***Your data***

|  |  |
| --- | --- |
| Student : | Click or tab to enter text. |
| Student nr. : | Click or tab to enter text. |
| Education : | Click or tab to enter text. |
| Class/Group : | Click or tab to enter text. |
| School year : | Click or tab to enter text. |

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# **Learning to study**

## *1. Educational Biography*

|  |
| --- |
| **Learning outcome**  You've looked back at the most important moments in your learning history, and you've described some valuable learning experiences. Based on this, you have identified some strengths and concerns of your learning approach that will help you get started in this study programme. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age** | **Period at school: *how educational was this period?***  **Mark (1 to 10)** | **Most important learning moment/learning experience** | | | **Period outside school: *how educational was this period?***  **Mark (1 to 10)** | **Most important learning moment/learning experience** |
| **7-11** | - | - | | | - | - |
| **12-14** | - | - | | | - | - |
| **15-16** | - | - | | | - | - |
| **17-18** | - | - | | | - | - |
| **18-now** | - | - | | | - | - |
|  | | | | | | |
| **Your learning experience** | | | **Your answer** | | | |
| - | | | - | | | |
| - | | | - | | | |
| - | | | - | | | |
|  | | | | | | |
| **Your most important moment of choice** | | | | **Your answer** | | |
| - | | | | - | | |
| - | | | | - | | |
| - | | | | - | | |
|  | | | | | | |
| **Commitment and achievements** | | | | | | |
| **Commitment**  *- To what extent have you had to make the most of your efforts so far for school?*  *- How do you do that/do you want to do that in this study programme?* | | | | | | |
| - | | | | | | |
| **Results and achievements**  *- How were your study results so far?*  *- Are you satisfied with this?*  *- Are there any other important achievements (outside of school) you would like to mention?* | | | | | | |
| - | | | | | | |
|  | | | | | | |
| **Other relevant information** | | | | | | |
| **Work experience**  *To what extent do you already have practical experience in the form of (side)jobs, work placements, etc.?* | | | | | | |
| - | | | | | | |
| **Interests**  *What are your primary interests, hobbies, favourite sports and so on?* | | | | | | |
| - | | | | | | |
| **People and guidance**  *Who did you learn it from? Who has guided you well? Who inspired you?* | | | | | | |
| - | | | | | | |
| **Challenges**  *What problems have you encountered in your study career?* | | | | | | |
| - | | | | | | |
|  | | | | | | |
| **Conclusion** | | | | | | |
| Reflection: what are the key insights you have gained in this section? | | | | | | |
| - | | | | | | |
| **View the table of contents of this Edubook**  *- Based on your learning history, what learning skills do you need to develop even further in the near future and why?*  *- Based on your learning history, which other components would be useful for you to study and why?* | | | | | | |
| - | | | | | | |
| What information from educational biography would you like to discuss with your coach, mentor or fellow students? | | | | | | |
| - | | | | | | |

## *2. Effective Studying*

|  |
| --- |
| **Learning outcome**  You can evaluate your own study behaviour using proven effective strategies and habits and determine the actions that are most relevant for you to improve. |

|  |  |
| --- | --- |
| Do you think you are studying effectively? Argue your answer by indicating where you think you are effective and what you can improve upon. | |
| I think I study effectively. I get good grades and still remember the things I study after 1 2 3.. years. In addition, I don't study to know it by heart. I study it to understand it and to know what I am doing. Per example PHP I don't study it to know it by heart, but I study it to know and understand what I am doing, so I can use it in different scenarios. | |
|  | |
| **Your learning style**  - What were the results of your learning style test?  - Do you recognise yourself in the results?  - Explain why the outcome does or does not apply to you.  - Which learning style or combination of learning styles does your study programme (or a particular part of your study) appeal to?  - What personal learning behaviour do you think you can adjust to study more effectively? | |
| I am both Application-oriented and Meaning-oriented.  I do see myself being focused on personal interest having internal drivers. In addition, I always like to establisn connection betweeen between the material. I then can apply the theroy to personal project per example php. I take leraning as a profession. Hence why this applie ot me. | |
|  | |
| **Which strategies will you work on?** | |
|  | **Your answer(s)** |
| **No cramming** spread the learning material over several study moments | I already am |
| **Switch** between subjects during a study moment | Maybe I'll try it in the future |
| **Ask, explain and connect** material by asking and answering ‘how’ and ‘why’ questions | I'll definitely try it out |
| Gather practical **Examples** for the material | I already am |
| Combine **Words and Visuals** | I already am |
| **Recall what you know** about previous subjects | I already am |
| **Coach yourself**:before, during and after studying by considering how it's going, and if it is necessary to change your approach | I'll definitely try it out |
|  | |
| **Which habits can you improve?** | |
|  | **Your answer(s)** |
| Visit class faithfully | I already am |
| Studying together | I reckon this is not for me |
| Ensure you are concentrated | I already am |
| Looking for support in time when I can't figure out something on my own | I already am |
| Getting enough sleep | I already am |
| Having fun and seeking out conviviality | I already am |
| Spending time | I already am |
|  | |
| **My shortlist for the coming period** | |
| **Your shortlist** | **Your explanation(s)** |
| Getting enough sleep | I feel like getting enough sleep before an exam is extremely important as it will help you concentrate. And you will be able to focus better |
| Gather practical examples for the material | If I am able to link real examples to my study material then I will be able to better understand what I am studying as I am able to link it to real examples |
| spread the learning material over several study moments | I don't like just stuyding 1 or 2 days before the exam. I usually spread the study load over a few days so it's less stressful for me. And that way I can do other things as well |
|  | |
| After trying out the three tips, look back and consider which one worked best for you.  Write out a short pitch below for a fellow student. A pitch is a short explanation with which you try to convince someone of something.  Tell your fellow student: why do you think this strategy works so well? How did you go about it? What do you advise your fellow student to do? | |
| I advice my fellow student to stop worrying and trying to perfectist everything. Calming himself down. As he already does the ask, explain and connect strategy. But sometimes he over studies that then leads to not needed stress. | |
|  | |

## *3. Staying on Point*

|  |
| --- |
| **Learning outcome**  You have researched the extent to which you actively participate in class, and have substantiated this with examples. You have formulated a number of points for improvement and substantiated in practical terms what you are going to do to gain even more from class. |

|  |  |
| --- | --- |
| Which learning phase are you in when it comes to attending class?  What are you doing and what aren't you doing yet? | |
| I would say I am Unconsciously competent. I take notes during class mostly on paper sometimes on pc, I try to always sit in front, alone or with someone I know takes notes as well and pays attention. Then I am always looking at the teacher and at the bb. In addition, if I have questions I make sure to ask them. | |
|  | |
| **Social disincentives**  *- How positive is the social climate in your class or group of friends to perform?*  *- To what extent do you let your social environment stimulate or inhibit you?*  *- Support your answers with examples.*  *- Do you see reasons for yourself to change this?* | |
| I feel like if you have a good friend group that studies a lot you will get inspired to study as well cause then you see them putting all the work in then you want to work as well.  I don't let the social environment effect me to much, I have always been a hard worker and can work whenever. Once I get into my element I don't mind what's going around me. Example of school I see a lot of people usually going home earlier during free atelier but I don't I stay till 4 or more. I only leave once I am satisfied with what I did. So I don't see a reason to change that | |
|  | |
| What are your most important reasons not to go to class? Argue why you think this is good reason or not. | |
| I always attend class even if I feel like I know a lot of the topic already. As we know I have a lot of experience but I still attend it. The only reasons why I would not attend class is, if something happend to one of my family member there I would not attend class due to obvious reason. Other reason is fever or just being to ill. If I am ill I can't work so I rahter sit out to be back stronger | |
|  | |
| **Reason** | **Mark 1-10** |
| You gain insight into the broad lines of the course | 9 |
| You receive an explanation regarding the material | 10 |
| You can ask questions on what is not clear | 10 |
| You gain insight into what is important to the teacher | 7 |
| It saves time because you don't have to study everything | 8 |
| You'll be at school anyway, and you will be able to work with other students, or you'll have personal study time | 7 |
| It helps you to stay up to date throughout the period | 10 |
| You can tap into the enthusiasm of the teacher | 5 |
| You will learn more about why this course is important in professional practice | 8 |
| Classes exist for a reason; these have a role in the study programme | 10 |
| You rather listen or watch than read | 10 |
| You can show who you are | 8 |
| It is pretty interesting | 10 |
| You get to know the teacher | 10 |
| You'll have a better idea of what will be asked of you in a test | 6 |
| It helps you obtain discipline or structure | 4 |
| It is an opportunity for contact with fellow students | 8 |
|  | |
| What are your most important reasons to go to class? Explain to what extent these reasons already encourage you to go to class. | |
| - | |
|  | |
| **My preparation:**  - What do you do to prepare for class?  - Do you act like a student or a professional?  - What is an important reason for you to be better prepared?  - What step are you taking to be better prepared than you previously were? | |
| I usually look at the module book and check if there is something to prepare. In addition, I always do my homework.  I would say I act like a professional, I keep to the deadlines I treat everyone with respect and look up to the teacehers. I don't try to be more then anyone.  It's important cause it gives you an advantage during classs and will help me understand the topic better. If I am unprepered I might not understand the topic. | |
|  | |
| To what extent is active participation in class a challenge for you, and what can you do to get more out of a class? | |
| Active participation is no problem for me during classes. If I have a question I will ask it either during or after class.  To get more out of a class you can always take notes, make sure to pay attention to what the teacher is saying, and book extra leassons if needed | |
|  | |
| After class, compare your notes to the notes of two classmates.  - To what extent do your notes differ from those of your classmates?  - What can your classmates learn from you?  - What can you learn from them? | |
| - | |
|  | |
| Substantiate the extent to which you make effective notes during class and use the theory and feedback to describe at least two things you will be doing starting tomorrow to make your notes more effective. | |
| - | |
|  | |

