

# ITIL® 4 Managing Professional Transition

## Candidate Syllabus

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# 1 Introduction

The ITIL 4 Managing Professional Transition qualification is intended to allow candidates of the previous iteration of ITIL the opportunity for a straightforward transition to ITIL 4 in order to achieve the designation of ITIL 4 Managing Professional. It shall also provide candidates with an understanding of the new ITIL 4 Foundation concepts and definitions, including the key differences between the previous iteration of ITIL and ITIL 4 and how they can be practically applied. Finally, it is intended to provide candidates with an understanding of the key elements from each of the four ITIL Managing Professional (MP) modules: Create, Deliver & Support, Drive Stakeholder Value, High Velocity IT, and Direct, Plan & Improve, as well as ITIL 4 Foundation.

The purpose of the ITIL 4 Managing Professional Transition Examination is to assess whether the candidate can demonstrate sufficient understanding and practical application of the concepts covered in the following ITIL 4 Core publications to be awarded the designation ITIL 4 Managing Professional:

- **ITIL 4 Foundation:** to introduce readers to the management of modern IT-enabled services, to provide them with an understanding of the common language and key concepts
- **Create, Deliver and Support (CDS):** to provide the candidate with an understanding on how to integrate different value streams and activities to create, deliver and support IT-enabled products and services, and relevant practices, methods and tools
- **Drive Stakeholder Value (DSV):** to provide the candidate with an understanding of all types of engagement and interactions between a service provider and their customers, users, suppliers and partners, including key CX, UX and journey mapping concepts
- **High Velocity IT (HVIT):** to provide the candidate with an understanding of the ways in which digital organizations and digital operating models function in high velocity environments
- **Direct, Plan and Improve (DPI):** to provide the candidate with the practical skills necessary to create a 'learning and improving' IT organization, with a strong and effective strategic direction.

## 2 Exam Overview

Material allowed	None	This is a 'closed book' exam. The ITIL 4: 'Create, Deliver and Support', 'Direct, Plan, and Improve', 'Drive Stakeholder Value', and 'High Velocity IT' publications and the ITIL Practices Guidance documentation should be used for study, but are NOT permitted to be used in the exam.
Exam duration	90 minutes	Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, i.e. 113 minutes in total.
Number of marks	40 marks	There are 40 questions, each worth 1 mark. There is no negative marking.
Provisional Pass mark	28 marks	You will need to get 28 questions correct (70%) to pass the exam.
Level of thinking	Bloom's levels 2 & 3	"Bloom's level" describes the type of thinking needed to answer the question. For Bloom's 2 questions, you need to show understanding of the concepts, methods and principles of DPI. For Bloom's 3 questions, you need to demonstrate application of these concepts, methods and principles of the syllabus, as well as information from the related practices
Question types	Standard classic, Negative, & List	The questions are all 'multiple choice'. For the 'standard classic' questions, you have a question and four answer options. 'Negative' questions are 'standard' question in which the stem is negatively worded. For the 'list' questions, there is a list of four statements and you have to select two correct statements from the list.

### 3 Question Types

Example 'standard classic' OTQ:

Which is a source of best practice?

- a) Q
- b) P
- c) R
- d) S

Example 'list' OTQ:

Which statement about service asset and configuration management is CORRECT?

- 1. It does Q
  - 2. It does P
  - 3. It does R
  - 4. It does S
- 
- a) 1 and 2
  - b) 2 and 3
  - c) 3 and 4
  - d) 1 and 4

NOTE: Two of the list items are correct. List style questions are never negative.

Example 'negative' standard OTQ:

Which is NOT a defined area of value?

- a) Q
- b) P
- c) R
- d) S

NOTE: Negative questions are only used as an exception, where part of the learning outcome is to know that something is not done or should not occur.

## 4 ITIL 4 Transition Syllabus

The table below specifies the learning outcomes of the ITIL 4 Transition qualification, and the assessment criteria used to assess a candidate's achievement of these learning outcomes, subsequent to a course of study. Note: Principal book references are in parentheses. These refer to the section, but not the subsections within it. The verb for each assessment criterion indicates the Bloom's level (BL): 'Describe'/'Understand'/'Explain', indicates Level 2 understanding/comprehension, and 'Know how to' indicates Level 3 application. This syllabus is subdivided into each core module from which the content was drawn.

