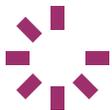# INVENSIS
Global Learning Services

Change Management Foundation Certification - Syllabus

Change Management Foundation Course Overview

The Change Management Foundation 2015 syllabus contains four areas covering the following themes:

a) Individual Change **(IC)**
b) Team Change **(TC)**
c) Organisational Change **(OC)**
d) Leading Change **(LC)**

Individual Change

Level 1: Know facts, including concepts, terms, principles, model types, approaches and roles relating to Individual Change.

1. The defining features of models which describe how people learn:

- The learning process and the learning dip; the Gestalt terms 'foreground' and 'background'; the sequence of the learning process (conscious / unconscious incompetence to unconscious competence)

- The stages and sequence of the 'learning cycle' (Kolb) and the related learning styles

2. The perspectives associated with the behavioral approach to change:

- The process of conditioning: examples of rewards and punishments (Pavlov and Skinner); examples of financial and non-financial reinforcement strategies

- Motivation and behavior; the assumptions and factors identified by McGregor and Herzberg

3. The perspectives associated with the cognitive approach to change:

- Achieving results and setting goals; the 'well-formed outcome'; the sequence which connects self-concept to results

- Techniques for changing beliefs and performance

4. The perspectives associated with the psychodynamic approach to change:

- The sequences and terms used in theories using the idea of a 'change curve' (Kubler-Ross; Adams, Hayes and Hopson)

- The sequences and terms used in the Virginia Satir model and critical points in the change process (Satir; Weinberg)

5. The perspectives associated with the humanistic psychology approach to change:

- The levels and terms used in the hierarchy of needs (Maslow)

- The three 'crucial conditions' to bring about growth and development with individuals within organisations and process of change (Rogers and the path to personal growth)

- The Gestalt approach to individual and organisational change; the terms used and sequence of the Gestalt cycle (Perls; Nevis)

6. The individual personality 'preferences' identified by the MBTITM and the responses of four types of individuals to change (Myers and Briggs)

7. The factors that influence how to manage change in self and others:

- Propensity for change – five factors (Cameron and Green)

- The stages and terms used in the transformative change model and factors causing resistance to change (Schein)

8. How managers and change agents can help others to change

Level 2: Understand the concepts, principles, model types, approaches and roles relating to Individual Change.

1. The elements of theories and models on learning and how they relate to what happens when individuals go through change:

- The learning process and the learning dip

- Gestalt ideas of 'foreground' and 'background', and their application to the learning process (conscious and unconscious competence and incompetence); the stages from unconscious incompetence to unconscious competence (Gestalt)

- The stages and sequence of the learning cycle; different learning preferences / styles and how they relate to the cycle; appropriate learning activities for each learning style. (Kolb)

2. The elements of theories that underpin the behavioral approach to change:

- The process of conditioning; the links between rewards and punishments and the reinforcement of behavior (Pavlov and Skinner); examples of financial and non-financial reinforcement strategies and how they may be used

- Theory X and Theory Y assumptions (McGregor)

- Factors affecting demotivation and motivation at work; use of hygiene factors and motivators (Herzberg)

3. The elements of theories that underpin the cognitive approach to change:

- Connections between values, beliefs, emotions attitudes and behavior

- The key questions in achieving results and the use of goals to achieve them: the 'well-formed outcome'

- Uses of techniques for changing beliefs and performance

4. The elements of theories using the concept of the 'change curve' (also called the 'transition curve') and their application to plot suitable leadership interventions (Kubler-Ross; Adams, Hayes and Hopson)

5. The stages and key events in the Virginia Satir model and its application to 'critical points in the change process' (Satir; Weinberg)

6. The elements of theories that underpin the humanistic psychology approach to change:

- The levels in the hierarchy of needs (Maslow)

- The three 'crucial conditions' for individuals to grow and develop, the process of change and the recurring qualities at each stage; application of the key concepts that emerge in facilitating a change process (Rogers)

- The Gestalt cycle including aspects of awareness; how the cycle maps on to stages in managerial decision-making (Perls; Nevis)

7. The eight MBTI personality preferences and the four types (combinations of 'preferences'); the significant insights these can offer into an individual's responses to a change process

8. The factors that influence how managers can manage change in their organisation:

- Key elements of the five factors that influence an individual's response to change (Cameron and Green)

- The principles of the transformative change model and the interventions to reduce learning anxiety (Schein)

Team Change

Level 1: Know facts, including concepts, terms, principles, model types, approaches and roles relating to Team Change.