## *4. Focused Studying*

|  |
| --- |
| **Learning outcome**  You have researched which distractions prevent you from concentrating and which circumstances help you to focus. You have studied ten concentration tips and determined which ones have the most significant improvement potential for you in the short and longer term. You have tried out two tips and reflected on the effect on your study behaviour. |

|  |  |  |
| --- | --- | --- |
| **Question** | **Your answer** | |
| My mark for my current ability to concentrate: | - | |
| Justify your mark, why do you give yourself this score? | - | |
|  | | |
| Think about moments or activities inside and outside your study programme where you manage to concentrate, where you manage to persevere and where you know how to say ‘no’ to all sorts of distractions such as parties, gaming, social media, TV series, and so on. What kind of moments come to mind?  - What activity are you engaged in?  - What is the environment like then? Where are you? Who are you with?  - What makes you not allow yourself to get distracted? What do you do about that? What helps you with that?  - What shouldn't you be doing instead? What do you avoid? | | |
| - | | |
|  | | |
| Do you ever experience flow? In which satisfying activity do you lose track of time? | | |
| - | | |
|  | | |
| What are notorious distractions for you? What tempts you to switch easily? When do you multi-task? | | |
| - | | |
|  | | |
| What is the biggest challenge for you when it comes to concentrated study: starting, persevering or staying effective? | | |
| - | | |
|  | | |
| **For each tip, indicate whether you think you will use it (more).** | | **Your answer(s)** |
| Scheduling and planning study blocks | | - |
| Meeting up with a study buddy | | - |
| Phone on silent | | - |
| If you notice that you are procrastinating, force yourself to make a small start anyway | | - |
| Start with a BANJO | | - |
| Parking distractions | | - |
| Prevent your thoughts wandering off by challenging yourself more | | - |
| Regular proper breaks | | - |
| Building in rules, routines and rewards | | - |
| Exercise plenty, drink a lot of water and get enough sleep | | - |
|  | | |
| Changing your behaviour is best done in viable and clear steps. So choose two tips you want to try out over the next two weeks. Please substantiate your choice. Then describe in very practical terms what actions you intend to take in order to study in a more concentrated way. | | |
| - | | |
|  | | |
| **Return to this section after two weeks and reflect on how your actions have worked out. Describe:**  *- What have you actually done?*  *- What was the result? What effect have the actions had?*  *- Were there obstacles to carrying out your actions; if so, which ones and how did you deal with them?*  *- What do you plan to include in your further study approach?*  *- Are there any other tips or actions you would like to try out?* | | |
| - | | |
|  | | |

## *5. Text Study*

|  |
| --- |
| **Learning outcome**  You can study texts from your own study programme effectively by applying the steps of active study. You can argue the added value of this for you. |

|  |
| --- |
| Do you take a conscious approach to reading texts? Or do you just start and see how far you get and what the text is about? Here you'll describe what your approach has been so far with regard to reading study texts. Explain as clearly as possible what your approach usually looks like. |
| I ll take the example of Information Management. I usually read the book and then mark important part of the text. Then I ll go trought the mark parts and make notes out of those parts. I try to always read between 10 and 15 pages then take a 15 min break. |
|  |
| What does your ideal study environment look like? What helps you to concentrate on reading? Is it a low-stimulus environment? |
| Personnally, I don't have an ideal working/study environment. Mostly I just like listening to jazz while working. I can be a on a plane or whatever. Mostly, once I start I can not stop |
|  |
| You have practised the step-by-step plan for actively studying texts using a sample text. Please look back at the different steps. What did you think of this approach? For each case, indicate which steps you have already applied and which parts were new to you. |
| I agree with the 7 steps. Here is why. Preparation, both goes before you go to class and preparation of where and when you study. I either study in my room or in school. Orentation, this is important as I make this with the planning I have to know how much I need to study so I can plan how long that will take me.  Reading Generally, this is important as it gives me an aspect of what I am doing or reading. I usually make the understanding and summarising together as to understand I usually summarise the most important parts. Then I repeat multiple times my summaries to fully understand what I am doing. So I apply all the steps. |
|  |
| **Look back on the exercise with the step-by-step plan using your own study text:**  *- How did you apply it this time?*  *- How did the exchange with your fellow student benefit you?*  *- Which steps did you find easiest?*  *- Which steps did you find most difficult?* |
| -Instead of only taking 1h I this time took 1h and a half to use the new learned method -The exchange helps me as I found a method that I will implement in my own work.  -Planning is probably the easiest step for me as I am used to plan my own programs, as a DJ and as a student in Luxembourg in my program I had to do a lot of self planning. -The step that is the hardest is summarizing as I have to pick what I think is important without leaving anything behind. |
|  |

## *6. Summarising*

|  |
| --- |
| **Learning outcome**  You know the main advantages and pitfalls of making summaries and analyse whether you could improve your approach. You have practised with a step-by-step plan for making summaries and apply this to a subject of study that is relevant to you. |

|  |
| --- |
| How have you been using summaries up to now? Describe your current approach by answering the following questions:  - Do you make summaries yourself?  - If so, how do you approach this?  - Are you satisfied with them?  - How do you use them after you have made them?  - Do you ever buy or receive summaries from others?  - If so: how do you use them?  - Are you satisfied with them? |
| - |
|  |
| Do you recognise the drawbacks mentioned?  Which pitfalls do you sometimes fall into when making or using summaries?  So what seems to be a point of attention for you when it comes to summarising? |
| - |
|  |
| How did you go about making the summary of the practice text? Which tips did you easily apply? Which ones did you find more difficult? |
| - |
|  |
| Look back on the exercise with the step-by-step plan using your own study text:  - How did you go about applying the tips and the step-by-step plan this time?  - Which tip(s) helped you to summarise?  - What were the important differences with the summaries of your fellow students?  - What do you take away from this exchange? |
| - |
|  |

## *7. Mind Mapping*

|  |
| --- |
| **Learning outcome**  You are familiar with the ‘mind mapping’ technique and know how to use it. You are able to apply this technique to a subject of study that is relevant to you. |

|  |  |
| --- | --- |
| What do you think would be the advantage of mind maps? Name at least two positive characteristics of the mind map compared to the normal text.  If you think there are disadvantages to the mind map compared to the normal text, then also name these elements. | |
| - | |
|  | |
| **Use a mind map for:** | **Your answer(s)** |
| Summarising | - |
| Taking notes in a class | - |
| Brainstorming | - |
| Making a study plan | - |
| Creating a project plan | - |
| Preparing a presentation | - |
|  | |
| What do you think of the mind map technique? How well do you manage to apply it? Do you prefer it to a ‘regular’ technique of processing the topic? Substantiate your choice by describing what you like about the method you prefer. | |
| - | |
|  | |

## *8. Preparing and Taking Tests*

|  |
| --- |
| **Learning outcome**  You have analysed your strategy for preparing and taking tests and then selected a number of tips that are relevant to you. You put these into practice and substantiated the results with motivation. |

|  |  |
| --- | --- |
| First impression. What is your current situation? Use the opening exercise to answer the following questions.  - Which golden tip do you always use?  - Which golden tip do you not use, or use too little, but would you like to use? | |
| - | |
|  | |
| What are your two most important development points when preparing for tests? Substantiate your answer with an example and describe what you can do to improve. | |
| - | |
|  | |
| What are your two most important development points when preparing for tests?  Substantiate your answer with an example and describe what you can do to improve. | |
| - | |
|  | |
| Which (at least) two test types are you already good at?  - Substantiate why you think this is.  - Which tips can you use to become even better at this? | |
| - | |
|  | |
| Which (at least) two test types do you still find difficult?  - Substantiate why you think this is.  - For each type of test, describe two tips from the diagram above that you will use to improve. | |
| - | |
|  | |
| **Summary of what you have learned:** | |
| **Tip** | **Your answer(s)** |
| **1.** | - |
| **2.** | - |
| **3.** | - |
| **4.** | - |
|  | |
| **After the test: what have you gained from applying these tips?** | |
| **Tip** | **Your answer(s)** |
| **1.** | - |
| **2.** | - |
| **3.** | - |
| **4.** | - |
|  | |
| Go to a test review meeting.  - What was the reason?  - What did it get you?  - To what extent do you endorse the importance of the review meeting? | |
| - | |
|  | |

## *9. Mindset for Successful Studying*

|  |
| --- |
| **Learning outcome**  You have investigated what causes you attribute to study results and how you look at those causes. You have distinguished which causes you can influence, and you have become aware that focusing on them can lead to better results. Based on these insights, you have formulated follow-up actions for the coming study period. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Consider the result of a recent test you are not satisfied with.**  First, describe the situation as specifically as possible. Use the following questions:  - What course was it?  - What was the test about?  - What mark did you get?  - What mark did you expect?  - How did you feel when you received your mark? | | | | |
| - | | | | |
|  | | | | |
| How do you manage to assess causes of study success in the ‘internal and external’ and ‘control and no control’ dimensions? Which causes do you find difficult to classify and why? | | | | |
| - | | | | |
|  | | | | |
| Which causes not previously mentioned can you identify? | | | | |
| - | | | | |
|  | | | | |
| **Name a minimum of three and a maximum of five causes for this disappointing result.**  **Now look at the causes you named for the disappointing result.** | | | | |
| **No.** | **Cause** | **I do/do not have control over this cause** | | **The cause lies within/outside myself** |
| **1.** | - | - | | - |
| **2.** | - | - | | - |
| **3.** | - | - | | - |
| **4.** | - | - | | - |
| **5.** | - | - | | - |
|  | | | | |
| What are the internal, controllable causes for you? | | | | |
| - | | | | |
|  | | | | |
| For each cause, describe practically and in detail how you are going to tackle it. | | | | |
| - | | | | |
|  | | | | |
| **Mindset** | | | | |
| In which mindset do you generally recognise yourself the most?  - Please substantiate your answer using the theory and the results of the test.  - Also describe at least one example that makes your current mindset clear. | | | | |
| - | | | | |
|  | | | | |
| **Fixed mindset**  **I cannot change this because…** | | | **Growth mindset**  **I can change this because...** | |
| - | | | - | |
| - | | | - | |
| - | | | - | |
| - | | | - | |
|  | | | | |
| Conclusion: describe how to proceed with this.  In doing so, set at least one learning objective (and therefore no performance objective). What small development steps do you want to take in this area in the coming period? | | | | |
| - | | | | |
|  | | | | |

