

Learning Goals: (Dublin Descriptors) = 10 Marks "Overall Grade"	Associated General Learning Goals	Learning Objectives	Criteria	Failed to meet all criteria/ learning objectives 0% of overall mark	Partially met criteria / learning Objectives Less 50% of overall mark Marks < 5	Met most criteria / learning Objectives but did not cover them all 50% to 80% of overall mark Marks 5 to 8	Met all required criteria/ learning objectives 80% to 100% of overall mark Marks 8 to 10
DD1: Knowledge & Understanding (DD1= 2 Marks) 20%	Student will recognize and evaluate the nature, the impact of and the concepts of change and change management in a globalizing, multicultural context.	Students will recognize different academic theories and concepts of the design and re-design of change processes and change management	The student sufficiently describes and discusses the following in the paper: 1. Culture compatibility using "Corporate culture matrix" 2.Application of " TROPICS" test to identify the type of the existing cultural problems 3. Type of Culture (supporting / resisting to change)	None are described or discussed sufficiently	1 topic is described and discussed sufficiently, with incomplete enumeration of other topics.	2 topics are described and discussed sufficiently, with incomplete enumeration of the third topic.	All topics are described and discussed sufficiently.
DD2: Applying Knowledge (DD2= 2 Marks) 20%	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.	Students will be able to apply the theoretical and conceptual ideas to concrete design, change and change management issues.	The student effectively analyses the following: 1. Culture compatibility using "Corporate culture matrix" 2.Application of " TROPICS" test to identify the type of the existing cultural problems 3. Type of Culture (supporting / resisting to change)	None are analyzed sufficiently	1 topic is described and discussed sufficiently, with incomplete enumeration of other topics.	2 topics are described and discussed sufficiently, with incomplete enumeration of the third topic.	All the topics are well analyzed by the student.
			The students makes good use graphs and illustrations in their analysis.	Graphs and illustrations used are irrelevant and distracting.	Few graphs are clear and relevant, yet the rest of graphs are neither descriptive nor relative to the analysis.	Most of the graphs are relative to the analysis except few ones.	The student makes good use of graphs and illustrations in the analysis
DD3: Judgment (DD3= 3 Marks) 30%	Student will evaluate and determine responsible business decisions regarding organizational change that impact on both organizational performance and society.	Students will analyze the strengths and weaknesses of different change management theories and approaches. Students will compare and evaluate ideas and solutions to problems	The student designs a credible change management process according to Kotter Model.	Student was not able to design a change management process relative to their organizational strategy.	The change management process is missing couple of stages with some unclear arguments.	The change management process is well designed but not all phases are clearly argued.	The change management process is well designed and clearly argued
			The student designs a suitable strategy to better manage resistance and conflict	Student was not able to design a strategy to manage resistance.	Student was able to design a fair and brief strategy to manage resistance with minor arguments.	The strategy is well designed but not clearly argued in all strategic intents.	The strategy to manage resistance and conflict is well designed and clearly argued
DD4: Communication (DD4= 2 Marks) 20%	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural and/or multi-interest stakeholder groups.	Students will be to effectively present an analysis of the design, structure, culture and major problems facing an organization and provide meaningful in class contributions to mutual knowledge development.	Style/Structure (correct fonts, consistent use, easy to read, tables well formatted and labelled) Followed Academic structure (cover page, table of content, Introduction, Main Body, Recommendations, Summary, References, Appendixes)	No consistent fonts, unclear formatting and referencing of tables and illustrations, poor use of headings. Less than 1000 words. Did not follow academic structure	sometimes fonts are applied non-consistently, unclear formatting and referencing in some of the tables and illustration used. Fair use of headings. Up to 1500 words. Fairly followed academic structure	Fonts are mostly applied consistently throughout the paper, with clear formatting and referencing in most of the tables and illustration used. Good use of headings.From 1501 to 2700 words. Followed academic structure well, except couple of components.	Consistent fonts, clear formatting and referencing of tables and illustrations, very good use of headings, that are used in the paper. Min 3000 words. Was able to Follow academic structure effectively.
			Grammar/Spelling (accurate and consistency)	The grammar and spelling are inaccurate and inconsistent through out the entire paper.	The grammar and spelling are fairly applied with many mistakes throughout the entire paper.	The grammar and spelling are mostly correct and consistent except for couple of paragraphs.	The grammar and spelling are correct and consistent through out the entire paper.
			Referencing (consistent or not)	No use of APA referencing	Fair and inconsistent use of APA referencing throughout most of paper.	Good but sometimes inconsistent use of APA referencing	APA referencing is used consistently throughout the whole paper.
DD5: Self-Direction (DD5= 1 Marks) 10%	Student will be able to work autonomously and determine their own learning needs.	Students will increase self-awareness regarding participants' own change management and leadership roles and to develop the ability to reflect on participants' own change behaviour.	The student found extensive high quality informational sources to support their analysis	No sources were used by students to support their analysis.	Fair quality informational sources were used to support analysis	Few but good quality informational sources were used to support analysis.	Extensive informational sources such as articles from academic journals, websites, magazines, and databases have been used in the paper.