

MSM

MAASTRICHT
SCHOOL OF
MANAGEMENT



MBA Final Assessment Supervision Guidelines

Contents

1	Introduction	3
2	Learning Goals and Learning Outcomes	3
2.1	MSM Mission	3
2.2	MBA Learning Goals.....	4
2.3	Final Assessment Project Learning Outcomes	4
3	Types of projects.....	6
3.1	Business Plan: For an entrepreneurial start-up.....	6
3.2	Business Consultancy Project: For an existing company.....	7
3.3	Academic Research Paper: Generically applicable to more than one company	8
3.4	General Comments.....	9
4	Supervision Process	9
4.1	Role of the Supervisor	9
4.2	The Supervision Process.....	10
4.2.1	Review of the Research Proposal (10-page proposal)	10
4.2.2	Planning.....	10
4.3	Feedback	10
5	Submission	10
6	Supervision Challenges and How to Handle Them	10
	Appendix I: Planning Card	12
	Appendix II: Research stage and its application to ARP, BCP & BP.....	13
	Appendix III: Checklist ARP	14
	Appendix IV: Checklist BCP	15
	Appendix V: Checklist BP	16
	Appendix VI: Evaluation Criteria BP	17
	Appendix VII: Evaluation Criteria BCP	18
	Appendix VIII: Evaluation Criteria ARP.....	19

MBA Final Assessment Supervision Guidelines

1 Introduction

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

These guidelines give a brief overview of MSM's MBA program, the supervision process and your responsibilities as a supervisor. Please spare some time to read this document 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 MBA 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 the MSM and the MBA program.

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 MBA Learning Goals

The MBA 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

Dublin Descriptors	MBA Learning Goals
Knowledge and Understanding: Provides a basis or opportunity for originality in developing or applying ideas.	Student will recognize and evaluate the nature, the impact of and the concepts of management in a globalizing, multicultural context.
Applying knowledge and understanding: Problem solving abilities applied in new or unfamiliar environments within broader (or multidisciplinary) contexts.	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.
Making judgments: Ability to integrate knowledge and handle complexity, and formulate judgment with incomplete data.	Student will evaluate and determine responsible business decisions that impact on both organizational performance and society.
Communication: Communicate the conclusion, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences.	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural stakeholder groups.
Learning focus: Study in a manner that may be largely self-directed and autonomous.	Student will be able to work autonomously and determine their own learning needs.

2.3 Final Assessment Project Learning Outcomes

There are three types of final assessment projects that students may do, namely the business plan, the business consulting project and applied research. For each of the three options, there are different learning outcomes, all linked to the five competencies of the MBA (see Table 2). As you can see, for some of the programme level goals, there may be more than one learning outcome. It is essential that every project address the learning outcomes presented in Table 2. In the Appendix, you will find the assessment criteria rubric for each type of project. The criteria in the tables will be used to evaluate the students. When the final project has been completed, you will be sent an evaluation form which makes use of these criteria.