## *10. Study progress & Getting Rid of Study Backlog*

|  |
| --- |
| **Learning outcome**  You map out how much you have fallen behind in your studies. Based on this overview, you will make a substantiated statement about the extent to which you will be able to catch up within the regular time frame and how you will do so. If this turns out not to be feasible, you will draw up a new, realistic schedule in which you take up extra time in order to be able to complete your studies properly. |

|  |
| --- |
| Answer the following questions using the overview you filled in.  1. What do you think of the backlog you have accumulated?  2. What is/are the most important cause(s) of the delay in your opinion?  3.How does the delay per period relate to the regular study load? What do you think about the amount of extra courses you have to take each period? Which periods become (very) difficult?  4. Does it seem feasible for you to catch up?  5. If so, how are you going to do this? Do you need to take a break from your regular programme or can you run double courses? Make a clear schedule for this.  6. If not, are you prepared to take more time?  7. Make a new schedule showing which course you are going to do and when.  8. Show this overview to your supervisor and at least one fellow student for a reality check. To what extent do they think it is feasible to catch up? |
| - |
|  |
| What else can you do, or do differently, to catch up?  - Learning strategy: study more, differently or smarter?  - Planning: divide your time differently or plan your study activities better?  - Motivation: re-examine why you want to complete this study programme?  - Help: involve other people who can support you?  - Differently: are there still things that are important for you to do? |
| - |

## *11. Study Strategy Check*

|  |
| --- |
| **Learning outcome**  Based on your experiences within your current study programme, you have evaluated to what extent you are satisfied with your study approach. You have studied opportunities for improvement and made a substantiated choice for follow-up actions. You have elaborated on these follow-up actions and set specific goals for the coming study period. |

|  |  |
| --- | --- |
| Do you belong in your study programme? Explain your answer: yes, because.../no, not really, because... | |
| - | |
|  | |
| Which (study) achievements of the past year are you most proud of? Think of a high mark, an assignment for which you have created something beautiful or that boring course you passed in one go. | |
| - | |
|  | |
| Which aspects of your study approach are you most satisfied with? | |
| - | |
|  | |
| Which aspects of your study programme are you struggling with? What aspects of your study programme do you find difficult or less enjoyable? | |
| - | |
|  | |
| What strikes you about your score? What do you recognise? What surprises you? What demands the most attention? | |
| - | |
|  | |
| **Which factors are already good for you?**  *Why do you think so?*  *What tips can you use to develop your strengths further?* | |
| - | |
|  | |
| **What are the factors that need to be taken into account?**  *Why do you think so?*  *What tips would you like to use to work on this?* | |
| - | |
|  | |
| **Which parts of this Edubook did you find useful to (re)study? What other sources did you find to help you study? Please answer the following questions for each part/source:**  *What insights do you get from them?*  *What improvement actions do you get out of it?*  *Would you like to plan more time soon to go through the section in more depth?* | |
| - | |
|  | |
| **My goal** | - |
| **Actions:** | - |
| **Obstacles:** | - |
| **Solutions:** | - |
| **Help:** | - |
| **Effect:** | - |
| **Remember:** | - |
|  | |
| To conclude, are you looking forward to your study programme with confidence in the coming period? Please explain your answer. | |
| - | |
|  | |

# **Reflection**

## *1. The Importance of Reflection*

|  |
| --- |
| **Learning outcome**  You now know what reflection entails and you have argued why it is useful for you to develop this skill further in work or study situations. |

|  |
| --- |
| In which learning phase do you place yourself when it comes to reflection? Please explain your answer. |
| I think I am in Unconsciously competent. Let's take the example of presenting I just present talk move my hands without hesitation, I bring emotions movement free speachs into them. I feel confident while doing them without having to worry. I actually love doing them. Correction: I see myslef in learning phase 2 when it comes to reflection. It's something that I am used to do it comes naturraly for me. It started coming to me once I started to dj now I do it after every exam and homework I hand in. |
|  |
| Do you recognise any of the aforementioned risks? Have you ever encountered one in a previous study programme? If so, outline the situation and explain how you dealt with the risk. |
| I did recognise one of risks. During my high school we needed to reflect on how to make the ERD, but the paper we got given was wrong by the gouvernment, so we got 2 weeks to refelect on how we could correct it. I got stuck a lot of times so I took a lot of breaks in between, until I finnaly got it. It took a lot of testing before I was able to complet it. |
|  |
| Which of the three methods of reflection mentioned above are covered in your study programme? |
| We use the Starrt method and the interaction with others |
|  |
| Which of the three above-mentioned instruments are used in your study programme? |
| Personal Development plan and Portfolio |
|  |
| Conclusion: substantiate the extent to which learning to reflect more effectively is important for you and your study programme and/or work. |
| I personally think the reflection method will work best for me. As I have been doing that for the past few years as a DJ, I always reflect on how my Dj event went and then take out what was good and what was best. And then improve on that. Same with school. I reflect on what went good and bad about the project or exam an then try to improve on what I have reflected |
|  |

## *3. Reflection Model: Step-by-Step Application to Own Personal Experience*

|  |
| --- |
| **Learning outcome**  You have now applied the composite reflection model step by step to an experience that is meaningful to you. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Step 1. Meaningful experience** | | | | | | | | |
| Which experience from the recent period is important enough for you to want to do something about? Describe this experience as concretely as possible. | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| **Step 2. Looking back** | | | | | | | | |
| What actually happened (objective retrospective)?  Help questions:  - What was the context of the problem?  - Who were involved?  - What was your role or task?  - What was the role or task of the others?  - What happened exactly?  - What was the outcome? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
|  | | | **Help questions** | | | **Your answer(s)** | | |
| **Thoughts** | | | - What were you thinking at the time?  - Which thoughts went through your mind? | | | - | | |
| **Desire** | | | - What was your goal?  - What did you wish to achieve? | | | - | | |
| **Emotion** | | | - How did you feel in this situation?  - Which emotions prevailed? | | | - | | |
| **Action** | | | - What exactly did you do?  - How did you behave in this situation (logic level 2)?  - What did you do that was visible to others?  - What was the effect of your behaviour? | | | - | | |
|  | | | | | | | | |
| **Step 3. Essence (1)** | | | | | | | | |
| Using the questions above, can you tell us something about what this experience is all about for you? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| **Stap 3. Essentie (2)** | | | | | | | | |
| **Logical level** | | | | | | | **Your answer(s)** | |
|  | | | | | **Meaning** | | - | |
| **Identity** | | - | |
| **Beliefs** | | - | |
| **Skills** | | - | |
| **Behaviour** | | - | |
| **Environment** | | - | |
|  | | | | | | | | |
| Conclusion:  - Using the logic levels, can you tell us something about what this experience is about?  - What do you believe is the essence of this experience?  - On which level can learning and change take place? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| **Step 4. Action alternatives & step 5. Application: have you improved?** | | | | | | | | |
|  | **Your possibilities** | | | **Feasibility** | | | | **Applicability** |
| **1.** | - | | | - | | | | - |
| **2.** | - | | | - | | | | - |
| **3.** | - | | | - | | | | - |
| **4.** | - | | | - | | | | - |
| **5.** | - | | | - | | | | - |
| **6.** | - | | | - | | | | - |
| **7.** | - | | | - | | | | - |
| **8.** | - | | | - | | | | - |
| **9.** | - | | | - | | | | - |
| **10.** | - | | | - | | | | - |
|  | | | | | | | | |
| **Possibility 1** | | | | | | | | |
|  | | **Your answer(s)** | | | | | | |
| **Specific** | | - | | | | | | |
| **Measurable** | | - | | | | | | |
| **Acceptable** | | - | | | | | | |
| **Realistic** | | - | | | | | | |
| **Time-bound** | | - | | | | | | |
| **Evaluate** | | - | | | | | | |
| **Result/reward** | | - | | | | | | |
|  | | | | | | | | |
| **Possibility 2** | | | | | | | | |
|  | | **Your answer(s)** | | | | | | |
| **Specific** | | - | | | | | | |
| **Measurable** | | - | | | | | | |
| **Acceptable** | | - | | | | | | |
| **Realistic** | | - | | | | | | |
| **Time-bound** | | - | | | | | | |
| **Evaluate** | | - | | | | | | |
| **Result/reward** | | - | | | | | | |
|  | | | | | | | | |
| Describe the experience where you put these two possibilities into practice.  - How has trying these two possibilities benefited you?  - Have you improved?  - What has changed?  - What obstacles are there still?  - What will you do different next time? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |

## *4. Reflection on meaningful experience 2, 3, etc.*

|  |
| --- |
| **Learning outcome**  In this section you will use the reflection model to learn from a meaningful experience from your studies, internship or work. If you need an explanation to refresh how this works, please refer to the section in this module that guides you through this process step by step. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Step 1. Meaningful experience** | | | | | |
| Which experience from the recent period is important enough for you to want to do something about? Describe this experience as concretely as possible. | | | | | |
| - | | | | | |
|  | | | | | |
| **Step 2. Looking back** | | | | | |
| What actually happened (objective retrospective)? Describe this in detail and use the help questions to verify your answer.  Help questions:  - What was the context of the problem?  - Who were involved?  - What was your role or task?  - What was the role or task of the others?  - What happened exactly?  - What was the outcome? | | | | | |
| - | | | | | |
|  | | | | | |
|  | **Help questions** | | | **Your answer(s)** | |
| **Thoughts** | - What were you thinking at the time?  - Which thoughts went through your mind? | | | - | |
| **Desire** | - What was your goal?  - What did you wish to achieve? | | | - | |
| **Emotion** | - How did you feel in this situation?  - Which emotions prevailed? | | | - | |
| **Action** | - What exactly did you do?  - How did you behave in this situation (logic level 2)?  - What did you do that was visible to others?  - What was the effect of your behaviour? | | | - | |
|  | | | | | |
| **Step 3. Essence (1)** | | | | | |
| Using the questions above, can you tell us something about what this experience is all about for you? | | | | | |
| - | | | | | |
|  | | | | | |
| **Step 3. Essence (2)** | | | | | |
| **Logical level** | | **Your answer(s)** | | | |
| **Meaning** | | - | | | |
| **Identity** | | - | | | |
| **Beliefs** | | - | | | |
| **Skills** | | - | | | |
| **Behaviour** | | - | | | |
| **Environment** | | - | | | |
|  | | | | | |
| **Conclusion**:  - Using the logic levels, can you tell us something about what this experience is about?  - What do you believe is the essence of this experience?  - On which level can learning and change take place? | | | | | |
| - | | | | | |
|  | | | | | |
| **Step 4. Action alternatives & step 5. Application: have you improved?** | | | | | |
|  | **Your possibilities** | | **Feasibility** | | **Applicability** |
| **1.** | - | | - | | - |
| **2.** | - | | - | | - |
| **3.** | - | | - | | - |
| **4.** | - | | - | | - |
| **5.** | - | | - | | - |
| **6.** | - | | - | | - |
| **7.** | - | | - | | - |
| **8.** | - | | - | | - |
| **9.** | - | | - | | - |
| **10.** | - | | - | | - |
|  | | | | | |
| **Which one or two possibilities do you choose? Can you formulate this SMARTER below?** | | | | | |
|  | | **Your answer(s)** | | | |
| **Specific** | | - | | | |
| **Measurable** | | - | | | |
| **Acceptable** | | - | | | |
| **Realistic** | | - | | | |
| **Time-bound** | | - | | | |
| **Evaluate** | | - | | | |
| **Result/reward** | | - | | | |
|  | | | | | |
| Describe the experience where you put these two possibilities into practice.  - How has trying these two possibilities benefited you?  - Have you improved?  - What has changed?  - What obstacles are there still?  - What will you do different next time? | | | | | |
| - | | | | | |

