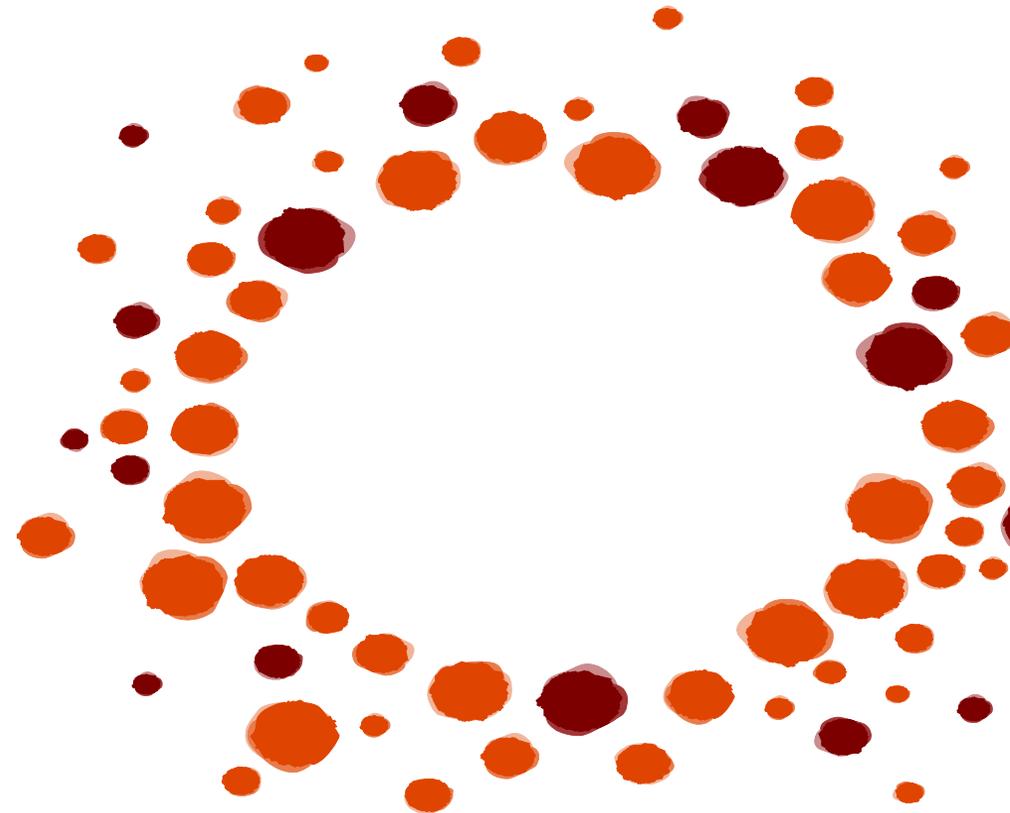


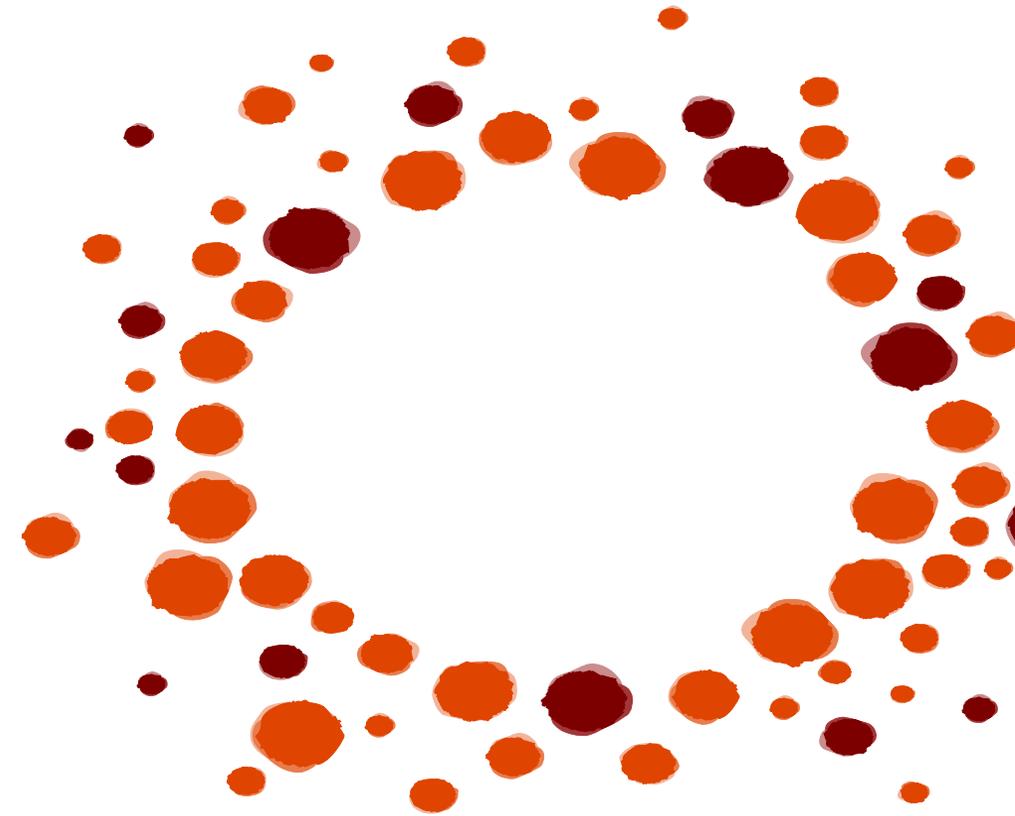
# Guide to objective based testing examination questions

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# Foundation Exam



# Revision Techniques – Foundation Exam



- Use the Sample Papers to become familiar with the exam questions during your pre-course preparation.
- Use the Answer Key to look up relevant pages to check your answers and understand the source of the answer.
- The answer key has answers and the sections of the book where you can read the detailed answer. The section of the book is set out as follows:
  - ECMH – stands for Effective Change Managers Handbook
  - 1B – Chapter 1, section B
  - 3.1 – section 3.2 of section B
- This answer key also refers to the Syllabus Topic which is explained as:
  1. CI – Change and the Individual
  2. CO – Change and the Organisation
  3. CS – Communication and Stakeholder Engagement
  4. CP – Change Management Practice
- Make a mental note of the time you started, and what the time will be in 20 minutes, so you can check if at the 20 minute mark (25 minutes if you are awarded extra time for taking the exam in your second language or if you have dyslexia) you are on question 25 or higher, i.e. you are on course to finish the exam within the time allowed.

Q	Ans	Syllabus Topic	Section
1	A	CI0101.1	ECMH 1B3.1
2	A	CO0101.1	ECMH 1C2.1
3	B	CP0101	ECMH 7A3.1
4	A	CS0101.1	ECMH 4A Introduction
5	D	CI0102	ECMH 1B4.1
6	B	CO0102	ECMH 1D1, Table 1.6

# How to answer the questions



- The Foundation level exam is a multiple choice paper, where there is 1 question and 4 possible answers.
- You must select one and only one of the 4 answers, A, B, C or D
- Each answer gains you a point
- There is no negative marking, so as long as you answer 25 or more right questions, you will pass the exam.
- There are no grades of passes e.g. merit or distinction levels. Once you have passed, you have gained your certification.
- Once you have answered the question, move onto the next one, in a smooth progression through the exam.
- Do not linger, use your analytical skills to select the right answer and then progress to the next question otherwise you will run out of time.
- Don't change your mind unless you have a really good reason to. For example, if you answered a question about a subject early in the paper, and then you have seen a later question and suggested answers which has triggered further understanding and made you realise you selected the wrong answer previously.
- If you finish the paper early, do not use the available time to go back and review random questions and change your mind about the answers.
  - You do not do your best work under this very tight time constraint.
  - Statistically it is almost a certainty that you will change from the right answer to a wrong answer and lose marks.

# Question types



There are several different question styles used:

## 1. Straightforward questions:

- When reading these, look for the key words e.g. if you are asked for a definition of a term or the contents of a document, focus on that term so you look through the answers for the right term or document.
- For example, if the question asks “In Maslow’s Hierarchy of Needs, what represents the need for an orderly, secure world?” you are being asked to match this description with one of the 4 levels of Maslow listed in options A, B, C and D.