Table 2: Final Assessment Project Learning Outcomes

Learning Goals (Dublin Descriptors)	Associated General Learning Goals	Business Plan (start-up)	Business Consultancy Project (existing company)	Academic Research Paper (generically applicable)
DD1: Knowledge & Understanding	Student will recognize and evaluate the nature, the impact of and the concepts of management in a globalizing, multicultural context.	To recognise the business opportunities and market dynamics within a specific sector, indicating new customer needs, leading to specific new business opportunities	To identify the current problems facing an organisation as well as identify the necessary theoretical tools to analyse these issues.	To identify gaps in the current academic literature that provide a basis or opportunity for original research.
		To identify the different research methodologies necessary for carrying out the appropriate research	To identify the different research methodologies necessary for carrying out the appropriate research	To identify and discuss the different research methodologies necessary for carrying out the appropriate research
DD2: Application of knowledge	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.	To determine the impact that the new product/service will have on the organization, in terms of marketing strategy, organizational design and financial returns on investment	To be able to apply the correct theoretical tools in order to study the organisational issues at hand.	To be able to apply the correct theoretical tools in order to study the academic issues at hand
DD3: Judgment	Student will evaluate and determine responsible business decisions that impact on both organizational performance and society.	To recommend a convincing, financially feasible and sustainable business plan.	To provide recommend organisational changes needed to resolve the organisational issues.	To be able to draw conclusions on the research carried out and formulate implications for future research
		To identify and analyze the ethical obligations and responsibilities of business	To identify and analyze the ethical obligations and responsibilities of business	To identify and analyze the ethical obligations and responsibilities of business
DD4: Communication	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural stakeholder groups.	To write effectively by discussing and providing convincing arguments.	To write effectively by discussing and providing convincing arguments.	To write effectively by discussing and providing convincing arguments.
		To present effectively by debating and providing convincing arguments.	To present effectively by debating and providing convincing arguments.	To present effectively by debating and providing convincing arguments.
DD5: Self-Direction	Student will be able to work autonomously and determine their own learning needs.	To be able to determine relevant information (such as articles and data sources) that are relevant for the final project.	To be able to find relevant information (such as articles and data sources) that are relevant for the final project	To be able to find relevant information (such as articles and data sources) that are relevant for the final project.

3 Types of projects

The starting point for the Final Project is that it should deal with a real business or management question. There are three distinct types of projects allowed for this, the first two more practical in nature, the third one of a more academic character:

- Business plan (**BP**) → for an entrepreneurial start-up
- Business consultancy project (**BCP**) → for an existing company
- Academic research paper (**ARP**) → generically applicable to more than one company

Projects are supposed to meet a high level of ambition and complexity. Any chosen project must be of sufficient size and scope to be acceptable. In principle, there are no geographical limitations to any of the project types, just as long as this doesn't impede the carrying out of the required thorough relevant research to justify the project and the proposed approaches and solutions (desk research, market research, interviews, etc.). Feasibility is essential. If you do not have access to the necessary resources to carry out your study, then you should consider a different topic.

All projects follow the same format, namely:

- Goal
- Problem Statement
- Frameworks
- Methodology
- Application
- Evaluation and recommendation

In the following paragraphs, each one of the three types of projects will be explained in more detail.

3.1 Business Plan: For an entrepreneurial start-up

The Business plan gives you the opportunity to research a market for a new product or service. The Business Plan has the following stages listed in Table 3.

Table 3: Stages of the Business Plan

Stage	Business Plan
Goal	to demonstrate a market need and create a product or service that meets that can feasibly meet that market need.
Problem Statement	Introduction: Identification of gaps between consumer needs and market provision
Frameworks	Research Tools: Literature review to identify the framework(s) needed to carry out a feasibility analysis
Methodology	Methodology: Description and justification of the methodological approach needed to determine the market feasibility: i.e. qualitative, quantitative methods.
Application	Findings: Application of the research tools to evaluate the market demand for the product as well as the organisational costs.
Evaluation and recommendation	Prognosis: Evaluation of the findings and the final balance sheet analysis of expected future profits.

The Business Plan, like the other projects, has a serious research component. In general, you need to:

- describe the new business concept and the market in which it operates as well as provide a description of the target consumer, arguing why this product/service brings greater value than current products/services
- recognise the relevant theoretical tools needed to carry out a market feasibility analysis as well as the identify and describe the most appropriate investigation methods.
- describes the informational sources collected and motivates why the selected data sources are relevant.
- apply the tools of analysis necessary to estimate the market demand and calculate and determine the fixed and variable costs associated with the new business opportunity.
- examine the competitive environment of the new business opportunity and estimate and evaluate the projected market sales

Please check the Section: Appendix II: (see appendices) for more details.

