

# MSM

MAASTRICHT  
SCHOOL OF  
MANAGEMENT



## MM Final Assessment Supervision Guidelines

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# Final Assessment Supervision Guidelines

## 1 Introduction

Thank you for accepting to act as a supervisor for the MSM final assessment. The final assessment is the final capstone project that students must write to complete their Master program.

This manual gives a brief overview of the program, the supervision process and your responsibilities as a supervisor. Please spare some time to read this manual as it contains vital information that will enable you to succeed in your role as supervisor. You should also read the Final Assessment Guidelines, the most recent Education and Examination Regulations (EER) (<https://www.msm.nl/study-at-msm/msm-examination-board>) and the course manual for the course Research Methods. The EER remains the ultimate resource on the regulations and processes guiding MSM's Master's program.

## 2 Learning Goals and Learning Outcomes

To understand the learning goals and learning outcomes of the thesis, it is also important to be aware of the mission and goals of MSM.

### 2.1 MSM Mission

MSM has the mission to provide education and advocacy for ethical management, inspiring leadership, innovative entrepreneurship and effective public policy, building on our unique history in working together with institutions in emerging economies for better global management. We have the vision to be the brightest star amongst business schools in the Netherlands and as such to shine our light onto management education and advocacy across the emerging and developing world, bridging cultures and countries and thereby contributing to the shared and sustainable well-being of a global, diverse and peaceful world. Our core values include hard work, integrity, initiative, creativity, accountability, inclusiveness, teamwork, personal growth, diversity and safety.

### 2.2 MM Learning Goals

The MM learning goals translate the mission of MSM into five competencies that are based on the five Dublin Descriptors. The competencies are displayed in Table 1. It is essential that MSM measures these competencies to ensure that our learning goals are met. In order to do so, all projects are assessed using our assessment rubrics.

Table 1: Learning Goals

<b>Dublin Descriptors</b>	<b>Knowledge and Understanding:</b> Provides a basis or opportunity for originality in developing or applying ideas.	<b>Applying knowledge:</b> Problem solving abilities applied in new or unfamiliar environments within broader (or multidisciplinary) contexts.	<b>Making judgments:</b> Ability to integrate knowledge and handle complexity, and formulate judgment with incomplete data.	<b>Communication:</b> Communicate the conclusion, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences.	<b>Learning skills:</b> Study in a manner that may be largely self-directed and autonomous.
<b>MM Learning Outcomes</b>	Participants will be able to <b>demonstrate</b> their advanced knowledge and comprehension of the various management-related disciplines.	Participants will be able to <b>apply</b> principles, theories and models pertaining to the management discipline in the context of 21st century organizations that are active in or for global, emerging markets	Participants will be able to <b>propose</b> appropriate solutions for fundamental management challenges of sustainable organizations.	Participants will be able to <b>present and defend</b> views effectively through a variety of oral and written communication modes.	Participants will have the ability to <b>reflect on</b> their own learning & professional development.

## 2.3 Final Assessment Project Learning Outcomes

The MM students are expected to write an Academic Research Paper. The different learning outcomes are all linked to the five competencies of the MM (see Table 2). It is essential that every project addresses the learning outcomes presented in Table 2.

Table 2: Final Assessment Project Learning Outcomes

Learning Goals (Dublin Descriptor)	Associated General Learning Goals	Learning Objective fine tuned to the course
<b>Knowledge &amp; Understanding (DD1)</b>	Students will be able to <b>demonstrate</b> their advanced knowledge and comprehension of the various management-related disciplines.	Student is able to <b>demonstrate</b> understanding of the management/societal problem s/he want to examine.
		Students is able to <b>demonstrate</b> understanding of the theoretical approaches to conceptualize this identified management/societal problem.
		Students is able to <b>demonstrate</b> understanding of the methodological approaches necessary for carrying out appropriate research on the identified management/societal problem.
<b>Application of knowledge (DD2)</b>	Students will be able to <b>apply</b> principles, theories and models pertaining to the management discipline	Student is able to correctly <b>apply</b> the appropriate theoretical approach to the identified management/societal problem.

