT 2015 Learning Outcomes Assessment Model				
	1.Knowledge	2. Comprehension	3. Application	4. Analysis
Generic Definition from APMG Learning Outcomes Assessment Model	Know key facts, terms and concepts from the manual/guidance	Understand key concepts from the manual/guidance	Be able to apply key concepts relating to the syllabus area for a given scenario	Be able analyse and distinguish between appropriate and inappropriate use of the method/guidance for a given scenario situation
Qualification Learning Outcome Assessment Model	Know facts from the Course Text, including concepts, terms, principles, model types, approaches and roles.	Understand the concepts, principles, model types, approaches and roles described in the Course Text.	Be able to apply particular models, tools, principles or approaches relating to the syllabus area to a given scenario. (By implication this must include how a model or approach should not be used).	Be able to analyse and distinguish between appropriate and inappropriate use of particular principles, approaches, models and tools within the context of the scenario.

5 Syllabus Areas

The syllabus is presented by syllabus areas. This is the unit of learning which may relate to a chapter from the manual/guidance or several concepts commonly grouped together in a training course module.

The following syllabus areas are identified.

Syllabus Area Code	Syllabus Area Title
OA	Organizational Context and Approach
PC	People and Change
CT	Change Leadership and Teams
SC	Stakeholders and Communication
WM	The Work of the Change Manager

6 Syllabus Presentation

For each syllabus area learning outcomes for each learning level are identified. Each learning outcome is then supported by a description of the requirements that a candidate is expected to meet to demonstrate that the learning outcome has been achieved at the qualification level indicated. These are shown as syllabus topics.

All Foundation level requirements are assumed to have been met for Practitioner level and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes.

Each of the syllabus areas is presented in a similar format as follows:

Syllabus Area Code		Syllabus Area : <i>CHANGE MANAGEMENT v3 Syllabus Area (XX)</i> Theme [1]	Foundation	Practitioner	Primary References
OA [2]					
Level	Topic				
Know facts, terms and concepts relating to the <i>syllabus area</i> . [3] Specifically to recall:					
01 [4]	01 [5]	[6]	[7]		[8]
01	02				

Key to the Syllabus Area table

1	Syllabus Area	Unit of learning, e.g. chapter of the reference guide or course module.
2	Syllabus Area Code	A unique 2 character code identifying the syllabus area.
3	Learning Outcome (topic header shown in bold)	A statement of what a candidate will be expected to know, understand or do.
4	Level	Classification of the learning outcome against the APMG OTE Learning Outcomes Assessment Model.
5	Topic Reference	Number of the topic within the learning level.
6	Topic Description	Description of what is required of the candidate to demonstrate that a learning outcome has been achieved at the qualification level indicated
7	Foundation/Practitioner	Shows at which qualification level the topic is assessed. N.B A topic is only assessed at one qualification level.
8	Primary Reference	The main reference supporting the topic in both CMSG and Change Management Institute's Body of Knowledge.

7 Important Points

The following points about the use of the syllabus should be noted.

7.1 CHANGE MANAGEMENT v3 Study Guide References

The CHANGE MANAGEMENT v3 guide references should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the guidance.

In practice, at Practitioner level, questions based on a syllabus topic may require knowledge of material from other sections of the CHANGE MANAGEMENT v3 guidance. This will be clear from the context of the question and the scenario.

- References to source material in '*The Effective Change Manager*' (2nd edition) are given in the form: **CMBok2 1.2**. This reference would indicate CMBok2 Knowledge Area 1, Knowledge Component 2. Such references are provided only to facilitate the tracing of taught material back to the Change Management Institute's Body of Knowledge. ***The Change Management Institute's Body of Knowledge itself is NOT EXAMINABLE.***
- The teaching material used as the basis for this syllabus is '*Change Management v3: APMG Study Guide*' (Smith, R., Sidhu, R., Skelsey, S. and Taylor, H. 2022) published by Kogan Page and abbreviated as '**CMSG**'.
- References below to the '**Course Text**' are to those specific sections of the CMSG defined by this syllabus as 'in scope'. Foundation-only topics are presented in the form **CMSG 1.2.3**, which signifies Section 1, Section 2, Subsection 1.2.3 (the final decimals are omitted when not required). Additional topics for Practitioner candidates only are documented in the Part 6 of the study guide in sections numbered 6.1 to 6.5. Some Practitioner sections divide into main subsections thus: **CMSG 6.1.1**.