3.2 Business Consultancy Project: For an existing company

The business consultancy project involves advising a real life organization on how to solve a specific issue the organization is confronted with. Within the context of an existing company, there are in general terms two types issues that can be addressed:

- Issues that have to do with the exploitation of *newly detected opportunities* in the market.
Examples are:
 - The launching of a new product
 - The launching of a new line of products
 - The entry into new geographical markets through exports, partners and/or subsidiaries to be set up
 - The dynamics/acceleration of the company's growth
 - The internationalization of processes of the existing company
 - The creation of a spin-off for an existing company
- Issues that have to do with *actual problems or challenges* that the company is facing
 - Problems in terms of stagnating or declining profitability
 - Problems in terms of productivity and operational performance
 - Problems in terms of business model, organizational model and/or structure, partnerships
 - Problems in terms of company infrastructure and footprint

Table 4: Stages of the Business Consultancy Project

Stage	Business Consultancy Project
Goal	to resolve issues facing an organisation, identifying the problems, recommending a solution
Problem Statement	Introduction: Identification issues within the organisation
Frameworks	Research Tools: Literature required to identify the framework(s) needed to analyse the issues facing the organisation
Methodology	Methodology: Description and justification of the methodological approach needed to evaluate the issues within the organisation: i.e. qualitative, quantitative methods.

Application	Findings: Application of the research tools to evaluate the proposed framework.
Evaluation and recommendation	Recommendations: Evaluation of the findings, drawing conclusions on the issues within the organisation and recommendations on how to resolve the issues.

In general, you need to:

- identify and describe the core problems facing the organisation and provide a detailed description of the business environment of the organisation.
- identify the relevant theoretical tools needed to analyse the organisational issues at hand.
- identify why the chosen investigation method is the most appropriate one for the consulting project as well as the correct methodological literature (e.g., use of methods text books, reference is made to other articles).
- examines and produces a realistic cost-benefit analysis.
- recommend a clear strategic action plan including timing, roles and responsibilities as well as assess the organizational, financial and other functional consequences of the proposed solution.

Students wanting to pursue a business consultancy project are expected to find a client organization by themselves, potentially supported by local Career Centre where available.

Please check the Section: Appendix II: (see appendices) for more details.

3.3 Academic Research Paper: Generically applicable to more than one company

The academic research project involves researching practical problems or opportunities organizations are confronted with resulting in recommendations at more general level. Typically this type of project originates from issues that have emerged in the academic literature. Students are expected to formulate their own theoretical frameworks that will be tested in a scientific manner, either using qualitative or quantitative research methods

Table 5: Stages of the Academic Research Paper

Stage	Academic Research Paper
Goal	to make an original contribution to academic research
Problem Statement	Introduction: Identification of gaps in research
Frameworks	Literature: Literature required to build the framework needed to analyse the problem statement
Methodology	Methodology: Description and justification of the methodological approach needed to test the research question: i.e. qualitative, quantitative methods.
Application	Findings: Application of research tools to evaluate the proposed framework.
Evaluation and recommendation	Discussion: Discussion of the findings, evaluating the results, as well as reflections for future research.

In general you need to:

- identifies and describes the research problem as well as the major and minor research questions.
- identify and discuss the relevant literature related to the problem statement.
- The student designs an appropriate conceptual framework from the literature to investigate the research problem.
- identify why the chosen investigation method is the most appropriate one for the research problem and describe the informational sources collected and motivates why the selected informational sources are relevant.
- indicate the correct methodological literature (e.g., use of methods text books, reference is made to other articles).
- apply the theoretical tools correctly to the informational sources used (quantitative or qualitative)
- apply the appropriate research methods to analyse the informational sources (quantitative or qualitative).
- The student correctly interprets and examines the results of the analysis.
- The student examines the limitations of the research and provides recommendations for future research.

3.4 General Comments

Where the entrepreneurial business plan and the business consultancy project focus on one organization (N=1) and a kind of formal 'client organization', the academic research project focuses on a management or business problems encountered by a larger number of organizations (N>1).