## 2. BEST and MOST questions

- When reading these questions, be aware that the term BEST or MOST has been used because some of the 4 options A, B, C or D are not incorrect, in certain circumstances these answers would work well, but they are not the closest to what has been trained on the course.
- For example, “Who is the MOST likely to fulfil the role of Change Agent?” would have an answer drawn from the description of Change Agent in the Effective Change Managers Handbook. There are lots of definitions of this broad term so the examiners are searching for the answer that aligns to what you have been taught on your course.

# Question types



## 3. NOT questions

- When reading these questions, be aware that your brain will respond to positive answers, so it is sometimes better to think about which are correct, so you can more easily identify which is the outlier and therefore, which is the one wrong answer.
- For example, “Which is NOT one of the three elements of intrinsic motivation?” requires you to identify that Purpose, Autonomy and Mastery are the three elements of Intrinsic Motivation in the Effective Change Managers Handbook, so the wrong answer will be any other term included in the question.

## 4. MISSING WORD questions

- Read the whole question, ignoring the missing word, to identify the subject area.
- Try to decide for yourself the information that is missing.
- Look for the answer closest to your idea in the 4 options and select that one.

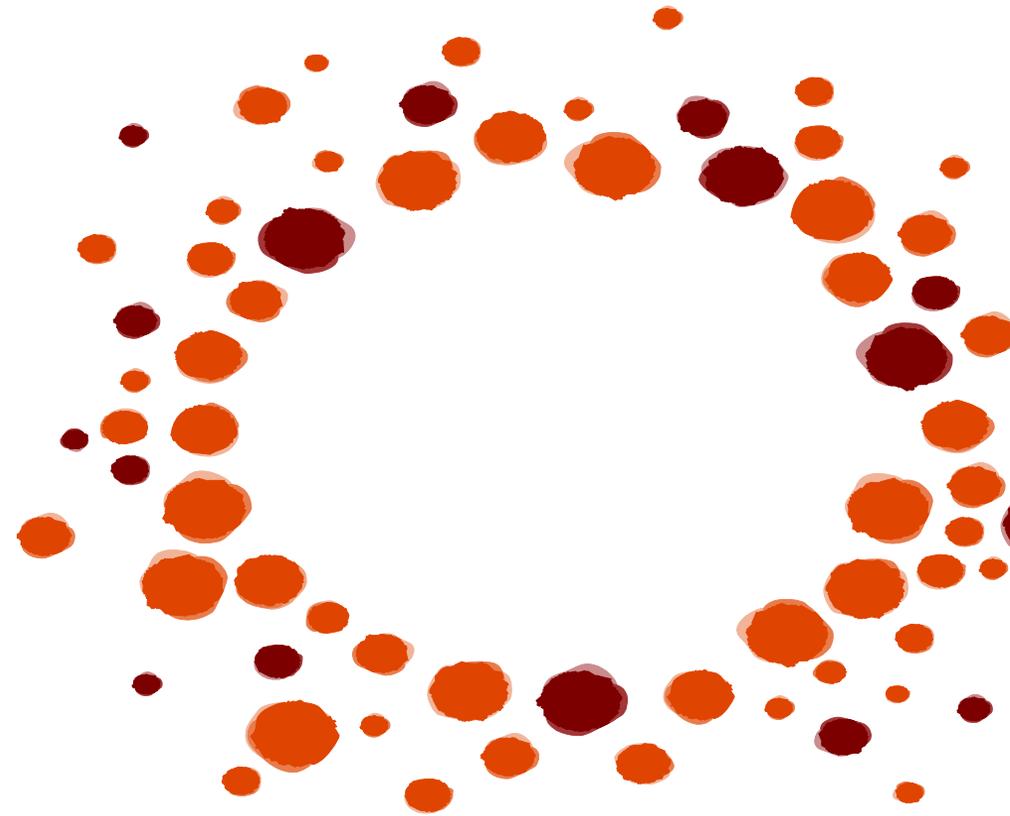
# Question types



## 5. TRUE/FALSE STATEMENTS questions

- These take longer to read, but evaluate each statement against these factors:
  - Did I hear the trainer say this?
  - Did I read this on one of the slides?
  - Did I read this in the text book?
  - Does this make sense?
  - Are both parts of the sentence (possibly divided by a comma) agree or contradict each other?

