Supervised project (MSc)

Guidelines and Requirements

HEC Montréal

Document prepared under the supervision of the MSc Program Director

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Table of Contents

1 Definition and Objectives

The supervised project involves taking on a specific mandate with deadlines and deliverables, equivalent to 9 credits. It enables the student to formalize and solve a research problem or issue arising from a practice setting in a rigorous manner. It therefore requires the student to demonstrate a mastery of knowledge acquired during the MSc program and the capacity to mobilize this knowledge using a scientific approach.

The supervised project may be undertaken in two settings: organizational (an intervention mandate within an organization) or university (a mandate at the university). The procedures for undertaking the supervised projected are described in detail in sections 1.2 and 1.3.

The supervised project must meet the MSc program learning objectives and competencies.

In undertaking the project, the student is therefore expected to:

- Become highly knowledgeable in a specialized field of management.
- Systematically carry out a thorough scientific process.
- Demonstrate ethical and responsible conduct in research and business practices.
- Demonstrate critical thinking skills.
- Work independently to complete a major research project.
- Communicate effectively.

A supervised project is worth nine graduate-level credits. Consequently, to meet the requirements of the MSc program, the student must devote 405 hours of work (one full-time term) to completing all stages of the project, including writing the report. In the case of a project in an organizational setting, the hours devoted to other activities than the supervised project during the stay at the organization cannot be included in this calculation.

1.1 Prerequisites

A student must be ready to demonstrate in what manner his/her project constitutes a transfer of knowledge and competencies targeted by the program. As a result, the student cannot start his/her supervised project without having acquired a minimum of 12 credits in the MSc program. The project must, however, be approved before the student has obtained 36 course credits.

The student is responsible for finding the project and also the project director. The project must be related to the knowledge and competencies targeted by his/her specialization. To see which people may fulfil this role, the student may consult the table presented in Appendix 1. A professor from another university may act as a co-director provided that the director is a professor from HEC Montréal.

The student is encouraged to visit the web pages of the teaching department associated with his/her specialization, and to browse the list of the faculty members. By exploring their profiles, the student will be better able to identify their research interests, areas of expertise, courses they teach, as well as the list of Master's and Doctoral research they have supervised over the last five years.

The student must begin a process of reflection to identify his/her interest in a particular theme, a subject or a more specific problem that could form the basis of the project. The student wishing to undertake a supervised project in an organizational setting must take the necessary steps to identify organizations and the prospect of carrying out mandates for them. This process of reflection and these steps must be undertaken before meeting professors who may be able to supervise the project. This first meeting can serve to better define the problem, to identify avenues to be explored, and to confirm the professor's intention to supervise the project. It also provides an opportunity to discuss a work plan defining the steps required to complete the project and the deliverable required at each one of these steps, how often the student and supervisor should meet, as well as the respective responsibilities of director and student. In preparing for this meeting, the student should consult section 2 of the *MSc Supervisory Relationship Implementation Guide*, which describes the respective roles and responsibilities of the student and the director.

1.2 Four Ways to Put Your Knowledge to Use

The advantage of the supervised project pathway is that it provides a variety of projects that can satisfy the program requirements. There are four kinds of supervised projects, grouped in two settings: supervised projects in an organizational setting and supervised projects in a university setting.

1.2.1 Supervised Project on Behalf of a Well-established Organization or a Start-up

The project in an organizational setting involves taking on a mandate to be undertaken on behalf of a well-established organization or a start-up. The mandate must define the specific responsibilities enabling the student to mobilize knowledge and expertise acquired in the program, and in particular in his/her MSc specialization. The mandate should be realistic, well-defined and include clear deadlines and deliverables, so the student will know what to expect. It may require the student to conduct observations, to undertake interviews, to engage in documentary research, or to pursue any other means of information gathering deemed appropriate for completion of the mandate.

The intervention mandate takes the following forms:

- Conduct a diagnosis.
- Take part in planning and implementing management practices.
- Design tools and models to support decision-making.
- Analyze performance or the potential of activities at the organization.
- Formulate recommendations on a specific issue.

As a result, to meet the requirements at the master's level, the intervention must include a work of analysis, intervention and, if possible, of recommendations for the managers in place. The intervention can take place in a well-established organization,[1] or in a start-up[2].

Undertaking a supervised project in the form of an intervention is a practical experience rich in learning. By fulfilling a specific mandate, an intervention is neither a way of becoming familiar with the world of work

[1] Whether in Canada or abroad

[2] In this latter case, it is highly recommended to make sure the start-up demonstrates strong growth potential and is ready to provide the student with the conditions required to undertake the supervised project in accordance with the requirements and deadlines as defined by the MSc program.

nor a repetitive or low-skilled task. For this reason, an intervention is not the equivalent of an observation internship or a competency-acquisition internship.

In implementing his/her intervention, the student must validate the mandate with the project director once an organization has been identified that is willing to support carrying out an intervention mandate.

Validating a supervised project mandate means:

- Making sure that the mandate corresponds to what is described in section 1 of this guide and that the mandate's objectives meet those of the supervised project.
- Making sure that the learning acquired in the program courses at the time when the supervised project is approved is sufficient for completion of the mandate (or defining a plan for acquiring this learning before the end of the mandate, if applicable).
- Making sure that the mandate can be undertaken and that the report can be written within a maximum of six months.

