

# Minutes MSc PC – 26 April 2022

Online meeting via Zoom 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	KK: Korcan Kavusan (MscBA MIM)
AL: Annelie van der Leelie (Minutes)	JM: Juan Madiedo (MI)
GB: Guido Berens (GBS)	SZ: Solomon Zori (MScBA AFM)
ANV: Antje Nikkels van der Veen (FI)	AS: Ad Scheepers (PM)
EMT: El Mehdi Trifaia (SM)	JMP: Jan Müller-Popkes (MScBA MIM)
GH: Gabi Helfert (PM)	AF: Andrea Da Fre (MI)
MP: Morteza Pourakbar (SCM)	PC: Philipp Cornelius (BIM)
LB: Laurens Boeren (MM)	FM: Florian Madertoner (FI)
AB: Anne Burmeister (HRM)	YL: Yu Liu (SE)
HD: Hilde Dales (SCM)	(MScBA BAM)
RG: Rabia Guney (BIM)	(MScBA P-MIM)
CD: Carmen Damen (MScBA AFM)	
MB: Marietje Bosma (MScBA P-MIM)	
EJ: Elianne de Jong (HRM)	
VM: Viviana Mercuri (SE)	<b>Guests</b>
SL: Simon Lang (GBS)	RH: Rebecca Hewett (Academic Director MSc HRM)
FW: Frank Wijen (SM)	ML; Michel Lander (Dean of Education)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 22 March 2022 – see attachment

- 1) GB: Agenda item 4, point 4: "The HOKA subcommittee is working on the improvement of the onboarding process for students". This is indeed one of the HOKA projects but our subcommittee is not really working on this project, so this should be changed.
- 2) GB: The sentence *Their new thesis trajectory* should be changed to *Their new research platform*

## 3. Overview of the HOKA projects 2021 -HOKA subcommittee

The HOKA subcommittee updated the committee on the HOKA projects of 2021.

- 1) LB: The HOKA Working Group is trying to incorporate the mission of positive change and the sustainable development goals into the thesis and courses.
- 2) GB: The HOKA Project Team would like to know from the MSc PC a) Whether it has made sufficient progress with the projects and b) Whether it is sufficiently transparent.

Comments of the committee:

- 1) GB: The projects are progressing well and the process is transparent. Moreover, the projects are handled flexibly.
- 2) LB: In the beginning, it was unclear what the HOKA projects meant, but after a good explanation, it is clear what the HOKA team is striving for.
- 3) AB: The HOKA report is very comprehensive and clear per theme. However, it is unclear how the budget is spent and how the application process for the projects is processed.
- 4) MS: It would be better to keep the thesis structure independent from the HOKA projects (e.g. Mission) because

- students should write a thesis on a topic they believe in and this topic shouldn't be imposed.
- 5) EMT: If the RSM Mission is included in the thesis, the student is encouraged to write a thesis in a specific context, and this detracts from the student's development.

The MSc PC was unanimously in favour of the HOKA programme. The HOKA subcommittee will write a letter.

#### 4. RSM Competency Framework – Michel Lander

ML informed the committee about the RSM Competency Framework.

- 1) RSM started the transition to the Competency Framework based education because there is a demand from the labour market, programmes and students to improve their skills and attitude developments
- 2) a) The Competency Framework is currently being piloted to ensure that RSM is adopting the elements which work, b) Programmes decide in their own time and spaces when and what they would like to implement of the Competency Framework-based education and c) In this transition there is a distinction between negotiable and non-negotiable elements. RSM is mandatory to implement the non-negotiable elements because of the accreditation requirements.
- 3) A Competency Framework Working Group will be established to assess the things that are happening in the process. ML asked which MSc PC member would like to participate in this working group.