## *5. STARR(T) Method*

|  |
| --- |
| **Learning outcome**  You are now familiar with the STARR(T) method by applying it step by step to your own situation. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| The situation was me failing Information managament exam. I faced myself as I always put huge goals on myself and as I am very hard on myself | I had to readjust my study work load and work way to pass the exam | I decided to put less stress into it. To take it more easy and specially not to over studu as I felt like I overstudied for the first exam. | I was able to pass the exam in the resit | If something similar happens I will do the same approach. But in genereal I need to calm down the pressure I put on myself to pass everything. I think the resit went well. I did the task correctly, I think I did the correct task as well. II disovered that I am able to take some pressure of myself | I don't think I will do anything different the next time I will have a resit. The only thing that I want and wish to change is the amount of pressure I put myself in from the beginning |
|  | | | | | |

## *6. STARR(T) Situation 2, 3, etc.*

|  |
| --- |
| In this section you will use the STARR(T) method to learn from a meaningful experience from your studies, internship or work. If you need an explanation of this method, please refer to the section of this module dedicated to it. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Situation** | **Task** | **Action** | **Result** | **Reflection** | **Transfer** |
| - | - | - | - | - | - |
|  | | | | | |

## *7. Reflection In Interaction With Others*

|  |
| --- |
| **Learning outcome**  You are currently aware of several methods of reflection in interaction with others, and have put one or more methods into practice. |

|  |  |
| --- | --- |
| **Not the contributor** | |
| **Session** | **Your answer(s)** |
| **Session 1** | |
| Briefly describe the practical problem presented | - |
| What have I learned? | - |
| Which role did I fulfil? How can I fulfil this role even better? | - |
| **Session 2** | |
| Briefly describe the practical problem presented | - |
| What have I learned? | - |
| Which role did I fulfil? How can I fulfil this role even better? | - |
| **Session 3** | |
| Briefly describe the practical problem presented | - |
| What have I learned? | - |
| Which role did I fulfil? How can I fulfil this role even better? | - |
| **Session 4** | |
| Briefly describe the practical problem presented | - |
| What have I learned? | - |
| Which role did I fulfil? How can I fulfil this role even better? | - |
|  | |
| **The contributor** | |
| **Questions** | **Your answer(s)** |
| What was the practical issue at the start of the session? | - |
| To what extent did your view on the issue change throughout the intervision? | - |
| What positive feedback do you appreciate most? | - |
| What were the most helpful suggestions you received? | - |
| In concrete terms, how will you be using these suggestions? | - |
|  | |
| **Coachee** | |
| **Questions** | **Your answer(s)** |
| Goal | - |
| Reality | - |
| Options | - |
| Wrap-up | - |
| What are the main learning points you have acquired from this conversation? Which actions will you put into practice? | - |
| **Coach** | |
| What was it like to coach someone else? | - |
| How did you experience applying the GROW model? | - |
| What feedback did you receive from the coachee? | - |
| What feedback did you receive from the observer? | - |
| What is your most important learning point as a coach? | - |
| **Observer** | |
| What did you notice about how others coach? | - |
| What can you learn from others? | - |
| **Summary** | |
| What did you learn about coaching? | - |
|  | |
| To conclude, answer the following questions:  - What have you learned from reflecting in interaction with others?  - To what extent does this way of reflection form part of your (future) practice? | |
| - | |
|  | |

## *8. Personal Development Plan (PDP)*

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| --- |
| **Learning outcome**  You know that setting concrete development goals guides your learning and helps determine which experiences your gain. You know what a personal development plan is (PDP) and prepare a PDP. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Which of the (at least) two points above will you develop further first? Formulate these as goals for yourself.  Has this way of working helped you to set development goals? | | | | | | | | | | |
| - | | | | | | | | | | |
|  | | | | | | | | | | |
| **PDP tool 1** | | | | | | | | | | |
| **What do I want to develop?** | | **Why is it important that I develop this?** | | **What skills do I currently already have?** | | | **What do I still need to develop?** | | **What will I do first?** | |
| - | | - | | - | | | - | | - | |
|  | | | | | | | | | | |
|  |  | |  | |  |  | |  | |  |
| - | - | | - | | - | - | | - | | - |
|  | | | | | | | | | | |
| Which experience(s) will I choose to apply this in practice? | | | | | | | | | | |
| - | | | | | | | | | | |
|  | | | | | | | | | | |
| **PDP tool 2** | | | | | | | | | | |
| **What do I want to develop?** | | **Why is it important that I develop this?** | | **What skills do I currently already have?** | | | **What do I still need to develop?** | | **What will I do first?** | |
| - | | - | | - | | | - | | - | |
|  | | | | | | | | | | |
| **Specific** | **Measurable** | | **Acceptable** | | **Realistic** | **Time-bound** | | **Evaluate** | | **Result/Reward** |
| - | - | | - | | - | - | | - | | - |
|  | | | | | | | | | | |
| Which experience(s) will I choose to apply this in practice? | | | | | | | | | | |
| - | | | | | | | | | | |
|  | | | | | | | | | | |
| **PDP tool 3** | | | | | | | | | | |
| **What do I want to develop?** | | **Why is it important that I develop this?** | | **What skills do I currently already have?** | | | **What do I still need to develop?** | | **What will I do first?** | |
| - | | - | | - | | | - | | - | |
|  | | | | | | | | | | |
| **Specific** | **Measurable** | | **Acceptable** | | **Realistic** | **Time-bound** | | **Evaluate** | | **Result/Reward** |
| - | - | | - | | - | - | | - | | - |
|  | | | | | | | | | | |
| Which experience(s) will I choose to apply this in practice? | | | | | | | | | | |
| - | | | | | | | | | | |
|  | | | | | | | | | | |
| **Reflection**  Explain how creating a PDP has benefited you in setting concrete development goals and applying these in practice. | | | | | | | | | | |
| - | | | | | | | | | | |
|  | | | | | | | | | | |

## *9. Logbook*

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| --- |
| **Learning outcome**  You are aware of the usefulness of a logbook to periodically record experiences so that you can reflect on them more easily at a later stage. |

|  |
| --- |
| **Reflection**  After you have **conducted your reflections**, explain how creating a logbook has benefited you. |
| - |
|  |

## *10. Portfolio*

|  |
| --- |
| **Learning outcome**  You know what a portfolio is, what you can use it for and know the most important tips when creating a portfolio. |

|  |
| --- |
| For which purpose(s) do you need a portfolio? |
| - |
|  |
| Which elements will be included in this portfolio? |
| - |
|  |
| Which tips from this section will you use when compiling your portfolio? |
| - |
|  |

# **Collaboration**

## *1. The Importance of Collaboration*

|  |
| --- |
| **Learning outcome**  You have argued why collaboration is an important competence for professionals and to what extent collaboration is important in your study programme and (future) profession. You have learned what exactly the collaboration competence is and have made an initial estimate on how to develop this competence further. |

|  |  |  |  |
| --- | --- | --- | --- |
| What exactly is collaboration? What different aspects are involved? | | | |
| Collaboration is working in a group being able to communicate, work together, have fun and share tasks. If we want a definition, it would be the process of two or more people or organizations working together to complete a task or achieve a goal. There are 6 key elements in collaboration. Motivation, Communication, Diversity, Sharing, Support and Problem-Solving | | | |
|  | | | |
| How many points did you score?  To what extent is collaboration part of your study programme?  Is there collaborative or cooperative learning and if so, how is this reflected in the course materials?  Which educational components feature collaboration and why? | | | |
| I got max score. Collaboration is very important in my study programm as I work in group projects and I will have internships where I will works in groups. | | | |
|  | | | |
| What is the importance of collaboration when it comes to your (future) work?  Is collaboration reflected in the competences and/or professional profile of your study programme?  Support your answers with examples. | | | |
| Collaboration is very important when it comes to my future. As I work with project and later I will have Internships. It will reflect in my professional study programm as if I am not able to work in collaboration this will reflect on my grade. Let's say I am working in a group and I am not pulling my weight then I can get kick out of that group hence me then having to work alone | | | |
|  | | | |
|  | **Already excel at** | **Yet to develop (later)** | **Developing now** |
| **Knowledge** | <|Variable:76140.edef5d38-90ba-4c0b-a59c-0a9766bac699| |Variable:76133.fd731ef0-1d5f-4502-a930-9695ea117499|> | <|Variable:76140.25935207-be9e-41ce-894c-2903cbeca93c| |Variable:76133.66509949-3682-4694-8b53-63c542ffe144|> | <|Variable:76140.c8112856-3152-453b-be38-3bfa2e417fdc| |Variable:76133.3ba050a1-e1bc-448f-9b3a-dfc308aadf6d|> |
| **Skills** | <|Variable:76140.d40b6348-0bcb-486f-85c4-ad772763ccf5| |Variable:76133.e97166f4-d834-46a7-be5e-d47e613f469c|> | <|Variable:76140.9e066cea-7c53-4891-83dc-81f5d9eebd17| |Variable:76133.dd4e35a0-d5e4-4d27-9c6f-1da2257a88fb|> | <|Variable:76140.ddce04a0-859e-4ff0-afc8-9e9bdac2c714| |Variable:76133.547ac9c5-e3d6-432a-a7e8-f5085e27d2d6|> |
| **Attitude** | <|Variable:76140.0cd95e83-46e9-4eb8-863e-8839514387c1| |Variable:76133.fe69a4a7-1aff-4de9-b706-a86ca5ce61d4|> | <|Variable:76140.a51feb44-1530-4f84-9a1b-97e5c2f96d4e| |Variable:76133.0b3f94b7-7768-4c96-9305-beb047e96405|> | <|Variable:76140.53348465-6d79-4063-b878-9156cc6399d7| |Variable:76133.1b7cbcd2-673e-44e9-ab8c-532747a6ddc8|> |
|  | | | |
| Which parts are useful for you to work on? | | | |
| I always like working in advance that gives me the advanges. Then I can be more relaxed. I like working when I have tiem so I have more free time for myself. Then once it's exam time I won't stess about. | | | |
|  | | | |