- Where an CMSG Section reference alone is given (e.g. **CMSG 1** or **CMSG 6.1**) this includes the whole section of the Guide including all subsections.
- Where a Section and Main subsection reference is given (e.g. **CMSG 1.1** or **CMSG 6.1.1**) this includes the whole of that main subsection including all minor subsections.
- Where a Section, Main subsection and Minor subsection reference is given (e.g. **CMSG 1.1.1**) this includes only that minor subsection.

8 Syllabus Exclusions

Material in the Study Guide that is enclosed in text boxes is NOT examinable. This typically includes supplementary information or quotations provided for interest or context, 'real world' illustrations or case studies, exercises and tips.

Where the CMSG includes a cross-reference to another chapter or section, the content of that chapter/section will not be examined unless specifically included in the 'Primary references' column of the syllabus.

Syllabus Area Code OA		Syllabus Area : CHANGE MANAGEMENT v3 Organizational Context and Approach	Foundation	Practitioner	Primary References
Level	Topic				
		Know facts from the Course Text relating to Organizational Context and Awareness in change, including concepts, terms, principles, model types, approaches and roles. Specifically to recall:			
01	01	1. The meaning of the 5 steps of ADKAR® 2. The meaning of co-design 3. The structure and possible uses of a Force Field Analysis	✓		CMSG 1.2.2 CMSG 1.2.1 CMSG 1.1.7
01	02	Key aspects of Agile practice as applied by change managers • The behaviours of an effective change manager • The 3 capabilities and 4 core practices	✓		CMSG 1.2.7
		Understand the concepts, principles, model types, approaches and roles relating to Organizational Context and Awareness in change, as described in the Course Text. Specifically to identify:			
02	01	• How change management contributes to benefits • Kelman's three levels of adoption and possible uses of this approach	✓		CMSG 1.1.1 CMSG 1.1.2
02	02	• The difference between simple, complicated, complex and chaotic change situations and the implications for change • The difference between emergent change and planned change • How a systems thinking approach can contribute to both emergent change and planned change	✓		CMSG 1.1.3 CMSG 1.1.4 CMSG 1.1.5
02	03	Change insights about organizational culture and 'mood' • What organizational culture is and is not (both culture and 'mood') • 3 'layers' of organizational culture • Schein's insight regarding two perspectives on culture	✓		CMSG 1.1.6
02	04	The way "n-step" approaches to change have evolved into the eight processes or 'accelerators' of Kotter's approach to change, and the meanings of those accelerators.	✓		CMSG 1.2.3
02	05	Four types of delivery strategy and their implications for change management.	✓		CMSG 1.2.4
02	06	The eleven key agile practices described in the text and their meanings.	✓		CMSG 1.2.5
02	07	The 6 principal agile change practices described in the text that are used by effective change managers to apply agile in a change context.	✓		CMSG 1.2.7
02	08	The four steps in the continuous change cycle and their meanings, the most usual starting point, and the typical content of each step.	✓		CMSG 1.2.6