You can also see that all three types of final assessment have a strong research element. It is essential that you find academic literature to identify the correct tools for your analysis. You must also develop a clear research methodology for analysis. In this sense, all three project types are the same, but with a different focus.

4 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 Topic proposal and Research proposal (10-pager). The Topic proposal outlines the initial ideas of the final assessment. After receiving feedback on the initial proposal, the students will then write their Research (10 page) proposal. The 10-pager is a complete research proposal, indicating the main goals and the research methods and data that will be used. The course assessment for the Research Methods course is based on this Research Proposal.

4.1 Role of the Supervisor

Allocation of the supervisor occurs either after the submission of the Topic Proposal or after submission of the Research (10 Page) Proposal (depending on the program (FT or part time)).

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.

4.2 The Supervision Process

4.2.1 Review of the Research Proposal (10-page proposal)

The first meeting with the student is to review the Research (10-page) proposal. The supervisor needs to establish if and how the proposed project needs to be fine-tuned. Are the objectives clear, do they make sense, are they of value? Is the project feasible? Does the student have access to information and data? Is the student able to carry out the task?

Furthermore, the planning needs to be reviewed. Is it feasible? Adjustments should be made to fit both the student and the supervisor's schedule.

4.2.2 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. A supervisor progress report is included in the planning table. Supervisors must provide short comments on how well (or badly) the thesis is progressing.

To help with the planning, we require students to record the completion of important milestones. Table 6, 7 & 8 (Planning Card) in the Appendix show the main milestones that students need to complete for the different types of project. Students will use the appropriate table, depending on the type of project they choose. These milestones are included in the Research Proposal. The students must write down a date when they expect to complete the milestone. Once it is completed (and this requires acceptance from the supervisor), the student should add the date to the table.

4.3 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

5 Submission

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

6 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: Planning Card

The planning card is to help students and supervisors keep a track on their progress. Below are examples of the kind of milestones that might be made. However, these milestones should be set by the supervisor and student.

Table 6: Business Plan Planning

Milestones	Planned Date of Completion	Supervisor Progress Report
Company Description and market opportunity		
Identifying the research tools		
Market Analysis		
Findings		
Prognosis		

Table 7: Business Consultancy Project Planning

Milestones	Planned Date of Completion	Supervisor Progress Report
Organisational Description and Issues		
Identifying the research tools		
Methods		
Findings		
Solutions		

Table 8: Academic Research Paper Planning

Milestones	Planned Date of Completion	Supervisor Progress Report
Introduction		
Literature Review		
Methods		
Findings		
Discussion and Conclusions		

Appendix II: Research stage and its application to ARP, BCP & BP

Research Stage	Academic Research Paper	Business Consultancy Project	Business Plan
Goal	to make an original contribution to academic research	to resolve issues facing an organisation, identifying the problems, recommending a solution	to demonstrate a market need and create a product or service that meets that can feasibly meet that market need.
Problem Statement	Introduction: Identification of gaps in research	Introduction: Identification issues within the organisation	Introduction: Identification of gaps between consumer needs and market provision
Frameworks	Literature: Literature required to build the framework needed to analyse the problem statement	Research Tools: Literature required to identify the framework(s) needed to analyse the issues facing the organisation	Research Tools: Literature review to identify the framework(s) needed to carry out a feasibility analysis
Methodology	Methodology: Description and justification of the methodological approach needed to test the research question: i.e. qualitative, quantitative methods.	Methodology: Description and justification of the methodological approach needed to evaluate the issues within the organisation: i.e. qualitative, quantitative methods.	Methodology: Description and justification of the methodological approach needed to determine the market feasibility: i.e. qualitative, quantitative methods.
Application	Findings: Application of research tools to evaluate the proposed framework.	Findings: Application of the research tools to evaluate the proposed framework.	Findings: Application of the research tools to evaluate the market demand for the product as well as the organisational costs.
Evaluation and recommendation	Discussion: Discussion of the findings, evaluating the results, as well as reflections for future research.	Recommendations: Evaluation of the findings, drawing conclusions on the issues within the organisation and recommendations on how to resolve the issues.	Prognosis: Evaluation of the findings and the final balance sheet analysis of expected future profits.

