

**Change Management v3
Practitioner Exam
Candidate Guidance**

February 2024



PRACTITIONER EXAM CANDIDATE GUIDANCE

1. INTRODUCTION

- 1.1 The objectives of the examination are to enable you to demonstrate your understanding of Change Management v3 and an ability to apply the principles in an appropriate way in a given set of circumstances described in a scenario. The Practitioner exam uses objective test questions which require a candidate to choose a response to a question from a set of choices for which the correct answer is pre-determined.
- 1.2 The following paragraphs explain the format of the exam and the different types of question asked. Some suggestions on how to approach answering the various types of question are also included.
- 1.3 The Change Management Registered Practitioner qualification is valid for 5 years. Practitioners should be re-registered within 3-5 years of their original certification in order to demonstrate their commitment to professional development. Candidate will need to sit the Practitioner examination again to complete the Re-Registration process.

2. STRUCTURE OF THE PAPER

The examination paper consists of three booklets.

- 2.1 The Scenario Booklet contains a scenario providing a description of the background and current situation of the organization undertaking change and an outline of the change(s) being undertaken, The Scenario Booklet also includes additional information for one or more of the five questions. Where additional information is to be used for a question, this is clearly stated in bold within the question header. **Additional information is only to be used for the question to which it relates.**
- 2.2 The Question Booklet contains five questions, each covering a different syllabus area or combination of syllabus areas. The syllabus areas covered are identified at the beginning of each question. Each of the five questions contains 16 question-lines, each of which attracts 1 mark, giving a total of 80 marks. The pass mark is 40 (50%). Each of the five questions will be sub-divided into parts. Each of these 'part-questions' will identify the portion of the 16 marks allocated to it.
- 2.3 The Answer Booklet contains the answer sheets on which the answers must be given. **Unless it is clearly stated otherwise**, there is only **one answer** to each question-line. If more than one answer is given in the answer booklet (when not required for the question), the response line will be void.

3. CHANGE MANAGEMENT v3 SYLLABUS AREAS ADDRESSED

- 3.1 The [Change Management v3](#) Syllabus contains 5 defined syllabus areas.

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

- 3.2 Within the Practitioner Examination, there are 5 questions, each testing one of the syllabus areas.
- 3.3 The Overview, Principles and Tailoring QUAL to the project environment syllabus area is not examined separately. Details from this syllabus section may be included in the questions for the other syllabus areas.
- 3.4 The question header for each part-question identifies which syllabus area(s) is/are being examined.
- 3.5 The full Change Management v3 syllabus is available from APMG International or from an Accredited Training Organization.

4. TYPES OF QUESTION

There are five different test types used within the paper.

4.1 **Classic Multiple Choice Questions** – ‘choose one from a list of three or four options’.

Answer the following questions about key considerations in training planning.	
1	Which practical issue should be considered when scheduling learning activities? A Knowledge and skills required to support the change initiative. B Recruiting specialists to do the initial design for the activities. C Provision of funding to cover the cost of the training. D Periods when most staff are likely to take holidays.

4.2 **Multiple Response** – ‘choose two correct options from a list of five options’. This question follows exactly the same format as the ‘Classic style’, but more than one answer is required. It is the **only question type that requires more than one response to gain a mark**. Both responses must be correct to gain a mark. If more or fewer than two responses are given, then the answer will be void.

Answer the following questions about 'starting with endings' and how the HACSCO Change Programme should apply Bridges' advice to managers and leaders on the three phases of personal transition that have to be completed for change to be successful.	
Remember to select 2 answers to each question.	
1	Which 2 actions are aligned with Bridges' ideas on encouraging commitment to change and supporting people to make a 'new beginning'? A Create a staff 'resettlement' programme to help HACSCO staff find new positions elsewhere. B Mark the new beginning by producing a video describing the history and achievements of HACSCO. C The end of the personal process of transition for staff will be aligned to the completion date of the Cultural Change Project.

	D Publish early findings indicating how the new processes have reduced HACSCO's inefficiencies.
	E Ask the Property and Office Review Project to publicise any early major savings they are able to make.

4.3 **Matching** – ‘link items in one list to items in a second list’. There is **only one correct response** to each question, but options from the second list may be used once, more than once or not at all.

A recent meeting of the Directors Committee was held to discuss progress with the four key projects and how well the project teams were performing.

Answer the following question about the Tuckman stages of team development.

Column 1 lists comments about each of the project teams. Column 2 lists the stages of the Tuckman team development model. For each statement in Column 1, select from Column 2 which stage it refers to. Each selection from Column 2 can be used once, more than once or not at all.

	Column 1	Column 2
1	The Management Structure Review team seem to be disagreeing about the objectives rather than making any progress.	A Forming B Storming C Norming
2	Members of the Cultural Change Project team are waiting for the project manager to give them instructions about what to do first.	D Performing E Adjourning
3	The Process and Systems Review team are working with minimal direction, helping each other when new problems surface.	
4	After an uncertain start, the Property and Office Review team have decided on their key priorities and finalized a plan of action.	