Syllabus Area Code OA		Syllabus Area : CHANGE MANAGEMENT v3 Organizational Context and Approach	Foundation	Practitioner	Primary References
02	09	The purpose(s) of a change strategy and the purpose behind the following headings - Lessons from previous change initiatives - Change Management team and relationships - High level timing considerations - High level change approach	✓		CMSG 1.2.8
02	10	Appropriate applications of co-design in a change context including: - Basic design concepts that apply to all facilitated workshops - Principles of co-design (Blomkamp) - Important elements of the agenda and tools used in co-design workshops		✓	CMSG 6.5
		Be able to apply within a particular scenario particular models, tools, principles or approaches relating to Organizational Context and Awareness in change. Specifically to recognize and apply:			
03	01	Appropriate or inappropriate application of systems thinking diagrams or Force Field Analysis to provide insights into organizational changes of different degrees of complexity. (As identified in OA0202 and OA0101.3)		✓	CMSG 1.1.3 CMSG 1.1.4 CMSG 1.1.5 CMSG 1.1.7
03	02	Useful ways to identify and understand organization culture, and to discuss it with other people involved in the change initiative; the implications of the organization's culture for a change initiative. (As identified in OA0203)		✓	CMSG 1.1.6
03	03	Appropriate or inappropriate selection and implementation of change management structure, approach and delivery strategies. (As identified in OA0101.1, OA0204 and OA0205)		✓	CMSG 1.2.2 CMSG 1.2.3 CMSG 1.2.4
03	04	The current level of use of Agile change practices in an organizational change and appropriate opportunities to apply additional ones. (As identified in OA0206 and OA0207)		✓	CMSG 1.2.5 CMSG 1.2.7
03	05	Strengths, weaknesses, errors and omissions in a change strategy document, including reference to the continuous change cycle. (As identified in OA0208 and OA0209)		✓	CMSG 1.2.6 CMSG 1.2.8
03	06	Appropriate and inappropriate uses of co-design principles and practices in a change initiative, and their application in a workshop setting. (OA0210 and OA0101.2)		✓	CMSG 1.2.1 CMSG 6.5
		Be able to analyse with reasons and to distinguish in a scenario between appropriate and inappropriate application of the particular principles, approaches, models and tools relating to Organizational Context and Awareness in change. Specifically to analyse with reasons whether:			
04	01	The use or recommendation by a change manager of particular approaches, techniques or actions affecting an organization's approach to change (as identified in OA0301 to OA0306) is appropriate.		✓	CMSG 1.1.3 to 1.1.7 CMSG 1.2.1 CMSG 1.2.4 to 1.2.8 CMSG 6.5

Syllabus Area Code PC		Syllabus Area : CHANGE MANAGEMENT v3 People and Change	Foundation	Practitioner	Primary References
Level	Topic				
		Know facts from the Course Text relating to People and Change, including concepts, terms, principles, model types, approaches and roles. Specifically to recall:			
01	01	The primary neuroscience terms and their meanings described in the text. This includes: - What the headings of David Rock's SCARF model stand for - The meaning of 'fixed' and 'growth' mindsets <i>[Note: None of the brain physiology terms used in the diagram and reflected in the text will be examined.]</i>	✓		CMSG 2.1.2
01	02	Key ideas associated with - Reinforcement (rewards and punishments) in a work context - Satisfaction and growth (Herzberg, Pink)	✓		CMSG 2.2.1
		Understand the concepts, principles, model types, approaches and roles relating to People and Change, as described in the Course Text. Specifically to identify:			
02	01	How differences between people on Myers-Briggs personality types create both opportunities and challenges in change.	✓		CMSG 2.1.1
02	02	Key findings of neuroscience and how they illuminate key change management issues [as described in the text] - The significance of elements of the SCARF model for change - The significance of neuroplasticity and of 'fixed and 'growth' mindsets for helping people learn in change.	✓		CMSG 2.1.2
02	03	The process of the human response to change represented in 'change curve' models and its significances for managing change. <i>[Note: The term 'change curve' is always used in examinations when referring to this model.]</i>	✓		CMSG 2.1.3
02	04	The significance for managing change of Bridges' model of human transitions: - Bridges' distinction between 'change' and 'transition' - The significance of each phase of the model	✓		CMSG 2.1.4
02	05	The meaning of 'Positive psychology' and its applications in - Promoting change resilience - The Appreciative Inquiry (AI) approach	✓		CMSG 2.2.2
02	06	The significance for Change Management of the elements of the change formula (Beckhard & Harris), and how they may be used to increase motivation for change.	✓		CMSG 2.2.3
02	07	The significance for Change Management of survival and learning anxieties (Schein)	✓		CMSG 2.2.4

