MISSION

"*Every time you talk about changing, you have to put together the rationale for the change, you have to answer the question of what's in it for the people who are forced to do something different than they are used to doing.*"

-Jack Welch

In today's ever-shifting market, most organizations are in a constant state of change. They have to be, just to stay in the game. And to win at the game, your organization will need a structured and effective way to manage the change process. The mission of this course is to help students identify and communicate the need for change, define the scope of the change initiative, and effectively lead the change process. To accomplish this, you will leverage proven practices that ensure your change initiatives create a sustainable competitive advantage for your organization.

COURSE DESCRIPTION

From the rapid advance of technology to the steady march of globalization, powerful forces of change are shaping today's business landscape. As leaders grapple with these forces, they also face enormous resistance to change. In this course, you will learn a powerful framework for understanding change from management expert, John Kotter. You will hear real stories from the trenches at major organizations like GE, while learning how to use concrete strategies and apply change management tools. Ultimately, you will understand the importance of a leader's ability to drive change through persuasive communication, simplification of structures, performance management, and cultural alignment.

Our course is built around 5 core themes:

- Defining the need for change

- Crafting a vision of what the future can be

- Building a coalition of support and managing resistance to change

- Communicating the purpose, scope, and timelines of the change initiative to stakeholders

- Creating a culture that empowers employees and embraces change for continuous improvement

OUR APPROACH TO CHANGE MANAGEMENT AND CULTURE

While "change or die" is a widely accepted principle, there are many business leaders who ask, "If things are going well enough, why should I change?" Even though they may have a point, it's all too easy to get comfortable in a *successful rut* and to be blindsided by competitors who saw the need for change − and took action − before they did.

Even when the need for the change in an organization is evident and stakeholders are on board with the proposed change, if things are not planned and executed well, the odds of failure are high. And the cost of that failure can be significant. Further, there is the risk of "flavor of the month" changers – leaders who are constantly looking for new ideas and ready to disrupt the *status quo* whenever the next big idea comes along. While openness to new ideas is admirable, excessive change can create an environment where employees never know what's coming next or how long the "latest and greatest" new initiative is going to last.

Throughout this course we explore John Kotter's 8-Stage Model for leading change. We do this because Kotter's model has proven itself in countless situations over the years and it has been developed and refined through real-world experience. GE, for example, under Jack's leadership, adopted significant parts of Kotter's model, but made it their own, naming it the Change Acceleration Process or CAP. They did a similar thing in adopting the Six Sigma model (originally developed at Motorola).

The use of a proven framework has many advantages. Good models help us to track the various steps in a process and make sure we don't miss things. While we are big fans of Kotter's approach, don't feel that you need to buy into it wholesale. Learn about it, try it out in your course assignments, and adopt the elements that help you become a better leader.

In the final few weeks of the course, we sharpen our focus on the topic of culture; however, we don't view it as a fundamentally separate topic from change. The tools and techniques in Kotter's 8 Stages are, themselves, drivers of cultural change. You'll also see plenty of references in the course to familiar themes from Jack's leadership canon around candor, getting every brain in the game, and finding a better way every day.

In addition to exploring change management practices in enterprise situations, we recognize that an equally important element in becoming a great leader is managing change in one's own life. As such, our course includes readings and activities that can help you, as Jack would say, to "*get unstuck*" in your own career. Rather than treat this as a separate topic, only covered in certain weeks, we come back to it several times, drawing attention to organizational change practices and other ideas that can be used to support change at an individual level.

Leading change and building a positive culture are never solo activities. Very few of the tasks we undertake on a regular basis at our jobs are performed in a vacuum. It is especially critical that change leaders are able to work well with others to produce high-quality outputs. To support the development of these skills, course participants will be assigned to teams. These teams will be in place throughout the course and will come together (synchronously and asynchronously) at several points to provide feedback to one another and to complete assignment components, including a group paper. Specific details on the group components of the course will be explained by your professor and are also included in the assignment descriptions in this guide.