Moreover, during the intervention, the student must follow up with his/her director to validate the progress of his/her work.

The organization must also appoint a supervisor or mentor who will act as facilitator with the relevant qualifications to follow up on activities related to the student's mandate. This organizational supervisor must not in any way be related to the student. His/her role consists in presenting the organization and problem to the student, as well as providing data, the means and any other relevant information for completion of the mandate. He/she must also help integrate the student into the team if necessary.

The MSc program Director has developed brochures for organizations to help students in their search for a mandate. In addition to explaining what an organizational mandate consists of, these brochures provide examples specific to each specialization so that organizations understand the added value to be derived from offering mandates to students in the program. When prospecting, students are invited to consult those of their specialization (offered in both languages) and to use it to highlight their competencies during interactions with organizations.

The Career Management Service at HEC Montréal posts offers of internships and supervised projects on behalf of well-established organizations or start-ups posted on the *My Career* portal. It offers support to students who wish to intervene in an organizational setting. The service offers different preparatory workshops and information sessions in collaboration with the MSc program Director. Participation in these activities is highly recommended, given that they present valuable information particularly concerning interventions to be undertaken abroad.

1.2.2 Supervised Projects in a University Setting

Supervised projects in a university setting are projects undertaken within the University. It is quite possible that teachers and researchers at the University will make announcements about projects that interest them in the context of their teaching and research activities. However, it is the student's responsibility to come up with a mandate idea for this type of supervised project, based on his/her academic and professional interests, the competencies acquired in courses and the program's learning objectives. There are three possible types of supervised projects in a university setting: 1) an academic case study; 2) a specific research mandate; 3) an expert opinion.

1.2.2.1 Academic Case Study

An academic case study provides a student with the opportunity to deepen his/her knowledge about a management problem. The case study must be comprehensive, that is, it must cover several aspects of the main subject of the study and draw on several sources of information. For example, the student may be called on to conduct interviews with key players in the situation (who will serve as inspiration for the case), to undertake a press review, to gather organizational or economic information, to analyze data or public documents, etc.

The student is responsible for coming up with the situation on which the case is based, and in establishing the problem. The student and his/her director must discuss the deliverable that will be used in writing the final project report. This report must meet the objectives described in detail in section 1.

1.2.2.2. Specific Research Mandate

This type of project involves taking on a research mandate with specific responsibilities and a well-defined deliverable. This mandate must be clearly explained and include deadlines. It must enable the student to deepen, integrate and apply both the knowledge acquired in his/her field and the competencies targeted in his/her specialization. The specific procedures to follow in executing the mandate must have been defined in advance by the research supervisor. Whereas a thesis requires a student to apply all steps of the scientific process in his/her research, this mandate may be limited to undertaking one or a few steps of the process. It may require the student to conduct a literature review, data collection and analysis or programming.

A research mandate may consist, for example, in undertaking one or several of the following activities:

- A review, analysis and synthesis of relevant literature in a particular field;
- Taking part in the building or processing of a database;
- Estimating or calibrating a model derived from empirical data;
- Developing tools for data collection and analysis (questionnaire, interview grid, etc.);
- Adapting a study to other data or environments.

A research mandate can address a theoretical or applied problem. The student may draw on his/her professional experience to identify a research mandate requiring the application of a structured analysis and resolution process. This prior experience may also serve as the basis for an empirical study.

1.2.2.3 Expert Opinion

Expert opinion enables the student to deepen his/her knowledge about a professional or management problem of particular interest. The expert opinion may focus on analyzing a proposed regulation (for example, the analysis of an accounting exposure draft) or a specific management problem. In the latter case, the expert opinion closely resembles a consultancy mandate.

The main characteristic of the expert opinion is that the report focuses on a problem closely related to the practice of a profession. Once the problem has been determined, the student will be called on to give his/her views on possible solutions drawing on relevant texts. He/she may also draw on interviews with professionals, highlighting their expertise in the chosen field and their observations of existing practices. The student and his/her director must discuss the deliverable that will be used

in writing the final project report. This report must meet the objectives described in detail in section 1.

1.3 Important Note

Although the range of eligible supervised projects is relatively great, not all types of supervised projects are necessarily applicable to all specializations. The student must contact the academic supervisor for his/her specialization to confirm which types of projects are accepted. Whatever the student's choice, once the mandate is defined, it is important that he/she prepare and validate a work plan with his/her supervisor.

2 Structuring the Scientific Process of the Project

The structure of the report is defined by the student under the supervision of the professor or full-time lecturer who has accepted to supervise it. This guide lists the main steps for conducting research using the hypothetico-deductive model. While these stages are usually carried out in this order, other sequences are possible.

A supervised project report may vary depending on the context, but generally includes the following sections:

- **Introduction**: This section presents the mandate completed and the context in which it was undertaken (presentation of the company, the issues, the industry, etc.);
- **Literature review**: This section identifies and synthesizes scientific knowledge relevant to completion of the mandate, and may also include references from the professional world, digital media, etc.;
- **Methodology:** This section presents the empirical approach taken to address the problem studied. It could be the method used to identify and classify different writings in the case of a supervised project leading to a literature review, or again to the approach taken to collect data where this is necessary;
- **Analysis of the results**: This section presents, synthesizes and discusses the results of the empirical study or again the results obtained through the application of the method(s) or model(s) used;
- **Conclusion**: This last section allows, for example, to discuss the limits and avenues for improvement stemming from the analysis.