Syllabus Area Code PC		Syllabus Area : CHANGE MANAGEMENT v3 People and Change	Foundation	Practitioner	Primary References
02	08	- The stages and process of the 'Conscious Competence' learning model - The implications of the 'learning dip' for change and performance.	✓		CMSG 2.3.1
02	09	- The significance for learning of different preferences/styles and how they relate to the 'learning loop' (Kolb, Honey & Mumford). - Appropriate learning activities for each learning style	✓		CMSG 2.3.2
02	10	Key principles of effective instruction including - Use of the senses - The 'Nine Events of Instruction' (Gagné)		✓	CMSG 6.2.1
02	11	Key principles in defining what is to be learned including - The significance of considering knowledge, skills and attitudes - The qualities of a good learning objective - Principles of evaluating learning		✓	CMSG 6.2.2
02	12	The behavioural components of active listening and what they mean		✓	CMSG 6.3.1
02	13	Principles (from the text) of giving effective developmental feedback		✓	CMSG 6.3.2
02	14	Some principles and practices of effective coaching: - How three states in the client – awareness, responsibility and self-belief – support how the brain works to promote personal development. - The use of the GROW™ model including examples of questions that can support each element		✓	CMSG 6.3.3
Be able to apply within a particular scenario particular models, tools, principles or approaches relating to People and Change. Specifically to recognize and apply:					
03	01	Insights on likely areas of conflict and complementarity between different people using observations based on the Myers-Briggs® personality types. (As identified in PC0201)		✓	CMSG 2.1.1
03	02	Insights about a change situation offered by change curve models, and relevant actions that change managers can take or recommend based on these insights. (As identified in PC0203)		✓	CMSG 2.1.3
03	03	Actions and approaches based on Bridges' model of human transitions that change managers can apply or recommend to help manage the human side of a change. (As identified in PC0204)		✓	CMSG 2.1.4
03	04	Insights about human motivation and the process of organizational change deriving from psychological and social research, including recent findings in neuroscience and positive psychology. (As identified in PC 0102, PC 0202 and PC 0205)		✓	CMSG 2.1.2 CMSG 2.2.1 CMSG 2.2.2
03	05	Actions a change manager could take to increase the willingness of people to change, using insights from the 'change formula' and from Schein's observations on survival and learning anxieties. (As identified in PC0206 and PC0207)		✓	CMSG 2.2.3 CMSG 2.2.4

Syllabus Area Code PC		Syllabus Area : CHANGE MANAGEMENT v3 People and Change	Foundation	Practitioner	Primary References
03	06	Appropriate and inappropriate applications of learning principles to a change situation, taking account of the learners, what must be learnt and the learning process. (As identified in PC0208, PC0209, PC0210 and PC0211)		✓	CMSG 2.3.1 & 2.3.2 CMSG 6.2
03	07	Appropriate applications of listening, giving feedback and structured coaching when planning a change. (As identified in PC0212, PC0213 and PC0214)		✓	CMSG 6.3
		Be able to analyse with reasons and to distinguish in a scenario between appropriate and inappropriate application of the particular principles, approaches, models and tools relating to People and Change. Specifically to analyse with reasons whether:			
04	01	The use or recommendation by a change manager of particular approaches, techniques or actions affecting people and change (as identified in PC0301 to PC0307) is appropriate.		✓	CMSG 2.1 CMSG 2.2 CMSG 2.3 CMSG 6.2 & 6.3