Appendix III: Checklist ARP

Academic Research
Introduction
<input type="checkbox"/> Rationale of the study
<input type="checkbox"/> Problem Statement
<input type="checkbox"/> Outline of the document
Literature Review
<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.
Methodology
<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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Questionnaire – if you used a questionnaire: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Interview questions: <ul style="list-style-type: none"> <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.
Findings
<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.
Discussion
<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?
Communication
<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.

Appendix IV: Checklist BCP

Business Consultancy Project
Introduction
<input type="checkbox"/> Describe the problems that the firm is facing and why a study must be carried out.
<input type="checkbox"/> Formulate a precise goal of your study.
<input type="checkbox"/> Provide an outline of the document
Research Tools
<input type="checkbox"/> Identify and select the correct academic tools/literature that you need to analyse the market feasibility. Which tools will help you estimate market demand, identify the product value, and provide you with production cost information?
<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"/> Consulting 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.
Methodology
<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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Questionnaire – if you used a questionnaire: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Interview questions: <ul style="list-style-type: none"> <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.
Findings
<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 your research material – showing areas of interest in the results.
<input type="checkbox"/> Relate the results to your conceptual framework.
Discussion
<input type="checkbox"/> Explain the outcome of your findings.
<input type="checkbox"/> Interpret the results in relation to the issues faced by your organisation
<input type="checkbox"/> Make recommendations based on the results. Develop a plan on what needs to be done next.
<input type="checkbox"/> Describe the limitations of the research. What could you have done better?
Communication
<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.

Appendix V: Checklist BP

Business Plan
Introduction
<input type="checkbox"/> Describe a product/service that you want to bring to market
<input type="checkbox"/> Describe the target customer, why you think this product adds value and why this has not been addressed by others already.
<input type="checkbox"/> Provide an outline of the document
Research Tools
<input type="checkbox"/> Identify and select the correct academic tools/literature that you need to analyse the problem(s) within the organisation – Discuss and make links between the relevant literature related the organisational problem.
<input type="checkbox"/> Ensure a dialog with the literature. Do not add paragraphs of text from other articles, even if you do reference. This may not be plagiarism, but it is very poor style. You need to use your own words.
<input type="checkbox"/> Business framework – Describe a framework which allows you to build a case for your market. It needs to demonstrate that there is value in the market that is sufficient to cover any costs.
Methodology
<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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Questionnaire – if you used a questionnaire: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input type="checkbox"/> Interview questions: <ul style="list-style-type: none"> <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.
Findings
<input type="checkbox"/> Recap on the business framework that have developed.
<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"/> Explain where you obtained your cost information.
<input type="checkbox"/> Analyse your data, relating the information to the business framework.
<input type="checkbox"/> Provide an Income Statement, Cash Flow analysis and Balance Sheet (including financing options).
Discussion
<input type="checkbox"/> Explain the outcome of your findings.
<input type="checkbox"/> Interpret the results in relation to your business framework.
<input type="checkbox"/> Develop a plan on what needs to be done next to ensure growth of the business.
<input type="checkbox"/> Describe the limitations of the research. What could you have done better? What if feasibility is not demonstrated?
Communication
<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.