4.4 **Classic ‘No, no, yes, yes’** – ‘choose **one** from a list’ of possible answers’ . .

Using the additional information provided for this question in the *Scenario Booklet*, answer the following questions about organizational culture and change and the three levels (or layers) used to describe 'organizational culture'.

Decide if the action taken is appropriate for this change programme, and select the option that supports your decision.

1	<p>To communicate important messages that will support the desired changes in culture, the Directors Committee view the action described in ‘Progress Report item 4’ as a key priority.</p> <p>Is this an appropriate action according to Carolyn Taylor's description of the three mechanisms through which culture is shaped?</p> <p>A No, because this will create a ‘time-wasting’ culture that will interfere with achievement of normal work targets.</p> <p>B No, because middle managers are too busy and will find it inconvenient to spend valuable time on informal staff gatherings.</p>
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	<p>C Yes, because holding such events shows that the HACSCO’s managers are committed to change and offer positive role models.</p> <p>D Yes, because allowing staff to take time away from their desks will be seen by them as a welcome break from normal work pressures.</p>
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4.5 **Assertion/Reason** – ‘evaluate two statements (an assertion and a reason), to determine if either, both or neither is true and, if both are true, whether the reason explains why the assertion is true’.

If either statement is false, select the answer from options C, D or E. If both statements are true, a third step is required. You must then determine whether or not the reason is a correct explanation for the assertion. If the reason explains why the assertion is true, the answer is A. If it does not, the answer is B.

There is **only one correct response** to each question-line but options can be used once, more than once or not at all.

The Change Manager has undertaken an analysis of key stakeholders and drawn some initial conclusions.			
Answer the following question about using a stakeholder radar and mapping stakeholders.			
Lines 1 to 4 in the table below consist of an assertion statement and a reason statement. For each line identify the appropriate option, from options A to E, that applies. Each option can be used once, more than once or not at all.			
Option	Assertion	Reason	
A	True	True	AND the reason explains the assertion
B	True	True	BUT the reason does not explain the assertion
C	True	False	
D	False	True	
E	False	False	
	Assertion		Reason
1	The families of the residents should NOT be mapped onto a stakeholder radar.	BECAUSE	Mapping stakeholders onto a stakeholder radar enables their levels of engagement to be fixed for the whole change process.
2	HACSCO care centre staff involved in making changes should be viewed as either ‘vital’ or ‘necessary’ to engage.	BECAUSE	Stakeholders more closely involved in the changes should be mapped further out from the centre than other stakeholders.
3	Having decided to use the ‘Energy versus Commitment’ matrix to map stakeholders, HACSCO should restrict their analysis to this particular matrix.	BECAUSE	Stakeholder mapping provides essential information for creating a stakeholder strategy.
4	The Board of Trustees should be included in the same group as the Directors Committee for the purposes of mapping stakeholders.	BECAUSE	In a ‘Power/Influence versus Interest’ grid, stakeholders who have high ‘Power/influence’ are always treated as key players who must be engaged closely.

5. USING THE SCENARIO AND THE ADDITIONAL INFORMATION

- 5.1 Where you need to refer back to details provided in the Scenario Booklet in order to answer a question, this is clearly stated in the question header.
- 5.2 If the question header says '**Using the Scenario ...**' you will need to refer to the scenario. Examples of the kind of information you may need to reference from a scenario include:
- detailed information about a change situation to support
 - appropriate application of a tool or technique;
 - analysis of the organization or change context;
 - analysis of the way people are likely to respond to the situation; or
 - decisions on the most appropriate actions for the change manager, sponsor or other participant to take.
- 5.2 If the question header says '**Using the Additional Information provided for this question**', you need to refer to additional information provided in the Scenario Booklet for the question. The additional information is provided for use with that question only.
- 5.3 Some questions may need you to reference both the scenario and additional information. In this case the question header will say '**Using the Scenario and the Additional Information provided for this question**.
- 5.4 Where there is no '**Using the Scenario**' statement, the scenario provides the context for the question only. There is **no need** to reference specific lines within the scenario in order to answer the question.

6. REFERENCE MATERIAL

You may reference your own APMG Change Management v3 Study Guide during the examination. Where using a paper copy of the guide, if you have made hand-written annotations within any blank space in your manual/guide, your manual/guide can still be used. However **no additional support material** is permitted; this includes post it notes (except where used for tabulation of the sections of the manual) and stapled sheets.