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
CT		CHANGE MANAGEMENT v3 Change Leadership and Teams			
Level	Topic				
		Know facts from the Course Text relating to Change Leadership and Teams, including concepts, terms, principles, model types, approaches and roles. Specifically to recall:			
01	01	The archetypal roles involved in the process of a typical organizational change and their characteristics.	✓		CMSG 3.1.1 CMSG 3.1.2 CMSG 3.1.3
01	02	Key issues affecting teams in organizations passing through change including: - Benefits of using a network of change agents - Considerations in setting up and developing such a network.	✓		CMSG 3.2.1
01	03	The stages of team development (Tuckman) and how they relate to typical behaviours found in a change team at various stages of its lifecycle.	✓		CMSG 3.2.2
		Understand the concepts, principles, model types, approaches and roles relating to Change Leadership and Teams, as described in the Course Text. Specifically to identify:			
02	01	The key priorities of an effective Sponsor in change and how CMs can support Sponsors.	✓		CMSG 3.1.2
02	02	Key principles (from the text) about the roles of Change Agents and how they can influence others without formal authority.	✓		CMSG 3.1.3
02	03	How the role and behaviours of line leaders can support successful change and the actions a change manager can take to support them.	✓		CMSG 3.1.4
02	04	How the attitude and approach of line leaders can promote psychological safety during a change process including: - Establishing a safe psychological climate (Carl Rogers) - Actions they can take to give people 'voice' (Amy Edmonson)	✓		CMSG 3.1.5
02	05	Opportunities and actions available to leaders to shape organizational culture and climate.	✓		CMSG 3.1.6
02	06	How to identify and develop key aspects of team effectiveness in change. (Lencioni).	✓		CMSG 3.2.3
02	07	- The advantages and disadvantages of diversity in teams. - How psychological safety helps realize the benefits of team diversity and actions by line leaders that can support this..	✓		CMSG 3.2.4
		Be able to apply within a particular scenario particular models, tools, principles or approaches relating to Change Leadership and Teams. Specifically to recognize and apply:			

Syllabus Area Code CT		Syllabus Area : CHANGE MANAGEMENT v3 Change Leadership and Teams	Foundation	Practitioner	Primary References
03	01	Characteristic roles (independently of formal job titles) taken by different people associated with a change process, appropriate actions and behaviours they use to support change, and actions by a change manager that can help them to fulfil those roles effectively. (As identified in CT0101, CT0201, CT0202 & CT0203)		✓	CMSG 3.1.1 CMSG 3.1.2 CMSG 3.1.3 CMSG 3.1.4
03	02	Appropriate recommendations a change manager could make to line leaders regarding the creation of psychological safety through change. (As identified in CT0204)		✓	CMSG 3.1.5
03	03	Appropriate recommendations a change manager could make to a line leader seeking to initiate or support a change in organizational culture. (As identified in CT0205)		✓	CMSG 3.1.6
03	04	The value of and approach to building a strong change agent network and how it might be expected to develop as a team. (As identified in CT0102 and CT0103)		✓	CMSG 3.2.1 CMSG 3.2.2
03	05	How to: - ensure that the benefits of team diversity are realized, and - evaluate the strengths and weaknesses of a team. (As identified in CT0206 and CT0207)		✓	CMSG 3.2.3 CMSG 3.2.4
		Be able to analyse with reasons and to distinguish in a scenario between appropriate and inappropriate application of the particular principles, approaches, models and tools relating to Change Leadership and Teams. Specifically to analyse with reasons whether:			
04	01	The use or recommendation by a change manager of particular approaches, techniques or actions affecting the roles and behaviours of people in change are appropriate. (As identified in CT0301, CT0302, and CT0303)		✓	CMSG 3.1
04	02	The use or recommendation by a change manager of particular approaches, techniques or actions affecting change networks and teams are appropriate. (As identified in CT0304 to CT0305)		✓	CMSG 3.2

