

# Organizational Change Summative Assessment: Outline & Rubric

## Final Assessment Outline Organizational Change

**Competency Name:** Organizational Change

**Competency Statement:** Demonstrate an understanding and application of effective change strategies to enhance business performance.

**Summative Assessment Submission Title:** Change Management Plan and Change Management Reflection Paper

**Competency Objectives:**

1. Demonstrate an understanding of strategies to implement change.
2. Demonstrate an understanding of strategies to overcome resistance to change.
3. Apply an appropriate change strategy to a business scenario to accomplish an organizational change initiative.

**Institutional Learning Outcomes: ILO 1 – Applied Learning:** Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

### Purpose of This Assessment

For this assignment, you are expected to demonstrate knowledge of change management and resistance to change. Using what you learned throughout the competency and after conducting your own research, you will create a change management plan that applies Kotter's 8-Step Process for Leading Change to a given scenario.

### Items Required for Submission

1. A five- to seven-page APA paper with recommendations for a change management plan directed to company leadership.
2. A one-to two-page reflective paper drawing from personal experiences to explain and justify three of the recommendations made in your APA paper.

### Step ONE: Preparation

- First, familiarize yourself with the scenario that you will be using for this assessment.

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*As a mid-level manager within Company X, you have been given the task of establishing a formal code of ethics for administrators for the department you lead. Several of the employees within your department have expressed reluctance about this change initiative. A number of them have been with the company for many years and have seen several change efforts fail, and they don't see value in this one. In a situation like this, it can open up the doors for resistance to change in several ways. Some people like the status quo, because many changes that they've been affected by have failed. Also, when there's a change that comes without stakeholder feedback, there's often little buy-in. There may be a control or fear factor in the minds of some, in thinking about how this change could have an impact on them. All of these things—and probably many more—are reasons why people can resist change and may be especially true in this case.*• Think about how aspects of this scenario have been present in your own professional career, personal experiences, community involvement, etc. In your reflection paper it will be important to justify your recommendations with real-world observations.

- Conduct research on organizational change to support the conclusions you will be making in your paper. You will need to include at least three academic references for this assessment.
  - In particular, before developing your change plan based on Kotter's 8-Step Process, leadership suggests that you review the following article (and the related articles shown on the page) to broaden your knowledge in the area of codes of ethics for administrators: <http://smallbusiness.chron.com/code-ethics-administrators-41901.html>.
  - Go to the [Brandman Library](#). Consider what you learned about and conduct your own research on:
    - Implementing change
    - Overcoming resistance to change

### Step TWO: Write an APA Paper

Based on the scenario provided in Step 1, above, write a five- to seven-page APA paper that applies Kotter's model to accomplish the organizational change initiative of a formal code of ethics for administrators for your department. Imagine that your paper will be going to company leadership, so you will need to provide complete coverage for all actions, but briefly and concisely.

- Be sure to describe what actions you would take in each of the eight steps of Kotter's model.
- Include at least three particular strategies to overcome resistance to change.

### Step THREE: Write a Reflection Paper

Based on the analysis you made for company leadership, select three of the eight steps to enhance with your personal experiences in your professional career, personal experiences, community involvement, etc. You may include experiences that were successful, challenging, or unique. The goal of this paper is to connect the theoretical steps of Kotter's model to your own experience. This Reflection Paper will not be presented to company leadership.

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## **Step THREE: Complete Checklist for Submission**

Before you submit, check to see if you believe you have met the criteria noted below.

Did you....


- Make a comprehensive application of all steps in Kotter's 8-Step Process for Leading Change?
- Incorporate significant connections between knowledge acquired in the competency and knowledge applied in work, experiential learning, or community activities?
- Include a high-quality discussion of at least three strategies to overcome resistance to change?
- Present clearly stated detailed examples from work, experiential learning, or community activities?
- Use supporting evidence from literature in its field(s), with at least three academically relevant cited sources?
- Describe the knowledge acquired as a result of learning outside the classroom?
- Present a significant number of reflective points of knowledge gained through a project, paper, or performance?
- Proofread your paper to make sure it is logical, well-written, and the required length; spelling, grammar, and punctuation are accurate; APA formatting standards are followed; citations and reference page are correct?

## **Step FOUR: Submit Your Work (Items 1 & 2)**

- Your completed final assessment documents should be submitted through the Final Assessment page of your competency

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Please note, for files smaller than 10MB (i.e., most Word documents), use the corresponding “+UPLOAD STUDENT FILE” button to upload your final assessment assignments. For larger files of any type (i.e., voice-over PowerPoint files, videos, or image-heavy documents), please use the optional TEXT EDITOR to provide a URL where your grader can download your final assessment.