7. TIME MANAGEMENT

- 7.1 The full Practitioner examination is 150 minutes in duration. You must manage your time in order to complete all questions. As a general guide, you may wish to spend the first 15 minutes reading the scenario (**excluding the additional information**) and getting familiar with the layout of the paper. If you then allocate 25 minutes for each of the five questions, this will allow 10 minutes tolerance for any additional reading required for some questions. This suggested timing is for **guidance only**. It is expected that some questions will take longer to answer than others due to the style of question and the question's difficulty.
- 7.2 You should be aware of the time constraint when using your manual/guide. The time pressure of the examination means that you should use the guide/manual with caution. You are **not expected** to use the manual/guide to answer questions. The manual is there for support, as it would be in real life. Constantly referencing the manual/guide is likely to be counter-productive and cause timing issues.

8. EDITORIAL NOTES

8.1 General Presentation

Throughout the Scenario Booklet and Question Booklet exam, title case has been used for all references to specific roles associated with the various Change Management models e.g. references by O'Neill, Kotter and Senge to Sponsors and Change Agents. [NOTE: The title 'change manager' is not capitalized when used as a generic description, but IS capitalized when referring to a specific individual in a particular context (where we might otherwise use a person's name).]

8.2 Uses of Should and Must.¹

'Should' - is used to express 'obligation' something that is good or important or recommended. It is less strong than must and is used to test **whether something should be done in a scenario situation** because it is consistent with the principles and recommended practices of Change Management or of particular models referenced in the question.

'Must' is used when talking about something that is 'necessary' or 'has' to occur, i.e. something that is mandatory.

"will" and "is" however are used to express something definite or indisputable facts about Change Management, e.g. to describe generic facts about Change Management concepts, principles, models, approaches and tools.

8.3 Use of 'true statements'

When the expression 'true statements' is used in a question, **no evaluation of whether the statements are consistent with what is stated in the scenario or additional information is required.**

Each of the following 5 questions includes **true statements** about the project but, only **2** statements are appropriate entries for that heading of the Business Case

1	<p>Which 2 statements should be recorded under the Costs heading?</p> <p>A The project will be funded from the business marketing budget.</p> <p>B No project cost information can be provided until the Project Plan has been approved.</p> <p>C Project costs are estimated to be a total of £26,500.</p> <p>D The cost of printing and distribution will be recorded in the Production Cost Forecast.</p> <p>E 10 further orders with an average profit of £2,000 will deliver a benefit of £20,000 in the first year.</p>
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In the above example there is no need in options A, C and E to check the scenario to see if the project is being funded from the business marketing budget or that the costs are £26,500, or what the business benefits are. This is because it is known from the question header that the statements are true. The assessment required by the question, is whether, according to the recommended QUAL content of Business Case, the **Costs** heading is the correct place for recording these statements.

¹ Definitions are derived from Michael Swan's 'Practical English Usage'

9. USING THE ANSWER BOOKLET (PAPER EXAMS ONLY)

- 9.1 The Answer Booklets are read electronically and the results generated by computer. It is therefore essential that you follow the instructions given and mark your answers accordingly. Failure to do so may lead to delay and, in some cases, answers being void.
- 9.2 Record your seat number at the top of the page. Fill in the associated ovals next to the 3 boxes as shown in the example below for candidate 023514.

Seat Number

	+	+	+	+	+	+	+	+	+	+
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9.2 Select your answers by filling in the ovals that relate to your chosen response, e.g.

	A	B	C	D	E
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9.3 Fill the oval in **IN PENCIL, NOT PEN**. If a pen is used, the answers will not be marked.

Acceptable ways to complete the answer sheets are either:

completely filling in the oval or drawing a line through the centre of the oval, ensuring that between 80-100% is filled.

Any other method, including ticks or crosses, is not acceptable and may not be marked.

- 9.4 If you wish to change your answer during the exam, completely erase your original answer and mark your new answer. If you give more answers than required, the question will score zero.

10. USING THE ONLINE EXAMINATION SYSTEM

- 10.1. Sample papers are available to take online should you wish to experience the examination system prior to the live examination. Please see <https://sampleexams.apmg-international.com/Marlin/SamplePapers.aspx> for more details.

11. USING THE PROCTORU SYSTEM

- 11.1. If your examination will be invigilated through our partners at ProctorU, please ensure that you are using a device to which you have administrator rights and meets the system requirements. Please run the system checks on the device you plan to use prior to the examination starting to

ensure it meets the requirements and avoid issue on the day of your examination. Please see further information at <https://www.proctoru.com/portal/apmg-international>

12. REQUESTING EXAMINATION ADJUSTMENTS

- 12.1. If you have any access or support requirements which mean you would like to make an adjustment request to enable you take the examination, please do so in advance of the examination session. Please speak to your ATO or see our Equality Policy at <https://apmg-international.com/copyright-legal-policies> for further information.

13. RE-REGISTRATION EXAMINATION

The examination papers used for Re-Registration purposes are the same as those for the Practitioner examination.