It is highly recommended to describe the learning acquired in the program that has been used to complete the mandate[3]. The student should also consult the person in charge of his/her academic specialization to determine whether specific guidelines have been defined concerning the format of the final report.

[3] By referring, for example, to a theory, model, concepts, methods seen in one or more courses in the program.

3 Writing the Supervised Project Report

The supervised project report is the piece of work that will be evaluated by the jury. The student must therefore ensure that he or she submits a report that meets the requirements of the supervised project, in particular those relating to the quality of communication in the writing of a manuscript.

They must demonstrate that they have mastered the language associated with their field of specialization, that they respect bibliographic citation standards, and that the content of their report is presented in a structured, concise, and clear manner. The quality of the writing is also part of the evaluation criteria. The student must ensure that the rules of academic writing are respected (spelling, syntax, page layout, etc.).

To help students improve their written communication skills, several HEC Montréal services offer various resources to students in the program:

- The *Centre de formation en langues des affaires* (CFLA) offers several resources and workshops,

- The library also offers workshops and training on the management and citation of bibliographic references (Endnote, How to cite sources, Documentary training, etc.),

- The M.Sc. program offers several writings fellowships and has signed a partnership for writing retreats with the organization Thésez-vous so that students in the program can participate in virtual and/or in-person writing retreats.

The student can write his or her report using the template provided by the library. The number of pages and the structure may vary from one project to another. The choice of presentation format should therefore be discussed with the supervised project director.

PowerPoint presentations, logbooks, and internship reports describing the work experience are not acceptable as supervised project reports. These documents can be included as appendix in the report if they are related to the mandate.

4 Guidelines for a Supervised Project

4.1 Responsible Conduct of Research: From Norms to Practice workshop

Before enrolling in the supervised project, students must complete the ETHI 66200A Responsible Conduct of Research: From Norms to Practice workshop, generally during the first year. Not only is it a prerequisite for starting the supervised project, but it is also one of the mandatory activities in the structure of the MSc Supervised Project Stream. The objectives of this seminar include introducing students to issues relating to Business Research Ethics and encouraging them to reflect on the options available to researchers to address these issues as well as the functioning and requirements of the Research Ethics Board (REB).

4.2 Signing up for a Supervised Project

Before signing up for a supervised project, the student should identify his/her director as well as the mandate or problem on which the supervised project is focused. If it is an organizational intervention mandate, the student must also identify the organization.

Before completing the online form Approval of Supervised Project [4], it is recommended that the student discuss the content of the Description of Supervised Project and the Ethical Approval sections with his/her supervisor before submitting it for approval.

The Description of Supervised Project section includes:

- Description of the supervised project: The student must describe the problem that will be studied and the context in which the supervised project will be carried out (the organization, the department within an organization, the position held within a team, the industry or research field).
- Links to what has been learned in the program: The student must specify what and how the subject of your supervised project is tied to his/her field of specialization (examples of approaches, theories, models, concepts, methods, or any other knowledge acquired)
- Methodological Approach (optional field): The student must identify the type and sources of data, as well as the type of methods, models, or techniques to collect and analyze the data for his/her supervised project

The Ethics Approval section includes questions for the student to determine if ethics approval from the Research Ethics Board (REB) is needed. A decision tree is presented in appendix 2 to help the student reflect on the course to take, in collaboration with his/her director.

Once this form has been submitted, it must be approved by the supervisor at the organization (if need be), the director, the academic advisor for the specialization, and the administrative director. Once the form has been approved, the registrar's office will register you only once, in the term in which your project begins..

It should be noted that the entire approval process for the various parties takes place automatically through a series of successive notifications. The student receives a notification once the form has been approved by all parties concerned.

IMPORTANT: No supervised project can start before the administrative director has registered the student. This registration certifies that the project is truly "supervised," in other words, that HEC Montréal is committed to supervising the student during the course of his/her project. For example, an internship at an organization cannot be considered a posteriori (after the fact) as an organizational intervention mandate. Moreover, as long as the student is not officially registered for the supervised project, he/she cannot benefit from the School's insurance coverage in carrying out activities related to the project. International students must hold a work permit to undertake a supervised project at an organization. These steps must be taken before work on the mandate starts.

Notice to international students:

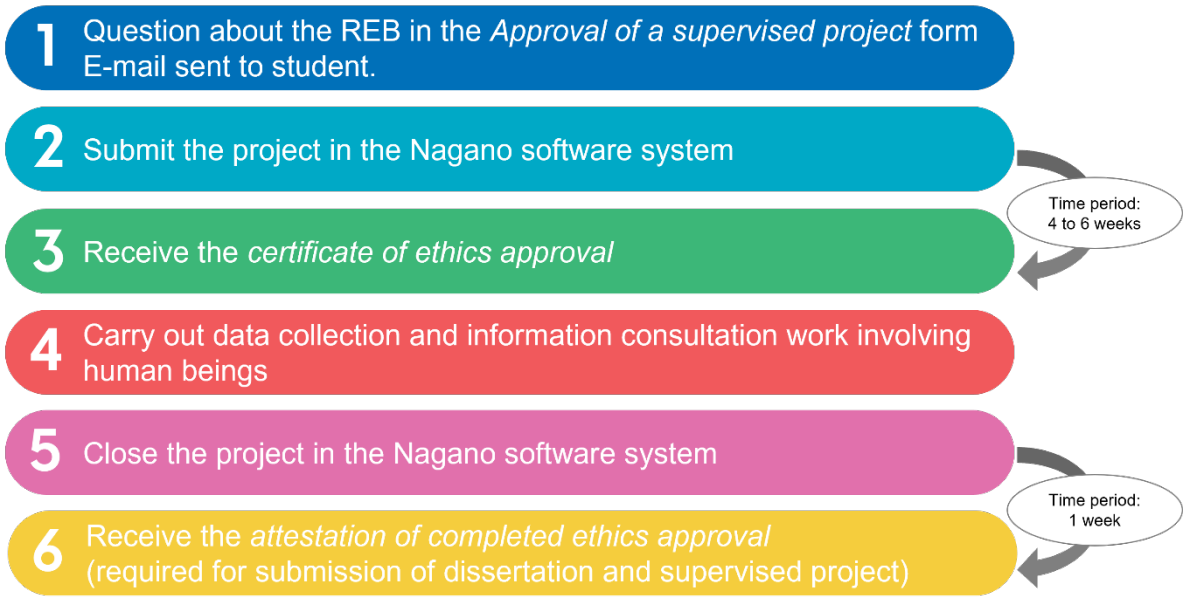
International students must enroll in *INDV 66202A Supervised Project* **before** their last term in the program to avoid complications with Immigration, Refugees and Citizenship Canada (IRCC). For more details, please contact Zone Info.

[4] You should use your HEC Montréal email address (student number @ hec.ca) and your HEC en ligne password to access the portal.

4.3 Reporting about the Supervised Project to the Research Ethics Board

If at the time of filling out the online form Approval of Supervised Project, an approval from the Research Ethics Board (REB) is required, the student must complete the REB 's online form and wait for a certificate of ethics approval from the REB before starting the project. A decision tree is presented in appendix 2 with questions that helps to determine if this ethics approval is needed.

These steps must be taken before work on the supervised project starts. The REB will not issue a notice of compliance a posteriori, that is once data collection has already started. These steps are detailed below:



4.4 Major changes to the supervised project

If one or more of the changes below occur, the student file must be updated.

- Change in the dates of the supervised project
- Change in the type of supervised project
- Change of director
- Addition or removal of a co-director
- Major change in the description of the supervised project
- Within the framework of an organizational intervention mandate
    - Change of the dates of the stay
    - Change of supervisor
    - Change of organization
    - Major modification of the conditions of the stay for projects supervised in Europe

To do so, the student must report the change(s) to the administrative director by filling out this form.

4.5 Deadlines

Once registered for the supervised project, the student must complete the supervised project within a maximum of six months, from the start of the mandate to the final submission of the report for evaluation. No extension will be granted.

Students who do not submit their supervised projects during the prescribed time frame will receive a "failing" grade for the supervised project.

4.6 Language of the Supervised Project Report

Regarding the language of the thesis, HEC Montréal follows the standards and rules of the Faculty of Graduate and Postdoctoral Studies at the University of Montréal. As a result, reports are usually written in French. However, students may request permission to write their reports in English if their mother tongue is not French or if they have spent most of their previous studies in a non-francophone university. In the case of a supervised project at an organization, the report may also be written in English if it is part of the deliverables to be presented to the organization and if the work language of the organization is English.

The student must indicate this on the *Approval of a supervised project* form, by checking "yes" next to the question, "Are you planning to write your thesis in English?" and in briefly explaining the request.

Students enrolled in English-language specializations may write their theses in English without authorization, provided that their thesis supervisor agrees.

4.7 Data Confidentiality

A student using an organization's internal data is expected to maintain the confidentiality of the data. However, an organization may require that a confidentiality agreement be signed before allowing access to its data. The student should therefore use the model which has been specially drafted for the students in the Master's program by filling out the ***MSc | Confidentiality agreement*** form on the Registrar's Office forms portal.

4.8 Evaluative Criteria

The supervised project necessarily leads to production of a report which will be evaluated by a jury chosen by the program director. The director is responsible for sending the list of potential readers. In general, the report should clearly demonstrate that the student is able to acquire knowledge and to meet the requirements of the supervised project.

The evaluation accords greater importance to the quality of work completed than to the length of the report. The program director proposes that the jury use an evaluation grid (see appendix 3) during its evaluation of the report. The criteria on this grid have been defined based on learning objectives, program competencies and the requirements of the supervised project. It is therefore strongly recommended to consult this grid before starting to draft the report. The weight given to different criteria depends on the type of project undertaken as well as the specialization. Once the administrative director has transmitted the grade, the student will be able to consult the results of the evaluation grid of the project.

As the case may be, the jury may:

a) Accept the report and evaluate it according to the letter-grade system;

b) Return it to the student and ask for major corrections to be made; In this case, the corrected report must be submitted in the portal for final evaluation by the jury, no later than one month following the date on which the decision was communicated to it.
c) Reject the report.

4.9 Student Compensation

For supervised projects, students may receive a salary or bursary as compensation for the work they accomplish. When commitments to pay compensation are made, it is strongly recommended that the method of compensation be formally agreed to by the parties before the project starts.