Syllabus Area Code SC		Syllabus Area : CHANGE MANAGEMENT v3 Stakeholders and Communication	Foundation	Practitioner	Primary References
Level	Topic				
Know facts from the Course Text relating to Stakeholders and Communication, including concepts, terms, principles, model types, approaches and roles. Specifically to recall:					
01	01	- How a 'stakeholder' is defined - How stakeholders can be identified - Definition of engagement (in the context of change)	✓		CMMSG 4.1.1 CMMSG 4.1.4
01	02	The elements of a basic model of communication theory	✓		CMMSG 4.2.1
Understand the concepts, principles, model types, approaches and roles relating to Stakeholders and Communication, as described in the Course Text. Specifically to identify:					
02	01	- Different ways to categorize and segment stakeholders and factors that could influence appropriate segmentation choices. - Questions and approaches that help understand stakeholder interests	✓		CMMSG 4.1.2
02	02	Ways to assess the levels of power and influence of stakeholders including: - Recognising personal and positional sources of power and their impact on the style of change - Stakeholder mapping techniques	✓		CMMSG 4.1.3
02	03	A range of factors that may help affect engagement including: - Barriers to effective engagement - Principles for building engagement	✓		CMMSG 4.1.4
02	04	How stakeholder engagement aims can be clarified and outcomes defined, including: - The stages and implications of the 'commitment escalator' - The meanings of a 'know, feel, do' approach - The purpose and content of a stakeholder engagement strategy	✓		CMMSG 4.1.5
02	05	- Typical barriers to successful communication in organizations - Common cognitive biases and how communication can help mitigate their effects	✓		CMMSG 4.2.2
02	06	Factors to make change messaging more appropriate including: - Setting the context for change - Setting overall change communication approach and tone - Developing key messages	✓		CMMSG 4.2.3
02	07	How communication can address both hearts and minds	✓		CMMSG 4.2.4

Syllabus Area Code SC		Syllabus Area : CHANGE MANAGEMENT v3 Stakeholders and Communication	Foundation	Practitioner	Primary References
02	08	The principal ways in which we communicate including: • Non-verbal, listening, visual and verbal • Using appropriate tone and style for the audience • Different language style preferences - VARK	✓		CMSG 4.2.5
02	09	The range of methods and channels which can foster collaboration in change, and the strengths and weaknesses of each. • One-way v. two-way • Lean and rich • Choosing a mix of communications channels for change	✓		CMSG 4.2.6
02	10	1. The purpose of communication planning 2. The elements of a typical change communication strategy.	✓		CMSG 4.2.7
Be able to apply within a particular scenario particular models, tools, principles or approaches relating to Stakeholders and Communication. Specifically to recognize and apply:					
03	01	How stakeholders in a change may be appropriately identified, segmented and mapped. (As identified in SC0101, SC0201 and SC0202)		✓	CMSG 4.1.1 CMSG 4.1.2 CMSG 4.1.3
03	02	How to plan and build stakeholder engagement, identifying and addressing any barriers. (As identified in SC0203 and SC0204)		✓	CMSG 4.1.4 CMSG 4.1.5
03	03	How to recognize and mitigate some common barriers to organizational communication including cognitive biases, and how communication approaches can help mitigate them. (As identified in CS0102 and CS0205)		✓	CMSG 4.2.1 CMSG 4.2.2
03	04	How to develop appropriate change messaging and to communicate it in a way that appeals to both hearts and minds. (As identified in CS0206 & 0207)		✓	CMSG 4.2.3 CMSG 4.2.4
03	05	How to develop a communication strategy and communication plans for a change initiative, selecting appropriate communication channels and methods of communication that will address the needs of a range of people. (As identified in CS0208, CS0209 and CS0210)		✓	CMSG 4.2.5 CMSG 4.2.6 CMSG 4.2.7
Be able to analyse with reasons and to distinguish in a scenario between appropriate and inappropriate application of the particular principles, approaches, models and tools relating to Stakeholders and Communication. Specifically to analyse with reasons whether:					
04	01	Stakeholder engagement and communication approaches selected or recommended by a change manager are appropriate. (As identified in 0301 to 0305) are appropriate.		✓	CMSG 4