COURSE SNAPSHOT

Week	Key Topics
1. Why Organizations Need to Change	We begin our course by exploring organizational change and the forces that drive it. We look at why so many transformational initiatives fail to live up to their promise and examine the causes for resistance to change and the role of leaders in managing the process. We will introduce John Kotter's eight-stage framework for leading change.
2. Creating Urgency for Change	Inertia and complacency can keep change initiatives from ever getting off the ground. We learn about tools and techniques that can be used to build urgency and examine what it takes to create a burning platform.
3. Building a Guiding Coalition	This week, we will learn how to build a guiding coalition to support your organization's change effort and examine strategies to mobilize commitment to a change initiative.
4. What's Your Vision?	We explore creating and leveraging compelling vision statements. We will delve into the characteristics of effective strategies to support the vision for a change effort. Additionally, we will apply the Expanded Vision Matrix tool to refine the vision.
5. Communicate, Communicate, Communicate	We examine steps that leaders and managers must take to communicate a change vision. We'll analyze examples of ineffective communication and examine seven key elements for effectively communicating and reinforcing the change vision.
6. Empowering Your Employees	This week, we will look at four barriers to empowerment (structural, skills, systems, and supervisors). We will also examine best practices in process redesign.
7. Short-Terms Wins	We explore processes to manage multi-stage projects and discuss what managers can do to simplify them. We will examine the importance of tracking and celebrating milestones along the way of the change project.
8. Making Change Stick	Implementing a major change effort only to see things slip back to the old ways once the focus is off the change is demoralizing and costly. We will examine strategies and tools change leaders can use to ensure that the changes take hold and last.
9. Building a Culture that Supports Change	This week we delve into the impact of organizational culture on change initiatives and discuss why cultural change often comes at the end of a transformation. We explore steps you can take to continue to build a culture that rewards diversity of thought in ways that channel that diversity into positive action.
10. Change as the New Normal	In our final week, we examine what it takes to build an organization that not only accepts change but embraces it as a permanent way of doing business. We will explore the trends that will continue to drive change and the role of lifelong learning.

INSTRUCTIONAL MATERIALS

Required Resources

Kotter, J. P. (2012). *Leading Change*. Boston: Harvard Business School Press.

Welch, J. & Welch, S. (2005). *Winning*. New York: HarperCollins.

Welch, J. & Welch, S. (2015). *The Real-Life MBA*. New York: HarperCollins.

NOTE: Your course textbook, Leading Change, is available in the University Library. Please follow the steps here to download PDF Chapters of this eBook.

Additional cases and articles are provided within the course.

COURSE LEARNING OUTCOMES

1. Develop an understanding and appreciation for the role of change leaders and the reasoning behind why there is a continual need for change in organizations.

2. Evaluate Kotter's eight-stage framework for managing change and how to utilize it to produce results and build a culture of continuous improvement.

3. Analyze the leadership role in managing change, including: being a change agent, creating urgency and short-term wins, developing guiding coalitions, communicating, mobilizing resources, educating people, vision implementation, and cultural alignment.

4. Identify and use informational sources to research, think critically, analyze, solve and apply organizational change and culture challenges.

5. Communicate effectively and professionally in relation to organizational change and culture.

CONTACT INFORMATION FOR PROBLEMS OR ISSUES

➢ Have a **curriculum-related** question? Contact your instructor for assistance.

➢ Have a **technology-related** question? Contact JWMI Tech Support at (888) 596-5964 x3 or techsupport@jwmi.com.

➢ Have a **student services-related** question? Contact Student Services at (703) 561-2128 or stusupport@jwmi.com.

WEEKLY COURSE SCHEDULE

This 4.5 credit-hour Masters-level course is designed with the goal of having each student spend 10-15 hours (13.5 hours on average) in weekly work. This includes preparation, activities, discussions, and assignments, live or online, individual or in groups.