## *2. Experiences with Collaboration So Far*

|  |
| --- |
| **Learning outcome**  Based on previous experiences, you have formulated your own best practices and learning points for future collaborations. |

|  |  |
| --- | --- |
| Name all instances that you can remember where you collaborated with other people | |
| - | |
|  | |
| **Definition of collaboration**  1. with two or more people...  2. making efforts...  3. to achieve a specific goal...  4. this goal has common elements – the group as a whole benefits from achieving the goal...  5. this goal has individual elements – you as a group member benefit from achieving the goal...  6. every group member contributes to achieving the goal...  7. and applies their qualities in order to achieve the best possible result...  8. successful collaboration strengthens those involved: the whole is greater than the sum of its parts.  Which of these experiences best fits the definition of collaboration? | |
| - | |
|  | |
| Now describe in detail your most educational experience with collaboration. Try to describe the experience in the form of a story, in which you address the following questions.  1. With how many people did you collaborate?  2. What efforts did you make?  3. What was the goal?  4. What benefit did you have as a group in achieving the goal?  5. What benefit did you have as an individual group member in achieving the goal?  6. What was your contribution?  7. Which qualities/characteristics did you apply?  8. How did the group members support each other? | |
| - | |
|  | |
|  | **Your answer(s)** |
| **Knowledge** | - |
| **Skills** | - |
| **Attitude** | - |
|  | |
| How do you look back on this collaboration?  What made this collaboration successful or unsuccessful? | |
| - | |
|  | |
| Which elements from this experience can you apply in future collaborations? | |
| - | |
|  | |

## *3. Team Roles*

|  |
| --- |
| **Learning outcome**  Using Belbin's theory of team roles, you explain your strengths and weaknesses in collaborative settings and how they relate to your collaboration partners. You subsequently apply these insights in an actual collaborative setting. |

|  |  |  |  |
| --- | --- | --- | --- |
| What type of behaviour do you display most in a collaborative setting? Are you oriented towards actions, people or thoughts? Please explain your answer. | | | |
| I personally think that I am action oriented and people oriented. I always focus on delivering a good result and finishing my product in time. But at the same time I look to help other people all the time try to help em out with my knowledge. I feel like having a strong team spirit is very important. | | | |
|  | | | |
| Which team role did you choose?  To what extent do you recognize yourself in the explanation of this team role? Please explain your answer. | | | |
| I choose Coordinator as I see myself as a leader. Someone who always wants to finish the task that was handed out. I put a lot of trust into my teammates, and if there is a problem I have no problem into listening to both ends and trying to find the best possible outcome. But once I have to be a bit more serioux and aggresive if someone is laking I can do that as well | | | |
|  | | | |
| **Belbin test** | | **Your answer(s)** | |
| Which team roles do you fulfil according to the test? | | Team worker | |
| Coordinator | |
| Completer finisher | |
| Does the result of the test match what you described on the basis of the theory?  Listing everything you have learned in this section, which team roles suit you best? | | Team worker | |
| Coordinator | |
| Completer finisher | |
| Argue in which aspects of the team roles you recognise yourself and substantiate why with examples. | | Remains call. I am mostly a very calm person and can't barly get angry at people. In additon, I am a very good listener as I always listen to my friends problems.  Decisive, is not afraid to make decisions: Either having to make a good or bad descion I can make them, as p,ex me being the leader at spott. Focused on feeling of togetherness: As of with my team of 4 I feel like we are greating a good bound and I relly on making that happen.  Sometimes loses sight of their own goals: I do focus sometimes to much on the other peoples goals that I forget mine | |
|  | | | |
| **Based on your team roles, what are your strengths in collaborative settings?** | | | **Based on your team roles, what are your weaknesses in collaborative settings?** |
| Being a good listener | | | Losing sight of my own goals |
| Decisive, I am not afraid of make decisions | | | Sometimes I take certain decisions to fast |
| I am very good at organizing the strengths of other people | | | Sometimes I give out to easy tasks to my teamates and always leave the hardest for me |
|  | | | |
| What is the most important feedback you received?  Describe how the feedback obtained relates to the characteristics of the team roles that suit you. | | | |
| As mention in the feedback tasks the most imporatant feedback I have recived was the one while I was dj. In terms of the characteristics that fit into my team role that would be that I am a good listenier so I was able to take the feedback in a very good way. I was able to stay calm as well. | | | |
|  | | | |
| What **new information** about your strengths and weaknesses in a collaboration have you gained from the feedback? | | | |
| I learned that my strenght was changing different styles of music genre and making people smile and laught and have fun. While my weaknesses would be my crowd reading | | | |
|  | | | |
| According to the theory, which two roles do you collaborate **best** with? Is this reflected in the actual collaboration with your project group? Support your answer with an example. | | | |
| I combine well with Team worker, in my group project that would be Gabriel and I combine well with Implementer that would be someone like Alex | | | |
|  | | | |
| According to the theory, which two roles do you collaborate **less** well with? Is this reflected in the actual collaboration with your project group? Support your answer with an example. | | | |
| Shaper and team worker. In my team this does not refclect. As mention before, I have a team worker in my team and I work very good with him and Funmy as well. I work very good with them | | | |
|  | | | |
| **Group assignment** | | | |
| Which team roles are represented in your team? Use the first and second preferred role of each group member for your answer. | | | |
| Bernardo : Coordinator and complet finisher Gabriel : Shaper and Monitor evaluator Alex: Specialist and Implementer Funmy : Team worker and Plant | | | |
|  | | | |
| How are the roles distributed? Which role is over-represented? What is missing? | | | |
| I think as a coordinator your the first person people come up to when they have problems. You are supposed to watch out for everyone and make sure they finish the task at the right time. I will like as a leader you are a specialist as well you should make sure the project you are about to hand in is perfect with no mistakes. You have the last word and check up. | | | |
|  | | | |
| **Question** | **Your answer(s)** | | |
| **Is this effective?** | The division of the roles helps each other get better, keep everyone organised and divide the tasks equally. The main goal is to optimize each other task. | | |
| **Which roles reinforce each other?** | Cordinator and Completer finisher. Shaper and Monitor Evaluation. Plant and Resource Inv Team worker and Implementer | | |
| **Which roles may get in each other's way?** | The implementer may get in the way of Team worker or Plant.  It's the action orientated vs. People orientated and though orientated | | |
| **What can you change to improve collaboration?** | Personnally, I feel like communcation will always help improve collaboration. And share your thought with each others | | |
|  | | | |

## *4. Collaborative Goals*

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| --- |
| **Learning outcome**  You have argued why it is important in collaborative settings to formulate common and individual goals in a SMART way and subsequently align them. You know the importance of group members setting common goals above individual goals in collaborative settings. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Describe the common goals of a collaboration that you are currently part of. | | | | | | |
| - | | | | | | |
| Is the common goal aligned within the group?  Do all group members have a similar understanding of the common goal? | | | | | | |
| - | | | | | | |
| What individual goals do you wish to achieve through this collaboration? | | | | | | |
| - | | | | | | |
| What are the individual goals of the other group members? | | | | | | |
| - | | | | | | |
| Substantiate to what extent your individual goals are in line with the common goals. | | | | | | |
| - | | | | | | |
|  | | | | | | |
| **Common goal** | | | **-** | | | |
| **Specific** | **Measurable** | **Acceptable** | **Realistic** | **Time-bound** | **Evaluate** | **Result/Reward** |
| - | - | - | - | - | - | - |
|  | | | | | | |
| **Individual goal** | | | **-** | | | |
| **Specific** | **Measurable** | **Acceptable** | **Realistic** | **Time-bound** | **Evaluate** | **Result/Reward** |
| - | - | - | - | - | - | - |
|  | | | | | | |
| Reflection question: to what extent do you agree that the common goals in a collaboration should take precedence over individual goals? | | | | | | |
| - | | | | | | |
|  | | | | | | |

## *5. Risks of Working in Groups*

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| --- |
| **Learning outcome**  You are aware of the main risks of working in groups and ways to deal with them. You and your group have made agreements about what to do if these risks occur. |

|  |  |
| --- | --- |
| **Nr.** | **Your ranking** |
| **1.** | Give warning max 2 |
| **2.** | Talk to the person |
| **3.** | Send an email to the teacher |
| **4.** | Group discussion |
| **5.** | Kick that person of the group |
|  | |
| **Nr.** | **Collaboration agreements** |
| **1.** | Having a warning system established at the beginning of the project |
| **2.** | The team leader should communicate with that person |
| **3.** | Infrom the teacher |
|  | |
| To what extent do you find it difficult to address people when they do not keep their agreements? Which tips from this section will you use for this? | |
| I don't find it difficult at all. I used to find it difficult when I was younger, I would work more to help those people. But I leaned from my past mistakes. If you go to school you make a commitement to work, and if you don't put the needed work in a group then I will personnally address this and talk to you about it. At 21 years, you learn that people need to do their stuff and it's not your responsability do to it. So if there is a problem me as a team leader I will address it. I usually prefer to speak to speak with them and give them a warning before taking more drastic measures. | |
|  | |

## *6. Getting Off to a Good Start*

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| --- |
| **Learning outcome**  You are aware of the different phases of team development. To ensure a successful start of the collaboration, you are aware of the importance of a positive kick-off meeting in which various collaboration agreements are established. |

|  |  |  |
| --- | --- | --- |
| **Phases of team development** | | **Your answer(s)** |
|  | **Goals** | - |
| **Rules** | - |
| **Processes** | - |
| **Interpersonal relationships** | - |

## *7. Monitoring Progress*

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| --- |
| **Learning outcome**  You will use the team meeting to monitor progress. You are familiar with the three levels at play in collaboration. You monitor progress at every level and make adjustments where necessary. |

|  |
| --- |
| Explain which instruments you will use to monitor progress. |
| - |
|  |
| Afterwards:  - To what extent did you benefit from this approach?  - What will you do the same next time? What will you do differently? |
| - |
|  |