# Practitioner Exam



# Revision Techniques – Practitioner Exam



**AGILE CHANGE**  
management limited

- Use the Sample Paper to become familiar with the exam questions.
  - Divide the duration of the exam by the number of questions. For example, if you have 2.5 hours into 4 parts and treat the exam as 4 “mini” exams:
    1. Change and the Individual – 40 minutes
    2. Change and the Organisation – 35 minutes
    3. Communication and Stakeholder Engagement – 35 minutes
    4. Change Management Practice – 40 minutes
  - Use the Marking Scheme to self-mark your answers.
- 
- Use the Rationale (at the end of the Sample Paper) to read the correct answer and why the other answers are not correct. has answers and the sections of the book where you can read the detailed answer.
  - Use the page numbers to go back and revise the content in the handbook to understand the source of the answer.

Question	Part	Type	Response	A	B	C	D	E	F	G	H	I	
1 (CI)	A	CL	1	0	0	1	0						
			2	0	0	0	1						
			3	0	1	0	0						
			4	1	0	0	0						
			5	0	1	1	0	0					
			6	1	0	0	0	1					
	B	MR	1	0	1	1	0	0					
			2	1	0	0	0	1					
			3	1	0	1	0	0					
			4	0	0	0	1	1					
			5	0	1	1	0	0					
			6	0	0	1	1	0					
C	MG	1	0	1	0	0							
		2	0	0	1	0							
		3	0	0	0	1							
		4	1	0	0	0							
		5	0	0	1	0							
		6	1	0	0	0							
D	AR	1	0	0	1	0	0						
		2	0	0	0	0	1						
		3	1	0	0	0	0						
		4	0	0	0	1	0						

Question: 1, Syllabus: CI, Part: A, Type: CL, SyllabusRef: CI0201, Level: 2			
1	A	Incorrect:	A detailed timetable for conducting performance reviews is not included in the learning objectives. Learning objectives should include all knowledge, skills and attitudes relevant to the work. (ECMH 9B3.3)
	B	Incorrect:	The job description of the role that will do the work is not included in the learning objectives. Learning objectives should include all knowledge, skills and attitudes relevant to the work. (ECMH 9B3.3)
	C	Correct:	Learning objectives should include all knowledge, skills and attitudes relevant to the work. (ECMH 9B3.3)
	D	Incorrect:	The availability of the learner so that training can be scheduled is NOT included in the learning objectives. Learning objectives should include all knowledge, skills and attitudes relevant to the work. (ECMH 9B3.3)

## Practitioner Scenario

- Usually 1-2 pages
- Ignore the attachments until you reach that question
- Look for key information from the scenario:
  - Structure of the organisation – how many parts is it split into?
  - People – who is the Sponsor, who is leading the change e.g. external Change Manager?
  - What is the objective of the change?
  - What are the projects or initiatives that will create the change?
- Attachments:
  - Review the question first to understand the subject of the question.
  - Examine the attachment from the perspective of that subject.

# Practitioner Question Types

Simple multiple choice – see previous guidance on Foundation questions:

- Usually 1 question and 4 possible answers, select one answer
- Sometimes 1 question and 3 possible answers, select one answer

**4 A model of the floor layout and other interactive media showing the new Head Office design has been placed in a ‘demonstration suite’ for HACSCO staff to see.**

How will use of this strategy of ‘influencing through demonstration’ achieve a more positive response from staff who will be relocating to the new office?

- A The model will enable staff moving to the new location to understand the new culture and behaviours required.
- B It will provide a useful distraction for staff that are less enthusiastic and deflect their questions and concerns.
- C The model provides a basis for staff to ask the relocation team questions about the move.