Week	Preparation, Activities, and Evaluation
1	**WHY ORGANIZATIONS NEED TO CHANGE** **Learning Outcomes** - Understand the need for change and change management in organizations - Identify why companies fail at major change efforts - Explore John Kotter's eight-stage process for managing change - Complete the Change Style Indicator ® self-assessment **Weekly Materials and Readings** - Week 1 Lecture Notes - Kotter, Chapter 1: Transforming Organizations: Why Firms Fail - Kotter, Chapter 2: Successful Change and the Force That Drives It - Additional resources in the Weekly Materials module in Blackboard **Activities** - Watch EOP Videos - Complete the Change Style Indicator ® self-assessment - Discussion: *Organizational Change* **Assignment** - None

Week	Preparation, Activities, and Evaluation
2	**CREATING URGENCY FOR CHANGE** **Learning Outcomes** - Explore why complacency and success are the enemies of change - Explain how to build a shared sense of urgency for change - Analyze the role of leaders in sustaining urgency and combating complacency **Weekly Materials and Readings** - Week 2 Lecture Notes - Kotter, Chapter 3: Establishing a Sense of Urgency - Welch, Chapter 9: Change: Mountains Do Move - Additional resources in the Weekly Materials module in Blackboard **Activities** - Watch EOP Videos - Play Change Management Simulation - Discussion: *Building Urgency* **Assignment** - None

Week	Preparation, Activities, and Evaluation
3	**BUILDING A GUIDING COALITION** **Learning Outcomes** • Understand the importance of an effective guiding coalition and how to build one • Recognize the impact of resistance to change and learn how to deal with it • Evaluate power and influence in creating a change coalition in a simulated environment **Weekly Materials and Readings** • Week 3 Lecture Notes • Kotter, Chapter 4: Creating the Guiding Coalition • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Change Management Simulation: Play Simulation Scenarios • Discussion: *Guiding Coalitions* **Assignment** • Assignment 1 – Change Management Simulation: Power and Influence

Week	Preparation, Activities, and Evaluation
4	**WHAT'S YOUR VISION?** **Learning Outcomes** • Differentiate between effective and ineffective vision statements • Write an effective and compelling vision statement • Leverage strategies to create and share the vision for change **Weekly Materials and Readings** • Week 4 Lecture Notes • Kotter, Chapter 5: Developing a Vision and Strategy • Welch, Chapter 12: Getting Unstuck ▪ Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *Change Vision* • Team Activity: *Team Member Introductions* **Assignment** • None

Week	Preparation, Activities, and Evaluation
5	**COMMUNICATE, COMMUNICATE, COMMUNICATE** **Learning Outcomes** • Understand the importance of communication in supporting any major change effort • Describe the pitfalls of ineffective communication and how to avoid them • Identify the principles of effective change communication **Weekly Materials and Readings** • Week 5 Lecture Notes • Kotter, Chapter 6: Communicating the Change Vision • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *What's In It for Me?* • Team Activity: *Create Team Charter* **Assignment** • Team Charter

Week	Preparation, Activities, and Evaluation
6	**EMPOWERING YOUR EMPLOYEES** **Learning Outcomes** - Understand the importance of empowerment and its role in the change process - Identify barriers to employee empowerment during a change effort - Evaluate best practices and process redesign tools for organizational change **Weekly Materials and Readings** - Week 6 Lecture Notes - Kotter, Chapter 7: Empowering Employees for Broad-Based Action - Additional resources in the Weekly Materials module in Blackboard **Activities** - Watch EOP Videos - Discussion: *Empowering Your Employees* - Team Activity: *Assignment 2 Updates* **Assignment** - None

Week	Preparation, Activities, and Evaluation
7	**SHORT-TERM WINS** **Learning Outcomes** • Analyze the benefits of tracking and celebrating key milestones • Leverage tools that support the collection and sharing of critical metrics • Explore the relationship between management, leadership, and short-term wins • in a change effort **Weekly Materials and Readings** • Week 7 Lecture Notes • Kotter, Chapter 8: Generating Short-Term Wins • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *Celebrating Victories Along the Way* • Team Activity: *Review all Change Plans from your Team Members* • Team Activity: *Post your Business Brief and Video in Week 7 of your Team Workspace* **Assignment** • Assignment 2: Organizational Change and Culture Project – Part I Individual Business Brief and Change Vision Video

Week	Preparation, Activities, and Evaluation
8	**MAKING CHANGE STICK** **Learning Outcomes** • Understand why many change efforts fail to take hold • Identify systems and structures that support and undermine the sustainability of new initiatives • Examine practices that can improve teamwork and cooperation **Weekly Materials and Readings** • Week 8 Lecture Notes • Kotter, Chapter 9: Consolidating Gains and Producing More Change • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *Sustaining the Change* • Team Activity: *Plan group project paper* **Assignment** • None