## *8. Feedback*

|  |
| --- |
| **Learning outcome**  You are able to indicate the importance of feedback for learning and good collaboration and are able to give and receive feedback in accordance with the established (theoretical) rules. |

|  |  |
| --- | --- |
| Describe the situation. | |
| I ll take example on feedback I gave to Gabriel about the menu page. I told him it was good the way it is he did not belive me but as I leader I told him not to work more in it. Then we had a meeting with the client and they loved it as well. This boosted his confidence | |
|  | |
|  | **Your answer(s)** |
| **Behaviour** | I notice that your behavior is that you are stressing a bit |
| **Emotion** | I was happy with the result |
| **Consequence** | My choice was to stop him from continue working. The consequence was the client being super happy with the result |
| Here you give the other time to respond | |
| **Desirable** | My proposal is to become more patient and maybe let people sometimes do what they want instead of me just trying to cut of their word |
| Here you ask what the other thinks of your proposal. | |
| **This is your current feedback.** | I notice that your behavior is that you are stressing a bit  I was happy with the result  My choice was to stop him from continue working. The consequence was the client being super happy with the result  My proposal is to become more patient and maybe let people sometimes do what they want instead of me just trying to cut of their word |
| **Condition** | |
| Descriptive | Yes |
| Specific | Yes |
| Taking into account your own needs and those of the recipient | Yes |
| Applicable | Yes |
| Desirable | Yes |
| At the right time | Yes |
| Clearly and precisely formulated | Yes |
| Correct | Yes |
| *Giving feedback*  - What was it like to give the other person feedback?  - To what extent have you succeeded in conveying the core of the feedback to the other?  - Which insights from this section have helped you with this?  - Is the other person going to do something with the feedback? | |
| Giving feedback to another person is super important to me. It can be either positive or negative feedback. I have received so much feedback as a DJ in my professional life as I need that feedback to improve as a DJ to get better. Even when I give feedback as a team leader to my group I try to help them. I feel like the feedback I have given to my team has been successful.  The insights I will take from this section are the right time and clearly and precisely formulated. The other person defenilty will do something with the feedback I give them | |
|  | |
| *Receiving feedback*  - Describe as clearly as possible what feedback you have received.  - What was it like hearing this feedback?  - What are you going to do with this feedback? | |
| This feedback I received around 1 year ago and I still use it to this day. I was a DJ at a Bar. After, the evening was finished the boss called me aside and said that he loved the evening how I played and all the music choice was excellent, but he wanted me to play more Latin song and use a bit less of an effect. I took that feedback and agreed with his as we had a lot of the audience that was Latin origins. From that day on, every time I played back at that club I made sure that I would always have a bit more Latin songs, and less effect. I loved that feedback as I was able to become a better DJ and a more regular DJ at that club. Even become resident DJ | |
|  | |

## *9. Conflicts*

|  |
| --- |
| **Learning outcome**  You've argued why conflicts may arise in collaborations and how you can resolve them constructively. If necessary, you apply this knowledge to an existing conflict of which you are part. |

|  |  |
| --- | --- |
|  | **Your answer(s)** |
| What is your opinion on conflicts? Choose the phrase that suits you best. If I'm in a conflict, I…. | - |
| Please explain your choice | - |
|  | |
| According to the theory, in which conflict management style do you recognise yourself the most? | |
| - | |
|  | |
| - Which conflict management style is indicated by the test?  - How does the outcome relate to what you previously determined based on the theory? | |
| - | |
|  | |
| Conclusion:  - What is currently your preferred style?  - What style would you like to use in the future? | |
| - | |
|  | |
| **Extra** | |
| **Step** | **Your answer(s)** |
| 1. Signalling and timely addressing problems | - |
| 2. Entering into conversation and  communicating well | - |
| 3. Recognition and analysis | - |
| 4. Choosing an approach and coming up with solutions | - |
| 5. Making a decision  and moving on | - | |

## *10. 360 Degree Feedback*

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| --- |
| **Learning outcome**  You compare written feedback from multiple team members on your abilities to collaborate with your own assessment of these abilities. Based on this comparison, you formulate learning points for future collaborations. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skills**  **That what you *are able to do*** | | | | | |
|  | | | | **Explanation** | |
| **Setting goals** | | | | | |
| Sets specific collaborative goals | | - | | - | |
| Sets specific individual goals | | - | | - | |
| Aligns collaborative goals and individual goals | | - | | - | |
| Realises the collaborative goals | | - | | - | |
| Realises the individual goals | | - | | - | |
| **Shaping the collaborative process** | | | | | |
| Organises a kick-off meeting where agreements are made about four elements (goals, roles, processes, interpersonal relationships) | | - | | - | |
| Periodically and constructively discusses the progress and  compliance with the agreements made | | - | | - | |
| Adjusts the collaborative process in a timely manner where necessary | | - | | - | |
| Addresses (dormant) task conflicts in a timely manner and resolves them | | - | | - | |
| **Feedback and communication** | | | | | |
| Is able to effectively provide feedback | | - | | - | |
| Is able to effectively receive feedback | | - | | <|Variable:76347.de664da1-1f45-4205-a8e5-b208b8735e7e||Variable:76343.aa597a58-7ace-4ba8-888b-909d1040161b| | |
| Communicates effectively with other team members | | - | | - | |
|  | | | | | |
| **Attitude**  **That who you *are*** | | | | | |
|  | | | | **Explanation** | |
| **Collaborative** | | | | | |
| Focuses on the common goal/result | | - | | - | |
| Is open to ideas from others | | - | | - | |
| Regularly takes the initiative in collaboration | | - | | - | |
| Puts the team's interests above self-interests | | - | | - | |
| Helps others achieve their goals | | - | | - | |
| Performs a proportional part of the work | | - | | - | |
| Helps others perform their tasks | | - | | - | |
| **Reliable** | | | | | |
| Fulfils agreements | | - | | - | |
| Responsible for their own contributions | | - | | - | |
| Is not afraid to rely on others | | - | | - | |
| Communicates transparently and in a timely manner about the progress of the tasks | | - | | - | |
| **Relationship-oriented** | | | | | |
| Contributes to a pleasant atmosphere in the team | | - | | - | |
| Empathises with team members | | - | | - | |
| Addresses (dormant) relationship conflicts in a timely manner and tries to resolve them jointly | | - | | - | |
| **Development-oriented** | | | | | |
| Learns from team members | | - | | - | |
| Shows awareness of their role in collaboration | | - | | - | |
| Shows awareness of their preferences in collaboration | | - | | - | |
| Shows awareness of strengths and weaknesses in collaboration | | - | | - | |
| Formulates concrete learning points for every collaboration | | - | | - | |
|  | | | | | |
| **Reflection** | | | | | |
| - What is the most important thing you have received in return from the people you have worked with?  - To what extent are the assessments of the different team members similar?  - How do the assessments of the different team members differ?  - To what extent do the assessments of the different team members correspond to your self-assessment? | | | | | |
| - | | | | | |
|  | | | | | |
|  | **Strong points** | | **Points for development** | |
| **Knowledge** | - | | - | |
| **Skills** | - | | - | |
| **Attitude** | - | | - | |
|  | | | | | |
| **General conclusion** | | | | | |
| - | | | | | |
|  | | | | | |

## 

## *11. Reflection on collaboration*

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| --- |
| **Learning outcome**  You have reflected on an educational collaboration experience and have formulated the most important learning points for subsequent collaborations. You have reflected on your development of the collaboration competence. You have argued what preferences you have in terms of collaboration and what your own collaboration style is. |

|  |
| --- |
| **Conclusion:**  - What is the most important learning point from your experience with collaboration?  - What do you still need to develop in terms of knowledge, skills and attitude?  - What are your collaboration preferences?  - What role do you play in a collaboration?  - What do you excel at in collaboration?  - What feedback did you receive on your ability to collaborate and what will you do with it? |
| - |
|  |

# **Planning & organising**

## *1. The Importance of Planning and Organising*

|  |
| --- |
| **Learning outcome**  You can substantiate the importance of planning and organising your study (and work) and have indicated the extent to which planning is a development theme for you. |

|  |
| --- |
| Why do you think planning is important during your study programme? Include the terms effective and efficient in your answer. |
| Having an efficiently planning will help me reach my goals. In my example since I have PHP HTML CSS etc experience it will allow me to efficently allocate my time to p.ex Information Management and other classes that I have not done yet. I can then time myself and know where I should inivest my time and where I should not. At the same time I am working effective cause I will accomplish my degree. |
|  |
| To what extent are you satisfied with how you spend your time? Include the above questions in the substantiation of your answer. |
| It really depens most of the times I am very satisfied with my planning. Sometimes I work more than what I had planned. But genearlly I am happy this gives me time to go to the gym play basketball and go out on the weekends. While, still perfomming good in school |
|  |
| To what extent should or do you want to develop your planning skills further? Substantiate your answer with at least one example. |
| I feel like I should maybe sometimes calculate better how much time I need to spend on my homework. Sometimes I think it will take me 30 min even though it might take me 1h. This need to be a skill that I develop. In additon, I would like to make my plannings look more appeling.   Correction: I am starting to understand better how much time I take for each task. Of coruse sometimes things happens in bettween. But the time that I set myself to do something is getting closer to reality. |
|  |

## *2. Setting and Achieving Goals*

|  |
| --- |
| **Learning outcome**  You endorse the importance of setting goals in order to achieve the desired results, you can set different types of goals, and you demonstrate that you can formulate a (study) goal SMARTER. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Use an example to substantiate how setting goals helps you to achieve what is important to you. | | | | | | | |
| - | | | | | | | |
|  | | | | | | | |
|  | | **Your answer(s)** | | | | | |
| **Short-term goal** | | - | | | | | |
| **Long-term goal** | | - | | | | | |
| **Personal goal** | | - | | | | | |
| **Professional goal** | | - | | | | | |
| **Relational goal** | | - | | | | | |
|  | | | | | | | |
| **Specific** | **Measurable** | | **Acceptable** | **Realistic** | **Time-bound** | **Evaluate** | **Result/Reward** |
| - | - | | - | - | - | - | - |
|  | | | | | | | |