 BRANDMAN  
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CHAPMAN UNIVERSITY SYSTEM

Dashboard

Competencies









Learning Journal

+ SRM FA Doc1.docx

+ Upload additional files to this assignment. This is optional

**Assignment 5**  
5. A 10- to 15-slide PowerPoint presentation with supporting voice-over

Use File Uploader

**B** *I* |   |   |   |  

Download URL for Assignment 5: <https://fwk.box.com/s/2nwjgkwooz6pa7wm8uzojjwerzb7sl2>

Comments (Optional)

How you create a download URL is up to you, but various free online providers, including Google Drive, Box.com, or Dropbox, offer this service. Please make sure that the URL you provide can be accessed by anyone with the link. For further instructions on how to create public links for uploaded files, consult the support pages for your chosen provider.

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### Summative Assessment Rubric: Organizational Change

<b>Criterion</b>	<b>EMERGING (1)</b>	<b>DEVELOPING (2)</b>	<b>PROFICIENT (3)</b>	<b>EXEMPLARY</b>
<b>Leading Change</b>	Application of Kotter's 8-Step Process for Leading Change is evident but needs improvement.	Proper application of some of Kotter's 8- Step Process for Leading Change.	Proper application of most of Kotter's 8- Step Process for Leading Change.	Comprehensive application of all steps in Kotter's 8-Step Process for Leading Change.
<b>Knowledge Link</b>	Student's completed work incorporates either irrelevant or no connections between knowledge acquired in discipline and knowledge applied in work, experiential learning, or community activities.	Student's completed work incorporates at least an accurate connection between knowledge acquired in the course discipline and knowledge applied in work, experiential learning, or community activities.	Student's completed work incorporates some important connections between knowledge acquired in the course discipline and knowledge applied in work, experiential learning, or community activities.	Student's completed work incorporates significant connections between knowledge acquired in the course and knowledge applied in work, experiential learning, or community activities.
<b>Overcoming Resistance to Change</b>	Does not incorporate discussion of strategies to overcome resistance to change or provides discussion that is not clear.	Incorporates discussion of one to two strategies to overcome resistance to change.	Incorporates quality discussion of two to three strategies to overcome resistance to change.	Incorporates quality discussion of at least three strategies to overcome resistance to change.
<b>Explanation</b>	Presents few if any examples from work, experiential learning, or community activities, though components of this explanation may be incomplete or unclear.	Presents examples from work, experiential learning, or community activities, though components of this explanation may be incomplete or unclear.	Presents clearly stated through perhaps not thoroughly detailed examples from work, experiential learning, or community activities.	Presents clearly stated, detailed examples from work, experiential learning, or community activities.
<b>Context Disciplinary Contextualization</b>	Supports relationship of the completed work to literature in its field(s). Either fails to cite academically appropriate sources, or employs irrelevant sources.	Supports relationship of the completed work to literature in its field(s). Employs academically relevant cited sources in the product, though these citations may not be credible.	Discussion supports relationship of the completed work to literature in its field(s). Employs some academically relevant cited sources in the product.	Discussion supports relationship of the completed work to literature in its field (Employs at least three academically relevant cited sources in the product.

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<b>Reflection</b>	Description of the knowledge acquired outside the classroom through a project, paper, or performance is missing, confusing, or provides little or no reflective insight or analysis.	Describes the knowledge acquired as a result of learning outside the classroom. Presents knowledge gained through a project, paper, or performance in discussion points. These points may not be expressed clearly.	Describes the knowledge acquired as a result of learning outside the classroom. Presents in a thoughtful and thorough discussion, some of the knowledge gained through a project, paper, or performance.	Describes the knowledge acquired as a result of learning outside the classroom. In a thoughtful and thorough discussion, presents a significant number of reflective points of knowledge gained through a project, paper, or performance.
<b>Writing Mechanics</b>	The paper lacks clarity and may be confusing—too long or short. Numerous errors in spelling, grammar and/or punctuation. Limited if any adherence to APA standards.	The paper is somewhat logical and well-written—too long or short. Some errors in spelling, grammar and/or punctuation. APA standards are somewhat followed but with numerous errors.	The paper is logical, well-written, and the required length. There may be one or two minor errors in spelling, grammar and/or punctuation. APA formatting standards are followed with a few minor errors.	The paper is logical, well-written, and the required length. Spelling, grammar, and punctuation are accurate. APA formatting standards are followed; citations and reference page are correct.