1. The theories and models about the nature of teams:

- What is a group and when is it a team? (Various)
- Why we need teams and the relationship between uncertainty and teamwork (Casey)
- Types of organisational teams (Cameron and Green)

2. How to Improve Team Effectiveness. The five elements that contribute to the level of a team's effectiveness or ineffectiveness (Glaser and Glaser)

3. Tuckman's model of team change and the stages of development that teams go through

4. Leadership Issues in Team Change. The phases that groups go through and the challenges for leaders (Bion and Turquet)

5. How individuals affect team dynamics:

- MBTI and Teams
- Similarity and difference between individuals within teams (McCaulley)
- Team types (Belbin)

Level 2: Understand the concepts, principles, model types, approaches and roles relating to Team Change.

1. The differences between groups and teams, the need for teamwork, the different types of organisational teams, and how they operate and contribute to change

2. The characteristics and outcomes associated with each of the five elements that contribute to the level of a team's effectiveness or ineffectiveness (Glaser and Glaser)

3. The characteristics of each stage of Tuckman's model of team change and how this applies to teams going through a change process

4. The leadership issues in team change (Bion and Turquet) and the related requirements on team leaders

5. The elements of theories and models about how individuals affect team dynamics:

- How team members with different MBTI react to one another in teams and their attitudes to change

- The advantages and disadvantages of similarity and difference between individuals within teams (McCaulley)

- The contributions and allowable weaknesses of people playing different team roles (Belbin)

Organisational Change

Level 1: Know facts, including concepts, terms, principles, model types, approaches and roles relating to Organisational Change.

1. The key beliefs and assumptions associated with the Machine organisational metaphor (Morgan)

2. The key beliefs and assumptions associated with the Political Systems organisational metaphor (Morgan)

3. The key beliefs and assumptions associated with the Organisms organisational metaphor (Morgan)

4. The key beliefs and assumptions associated with the Flux and Transformation organisational metaphor (Morgan)

5. The underlying principles behind understanding the driving forces and resisting forces in any situation if change is to happen:

- Force Field Analysis, examining the driving and resisting forces (Lewin)

- Three-step model of organisational change (Lewin)

- The factors in the change formula (Beckhard and Harris)

6. The four phases of planned change that draws on the disciplines of project management (Bullock and Batten)

7. The Eight Step Model for transforming your organisation (Kotter)

8. The four components in the congruence model that draws on the socio-technical view of organisations and addresses the dynamics of what happens in an organisation when we try to change it. (Nadler and Tushman)

9. The three phases in managing transition and the distinction between planned change and transition (Bridges)

10. The "principles of environmental systems" for how organisations operate and its relevance to sustaining and renewing organisational change (Senge et al)

Level 2: Understand the concepts, principles, model types, approaches and roles relating to Organisational Change.

1. How organisations really work and the Machine organisational metaphor (Morgan):

- The use of metaphor to explore different beliefs and assumptions about change

- How change is tackled in the machine metaphor approach, who is responsible and guiding principles

2. The Political Systems organisational metaphor (Morgan):

- The use of metaphor to explore different beliefs and assumptions about change

- How change is tackled in the political systems metaphor approach, who is responsible and guiding principles

3. The Organisms organisational metaphor (Morgan):

- The use of metaphor to explore different beliefs and assumptions about change

- How change is tackled in the organisms metaphor approach, who is responsible and guiding principles

4. The Flux and Transformation organisational metaphor (Morgan):

- The use of metaphor to explore different beliefs and assumptions about change

- How change is tackled in the flux and transformation metaphor approach, who is responsible and guiding principles