Appendix VI: Evaluation Criteria BP

Learning Goals: (Dublin Descriptors)	Associated General Learning Goals	Learning Objectives	Evaluation Criteria	
DD1: Knowledge & Understanding	Student will recognize and evaluate the nature, the impact of and the concepts of management in a globalizing, multicultural context.	To recognize the business opportunities and market dynamics within a specific sector, indicating new customer needs, leading to specific new business opportunities	The student clearly describes the new business concept and the describes extensively the market in which it operates.	
			The student provides a description of the target consumer, arguing why this product/service brings greater value than current products/services	
			The student is able to recognise the relevant theoretical tools needed to carry out a market feasibility analysis	
			To identify the different research methodologies necessary for carrying out the appropriate research	Student identifies why the chosen investigation method is the most appropriate one for the business plan.
				Student clearly describes the informational sources collected and motivates why the selected data sources are relevant.
				The student indicates the correct methodological literature (e.g., use of methods textbooks, reference is made to other articles).
DD2: Applying Knowledge	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.	To determine the impact that the new product/service will have on the organization, in terms of marketing strategy, organizational design and financial returns on investment	The student correctly applies the tools of analysis necessary to estimate the market demand	
			The student calculates and determines the fixed and variable costs associated with the new business opportunity.	
			The student examines the competitive environment of the new business opportunity.	
DD3: Judgment	Student will evaluate and determine responsible business decisions that impact on both organizational performance and society.	To recommend a convincing, financially feasible and sustainable business plan.	The student estimates and evaluates the projected market sales	
			The student estimates and evaluates projected resource needs and operations into cash-flow statements	
			The student evaluates the current and future competitive environment that the new organisation will face.	
		To Identify and analyse the ethical obligations and responsibilities of business	The student analyses and evaluates the ethical obligations of their advice.	
			The student has demonstrated an academic style of writing, making use of correct grammar and vocabulary	
DD4: Communication	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural stakeholder groups.	To write effectively by discussing and providing convincing arguments.	The paper is correctly referenced, clearly indicating the work of others.	
			The paper is clearly structured, making it easy for the evaluator to read.	
		To present effectively by debating and providing convincing arguments.	Careful listening and understanding of questions and arguments is shown and clear and convincing answers provided.	
			The presentation presents a persuasive case for the paper (i.e. well-structured presentation, clear explanation)	
			The student has made good use of media (slides, video) in their presentation.	
DD5: Self-Direction	Student will be able to work autonomously and determine their own learning needs.	To be able to determine relevant information (such as articles and data sources) that are relevant for the final project.	The literature used is of sufficient quality (e.g. relevant literature in relation to problem statement, use of peer-reviewed journals, books from renowned publishers and reports from authoritative institutes, literature is up-to-date)	
			The student has collected sufficient data (either quantitative or qualitative) necessary for the project.	
			The student clearly describes the new business concept and the describes extensively the market in which it operates.	

Appendix VII: Evaluation Criteria BCP

Learning Goals: (Dublin Descriptors)	Associated General Learning Goals	Learning Objectives	Evaluation Criteria
DD1: Knowledge & Understanding	Student will recognize and evaluate the nature, the impact of and the concepts of management in a globalizing, multicultural context.	To identify the current problems facing an organisation as well as identify the necessary theoretical tools to analyse these issues.	The student is able to identify and describe the core problems facing the organisation.
			The student provides a detailed description of the business environment of the organisation.
			The student is able to identify the relevant theoretical tools needed to analyse the organisational issues at hand.
		To identify the different research methodologies necessary for carrying out the appropriate research	The student identifies why the chosen investigation method is the most appropriate one for the consulting project.
			Student clearly describes the informational sources collected and motivates why the selected informational sources are relevant.
DD2: Applying Knowledge	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.	To be able to apply the correct theoretical tools in order to study the organisational issues at hand.	The student applies the theoretical tools correctly to the informational sources used (quantitative or qualitative)
			The student examines and produces a realistic cost-benefit analysis.
			The student correctly interprets and examines the results of the analysis.
DD3: Judgment	Student will evaluate and determine responsible business decisions that impact on both organizational performance and society.	To provide recommend organisational changes needed to resolve the organisational issues.	The student recommends a clear strategic action plan including timing, roles and responsibilities.
			The student assesses the organizational, financial and other functional consequences of the proposed solution.
		To identify and analyze the ethical obligations and responsibilities of business	The student speculates on how the recommendations could be applied in a broader context.
			The student analyses and evaluates the ethical obligations of their advice.
DD4: Communication	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural stakeholder groups.	To write effectively by discussing and providing convincing arguments.	The student has demonstrated an academic style of writing, making use of correct grammar and vocabulary
			The paper is correctly referenced, clearly indicating the work of others.
			The paper is clearly structured, making it easy for the evaluator to read.
		To present effectively by debating and providing convincing arguments.	Careful listening and understanding of questions and arguments is shown and clear and convincing answers provided.
			The presentation presents a persuasive case for the paper (i.e. well-structured presentation, clear explanation)
DD5: Self-Direction	Student will be able to work autonomously and determine their own learning needs.	To be able to determine relevant information (such as articles and data sources) that are relevant for the final project.	The literature used is of sufficient quality (e.g., relevant literature in relation to problem statement, use of peer-reviewed journals, books from renowned publishers and reports from authoritative institutes, literature is up-to-date)
			The student has collected sufficient data (either quantitative or qualitative) necessary for the project.