## *3. Prioritising Using the Time Management Matrix*

|  |
| --- |
| **Learning outcome**  You have critically reviewed your activities using the time management matrix and argued what you want to give more and less priority to. |

|  |  |  |
| --- | --- | --- |
| Describe one value that is very applicable to you and substantiate your choice with a personal example. | | |
| - | | |
|  | | |
| **Activity** | **Urgent/non-urgent** | **Important/non-important** |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |
| How did that work for you? Please explain your answer with a few examples of activities of which you had doubts about which quadrant they belong in. | | |
| - | | |
|  | | |
| What do you want to change in terms of your priorities? Motivate why and describe how. | | |
| - | | |
|  | | |
| Quadrant two: what activities would have a tremendous positive effect on your life if you spent more time on them? Include the most important ones here. | | |
| - | | |
|  | | |
| **Say no:**  - To what would you have liked to say no in the past period?  - Why didn't you do it?  - To which next request are you going to say no?  - Which of the three options from the exercise do you choose? | | |
| - | | |
|  | | |

## *4. Procrastination Behaviour*

|  |
| --- |
| **Learning outcome**  You have made a coherent summary of the type of procrastination behaviour you are showing, given concrete examples of this and given reasons for what you are going to do about it. |

|  |  |  |
| --- | --- | --- |
| Describe a situation in which you postponed something. Why did you do so? | | |
| I postponed studying and making notes for the PHP exam. I did it because I know I have quite a lot of experience in that depertement hence why I took it easely. But I still made sure to make notes and go over all presentation. I am very confident there hence why I postponed | | |
|  | | |
| **Specific procrastination behaviour** | | **Rationale** |
| The perfectionist | | - |
| The pleaser | | - |
| The crisis-maker | | - |
|  | | |
| **What are you going to do about your procrastination behaviour? Describe three actions and make them as SMARTER as possible.** | | |
| I probably do what I am doing now as I am working in advance when I have time so I won't procrastinate. | | |
| If I do start procrastinating then I will try to change my routine, maybe take some action that I am doing during the weekdays. | | |
| If the last point does not help then I would seek help from my teachers | | |
|  | | |
| On the basis of the above theory, motivate which two types of procrastinators you identify with the most. Substantiate your answer with examples. | | |
| I identify myself as a perfectionist because I like to make everything as perfect as possible and want everyrthing to be up to the highest possible standerst. While doing that I most of the times over work myslef.  Then I am as well a pleaser as I am always willing to help other people and putting them before me, this then leading me to leave my work behind and having then to spend extra time working.  Feedback: I help other cause I want them to improve. It makes them happy wich than makes me happy as well | | |
|  | | |
|  | **Type of procrastinator** | |
| **Procrastinator 1** | The perfectionist | |
| **Procrastinator 2** | The pleaser | |
|  | | |

## *5. Your Time Use (1): More Insight into Your Time Use*

|  |
| --- |
| **Learning outcome**  You now have a first impression of your time use and identified possible improvement actions. Then, with the help of a logbook, you have mapped out which activities you develop in a representative week and how much time you spend on them. |

|  |
| --- |
| **Examine your current time use**  - What are you satisfied with?  - What would you like to see differently? |
| - |
|  |
| **Investigate your ideal time use.**  - What do you notice?  - What is more, less or different? |
| - |
|  |
| Compare the diagrams above and answer the following questions:  - What do you notice about your time use?  - Describe one specific improvement action for yourself. What are you going to spend less or more time on?  - How many hours less or more?  - What will replace it?  - How do you know if you have succeeded? |
| - |
|  |

## *6. Your Time Use (2): More Control over Your Time Use*

|  |
| --- |
| **Learning outcome**  You have formed a critical opinion about which aspects of your time use you want to change, and you have argued which various tips and theories you are going to apply in which way. |

|  |
| --- |
| Review the logbook you kept in the previous section and answer the following questions.  - What do you notice?  - What do you do well already?  - What could you do better? |
| - |
|  |
| What are your worst time-wasters? What are you going to do about it? |
| - |
|  |
| What are your worst time-consumers? What are you going to do about it? |
| - |
|  |
| **Pareto rule: look at your logbook and answer the following questions:**  - Which activities of this week are part of the twenty percent effort that certainly contributes to most of the result?  - Which activities certainly do not contribute or contribute less to the result? |
| - |
|  |
| Have a look at your logbook with Parkinson's Law in mind and answer the following question. Which assignment did you spend more time on than necessary because the deadline was further in the future? |
| - |
|  |
| Apply Parkinson's Law:  - See what you have to turn in soon.  - Set a new deadline for this task. Set this deadline much earlier than you would normally do, for example in 12, 24 or 48 hours.  - Share this deadline with others so that you can be held responsible.  - Get to work and meet the new deadline! |
| - |
|  |
| Reflection: what have you gained from applying Parkinson's Law? |
| - |
|  |

## *7. Making a Study Plan*

|  |
| --- |
| **Learning outcome**  You have drawn up a block schedule and a weekly schedule for your study programme, implemented them and adjusted where necessary. You have periodically reflected on the extent to which this way of working helps you and how you can further develop yourself in this area. |

|  |
| --- |
| Motivate to what extent paying attention to planning makes sense for you. |
| It the same principla as paying attention to class. If you paying attention to your planning half of your work will be done. It will help you work better and get better grades. |
|  |
| To what extent does the number of hours you study correspond with the intended study load? Motivate your answer. |
| For me personnally I will not be inputing the intended hours of study in PHP HTML and CSS for examples as I already have over 4 years of experience in these classes. So I would then input the intened hours of study of PHP to information Management per example |
|  |
| Compare your block/semester schedule with that of two other students and ask your teacher for feedback. What do you get out of it, or what did you do with it? |
| I compared my block schedule with Gabriel once. He had a lot more time invested into PHP in comparison to what I had since I have prior knowledge on it. But if we take information management, we pretty much have the same study load there.  I think apart from the It classes our study load looks pretty similar. |
|  |
| Compare your block/semester schedule with that of two other students and ask your teacher for feedback. What do you get out of it, or what did you do with it? |
| I have compared my block schedule with a few of my other classmates. The big different is the amount of hours they are expecting to make on PHP and HTML. There I have lot less hours planed. |
|  |
| Ask yourself after one week:  - How did it go?  - When did you stick to the schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently for next week's schedule?  - Make a schedule for the new week |
| I feelt like I liked the first week. It was a productive week in term of project planer learned a lot in Infornation management. It was a good weck. I was always on time and keep up with the schedule that I made for myself. I personally will not change anything in term of my schedule. |
|  |
| After about five weeks, ask:  - How did it go?  - When did you stick to your schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently for next week's schedule?  - Make a schedule for the new week |
| So fat it's been going good.  I personnally think that I have been sticking good to my schedule. Did not maybe anticipate to work that much in professional skills |
|  |
| Ask yourself after one block/semester:  - How did it go?  - What was it like to work according to a schedule for a whole block/semester?  - Did you manage to globally keep to your schedule?  - When did you stick to your schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently next block/semester?  - Make a schedule for the next block/semester. |
| My first block went quite already. It was good working according to my schedule I feel like for the most part I keep to it. I put in more time into information management as what I though, as I had to do a resit. Means I hade to study even more then what I had already done. I did not make the change in the timeline as it was not really neeede. Because after week 5 I had a lot of free time. But overall I did good passed project with 8.0 passed information managment was just dispointed by not passing php and css |
|  |

## *8. Working Effectively on a Daily Basis*

|  |
| --- |
| **Learning outcome**  You substantiate how putting the tips provided into practice has benefitted you in order to spend your days effectively and efficiently. |

|  |
| --- |
| Using at least two examples, describe how the tips from this module have helped you to achieve your goals on a daily basis. |
| Which main goal(s) are you working on today? --> I use this as motivation through out the day. What do I want to accomplish today to make me feel better. To make my day good. What can be a realistic goal can be something like very small p.ex cook or something big like I want to programm something today. Might be as well advnace homework. So I feel less stressed later. Take short breaks in good time --> I always make sure to take breaks. I once saw this video on yt that the best way to work is 40 to 50 min work to then take a 5 to 15 min break. This make me work better and more effective. |
|  |

## *9. Planning 2.0: a Good Start of the New Academic Year*

|  |
| --- |
| **Learning outcome**  You researched and substantiated to what extent your planning behaviour during the last academic year was effective and efficient. Subsequently, you made an overview of what you need to do this year for your study programme and, on the basis of this overview, described three to five objectives in detail. |

|  |  |
| --- | --- |
| Analyse a situation in which you have planned well.  - As specifically as possible, describe a situation from a previous academic year in which you planned well.  - How did you do this?  - What made it worthwhile to plan well?  - What did it yield? | |
| - | |
|  | |
| Analyse a situation in which you have planned well:  - Describe a situation from a previous academic year in which you didn't plan well.  - What did you (not) do?  - What should you have done?  - Why did you fail to plan well?  - What did it cost? | |
| - | |
|  | |
| Was your planning behaviour last year effective and efficient? What do you learn from this for the approach to your study programme in the coming year? | |
| - | |
|  | |
| What is your current situation?  - How many credits did you acquire?  - Which courses have you not yet completed?  - Why not?  - In what period do these courses fall?  - Does it seem feasible to you to pass these courses in addition to completing your regular programme? | |
| - | |
|  | |
| What does the coming academic year look like?  - Which courses and study components will be offered and when?  - What important measuring moments are there/what do you have to do to pass (e.g. propaedeutic year, BSA, work placement norm, minor norm, entry requirements, etc.)?  - Which study component are you looking forward to?  - What course are you dreading? | |
| - | |
|  | |
| **Step 1. Looking back from the future: one year on. Answer the following questions:** | |
| - What have you achieved?  - What courses did you pass?  - What have you learned?  - What were your results?  - What did you do differently than in previous academic years?  - How did you succeed?  - What else did you do? | |
| - | |
|  | |
| **Step 2. What goals do you want to achieve this year? These may be professional, personal and relational goals.** | |
|  | **Your goal + answer** |
| **1.** | - |
| **2.** | - |
| **3.** | - |
| **4.** | - |
| **5.** | - |
|  | |

# **Know your qualities**

## *1. Why it is Important to Know Your Qualities*

|  |
| --- |
| **Learning outcome**  You know what qualities, challenges and weak points are. You know why it is important to be aware of your qualities and to be able to give examples. You know different ways to analyse where your qualities lie. |

|  |
| --- |
| Are you already able to name some of your qualities? |
| - |
|  |
| Use the above points to substantiate why it is relevant for you to know your qualities. |
| - |
|  |
| Which ways of discovering qualities appeal to you most? |
| - |
|  |
| Can you think of an example of a situation in which you demonstrated a quality? |
| - |
|  |