5 Online Submission of Supervised Project

The report is submitted online. To learn about the submission procedure as well as the documents to submit, the student should consult the Supervised project web site. The jury has four weeks to evaluate the project. The results of the evaluation grid and the letter grade are entered directly on the portal. An evaluation confirmation is sent by email to the student so that he/she may access the grid as well as any comments that have been made by the jury.

The title of the supervised project, as indicated on the *Submission portal*, will be the title appearing on the student's transcript. The student must therefore make a judicious choice, so that it reflects the content of his/her research work.

NB: It can take up to 10 weeks from the submission of the project through evaluation of the project to awarding your diploma. The certificate of completion cannot be issued before the process has been completed. It is the student's responsibility to take this delay into consideration as well as any possible implications (status, postgraduate work permit, or the date on which he/she will receive the diploma).

6 Plagiarism

All students should be familiar with the Academic Rules and Regulations, the Regulation regarding the intellectual integrity of students and the sanctions on page 5 of the Regulation. In some cases, students may also be subject to the Policy for the Responsible Conduct of Research at HEC Montréal.

Appendix 1: Thesis or Project Supervision

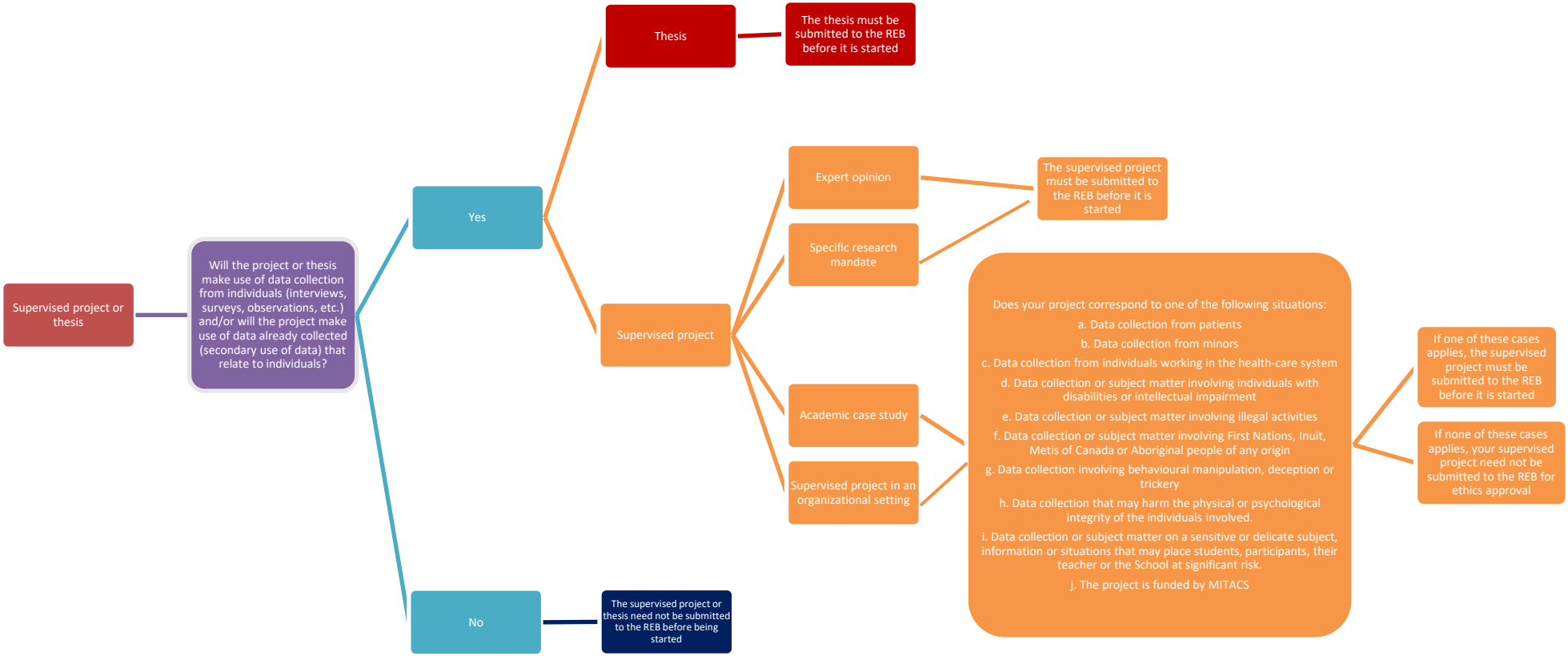
A professor or full-time lecturer may act as a supervisor for a thesis or a supervised project, as indicated in the following table:

Required field.	Thesis	Supervised Project
Lecturer	No	**No**
Full-time lecturer	Co-supervisor	**Yes**
Adjunct professor	Co-supervisor[5]	**Yes**
Visiting professor	Co-supervisor	**Yes**
Guest professor with career potential	Yes	**Yes**
Assistant, associate or full professor at HEC Montréal	Yes	**Yes**
Assistant, associate or full professor at another university	Co-supervisor	**Co-supervisor**
Postdoctoral Fellow[6]	**Co-supervisor**	**Co-supervisor**

[5] An associate professor may only supervise a thesis if he or she has a research background (degree and research publications). However, he or she may serve as co-supervisor of a thesis without restriction.

[6] Since the length of stay of Postdoctoral Fellows is limited, only co-supervision is accepted in their case.