	in the context of 21st century organizations that are active in or for global, emerging markets.	Student is able to correctly <b>apply</b> the appropriate methodological approach to study the identified management/societal problem.
		Student is able to correctly <b>apply</b> the appropriate methodological approach to study the identified management/societal problem and correctly interpret the results of the analysis.
<b>Judgment (DD3)</b>	Students will be able to <b>propose</b> appropriate solutions for fundamental management challenges of sustainable organizations.	Student is able to critically assess and judge scholarly work to <b>propose</b> a conceptual model to guide the study on the identified management/societal problem.
		Student is able to critically assess and judge methodological approaches to <b>propose</b> a suitable research strategy for studying the identified management/societal problem.
		Student is able to draw conclusions on the research carried out on the identified management/societal problem in relation to the conceptual model and to <b>propose</b> what the theoretical and managerial implications of his/her study are.
<b>Communication (DD4)</b>	Students will be able to <b>present and defend</b> views effectively through a variety of oral and written communication modes.	Student is able to write in a clear academic style and <b>present and defend</b> his/her research (proposal) convincingly.
<b>Self-Direction (DD5)</b>	Students will be able to work autonomously and determine their own learning needs.	Student is able to identify relevant theoretical, empirical and methodological literature that is relevant for the thesis project in an independent manner.
		Student is able to manage his/her research project in an independent, proactive and effective manner.

## 3 Supervision Process

Before students begin with their final project, they must first follow the course in Research Methods. During the course students will be asked to develop a Research (10-page) proposal. The Research Proposal is a complete research proposal, indicating the main goals and the research methods and data that will be used. The course assessment is also based on the Research Proposal (10-page proposal).

### 3.1 Role of the Supervisor

MSM aims to find a perfect match between a student and supervisor in terms of business, theoretical, methodological and empirical interests and expertise. Supervisors are meant to guide students, not do the work for them. This means their role is to support the process of the thesis, not the content.

Although we would all like students to graduate with high grades, this is dependent on the ability and the dedication of each student. The supervisor's job is to bring the best out of the student. However, at the same time, supervisors need to be honest and clear in their feedback and communication with the student.

We expect supervisors to meet with students at least 6 times. This would be for the initial meeting to discuss the final project and then for each milestone indicated in the planning. However, this is minimum requirement and more than 1 meeting per milestone would be considered acceptable.

## 3.2 The Supervision Process

### 3.2.1 Planning

The final project is a huge undertaking for the student and it requires great discipline and motivation to keep focused. A clear planning will help to keep the project moving along. The planning is not fixed in stone and can be adjusted.

### 3.2.2 Feedback

It is essential to provide students with clear feedback at every step. Supervisors tasks are as follows:

- To provide focus and feedback to the paper
- To discuss the planning
- To advise on the choice of literature
- To advise on the research methods and data collection tools
- To ensure the paper meets academic standards
- To sign off on the final version of the thesis before it gets submitted

## 4 Submission

Check with the appropriate education officer for the exact submission date. Projects may only be submitted following the agreement of the supervisor. Supervisors must complete the final project supervisor evaluation form and submit this to the appropriate education office.

## 5 Supervision Challenges and How to Handle Them

Supervisors may face several challenges. Below we list some of those challenges and provide suggestions to handle them.

- Dormant students: These are students who have not had contact with their supervisor. These students never send emails, rarely meet with their supervisor and/or claim to be too busy to concentrate fully on their final project.
  - If attempts to stimulate students to work on their project fail, please contact Academic Coordinator.
- Non-performing/Overly dependent students: These are students that are continuously asking their supervisor what they should do even after receiving helpful comments that should allow them to advance their paper. They lack any self-management skills and just do not seem to know what they need to do to make appropriate progress with their project even after putting in significant effort.
  - As above, seek contact with the Academic Coordinator.
- Academic Misconduct: It can happen that detect a case of fraud, forgery, academic outsourcing, plagiarism or other kinds of academic misconduct.
  - MSM has a zero-tolerance policy on plagiarism. Supervisors should check chapter submissions using Ephorus. If academic misconduct is detected, students should be reprimanded. If a final submission contains plagiarism, the incident should be reported to the examination board.