### 4.1 ITIL 4 FOUNDATION

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand the key concepts of service management	1.3 Describe the key concepts of service relationships (2.3.2, 2.4, 2.4.1): a) Service offering b) Service relationship management c) Service provision d) Service consumption	BL2	1
2. Understand how the ITIL guiding principles can help an organization to adopt and adapt service management	2.1 Describe the nature, use and interaction of the guiding principles (4.3, 4.3.8)	BL2	1
	2.2 Explain the use of the guiding principles (4.3): a) Focus on value (4.3.1 - 4.3.1.4) b) Start where you are (4.3.2 - 4.3.2.3) c) Progress iteratively with feedback (4.3.3 - 4.3.3.3) d) Collaborate and promote visibility (4.3.4 - 4.3.4.4) e) Think and work holistically (4.3.5 - 4.3.5.1) f) Keep it simple and practical (4.3.6 - 4.3.6.3) g) Optimize and automate (4.3.7 - 4.3.7.3)	BL2	1
3. Understand the four dimensions of service management	3.1 Describe the four dimensions of service management (3): a) Organizations and people (3.1) b) Information and technology (3.2) c) Partners and suppliers (3.3) d) Value streams and processes (3.4-3.4.2)	BL2	1
4. Understand the purpose and components of the ITIL service value system	4.1 Describe the ITIL service value system (4.1)	BL2	1
	5.1 Describe the interconnected nature of the service value chain and how this supports value streams (4.5)	BL2	1

Learning Outcome	Assessment Criteria	BL	No. marks
5. Understand the activities of the service value chain, and how they interconnect	5.2 Describe the purpose of each value chain activity: <ul style="list-style-type: none"> <li>a) Plan (4.5.1)</li> <li>b) Improve (4.5.2)</li> <li>c) Engage (4.5.3)</li> <li>d) Design &amp; transition (4.5.4)</li> <li>e) Obtain/build (4.5.5)</li> <li>f) Deliver &amp; support (4.5.6)</li> </ul>	BL2	

## 4.2 CREATE, DELIVER AND SUPPORT

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand how to plan and build a service value stream to create, deliver, and support services	1.1 Understand the concepts and challenges relating to the following across the service value system: <ul style="list-style-type: none"> <li>a) Organizational structure (2.1.1)</li> <li>b) Collaborative culture (2.3.5, 2.3.5.1-3)</li> <li>c) Teams, roles and competencies (2.2.1-2, 2.2.2.1-2)</li> <li>d) Team culture and differences (2.3.1-5)</li> <li>e) Working to a customer-orientated mindset (2.3.6, 2.3.6.1)</li> <li>f) Employee satisfaction management (2.2.4)</li> <li>g) The value of positive communications (2.3.7, 2.3.7.1)</li> </ul>	BL2	2
	1.3 Know how to plan and manage resources in the service value system, including: <ul style="list-style-type: none"> <li>a) Team collaboration and integration (2.3.3 (including subsections), 2.3.5)</li> <li>b) Workforce planning (2.2.3)</li> <li>c) Results based measuring and reporting (2.2.5, 2.2.5.1)</li> </ul>	BL3	1

Learning Outcome	Assessment Criteria	BL	No. marks
2. Know how relevant ITIL practices contribute to the creation, delivery and support across the SVS and value streams	2.1 Know how to use a value stream to design, develop and transition new services (4, 4.1, 4.1.1-7, 4.2.1 (including subsections))	BL3	2
	2.3 Know how to use a value stream to provide user support (4, 4.1, 4.1.1-7, 4.2.2 (including subsections))	BL3	2
3. Know how to create, deliver and support services	3.1 Know how to co-ordinate, prioritize and structure work and activities to create deliver and support services, including: a) Managing work as tickets (5.1, 5.1.1, 5.1.2, 5.1.4) b) Prioritizing work (5.1, 5.1.1-4)	BL3	1