Appendix 2: Decision Tree to Determine Whether a Thesis or Supervised Project Requires Research Ethics Board (REB) Evaluation



Appendix 3: Evaluation Grid for Supervised Project

FORMULATION OF THE PROBLEM					
Criteria	Excellent	Very good	Good	Fair	Poor
Clarity in the formulation of the problem	The problem under study is perfectly formulated.	The problem under study is very well formulated.	The problem under study is adequately formulated.	The problem under study is sufficiently well formulated.	The problem under study is poorly formulated.
Links established with knowledge acquired in the field of specialization	Links established with knowledge acquired in the field of specialization are excellent.	Links established with knowledge acquired in the field of specialization are very good.	Links established with knowledge in the field of specialization are good.	Links established with knowledge in the field of specialization are fair.	Links established with knowledge in the field of specialization are insufficient.
LITERATURE REVIEW (FOR A WORK OF 9 CREDITS)					
Criteria	Excellent	Very good	Good	Fair	Poor
Relevance of references	All the references used are perfectly adequate for conceptualizing and/or solving the problem.	Most of the references used are very adequate for conceptualizing and/or solving the problem.	Most of the references used are adequate for conceptualizing and/or solving the problem.	Some references used are not adequate for conceptualizing and/or solving the problem.	Most of the references used are inadequate for conceptualizing and/or solving the problem.
Appropriate use of literature	All links have been fully established between the references used and the research problem.	Most links have been very well established between the references used and the research problem.	Most links have been well established between the references used and the research problem.	Some links between the references used and the research problem must be improved.	Most links between the references used and the research problem are missing.
METHODOLOGY					

Criteria	Excellent	Very good	Good	Fair	Poor
Relevance of the methods chosen and justification of the choices	All the selected methods are very appropriate, and their use is very well justified.	Most of the selected methods are appropriate, and their use is very well justified.	Most of the selected methods are appropriate, and their use is well justified, but a few changes must be made.	Most of the selected methods are appropriate, and their use is well justified, but many changes must be made.	Most of the selected methods are not appropriate and their use is not well justified.
Rigour in data collection and analysis	All the methods used to collect and analyse data are applied with the utmost rigour.	Most of the methods used to collect and analyse data are applied with a very high level of rigour.	Most of the methods used to collect and analyse data are applied with a high rigour.	Most of the methods used to collect and analyse data are applied with an acceptable level of rigour.	Most of the methods used to collect and analyse data are applied without much rigour.
ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS					
Criteria	Excellent	Very good	Good	Fair	Poor
Depth of results analysis	The depth of the analysis exceeds expectations.	The depth of the analysis largely meets expectations.	The depth of the analysis moderately meets expectations.	The depth of the analysis hardly meets expectations.	The depth of the analysis does not meet expectations.
Results interpretation accuracy	All results are accurately interpreted.	The majority of results are accurately interpreted. There are very few interpretation errors.	Most results are accurately interpreted, but there are several interpretation errors.	There are as many accurately interpreted results as there are interpretation errors.	The majority of results are poorly interpreted.
Ability to meet objectives of the mandate	The analysis completely meets objectives.	The analysis meets objectives in a very satisfactory manner.	The analysis meets objectives in a satisfactory manner.	The analysis meets objectives fairly well.	The analysis does not meet objectives.
Ability to take a critical look and discuss the	All the limitations and implications are identified and discussed.	The majority of limitations and implications are identified and discussed.	A good part of the limitations and implications are identified and discussed, but some	Part of the limitations and implications are identified and discussed, but some	The limitations and implications are not identified or discussed.

limitations and implications of the project			aspects could be improved.	aspects could be improved.	
QUALITY OF THE WRITING					
Criteria	Excellent	Very good	Good	Fair	Poor
Clarity in presenting results	The presentation of the results is extremely clear.	The presentation of the results is very clear.	The presentation of the results is clear.	The presentation of the results lacks clarity. Minor changes are required.	The presentation of the results is not clear. Major changes are required.
Grasp of the language used in the field of specialization	The document demonstrates a perfect grasp of language used in the field of specialization.	The document demonstrates a very good grasp of the language used in the field of specialization.	The document demonstrates a good grasp of the language used in the field of specialization.	The document demonstrates a fair grasp of the language used in the field of specialization.	The document demonstrates a poor grasp of the language used in the field of specialization.
Structure and conciseness in writing the report	The document is excellent in terms of structure and conciseness.	The document has very few weaknesses involving either the structure or conciseness criteria.	The document has few weaknesses involving both the structure and conciseness criteria.	The document has several weaknesses involving either the structure or conciseness criteria.	The document has many weaknesses involving both the structure and conciseness criteria.
Adherence to the rules of writing an academic work (spelling, syntax, layout, etc.).	All the rules for writing an academic work (spelling, syntax, layout, etc.) are scrupulously adhered to.	All the rules for writing an academic work (spelling, syntax, layout, etc.) are adhered to, but there are a few minor errors.	All the rules for writing an academic work (spelling, syntax, layout, etc.) are adhered to, but there are several minor errors.	Most of the rules for writing an academic work (spelling, syntax, layout, etc.) are adhered to, but there are a few significant errors.	There are significant shortcomings in adherence to the rules for writing an academic work (spelling, syntax, layout, etc.).
Adherence to citation and bibliographic standards	All citation and bibliographic rules are scrupulously adhered to.	All citation and bibliographic rules are adhered to, but there are a few minor errors.	All citation and bibliographic rules are adhered to, but there are several minor errors.	The majority of citation and bibliographic rules are adhered to, but there are a few significant errors.	There are significant shortcomings in adherence to citation and bibliographic rules.
AUTONOMY					