Week	Preparation, Activities, and Evaluation
9	**BUILDING A CULTURE THAT SUPPORTS CHANGE** **Learning Outcomes** • Learn how to address cultural practices that stifle change initiatives • Reflect on your team experience, what worked well and what could be improved • Identify specific actions you can take to anchor change in your workplace **Weekly Materials and Readings** • Week 9 Lecture Notes • Kotter, Chapter 10: Anchoring New Approaches in the Culture • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *Changing the Culture* • Team Activity: *Write Team Project Paper* **Assignment** • Assignment 3: Organizational Change and Culture Project – Part II Team Project Paper

Week	Preparation, Activities, and Evaluation
10	**CHANGE AS THE NEW NORMAL** **Learning Outcomes** • Identify ways to build an organization that embraces finding a better way every day • Learn how change tools can be applied to your own professional journey • Be prepared to lead change successful change initiatives in your organization **Weekly Materials and Readings** • Week 10 Lecture Notes • Kotter, Chapter 11: The Organization of the Future • Kotter, Chapter 12: Leadership and Lifelong Learning • Additional resources in the Weekly Materials module in Blackboard **Activities** • Watch EOP Videos • Discussion: *Change Leadership Challenge* **Assignment** • None
11	**Activities** • Learning Journal

GRADING SCALE – GRADUATE

Assignment	% of Grade
Discussion Questions (10 Total – one each week) Due: Initial post due by midnight on Wednesday each week; responses to two student posts due by midnight on Sunday of that week	25%
Assignment 1: Change Management Simulation: Power and Influence Due: Sunday, midnight of Week 3	20%
Team Charter * Due: Sunday, midnight of Week 5	3%
Assignment 2: Organizational Change and Culture Project – Part I: Individual Business Brief and Change Vision Video Due: Sunday, midnight of Week 7	25%
Participation: Teamwork * Weeks 4-9	7%
Assignment 3: Organizational Change and Culture Project – Part II: **Team Project Paper *** Due: Sunday, midnight of Week 9	20%
Total	**100%**

* <u>NOTE</u>: Course deliverables identified with * are team activities with all members earning the same grade. Other deliverables are graded as individual submissions.

Assignment 1: Individual Assignment
Change Management Simulation: Power and Influence

Play Simulation: Due Sunday midnight, Week 2
Submit Written Responses: Due Sunday midnight, Week 3 (Weight: 20%)

"*Don't manage - lead change before you have to.*"

Jack Welch

While change is inevitable in business, it is not easy. To lead and manage change, you will need to understand the power of the change agent, urgency, and how to apply the appropriate tools to mobilize commitment to a change initiative. In this assignment, you will evaluate power and influence in creating urgency and building a change coalition to support a new initiative.

Week 2: Play Simulation

1. Run Simulation

   a. Click on the *Change Management Simulation Link*

   b. After you click on the link, the scenarios are automatically assigned and ready to play

2. Play through each of the four simulation scenarios (30-45 minutes per scenario).

   a. You will adopt the role of CEO or Director of Product Innovation in each scenario. Your goal is to convince a critical mass of key employees to adopt a sustainability initiative.

   b. How to play:

      i. *Setup* – Log in to the simulation, choose one of the four scenarios, and explore the site

      ii. *Prepare* – Read the scenario introduction and "how to play" pages

      iii. *Analyze Reports* – View a dashboard of company information

      iv. *Decide* – Choose the first scenario and play by selecting change levers

      v. *Review Results and Repeat* – Continue to analyze and make decisions until 96 weeks occur or the initiative is adopted

   c. Play all 4 scenarios to completion. Complete the steps above for each of the four scenarios. In two scenarios, your role is CEO; in the other two scenarios, your role is Director of Product Innovation.

Week 3: Submit Written Responses

Write a 3 to 4-page paper that addresses each question below. This is an individual assignment and should synthesize and demonstrate application of your learning from playing the simulation and course material.