Comments of the committee:

- 1) FW is in favour of reducing the overassessment. However, RSM should consider that students put less effort into study components that aren't assessed.
- 2) FW: It is good to improve students' skills and attitude development. However, the master programmes should continue to distinguish themselves from MBAs and higher vocational education through specialised knowledge, critical and analytical thinking.
- 3) MS wonders why RSM should change a good organisational structure when it is unknown how the new design will work.
- 4) MS is concerned that students are unable to accumulate the competencies during the academic year and deliver a sophisticated output at the end of the academic year
- 5) EJ: The RSM culture is focused on high grades and cum laude. Therefore, it is difficult to change this to a competency framework-based system.
- 6) According to EJ, RSM should consider how it will change the mindset of the professors and students from the current RSM culture to the competency framework-based system.
- 7) EMT is in favour of the competency framework system because it is aligned with the labour market
- 8) EMT: In the Competency Framework it is contradictory that students are expected to assess themselves while this is also a learning objective.

The committee is reluctant to give consent at this point, but would rather only issue advice. The committee requests more concrete suggestions. GH suggests scheduling a separate meeting with the Dean of Education and a delegation of the PC to enable a more in-depth discussion before the next PC meeting.

#### 5. EC change in the core courses of the MSc HRM programme – Rebecca Hewett

RH presented the planned EC changes in the core courses of the MSc HRM programme.

- 1) The recent history of the MSc HRM: a) In 2020 the core courses were modernised, b) In 2021 the MSc OCC and MSc HRM were merged and c) Currently, the department is waiting for approval from the NVAO to change the name MSc HRM to People Organisation and Change.
- 2) Currently, the department is working on a) Creating explicit coherence between the core courses, b) fewer more meaningful assessments and c) Greater emphasis on self-directed learning.
- 3) The core courses in the MSc HRM programme focus on a) Subject-specific knowledge, b) Delivered by research professors and c) Summative assessment is reduced. The emphasis is mainly on knowledge with

- more on feedback and less on grading.
- 4) Alongside all the core courses students follow the Professional Development and Consulting course. This course consists of three main components a) A 4-month company project in which the assessments focusing on the application of knowledge in "content courses" are linked to a company project. Moreover, the assessments of the company project integrate this knowledge into a whole, b) Personal professional and consulting skills and c) Portfolio of learning in which the feedback students receive from different courses on their competencies is categorised. So that the student's progression becomes visible. In a summative manner, the Professional Development and Consulting track firstly focuses on applying knowledge from the content courses and creating coherence across courses. Secondly, students develop consulting and professional development skills and finally students work on self-development through personal reflection and coaching, linked to feedback from knowledge courses and the company project.
  - 5) RH requested the MSc PC for approval to shift the 4,5 EC for the core courses to 4 EC and to shift the 3 EC of the Professional Development and Consulting track to 5 EC. The department would like to shift the ECs because the knowledge will be integrated through the Professional Development and Consulting track and therefore, students will be assessed less in the content courses.

Comments of the committee:

- 1) EMT wonders whether the process of grading students on progress is fair because each student has a different starting tier and trajectory.
- 2) MS: If students have problems with the company, it is difficult for the Professional Development and Consulting track instructor to be aware of this as he/she has no control over it.
- 3) EMT: RSM should be sure that students are only working on the company project and aren't assigned to other company projects or goals.
- 4) EMT: All company projects should have the same tier.
- 5) MS: There is a friction of focus between the company and RSM. In the project. On the one hand the company wants to get the best result out of the project so that it can benefit from it. On the other hand, it is important to RSM that during the project students can apply the knowledge they have learned in the content courses.
- 6) EMT: Before MSc HRM starts working with the company project, it would be useful to evaluate the courses which work similarly thus the new project will work better.

The proposed EC change in the MSc HRM programme was unanimously accepted by the committee. MS will write a letter of consent.

## **6. SR PAC and MSc PC manuals**

Not discussed

## **7. Discussing plans of the PC subcommittee**

Not discussed

## **8. Closing remarks**

Not discussed

## 9. Action points

What	When	Who
The HOKA subcommittee will write a letter about the committee's view on the HOKA projects	Before 24 May	The HOKA subcommittee
MS will write a letter about the EC change in the MSc HRM programme	Before 24 May	Maciej Szymanowski
AL will schedule a meeting between a delegation and the DoE to discuss the Competency Framework	Before 24 May	Annelie van der Leelie

### Next meetings:

24-May-22, 10.00h

28-Jun-22, 10.00h