# Practitioner Question Types



## No No, Yes Yes

- Read the question to understand the decision required.
- Use the text to decide for yourself if the decision is right.
- If you decide Yes, only look at the answers Yes, so you are now only deciding between 2 answers and not 4 potential answers.

2	<p><b>To ensure that all customer-facing staff understand what is expected of them, the Directors Committee view the action described in 'Progress Report item 2' as a key priority.</b></p> <p>Is this an appropriate action when considering how the layers of organizational culture are described, according to Trompenaars and Hampden-Turner?</p>
A	No, because acceptable behaviours should only be communicated informally and not written in the Staff Handbook.
B	No, because HR will be too busy with managing the people aspects of the change programme to spend time updating the Staff Handbook.
C	Yes, because it is important to clearly state the accepted practices that demonstrate HACSCOs values and beliefs.
D	Yes, because the Staff Handbook is an important document that captures all of HACSCOs cultural values.

# Practitioner Question Types



## Multiple option multiple choice:

- 1 question
- 5 answers, select two answers
- Key thing is to “label” in your mind each of the 5 answers as the statements might be right but they are not relevant to the specific questions, so you must be clear what the question is asking for.

Remember to select 2 answers to each question.	
1	Which <b>2</b> announcements at a forthcoming Directors Committee presentation to staff would be <b>MOST</b> appropriate during the 'Endings' phase?
A	'The new competitive HACSCO will provide quality services that will be attractive to new customers.'
B	'We will continue to provide the same service that has earned the gratitude of residents and their relatives.'
C	'Many work practices will change but our business is still looking after the aged in a caring, professional manner.'
D	'Staff who feel a sense of loss should take their problems to the staff counsellors and not burden their colleagues.'
E	'The road ahead will be challenging so it will be important to communicate any quick wins.'

# Practitioner Question Types



## Matching:

- Read the question in the grey box to understand the subject.
- Review Column 2 to see what specific aspects of the subject are being examined.
- If you are not clear on this subject, review the material in the book.
- Read Column 1, look for keywords for the specific aspect of change.
- The Column 2 categories can be used more than once or not at all.

<p><b>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.</b></p> <p>Answer the following question about the Tuckman stages of team development.</p> <p>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.</p>		
	Column 1	Column 2
1	The Management Structure Review team seem to be disagreeing about the objectives rather than making any progress.	A Forming
2	Members of the Cultural Change Project team are waiting for the project manager to give them instructions about what to do first.	B Storming
3	The Process and Systems Review team are working with minimal direction, helping each other when new problems surface.	C Norming
4	The Property and Office Review team have lost a lot of time arguing about what they are supposed to review and why.	D Performing
		E Adjourning

# Practitioner Question Types



## Assertion/Reason:

- 2 options for answering these questions:
  - Assertions then Reasons: Decide if each Assertion is True or False then decide if each Reason is True or False
  - Assertion/Reason for each question, then move onto the next question

	Assertion		Reason
1	Staff with a preference for 'concrete experience' should benefit from a care centre role play exercise to try out what they have been taught.	BECAUSE	Activists enjoy attending training events and conferences where they can learn about the new business model to be applied.
2	Pragmatists would <b>NOT</b> benefit from having access to an experienced care professional during the workshop.	BECAUSE	A period of study and careful evaluation of options is particularly helpful for someone with a preference for 'practical experimentation'.
3	Commissioning a short film to demonstrate how to assess a resident's specific needs should help 'reflectors' in the group learn.	BECAUSE	Seeing how other people deal with a situation allows a 'reflector' to learn from what happened and form their own views.
4	All participants, whatever their learning preference, will enjoy attending a lively creative session, to explore new ideas about caring for residents.	BECAUSE	Learners with a strong preference for trying out new possibilities and innovative approaches enjoy active working with others.

# Practitioner Question Types

## Assertion/Reason:

- Allocate answers A to E to each pairing according to the table above the statements. For example:
  - If Assertion 1 is True, and Reason 1 is False, select answer C.
  - If Assertion 2 is False and Reason 2 is False, select answer E.
- For Assertion and Reason pairings that are both true, decide if Reason explains assertion.
  - If it does, then select answer A.
  - If it does not, then select answer B.

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	