1. Summarize the results you achieved while playing the simulation.

     a. What did you do well, and what were some areas that needed improvement?

     b. What were the important differences demonstrated in each of the four scenarios?

2. Analyze and discuss at least three comparisons between the simulation and what we have learned in the course.

3. How can you apply what you learned in this experience to the company you work for? Discuss at least two different applications.

Professional Formatting Requirements:

- Include a cover page containing the title of the assignment, your name, your professor's name, and the course title and date

- Include a references page showing all your sources

- The cover page and the references page are not included in the required page length

- Use double-spaced, professional font (Times New Roman or Ariel), 10-12 font size

- Include headings to identify main topics and subtopics

- Separate paragraphs by a single space

Rubric: Assignment 1

Weight: 20%	Change Management Simulation: Power and Influence				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
1. Summarize your results for all four scenarios. Weight: 30%	Results for fewer than three scenarios are summarized and/or the summary is vague. The student does not or unsatisfactorily identifies how they performed and what they could do to improve in each scenario.	Results for three to four scenarios are partially summarized. The summary may not be clear or logical. The student may partially identify how they performed in each scenario and what they could do to improve.	Results for all four scenarios are adequately summarized. The summary is mostly clear and logical. The student satisfactorily identifies how they performed in each scenario. May be a lack of clarity in what they could do to improve outcomes.	Results for all four scenarios are completely summarized. The summary is clear and logical. The student states differences between scenario performances and what they could do to improve.	Results for all four scenarios are exemplarily summarized. The summary is logical, clear, and concise and provides insightful perspective on how the student performed in each scenario and how they can improve outcomes.
2. Analyze and discuss at least 3 comparisons between the simulation and learning from the course. Weight: 30%	Does not or unsatisfactorily makes comparisons between the simulation and learning from the course. Comparisons may not be clear and do not demonstrate understanding of course concepts.	Partially explains comparisons between the simulation and learning from the course. Comparisons are not always clear or logical and only partially demonstrate understanding of course concepts.	Satisfactorily explains comparisons between the simulation and learning from the course. Comparisons are mostly clear and logical and demonstrate satisfactory understanding of course concepts.	Completely makes three comparisons between the lessons learned in the simulations and learning from the course. Comparisons are logical and well explained and demonstrate synthesis and understanding of course concepts.	Exemplarily makes three or more comparisons between lessons learned in the simulation and learning from the course material. Comparisons are analytical and demonstrate strong synthesis and understanding of core change leadership concepts.

Weight: 20%	Change Management Simulation: Power and Influence				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
3. Describe how you can apply what you have learned in this experience to the company that you work for. Give at least 2 examples. Weight: 30%	The student does not or unsatisfactorily describes how they can apply learning from the simulation and the course material to their current position. Connections are incomplete or lack clarity.	The student partially describes how they can apply learning from the simulation and the course material to their current position. Connections may be incomplete or lack clarity.	The student satisfactorily describes how they can apply learning from the simulation and the course material to their current position, using at least 2 examples. The connections and ideas are mostly logical and defined	The student completely describes how they can apply learning from the simulation and the course material to their current position, using at least 2 examples. Connections and ideas are logical and well defined.	The student exemplarily describes how they can apply learning from the simulation and the course material to their current position. The student makes highly insightful connections and describes at least 2 excellent applications of their learning.
4. The simulation paper is profession-ally formatted and is free from grammatical errors. It includes in-text citations and references. Weight: 10%	The simulation paper is unprofessional in format and contains multiple mechanics and usage errors. References and citations are minimal or missing.	The simulation paper is somewhat professional in format. Sources may not be consistently cited and/or the reference list is incomplete or improperly formatted. Mechanics and usage errors make parts of the text difficult for the reader to understand.	The simulation paper is professional in format. Sources are not always consistently cited in-text and the reference list may not be appropriately formatted. There are a few mechanics and usage errors, but they do not have a major impact on the flow.	The simulation paper is professionally formatted. Most sources are consistently cited in-text and the reference list is included. Mechanics and usage errors, if any, are minor and have no impact on the flow.	The simulation paper is highly professional in format. All sources are consistently cited in-text and references are included in a manner that enables the reader to quickly identify sources. There are no mechanics or usage errors.