Criteria	Excellent	Very good	Good	Fair	Poor
Adherence to the established timeline	The student established a timeline to complete the project and consistently adhered to it.	The student established a timeline to complete the project and adhered to it most of the time.	The student needed establishing a timeline to complete the project and adhered to it most of the time.	The student needed help establishing a timeline to complete the project but did not adhere to it most of the time.	The student needed help establishing a timeline for completing the project but never adhered to it.
Initiative taken to do what is necessary to complete the project	The student always showed initiative to do what was necessary to complete the project.	The student often showed initiative to do what was necessary to complete the project.	The student needed a little help to do what was necessary to complete the project.	The student showed little initiative to do what was necessary to complete the project.	The student showed no initiative to do what was necessary to means to complete the project.
GRADE					
	A+/A	A-/B+	B/B-	C+/C	E

Appendix 4: Examples of Supervised Projects in an Organizational Setting[7][8]

International Business

- Microfinance: A Changing Sector – Controversy, Impact and Legitimacy
- Groupe XYZ: The Dilemma of Strategic Diversification
- Export-Québec's Strategy for Integrating SMEs into Interprovincial Trade
- The Green Building Industry: From Quebec to the United States
- Analysis of the Business Climate in Russia
- The Internationalization Process of the XYZ Company
- Foie gras in North America, XYZ's Challenge
- The German Fashion Market: Marketing Plan for the XYZ Company

Business Analytics

- Optimization of Breaks and Positions in Optimization Models for Scheduling in XYZ Call Centres
- Design and Optimization of XYC Co.'s Logistics Network
- Advanced Workforce Planning

Professional Accounting

- Audit Report: The Informational Value of Identifying the Lead Auditor
- Should SMEs adopt IFRS?
- The Development of an Activity-Based Costing Model at XYZ Hospital
- Organizational Determinants and Accounting Choices for Property, Plant and Equipment During the Initial Adoption of IFRS in Canada
- The Problem of Inherent Fraud in the Construction Industry: A Proposed Control Tool for Auditors
- The Auditor-Audited Relationship: A Question of Emotion
- Case Study on Barriers and Facilitators to Energy Efficiency Projects at XYZ
- Risk Mapping of a Professional Sports Club: The Case of XYZ

[7] For reasons of confidentiality, the names of organizations for all mandates have been removed.

[8] Other examples are presented in the brochures of intervention mandates in organizational settings.

Management Controls

- Comparative Analysis of the Average Cost of a Student in Quebec Universities
- Literature Review on the Strategic Alignment of Organizational Control Tools
- Cost Management in Bistronomic Restaurants
- Influences of Environmental Factors on Management Control Components in Quebec SMEs
- Waste Management at the Jean-Talon Market
- The Budget Process of the SYX Organization: A Diagnosis and Comparative Analysis
- A Dashboard for the XYZ Association – Measuring the Success of its Strategy
- Qualitative Analysis of the Budget Process at XYZ Ministry

Organizational Development*

- Development of an Employee Handbook and a Welcome and Integration Handbook for New Employees
- Development of a Performance Management Program for a Consulting Firm
- Review of Existing Recognition Practises at XYZ Hospital
- Review of the Leadership Competency Framework at XYZ
- Development of the Identification and Professional and Technical Talent Process at XYZ
- The Candidate Experience at XYZ
- Evaluation of a Team Consolidation Activity at XYZ
- Development of a Coaching Program at XYZ Bank

Applied Economics

- Creating regional portraits of entrepreneurship in Quebec
- The Green Economy, A Growing Industry

Applied Financial Economics

- Investment in Information Technologies and Human Capital: The Effects on Productivity
- The Effects of a Monetary Policy Shock on Disaggregated Dynamics
- The Role of XYZ Bank in the Belgian Mergers and Acquisitions Market
- Operational Risk in Retirement Funds
- The Anomaly of Accounting Adjustments in Canada

Finance

- Review and Analysis of Business Valuation Practises in the Context of Insider Takeover Bids in Canada
- Feasibility Study for an Investment Fund Venture in Senegal
- Empirical Test of the Leland Model on Canadian Firms
- The "Stress Testing" of Credit Risk Applied to Client Portfolios of the Moroccan Company XYZ
- STV versus SHV Banks: A Comparative Study in North America
- Integration of a Factor Model at XYZ
- Case Study: Analysis of the Stock Market Reaction of Companies Listed on the Toronto Stock Exchange Following a Debt Announcement
- Analysis of the Performance of Currency Hedging Strategies Based on Currency Trends

Management in the Context of Social Innovations (formerly Organizational Studies)

- Social and Solidarity Economy: The XYZ Organization
- Sustainable Urban Tourism in Buenos Aires

Operations Management

- Automation of the Distribution of Stretcher Bearers at XYZ Hospital Through the Implementation of an Information System
- Business Diagnosis and Design of a New Layout at XYZ
- Proposal and Implementation of a Planning and Project Management Tool in a Civil Engineering Firm
- The Improvement of Productivity in the "Non-Conveyable" Zone of the XYZ Distribution Centre
- Improvement and Standardization of Contract Management Processes at XYZ
- Management of Schedules and Queues at the XYZ Call Centre
- The Management of Public Transit Between the Airport and Downtown: Case Study of the Montreal Context
- Diagnosis of the Management of Medical Supplies in the Care Units at XYZ Hospital