- Complex responsive processes – managing and enabling complex change using the flux and transformation metaphor (Stacey and Shaw)

5. The underlying principles behind understanding the driving forces and resisting forces in any situation and how this can be used to support organisational change:

- Using Force Field Analysis to examine the change forces and identify the need to augment driving forces and decrease resisting forces (Lewin)

- Using the three-step model of organisational change to intentionally move towards a new state (Lewin)

- Using the factors in the change formula to capture the process of change and identify the factors that need to be strongly in place for change to happen (Beckhard and Harris)

6. The activities that are performed in each of the phases of planned change in order to manage the change process (Bullock and Batten)

7. The key lessons reflected in the Eight Step Model for transforming your organisation and the activities described in each step (Kotter)

8. The principles that underpin the congruence model and how each of the four components contributes towards effective management of the transformation process (Nadler and Tushman)

9. How the characteristics and key elements of each of the three phases of transition can be used to manage this process more effectively (Bridges)

10. How the challenges of initiating; sustaining; and redesigning and rethinking change address the "forces at play" when managing change (Senge et al)

Leading Change

Level 1: Know facts, including concepts, terms, principles, model types, approaches and roles relating to Leading Change.

1. The leader's role linked to each of the four key organisational metaphors

2. The description of visionary leadership including:

- The characteristics of visionary leaders (Bennis)
- What leaders really do (Kotter)

3. The characteristics of other theories on leadership approaches:

- Transformational and transactional leadership (Bass; Bryman)

- Story telling leadership (Gardner)

- Adaptive leadership (Heifitz and Laurie)

- Connective leadership (Lipman-Blumen)

4. The roles that leaders play:

- Through the use of dispersed leadership (Senge)

- Using the four key roles for successful change (O'Neill)

5. The leadership styles and skills (Goleman):

- Leadership styles that get results

- Emotional competencies for leaders

6. The different leadership focus for different phases of change:

- Kotter's recommended actions for the first four change steps in leading change

- Learning how to persevere (Kanter)

- Leading people through transition (Bridges)

7. The importance of self-knowledge and inner resources:

- The role of self-knowledge (Bennis)

- Characteristics of principle-centred leaders (Covey)

- Covey's seven habits

Level 2:

1. The leader's role and the type of leadership required linked with each of the four organisational metaphors

2. The use of visionary leadership including the different focus of leadership and management and how each applies in practice (Bennis; Kotter)

3. The elements of other leadership approaches:

- The characteristics of Transformational leadership (Bass; Bryman)

- The lessons learned about leaders who really make a difference through the use of a central story or message (Gardner)

- The characteristics of adaptive leadership (Heifitz and Laurie)

- The characteristics of connective leaders (Lipman-Blumen)

4. The characteristics and responsibilities of the roles that leaders play:

- Dispersed leadership roles and the need for interconnectivity (Senge)

- The four key leadership roles necessary for successful and sustained change efforts in organisations (O'Neill)

5. The characteristics of leadership styles and skills:

- The six leadership styles and the situations in which each style is effective (Goleman)
- The characteristics of each of the four emotional competencies for leaders (Goleman)

6. The different leadership approach and focus needed for different phases of change:

- Leadership requirements for getting the early steps right (Kotter)
- The strategies that leaders need to employ to ensure that a change process is sustained beyond the first flourish (Kanter)
- What leaders need to do to help lead people through transition (Bridges)

7. How self-knowledge and inner resources can be developed to improve the ability of leaders to lead organisational change:

- Four lessons of self-knowledge (Bennis)
- The eight characteristics of principle-centred leaders (Covey)
- The key aspects of the seven habits (Covey)

CONTACT INVENSIS LEARNING

Email Us:

support@invensislearning.com

USA +1-910-726-3695

IND +91 9620-200-784

UK +44 2033-223-280

Hong Kong +852-5803-9039

Switzerland +41-22-518-2042

www.invensislearning.com