Assignment 2: Individual Assignment

Organizational Change and Culture Project – Part I: Business Brief and Change Vision Video

Due Week 7 (Weight: 25%)

Change is part of the game. Leaders must set the vision and navigate the challenges of implementing change. Effective leadership requires you to harness both the minds and hearts of employees to enable change to occur and take root in the company's culture. For this assignment, you will identify one change management need within your company or from a company you previously worked for.

You will create a plan for a change initiative, describing it in your Business Brief and presenting it in your Change Vision Video. Think of your Business Brief as a summary document that could be used as a reference by the Board of Directors, and think of your Change Vision Video as your pitch to the Board members to gain their support for your initiative.

Business Brief

Identify a needed organizational change and your perceived employee resistance to the change. Then utilize the first six (6) elements of Kotter's eight-stage framework to create your plan for the change initiative. Write a Business Brief that summarizes your change initiative plan in **2 to 3 pages.** It should be written in a professional format and include a cover page, as detailed in the Formatting Requirements section below. Use the prompts below to guide you:

1. Provide a brief background of the company and its culture.

2. Identify the problem you want to address and explain why it is important.

3. Describe your change initiative according to Steps 1 through 6 of Kotter's eight-stage framework. Provide answers to each of the following questions to create this description:

    o   How will you create a sense of urgency?

    o   How will you build a guiding coalition?

    o   What is your change vision and strategy?

    o   How will you communicate the change vision?

    o   How will you empower employees to take action for this change?

    o   How will you create short-term wins?

Change Vision Video

Create a **2 to 3-minute video** that presents your change vision in a compelling manner that will effectively engage your audience. For this assignment, you will use the Zoom tool. This should be a video of you. No PowerPoint or other props are needed. Your main points should be simple and easy to recall, the tone should be professional, you should convey an appropriate amount of urgency and generate excitement.

1. What is the change?
2. Why is this important and needed?
3. What is the benefit for the company and for individual employees?
4. What will success look like?

Upload the video in MP4 format and include your first and last name in the filename. Upload both your business brief document and video together.

Professional Formatting Requirements for Business Brief:

- Include a cover page containing the title of the assignment, your name, your professor's name, and the course title and date
- Include a references page showing all your sources
- The cover page and the references page are not included in the required page length
- Use double-spaced, professional font (Times New Roman or Ariel), 10-12 font size
- Include headings to identify main topics and subtopics
- Separate paragraphs by a single space

Rubric: Assignment 2

Weight: 25%	Business Brief and Change Vision Video				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
1. Business Brief provides background on the chosen company and its culture and clearly identifies the need and why a change initiative is required. Weight 15%	Does not or unsatisfactorily provides a clear and concise background on the company and its culture. Additionally, the student does not or unsatisfactorily describes the organizational change need and rationale in a compelling and convincing manner.	Partially provides a clear and concise background on the company and its culture. Additionally, the student partially describes the organizational change need and rationale in a compelling and convincing manner.	Satisfactorily provides a clear and concise background on the company and its culture. Additionally, the student satisfactorily describes the organizational change need and rationale in a compelling and convincing manner.	Completely provides a clear and concise background on the company and its culture. Additionally, the student completely describes the organizational change need and rationale in a compelling and convincing manner.	Exemplarily provides a clear and concise background on the company and its culture. Additionally, the student exemplarily describes the organizational change need and rationale in a compelling and convincing manner.
2. Describe your change initiative according to the first six (6) stages from Kotter's eight-stage framework. Demonstrates understanding of the course concepts. Weight: 35%	Does not or unsatisfactorily describes the change initiative according to Kotter's eight-stage framework. Demonstrates a minimal under-standing of the course concepts.	Partially describes the change initiative according to Kotter's eight-stage framework. Demonstrates a partial under-standing of the course concepts.	Satisfactorily describes the change initiative according to Kotter's eight-stage framework. Demonstrates satisfactory understanding of the course concepts.	Completely describes the change initiative according to Kotter's eight-stage framework. Demonstrates a solid under-standing of the course concepts.	Exemplarily describes the change initiative according to Kotter's eight-stage framework. Unique insights and stance are clear, concise, and persuasive. Demonstrates an excellent and full understanding of the course concepts.