Appendix VIII: Evaluation Criteria ARP

Learning Goals: (Dublin Descriptors)	Associated General Learning Goals	Learning Objectives	Evaluation Criteria
DD1: Knowledge & Understanding	Student will recognize and evaluate the nature, the impact of and the concepts of management in a globalizing, multicultural context.	To identify gaps in the current academic literature that provide a basis or opportunity for original research.	The student clearly identifies and describes the research problem.
			The student identifies and discusses major and minor research questions.
			The student identifies and discusses the relevant literature related to the problem statement.
		To identify and discuss the different research methodologies necessary for carrying out the appropriate research	Student identifies why the chosen investigation method is the most appropriate one for the research problem.
			Student clearly describes the informational sources collected and motivates why the selected informational sources are relevant.
			The student indicates the correct methodological literature (e.g., use of methods text books, reference is made to other articles).
DD2: Applying Knowledge	Student will identify and apply the appropriate methods and tools to solve contemporary business challenges.	To be able to apply the correct theoretical tools in order to study the academic issues at hand	The student applies the theoretical tools correctly to the informational sources used (quantitative or qualitative)
			The student correctly applies the appropriate research methods to analyse the informational sources (quantitative or qualitative).
			The student correctly interprets and examines the results of the analysis.
DD3: Judgment	Student will evaluate and determine responsible business decisions that impact on both organizational performance and society.	To be able to draw conclusions on the research carried out and formulate implications for future research	The student designs an appropriate conceptual framework from the literature to investigate the research problem.
			The student accurately evaluates the results of their analysis, relating them to the conceptual framework.
		To Identify and analyze the ethical obligations and responsibilities of business	The student examines the limitations of the research and provides recommendations for future research.
			The student analyses and evaluates the ethical obligations of their research.
DD4: Communication	Student will be able to discuss, debate as well as provide convincing ideas to a variety of multicultural stakeholder groups.	To write effectively by discussing and providing convincing arguments.	The student has demonstrated an academic style of writing, making use of correct grammar and vocabulary
			The paper is correctly referenced, clearly indicating the work of others.
			The paper is clearly structured, making it easy for the evaluator to read.
		To present effectively by debating and providing convincing arguments.	Careful listening and understanding of questions and arguments is shown and clear and convincing answers provided.
			The presentation presents a persuasive case for the paper (i.e. well-structured presentation, clear explanation)
	The student has made good use of media (slides, video) in their presentation.		
DD5: Self-Direction	Student will be able to work autonomously and determine their own learning needs.	To be able to determine relevant information (such as articles and data sources) that are relevant for the final project.	The literature used is of sufficient quality (e.g., relevant literature in relation to problem statement, use of peer-reviewed journals, books from renowned publishers and reports from authoritative institutes, literature is up-to-date)
			The student has collected sufficient data (either quantitative or qualitative) necessary for the project.