### 4.3 DRIVE STAKEHOLDER VALUE

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand how customer journeys are designed	1.1 Understand the concept of the customer journey (2, 2.1, 2.2)	BL2	1
3. Know how to foster stakeholder relationships	3.1 Understand the concepts of mutual readiness and maturity (4.3.5)	BL2	1
	3.2 Understand the different supplier and partner relationship types, and how these are managed (4.4, 4.2, 4.2.1-3)	BL2	
	3.3 Know how to develop customer relationships (4.3, 4.3.1-4 (including subsections))	BL3	1
4. Know how to shape demand and define service offerings	4.1 Understand methods for designing digital service experiences based on value driven, data driven and user centred service design (5.3, 5.3.1-6)	BL2	1
	4.2 Understand approaches for selling and procuring service offerings (5.4, 5.4.1-3)	BL2	



Learning Outcome	Assessment Criteria	BL	No. marks
6. Know how to onboard and offboard customers and users	6.1 Understand key transition, onboarding and offboarding activities (7, tab 7.1)	BL2	1
	6.2 Understand the ways of relating with users and fostering user relationships (7.2, 7.2.1-2)		
	6.3 Understand how users are authorized and entitled to services (7.4)		
	6.4 Understand different approaches to mutual elevation of customer, user and service provider capabilities (7.5)		
	6.5 Know how to prepare onboarding and offboarding plans (7.1, 7.1.1-4, 7.6, 7.6.1-2, 7.7)	BL3	1
	6.6 Know how to develop user engagement and delivery channels (7.3)		
7. Know how to act together to ensure continual value co-creation (service consumption / provisioning)	7.1 Understand how users can request services (8.2, 8.2.1-2, 8.2.4-5)	BL2	1
	7.3 Understand the concept of user communities (8.3, 8.3.1)		
	7.4 Understand methods for encouraging and managing customer and user feedback (8.2.6)		
	7.5 Understand the concept of 'moments of truth' (8.2.4)		
8. Know how to realize and validate service value	8.1 Understand methods for measuring service usage and customer and user experience and satisfaction (9.2.2, 9.2.3)	BL2	1
	8.2 Understand methods to track and monitor service value (outcome, risk, cost and resources) (9.2, 9.2.1-3, 9.3)		
	8.3 Understand different types of reporting of service outcome and performance (9.2.1, 9.3, 9.5.1)		
	8.4 Understand charging mechanisms (9.5.4)		
	8.5 Know how to validate service value (9.1, tab 9.2, 9.3)	BL3	1
	8.6 Know how to evaluate and improve the customer journey (9.4, 9.4.1-2)		

## 4.4 HIGH VELOCITY IT

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand concepts regarding the high-velocity nature of the digital enterprise, including the demand it places on IT	1.1 Understand the following terms: a) Digital organization (2.3) b) High velocity IT (2.1) c) Digital transformation (2.4) d) IT transformation (2.4.1) e) Digital product (2.6.1) f) Digital technology (2.2)	BL2	1
	1.2 Understand when the transformation to high velocity IT is desirable and feasible (2.1)	BL2	1
	1.3 Understand the five objectives associated with digital products to achieve: a) Valuable investments - strategically innovative and effective application of IT (2.5.1, 4, 4.1) b) Fast development - quick realization and delivery of IT services and IT-related products (2.5.1, 4, 4.2) c) Resilient operations - highly resilient IT services and IT-related products (2.5.1, 4, 4.3) d) Co-created value - effective interactions between service provider and consumer (2.5.1, 4, 4.4) e) Assured conformance - to governance, risk and compliance (GRC) requirements (2.5.1, 4, 4.5)	BL2	1
2. Understand the digital product lifecycle in terms of the ITIL 'operating model'	2.1 Understand how high velocity IT relates to: a) The four dimensions of service management (2.6.6, 2.6.6.1-4, 2.6.7) b) The ITIL service value system (2.6, 2.6.3, 2.6.3.1, 2.6.3.2, 2.6.4) c) The service value chain (2.5.1, 2.6.3, 2.6.3.1, 2.6.3.2, 2.6.4) d) The digital product lifecycle (2.6.2)	BL2	1