Weight: 25%	Business Brief and Change Vision Video				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
3. The business brief is logical, professionally formatted, and free from grammatical errors. Weight: 10%	The business brief is illogical and unprofessional and contains multiple mechanics and usage errors. References and citations may be missing.	The business brief is semi-professional in format and contains some mechanics and usage errors. Sources are not consistently cited and/or the reference list is incomplete or improperly formatted.	The business brief is satisfactorily logical and professional in format. Sources are mostly cited in-text and the reference list is adequately formatted. There are a few mechanics and usage errors, but they do not have a major impact on the flow.	The business brief is logical and professionally formatted. Most sources are consistently cited in-text and the reference list is included. Mechanics and usage errors, if any, are minor and have no impact on the flow.	The business brief is highly logical and professionally formatted. All sources are consistently cited in-text and references are included in a manner that enables the reader to quickly identify sources. There are no mechanics or usage errors.
4. Present your change vision via video in a compelling manner that will engage employees. Video addresses all 4 questions about the change vision. Weight: 30%	The change vision video is unsatisfactorily presented. Little to no synthesis of ideas is demonstrated and logical reasoning is not included or evident. Video is not engaging and does not address any of the 4 questions about the change vision.	The change vision video is partially presented. It presents the rationale for change, but does not create a sense of urgency, only partially explains what success looks like, and is not very engaging. Video addresses 3 or fewer questions about the change vision.	The change vision video is satisfactorily presented. It details the rationale for change, creates some sense of urgency, explains what success looks like, and is quite engaging. Video addresses the 4 questions about the change vision but not in detail.	The change vision video is well presented. It details the rationale for change, creates a sense of urgency, succinctly explains what success looks like, and is compelling and engaging. Video fully addresses the 4 questions about the change vision.	The change vision video is exemplary presented. It thoroughly details the rationale for change, creates a strong sense of urgency, and succinctly explains what success looks like. It is highly compelling and engaging. Video addresses the 4 questions about the change vision excellently.

Weight: 25%	Business Brief and Change Vision Video				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
5. The video has a professional look and feel and stays within the timeframe. Weight: 10%	The video presentation is not professional. The student is not professionally dressed, does not have an appropriate background, makes no eye contact, voice is not dynamic, and verbal cues are not or unsatisfactorily applied. Video does not adhere to the 2-3 minute time limit.	The video presentation is partially professional. The student is fairly professionally dressed, has a somewhat appropriate background, makes little to no eye contact, voice is fairly dynamic, and verbal cues are partially applied. Video may not adhere to the 2-3 minute time limit.	The video presentation is satisfactorily professional. The student is somewhat professionally dressed, has an appropriate background, makes some eye contact, voice is somewhat dynamic, and verbal cues are satisfactorily applied. Video may be over the 3 minute maximum, but by no more than 2 minutes.	The video presentation is mostly professional. The student is professionally dressed, has an appropriate background, makes eye contact, voice is mostly dynamic, and verbal cues are completely applied. Video may be slightly over the 3 minute maximum, but by no more than 1 minute.	The video presentation is extremely professional. The student is professionally dressed, has an appropriate background, makes eye contact, voice is dynamic, and verbal cues are exemplarily applied. Video adheres to the 2-3 minute time limit.

Assignment 3: Team Project Paper
Organizational Change and Culture Project – Part II
Due Week 9, Day 7 (Weight: 20%)

Activities

1. Post your business briefs and videos in the Team Workspace by the end of Week 7; review each team member's brief and video.

2. In Week 8, in your Team Workspace, discuss your change plans and vision videos. Use the questions in the forum to grow your perspective and add value to your feedback to peers.

3. As a team, write and submit a **4 to 5-page paper** that compares and contrasts the outcomes and observations of each individual project. You may use the Team Workspace or your team's chosen tool to work together writing and editing your paper.

4. Your team paper will focus on similarities and differences, using the prompts below as a guide:

   - Compare and contrast each vision, the timeline, the intended results, and the tools proposed.

   - Analyze the effectiveness of Kotter's eight-stage framework in relation to each project.

