**CONTINUOUS ASSESSMENT TEST-2 (CAT-2)**

**MBA Dual Specialization 2021-23**

**Semester: IV (HR ELECTIVE)**

**Organizational Change and Development (MBHR6006)**

**Case Study/ Problem based activities**

**Max Marks (30)**

**Guidelines for CAT-2**

1. CAT 2 will be activity based, targeted towards Creativity, Innovation, Critical Thinking and Logical reasoning.
2. The Complete assessment will be activity based on CO-3 and CO-4
3. All Sections must share the Same Rubric and assessment pattern for **MBHR6006** (OCD)-IV
4. Maximum Marks will be 30
5. Time duration will be fixed based as per academic calendar
6. Group activities can also be given, with Maximum 3-5 students in a group
7. Report must be minimum of 6 pages and maximum up-to 10 Pages, including Diagrams, Interpretation of Results, Review of Literature etc

Students will be accessed based on (Blended Mode):

1. Ability to understand, Summarize problem, question, or issue
2. Ability to consider context and assumptions
3. Ability to analyse supporting data and evidence
4. Ability to provide alternate Solution / perspectives
5. Ability to provide conclusions, implications, and consequences for the problem
6. Effective Communication (Verbal, Written)

Assessment will be based on:

* Accuracy of the Solution provided
* Innovation
* Completeness
* Number of Case Studies, Similar solutions reviewed
* Supported with research on existing literature, authentic published material (Books, Whitepapers, Research Articles, Recent Publications)
* Range of answer
* Description and support
1. Actıvıty suggested for CAT-2 is:

**“McDonald’s introduced touch-screen kiosks within their outlets, it enabled customers to place their order without talking to team members. The team worried about their job security. However, thanks to the change leaders’ communication skills and EQ. They implemented the change successfully, and the company still employs humans (not just machines) at their outlets”.**

Taking the above situation into consideration:

1. Prepare a presentation on the applicability of ADKAR model on Mc. Donald’s and suggest its practical implications on the development of learning organizations.
2. Assess its acceptance from employee as well as consumers’ perspective.
3. With reference to the current practices in the organizations, suggest some feasible practical methods to deal with people resisting change.

**BTL / CO / Difficulty Level mapping**

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| --- | --- | --- | --- | --- | --- | --- |
| **Question Number** | **Q1** | **Q2** | **Q3** | **Q4** | **Q5** | **Q6** |
| Mapped Parameters | Ability to understand, Summarize problem, question, or issue (5 Marks) | Ability to consider context and assumptions(5 Marks) | Ability to analyse supporting data and evidence(5 Marks) | Ability to provide alternate Solution / perspectives(5 Marks) | Ability to provide conclusions, implications, and consequences for the problem(5 Marks) | Effective Communication (Verbal, Written)(5 Marks) |
| BT Level | 5 | 5 | 5 | 6 | 6 | 2 |
| CO | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 | 5/6 |
| Difficulty Level | 3 | 3 | 3 | 3 | 3 | 3 |

**Template for the Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Needs Improvement****(1)** | **Beginner****(2)** | **Intermediate****(3)** | **Advanced****(4)** | **Proficient****(5)** |
| Ability to understand, Summarize problem, question, or issue | Not able to identify the problem / issue and summarize the data | Able to identify the Problem, but some aspects are confused or incorrect | Able to identify the Problem, and interpret | Able to identify the Problem, Challenges associated with the Problem and propose a problem statement / Hypothesis of his own | Able to identify the Problem, Challenges associated with the Problem and propose a problem statement / Hypothesis of his own Identifies integral relationships essential to analyzing the issue. |
| Ability to consider context and assumptions | Not able to identify the Socio-Economic, Political, Ethical Environmental and or design considerations as applicable to be problem statement  | Able to identify the problem in context of Socio-Economic, Political, Ethical Environmental and or design considerations as applicable to be problem statement. Analysis is grounded in absolutes, with little acknowledgement of own biases. | Able to identify the problem in context of Socio-Economic, Political, Ethical Environmental and or design considerations as applicable to be problem statement. **Able to present the analysis** | Able to identify the problem in context of Socio-Economic, Political, Ethical Environmental and or design considerations as applicable to be problem statement. **Analysis is provided with valid references** | Able to identify the problem in context of Socio-Economic, Political, Ethical Environmental and or design considerations as applicable to be problem statement. Analysis is provided with valid references.**Analyses the issue with a clear sense of scope and context, including an assessment of audience (Target Group)** |
| Ability to analyze supporting data and evidence | No evidence of selection or source evaluation skills. | Supporting data for the analysis provided is given. But not able to correlate and explain the data | Supporting data for the analysis provided is given. Able to correlate and explain the data. **Use of evidence is selective, Biased with lack of interpretation skills**  | Supporting data for the analysis provided is given. Able to correlate and explain the data. **Use of evidence optimal, No Bias, Able to question and provide clear analysis**  | Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact. |
| Ability to provide alternate Solution / perspectives | Not able to Provide Solution or analyse from a different perspective | Able to provide solution | Able to provide solution and analyse the problem from different perspectives | The Solution Provided is innovative and can be published as a research paper | The Solution Provided is innovative and has the potential to evolve as an alternate solution compared to the existing solutions |
| Ability to provide conclusions, implications, and consequences for the problem | Not able to provide Conclusions and relate with the problem statement | Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. | Conclusions are linked with the consequences  | Presents implications that may impact other people or issues. Conclusions are drawn with  | Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities. |
| Effective Communication (Verbal, Written) | Not able to Communicate, High Level of Plagiarism in Document | Able to Communicate, but not effective, Plagiarism above 10%, Formatis appropriate although at times inconsistent.Most sources are cited and used correctly | Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. | Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. | Use of Language is concise, Plagiarism is less than 10%. **Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.**  |

Proofs to Be submitted:

* Soft /hard copy of Documentary evidence of Assessment
* Marks in the Following Format

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| **Admission No** | **Name of the Student** | **Ability to understand, Summarize problem, question, or issue** **(5 Marks)** | **Ability to consider context and assumptions****(5 Marks)** | **Ability to analyze supporting data and evidence****(5 Marks)** | **Ability to provide alternate Solution / perspectives****(5 Marks)** | **Ability to provide conclusions, implications, and consequences for the problem****(5 Marks)** | **Effective Communication (Verbal, Written (5 Marks)****(5 Marks)** | **Total****(30)** |
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