Learning Outcome	Assessment Criteria	BL	No. marks
3. Understand the importance of the ITIL guiding principles and other fundamental concepts for delivering high velocity IT	3.1 Understand the following principles, models and concepts: <ul style="list-style-type: none"> <li>a) Ethics (3.2.1, 3.2.1.1)</li> <li>b) Safety culture (3.2.2.2, tab 3.2)</li> <li>c) Lean culture (3.2.3.2, tab 3.3)</li> <li>d) Toyota Kata (3.2.3.3)</li> <li>e) Lean / Agile / resilient / continuous (2.5.2, 2.5.2.1-4, tab 2.2)</li> <li>f) Service-dominant logic (2.5.2.5)</li> <li>g) Design thinking (3.2.1.2)</li> <li>h) Complexity thinking (3.2.3.1)</li> </ul>	BL2	2
	3.2 Know how to use the following principles, models and concepts: <ul style="list-style-type: none"> <li>▪ Ethics</li> <li>▪ Safety culture</li> <li>▪ Lean culture</li> <li>▪ Toyota Kata</li> <li>▪ Lean / Agile / Resilient / Continuous</li> <li>▪ Service-dominant logic</li> <li>▪ Design thinking</li> <li>▪ Complexity thinking</li> </ul> (3.2, 3.2.1, 3.2.1.1, 3.2.2.2, tab 3.2, 3.2.3.2, tab 3.3, 3.2.3.3, 2.5.2, 2.5.2.1-4, tab 2.2, 2.5.2.5, 3.2.1.2, 3.2.3.1) to contribute to: <ul style="list-style-type: none"> <li>a) Help get customers' jobs done (3.1.4, tab 3.1)</li> <li>b) Trust and be trusted (3.1.2, tab 3.1)</li> <li>c) Continually raise the bar (3.1.3, tab 3.1)</li> <li>d) Accept ambiguity and uncertainty (3.1.1, tab 3.1)</li> <li>e) Commit to continual learning (3.1.5, tab 3.1)</li> </ul>	BL3	3

## 4.5 DIRECT, PLAN & IMPROVE

Learning Outcome	Assessment Criteria	BL	No. marks
2. Understand the scope of what is to be directed and/or planned, and know how to use key principles and methods of direction and planning in that context	2.1 Identify the scope of control and within this: <ul style="list-style-type: none"> <li>a) Know how to cascade objectives and requirements (1.3.1, 1.3.1.1, 2.1.3, 2.1.4)</li> <li>b) Know how to define effective policies, controls and guidelines (2.5.2, 2.5.2.1-3,)</li> <li>c) Know how to place decision-making authority at the correct level (2.2.2)</li> </ul>	BL3	2
3. Understand the role of GRC and know how to integrate the principles and methods into the service value system	3.1 Understand the role of risk and risk management in DPI (1.2.1.3, 2.3, 2.3.1-2)	BL2	1
	3.2 Understand how governance impacts DPI (2.2, 2.2.1, 2.2.1.1, 2.2.2, 2.2.3)	BL2	1
	3.3 Know how to ensure that controls are sufficient, but not excessive (2.5.2.1, 2.5.2.2)	BL3	1
5. Understand and know how to use the key principles and methods of Communication and Organizational Change Management to direction planning and improvement	5.1 Understand the nature, scope and potential benefits of organizational change management (6.3, 6.3.1, 6.3.2, 6.3.2.1-3, the organizational change management practice 2 (including subsections))	BL2	1
	5.2 Know how to use the key principles and methods of communication & OCM <ul style="list-style-type: none"> <li>a) Identify and manage different types of stakeholders (6.2, 6.2.1, 6.2.2)</li> <li>b) Effectively communicate with and influence others (6.1.2 - 6.1.2.5, 6.1.5 6.3.2, 6.3.2.1-3, tab 6.2)</li> <li>c) Establish effective feedback channels (6.1.2.1, 6.1.5, 6.1.6)</li> </ul>	BL3	2