Human Resources Management

- Implementation of a Procedure for the Investigation and Analysis of Workplace Accidents in an SME Setting
- Carrying Out a Pay-Equity Exercise in a High Technology Firm
- Restructuring the Print Media Sector: What Impact on Work Conditions and the Dynamic of Labour Relations?
- Critical Analysis of the Implementation of a Performance Evaluation System at XYZ
- The Implementation of a Virtual and Intentional Community of Practice with Union Consultants: The Case of XYZ Labour Union
- Business Intervention Project: Analysis of the Workforce Planning Process at XYZ
- Diagnosis and Mobilization Action Plan at XYZ
- Investigation of Collective Bargaining Practices in the Private Sector in Quebec

Financial Engineering

- Analysis and Study of the Canadian Volatility Index: VIXC
- Model for Predicting the Intentions of Buying a Virtual Item
- Credit Profile Analysis of Provincial Bond Issuers
- Credit and Counterparty Risk Management at a Canadian Financial Institution Following the Financial Crises in 2007-2010
- Feasibility Study for an Investment Fund Venture in Senegal
- Calculation of the Credit Value Adjustment of an Interest Rate Swap Contract Between Canadian Companies
- Contingent Convertible Debt: The Relevance of a Research Project
- Integration of XYZ Company into ABC Capital

Business Intelligence

- Incremental Modelling for Wireless Service Acquisition
- Segmentation of Members of a Loyalty Program Based on Their “Electronic Communications Click” Profile
- Prediction Models Applied to a Cultural Industry: Cinema
- Analysis of Business Practices at XYZ
- Improving Credit Limit Evaluation Methods for Individuals
- Strategy, Implementation and Maintenance of Mobile Analytics
- Analytical Support for the Valuation of the Loyalty Program
- Study of the Pricing Structure of Concert Tickets on the Secondary Market
- Prescription Modelling of Two Specialty Medications in Canada

International Logistics

- Reduction of Inventory Costs and Improvement of Warehousing Systems at XYZ
- Contract Management Activity Dashboard: Feasibility Study of a Project at XYZ Company
- Project for the Improvement of the Pickup Process at XYZ Company
- Project for the Improvement of Supply Chain Performance at XYZ Company
- Optimization Mandate of the Internal Transportation Network Within the XYZ Organization
- Strategy for Locating a Warehouse in Europe
- Process Analysis for the Improvement of Inter-Hospital Transport Activities
- Cost Optimization in the "Transport Logistics, Warehousing and Customs" Department at XYZ

Management

- Coaching Experience of a Junior Director in the Field of Social Economy
- Strategic Environmental Assessment of Shale Gas: Social Impact and Social Responsibility
- MBAs, A Rapidly Changing Sector? Focus on France and the United States
- Quality of Life in the Workplace at XYZ: A Reflective Portrait in Fall 2012
- Exploring the Survivor Syndrome Among Managers in a Context of Downsizing
- Intervention in the Implementation of the United Nations Mandate in Liberia Carried Out at the UN
- France Telecom: Management in the Dock
- Measuring the Benefits of Canadian Space Exploration: The Angle of Innovation

Marketing

- Determining the Variables Influencing a Google AdWords Paid Search Campaign
- Building a Private Brand: A Mandate for XYZ Company
- Analysis and Recommendations Related to a Moment of Truth at XYZ Company
- XYZ Canada: Social Media Strategy
- Study of the Insurance Market in the Cultural and Leisure Sector
- Brand Communication at the Heart of Social Issues
- Study of Customer Satisfaction in a Retirement Home
- Anti-Counterfeiting Strategies Applied to the Swiss Watch Market: Literature Review and Development of a Model Applicable to China

Strategy

- Strategic Orientation and Performance Measurement in a Not-for-profit Organization
- Positioning a New Entrant in the Risk Capital Market in Quebec
- Evaluating a New Business Line in the ABC Division at XYZ Company
- Strategic Community Engagement – Aligning Business Objectives with Social Issues
- From Dependence to Control of Decisions: The Governance Transformation That Led to Great Success at XYZ
- Advising the SME: The Case of a Regional Office
- Competitive Intelligence and Strategic Analyses in the Fixed and Mobile Telecommunications Market in France
- Review of the XYZ Foundation's "Corporate" Program

Information Technology

- Selection and Implementation of a New Project Management Process for XYZ
- Adjustment of Key Performance Indicators in the Context of Outsourcing IT Services
- Risk Assessment for Information Technology Companies in a Compliance Context
- Review of the Digital Project Management Methodology
- Development and Proof of Concept of a Management Methodology for Business Processes in an Agile Context
- Developing a Proof of Concept in a Prototyping Approach: A Case Study in a Rail Transport Company
- Developing a Proof of Concept at XYZ
- A Conceptual Framework for the Development of Interactive Solutions Characterized by the Use of Social Media or Social CRM

The first version of this document was prepared by Professor Claude Laurin in 2010. Thereafter, the document was successively amended by:

- Professor Anne Bourhis (2014), and
- MSc Program Director (2016, 2017, 2018, 2019, 2020, 2021, 2022 and 2024).