Syllabus Area Code WM		Syllabus Area : CHANGE MANAGEMENT v3 <i>The Work of the Change Manager</i>	Foundation	Practitioner	Primary References
Level	Topic				
Know facts from the Course Text relating to change management practice, including concepts, terms, principles, model types, approaches and roles. Specifically to recall:					
01	01	- Potentially positive reasons for resistance - Common underlying causes of resistance from brain science (Oreg)	✓		CMSG 5.2.1
Understand the concepts, principles, model types, approaches and roles relating to change management practice, as described in the Course Text. Specifically to identify:					
02	01	Factors used in assessing change impact: - Categories of change impact and how they differ - Identifying change impact areas (McKinsey 7-S) - Impact profiles	✓		CMSG 5.1.1
02	02	Factors used in assessing change severity: - Different kinds of costs - Organizational factors - Stakeholder factors	✓		CMSG 5.1.2
02	03	- How to address specific reasons for resistance, based on examples given in the text. (Kanter) - Elements in building a strategy to manage resistance	✓		CMSG 5.2.2
02	04	- Categories and types of measures used to enable the analysis and reporting of change effectiveness. - Elements in building a change delivery scorecard.	✓		CMSG 5.3.1
02	05	How to build a data strategy to demonstrate change effectiveness: - Types of measure and their use at different stages of the change (readiness versus adoption) - Limitations of data analytics	✓		CMSG 5.3.2
02	06	The significance of change levers and the types of leverage available to promote change including: - What is meant by a 'lever' - Leverage strategies (carrots, sticks and burning bridges) - Types of leverage (emotional, procedural, structural, environmental and leadership)		✓	CMSG 6.1.1
02	07	Achieving critical mass (tipping points) in change and how to respond including: - Strategies for building change momentum - How different people (roles) contribute to achieving critical mass for a change (Everett Rogers) - Recognising (locating) a tipping point and how to respond		✓	CMSG 6.1.2

Syllabus Area Code WM		Syllabus Area : CHANGE MANAGEMENT v3 The Work of the Change Manager	Foundation	Practitioner	Primary References
02	08	Conflicts in change situations including - Sources of conflict and how they are commonly displayed. - Appropriate application of various conflict management styles, and the positives and negatives they each bring to conflict (Kilman)		✓	CMSG 6.4
		Be able to apply within a particular scenario particular models, tools, principles or approaches relating to change management practice. Specifically to recognize and apply:			
03	01	How to assess the impact of a change, including scope, stakeholders affected and severity. (As identified in WM0201 and WM0202)		✓	CMSG 5.1
03	02	Potential causes of resistance to change, both positive and negative, and appropriate approaches to addressing the causes identified. (As identified in WM0101 and WM0203)		✓	CMSG 5.2
03	03	Suitable types of measure and methods of measurement to include in developing analytics for a change initiative. (As identified in WM0204 and WM0205)		✓	CMSG 5.3
03	04	Change management actions that can build momentum for and sustain adoption of change, using appropriate levers to achieve critical mass. (As identified in WM0206 and WM0207)		✓	CMSG 6.1
03	05	Likely causes of conflicts in a change initiative and appropriate strategies to address them, recognizing the different conflict styles being used by the various parties. (As identified in WM0208)		✓	CMSG 6.4
		Be able to analyse with reasons and to distinguish in a scenario between appropriate and inappropriate application of the particular principles, approaches, models and tools relating to change management practice. Specifically to analyse with reasons whether:			
04	01	A change impact assessment has been developed using an appropriate process and is fit for purpose. (As identified in WM0301)		✓	CMSG 5.1
04	02	Resistance to change and any resulting conflicts are being managed appropriately. (As identified in WM0302 and WM0305)		✓	CMSG 5.2 CMSG 6.4
04	03	Appropriate actions and analytics are in place to build momentum for change achieve critical mass and sustain adoption. (As identified in WM0303 and WM0304)		✓	CMSG 5.3 CMSG 6.1