## Appendix I: Checklist ARP

Academic Research
<b>Introduction</b>
<input type="checkbox"/> Rationale of the study
<input type="checkbox"/> Problem Statement
<input type="checkbox"/> Outline of the document
<b>Literature Review</b>
<input type="checkbox"/> Review of the relevant academic literature – Discuss and make links between the relevant literature related to your topic.
<input type="checkbox"/> Ensure a dialog with the literature. You need to explain why one tool has been selected and another not.
<input type="checkbox"/> Conceptual framework – Describe the conceptual framework you need to analyse the problem. If you develop your own framework, ensure that it is carefully embedded in the academic literature.
<b>Methodology</b>
<input type="checkbox"/> Describe of the type of research that will be carried out.
<input type="checkbox"/> Explain why this method is most appropriate.
<input type="checkbox"/> Did you use references to literature on research methodology?
<input type="checkbox"/> Quantitative – if quantitative then:
<input type="checkbox"/> Explain where the data comes from (i.e. industry reports, market studies, socio-demographical data, etc.)
<input type="checkbox"/> Explain why is this an appropriate source of data?
<input type="checkbox"/> Explain how many observations you have and why this is sufficient for your research.
<input type="checkbox"/> Explain the gathering process:
<input type="checkbox"/> Questionnaire – if you used a questionnaire:
<input type="checkbox"/> Explain how you formulated the questions (always use the questions of previous research when possible)
<input type="checkbox"/> Explain how the questions are related to your research question.
<input type="checkbox"/> Explain how you ensure that ethical concerns are taken care of in creating your questionnaire.
<input type="checkbox"/> Describe the analytical techniques you will use (correlation, regression etc.).
<input type="checkbox"/> Explain why these techniques are appropriate
<input type="checkbox"/> Qualitative – if qualitative then:
<input type="checkbox"/> Explain who you will interview
<input type="checkbox"/> Explain why this is an appropriate source of information
<input type="checkbox"/> Explain how many people you will interview and why this is sufficient for your research.
<input type="checkbox"/> Explain the gathering process:
<input type="checkbox"/> Interview questions:
<input type="checkbox"/> Explain how you formulated the questions (always use the questions of previous research when possible)
<input type="checkbox"/> Explain how the questions are related to your research question.
<input type="checkbox"/> Explain how you ensure that ethical concerns are taken care of in creating your questionnaire.
<input type="checkbox"/> Describe how you will code the interviews.
<input type="checkbox"/> Explain why coding is important.
<b>Findings</b>
<input type="checkbox"/> Recap on the conceptual framework you are using.
<input type="checkbox"/> Explain the data you collected (how many data points did you finally get, how many interviews finally took place).
<input type="checkbox"/> Analyse you research material – showing areas of interest in the results.
<input type="checkbox"/> Relate the results to your conceptual framework.
<b>Discussion</b>
<input type="checkbox"/> Explain the outcome of your findings.
<input type="checkbox"/> Interpret the results in relation to your conceptual framework.
<input type="checkbox"/> Relate your findings to other areas of the academic literature
<input type="checkbox"/> Describe the limitations of the research. What could you have done better?
<b>Communication</b>
<input type="checkbox"/> English grammar and spelling is correct.
<input type="checkbox"/> Ensure the paper has the required formatting (consistency in fonts for headings, paragraphs etc.)
<input type="checkbox"/> Tables, Figures are clearly labelled and referenced in the text.
<input type="checkbox"/> APA referencing is consistent throughout the paper.
<input type="checkbox"/> You have a clear bibliography using the APA style.