   - Compare and contrast best practices and the definition of desired results for each change management plan.

   - Identify any unresolved issues or areas for improvement and provide a brief summary as to the action proposed to address those issues.

   - What have you learned from this collaboration? What tools or practices helped your virtual team to work together effectively?

Professional Formatting Recommendations:

- Include a cover page containing the title of the assignment, your name, your professor's name, and the course title and date

- Include a references page showing all your sources

- The cover page and the references page are not included in the required page length

- Use double-spaced, professional font (Times New Roman or Ariel), 10-12 font size

- Include headings to identify main topics and subtopics

- Separate paragraphs by a single space

Rubric: Assignment 3

Weight: 20%	Team Project Paper				
Criteria	**Unsatisfactory**	**Low Pass**	**Pass**	**High Pass**	**Honors**
1. Compare and contrast the individual change projects and change vision videos. Student responds according to the guide prompts. Analyze the effectiveness of Kotter's framework for each project. Weight: 30%	Similarities and differences between each project are not identified and/or explanation is poor. Responds to 2 or fewer guide prompts. Little to no analysis of the effectiveness of Kotter's framework for each project.	Similarities and differences between each project are partially identified. Responds to 3 or 4 guide prompts, but not to all 5 prompts. Partially demonstrates analysis of the effectiveness of Kotter's framework for some projects but not all.	Similarities and differences between each project are satisfactorily identified. Responds to all guide prompts, but some parts lack adequate detail. Demonstrates some analysis of the effectiveness of Kotter's framework and covers every project.	Similarities and differences between each project are completely identified. Responds well to all guide prompts. Demonstrates good, thorough analysis of the effectiveness of Kotter's framework for every project.	Similarities and differences between each project are exemplarily identified. Responds to all guide prompts fully and in excellent detail. Demonstrates excellent and insightful analysis of the effectiveness of Kotter's framework for every project.
2. Discuss best practices, unresolved issues, and actions proposed in the team's change projects, according to the assignment instructions Weight: 30%	Paper does not or unsatisfactorily discusses best practices, unresolved issues, and actions proposed, according to the assignment instructions.	Paper partially discusses best practices, unresolved issues, and actions proposed, according to the assignment instructions.	Paper satisfactorily discusses best practices, unresolved issues, and actions proposed, according to the assignment instructions.	Paper thoroughly discusses best practices, unresolved issues, and actions proposed, according to the assignment instructions.	Paper excellently discusses best practices, unresolved issues, and actions proposed, according to the assignment instructions.

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3. Describe and reflect on what team members have learned from their collaboration. Describe tools or practices that helped the team work together virtually.

Weight: 25% | No or minimal description and reflection about team members' learning from their collaboration. Did not describe tools or practices that helped the team work together virtually. | Partial description and reflection about team members' learning from their collaboration. Minimal description of tools or practices that helped the team work together virtually. | Some description and reflection about team members' learning from their collaboration. Satisfactory description of tools or practices that helped the team work together virtually. | Good, thoughtful description and reflection about team members' learning from their collaboration. Good description of tools or practices that helped the team work together virtually. | Exemplary description and reflection about team members' learning from their collaboration. Excellent description of tools or practices that helped the team work together virtually. |
| 4. The paper was a team effort and is professionally formatted, includes in-text citations, references, and is free from grammatical errors.

Weight: 15% | Paper was not a team effort and is unprofessionally formatted and contains multiple mechanics and usage errors. References and citations are not presented or minimal. | Paper was a team effort and is semi-professional in format. Sources may not be consistently cited and/or the reference list is incomplete or improperly formatted. Several mechanics and usage errors make parts of the text difficult for the reader to understand. | Paper was a team effort and is satisfactorily professional in format. Sources are not always consistently cited in-text and the reference list may not be appropriately formatted. There may be a few mechanics and usage errors, but they do not have a major impact on the flow. | Paper was a team effort and is professionally formatted. Most sources are consistently cited in-text and the reference list is included. Mechanics and usage errors, if any, are minor and have no impact on the flow. | Paper was a team effort and is excellently formatted. All sources are consistently cited in-text and references are included in a manner that enables the reader to quickly identify sources. There are no mechanics or usage errors. |