## *2. Intern: Successful Experiences as a Source of Qualities*

|  |
| --- |
| **Learning outcome**  By analysing successful experiences, you have gained more insight into your qualities. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| - | - | - | - | - | - |
|  | | | | | |
| **Discovering qualities** | | | | | |
| **Tip**: read through your story again, **as if** you were reading someone else's experiences. | | | | | |
| What quality(ies) did you recognise? Describe these in a single word. | | | | | |
| - | | | | | |
| - | | | | | |
| For every quality, describe in greater detail what it meant for you. | | | | | |
| - | | | | | |
| - | | | | | |
| In what situations can you apply these qualities even more? | | | | | |
| - | | | | | |
| Have someone read the description of your positive experience. What qualities does the other recognise in this? | | | | | |
| - | | | | | |
|  | | | | | |

## *3. Intern: Analysing Qualities in Contexts*

|  |
| --- |
| **Learning outcome**  By analysing different contexts, you have discovered or confirmed qualities of yourself and made a statement about the extent to which you can also apply these qualities in other contexts. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have you ever found yourself in a new situation in which something came to you quite easily?  Or in a situation in which you surprised yourself or another because you picked up something quite quickly?  Describe the situation and quality you think you demonstrated here. | | | | | |
| - | | | | | |
|  | | | | | |
| **Context 1** | | | | | |
| **Question** | | | **Your answer(s)** | | |
| Describe a context in which you operate. | | | - | | |
| - Which activities are easy for you to perform in this context?  - What gives you energy?  - What activities do you take on time after time?  - What do others compliment/appreciate you for?  - What do you enjoy doing?  - What do you actively offer your help for?  - What do people often ask you for help for? | | | - | | |
| What particular quality becomes apparent from this? | | | - | | |
|  | | | | | |
| Do you ever show certain positive qualities in one context but not in another?  Do people in one context have a completely different view of you than in another?  What is the main difference between these two contexts? | | | | | |
| - | | | | | |
|  | | | | | |
| Have you ever concluded that you were not good at something, when it may have been due to the context? | | | | | |
| - | | | | | |
|  | | | | | |
| **Context 2** | | | | | |
| **Question** | | | **Your answer(s)** | | |
| Describe a context in which you operate. | | | - | | |
| - Which activities are easy for you to perform in this context?  - What gives you energy?  - What activities do you take on time after time?  - What do others compliment/appreciate you for?  - What do you enjoy doing?  - What do you actively offer your help for?  - What do people often ask you for help for? | | | - | | |
| - How do you do this?  - What actions do you take?  - What behaviour do you demonstrate? | | | - | | |
| What particular quality becomes apparent from this? | | | - | | |
|  | | | | | |
| What qualities are you able to demonstrate in different contexts? Mention a quality and describe the contexts. | | | | | |
| - | | | | | |
|  | | | | | |
| **Conclusion** | | | | | |
|  | **Quality in one word** | **Describe what this quality means to you** | | **In which context(s) do you demonstrate these qualities?** |
| **1.** | - | - | | - |
| **2.** | - | - | | -=|Variable:78538.3ab0733c-e87a-499d-a17c-ad23f554910f|> |
| **3.** | - | - | | - |
|  | **In which other/new contexts can you apply these qualities as well?** | | | |
| **1.** | - | | | |
| **2.** | - | | | |
| **3.** | - | | | |
|  | **In which context do you find it difficult to demonstrate your qualities? Why is that?** | | | |
| **1.** | - | | | |
| **2.** | - | | | |
| **3.** | - | | | |
|  | | | | | |

## *4. Intern: Recognising Qualities in People You Value*

|  |
| --- |
| **Learning outcome**  You have discovered or confirmed your own qualities and/or challenges by analysing one or more people you respect or admire. |

|  |
| --- |
| What does this person do exactly? Try to describe the behaviour this person displays as specifically as possible. |
| - |
|  |
| Which strong trait(s) of this person do you value most? |
| - |
|  |
| Describe why you value this/these trait(s) so much. |
| - |
|  |
| Which of these qualities do you also possess?  What does your view of this person say about your qualities? |
| - |
|  |
| Which of these qualities would you like to develop further?  What is your challenge? Describe it in one word and explain why. |
| - |
|  |
| What are you going to do in order to develop your challenge further?  In which situations could you put this into practice? |
| - |
|  |

## *5. Intern: Discovering Qualities in People Who Irritate You*

|  |
| --- |
| **Learning outcome**  You have discovered or confirmed your own qualities and/or challenges by analysing one or several people who irritate you. |

|  |
| --- |
| Try to describe the behaviour this person displays as specifically as possible. |
| - |
|  |
| How does this behaviour affect you? |
| - |
|  |
| Describe the quality that you believe this person **lacks**. |
| - |
|  |
| To what extent do you possess this quality? |
| - |
|  |
| Describe the positive side of this annoying trait.  If this person were to show less of this kind of behaviour, what quality would they demonstrate? |
| - |
|  |
| Which aspect of the positive side of this person's annoying behaviour would you like to display more of?  Describe what you can learn from this person. Describe this in one word and explain why. |
| - |
|  |
| What are you going to do in order to develop this quality further?  In which situations could you put this into practice? |
| - |
|  |

## *6. Intern: Explore Your Weak Points*

|  |
| --- |
| **Learning outcome**  You have gained a first insight into your weaknesses and challenges and what you want and can do to overcome them. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **What are your outspoken weaknesses?** | | | | | | |
| **Weakness** | | **Example** | | | **Is your mindset correct?** | |
| - | | - | | | - | |
| - | | - | | | - | |
| - | | - | | | - | |
|  | | | | | | |
| **What can you do to get around your weaknesses?** | | | | | | |
| **Weakness** | | **Your answer(s)** | | | | |
| - | | - | | | | |
| - | | - | | | | |
| - | | - | | | | |
|  | | | | | | |
| What weaknesses do you want to improve because they are important? | | | | | | |
| - | | | | | | |
|  | | | | | | |
| What can you do to develop them? | | | | | | |
| - | | | | | | |
|  | | | | | | |
|  | **Pitfall in one word** | | | **What does this mean for you specifically?** | | |
| **1.** | - | | | - | | |
| **2.** | - | | | - | | |
| **3.** | - | | | - | | |
|  | | | | | | |
|  | **Your pitfall** | | **For each pitfall, describe a situation in which you experienced it.** | | | **Which qualities did you display excessively in that moment?** |
| **1.** | - | | - | | | - |
| **2.** | - | | - | | | - |
| **3.** | - | | - | | | - |
|  | | | | | | |
|  | **What are your challenges?**  **Which quality would you like to deploy more here?**  **What is the appropriate behaviour here?** | | | | | |
| **1.** | - | | | | | |
| **2.** | - | | | | | |
| **3.** | - | | | | | |

## *7. Intern: Negative Experiences as a Source of Weak Points*

|  |
| --- |
| **Learning outcome**  By analysing one or more negative experiences, you have gained more insight into your weaknesses and challenges. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Situation** | | **Task** | **Action** | **Result** | **Reflection** | **Transfer/future** |
| - | | - | - | - | - | - |
|  | | | | | | |
| **Identifying weak points** | | | | | | |
|  | **Tip**: read through your story again, **as if** you were reading someone else's experiences.  What weak point(s) did you recognise? Describe these in a single word. | | | | | |
| **1.** | - | | | | | |
| **2.** | - | | | | | |
|  | **For every weak point, describe in greater detail what this means for you.**  **Are these weaknesses or challenges?** | | | | | |
| **1.** | - | | | | | |
| **2.** | - | | | | | |
|  | **If you flip your challenges, which qualities are apparent from this experience?** | | | | | |
| **1.** | - | | | | | |
| **2.** | - | | | | | |
|  | | | | | | |
| Which of these points do you wish to develop further?  What can you do to develop these points? | | | | | | |
| - | | | | | | |
|  | | | | | | |
| In what situations or environments could these weak points emerge? | | | | | | |
| - | | | | | | |
|  | | | | | | |
| Have someone else read your description of your negative experience. What weak points do they recognise? And what qualities? | | | | | | |
| - | | | | | | |
|  | | | | | | |

## *8. Intern: Ofman's Core Quadrants*

|  |
| --- |
| **Learning outcome**  With the help of Ofman's core quadrants, you have identified your qualities, pitfalls, allergies and challenges, including examples. |

|  |  |  |
| --- | --- | --- |
| **Create your core quadrant.** | | |
| **Core quality** | **Pitfall** | |
| - | - | |
| **Allergy** | **Challenge** | |
| - | - | |
|  | | |
| **Check questions:** | | **Yes/ No** |
| 1. Comparing quality with pitfall: is this indeed the excessive manifestation of my quality? | | - |
| 2. Comparing challenge with pitfall: is my challenge the positive opposite of my pitfall? | | - |
| 3. Comparing challenge with allergy: is the excessive manifestation of my challenge also my allergy; i.e. my challenge to an excessive degree? | | - |
| 4. Comparing quality with allergy: is the quality the positive opposite of the allergy? | | - |
| 5. Comparing quality with challenge: would developing this challenge indeed improve my quality? | | - |
|  | | |
| Write a brief explanation in which you clarify what your quality looks like in practice and how it is related to your pitfall, challenge and allergy. | | | |
| - | | | |
|  | | | |
| **Conclusion** | | | |
| Describe your quality in one word. | | | |
| - | | | |
| What does this word mean exactly? What does this quality say about you? | | | |
| - | | | |
| Describe an example situation in which you put this quality into practice. | | | |
| - | | | |
| What is your challenge? What are you eager to develop further? | | | |
| - | | | |
| How can you do this? What environment/situation/context is suitable for this? | | | |
| - | | | |
|  | | | |

## *9. Group Assignment: Core Quadrants between People*

|  |
| --- |
| **Learning outcome**  With the aid of Ofman's core quadrants, you have identified how your qualities, pitfalls, allergies and challenges relate to those of others. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 1. First discuss a number of exploratory questions.** | | | |
| **Exploratory questions.** | | | |
| In what ways are you alike? | | | |
| - | | | |
| In what ways do you differ? | | | |
| - | | | |
| Where does tension or friction arise? | | | |
| - | | | |
| What can you learn from each other? | | | |
| - | | | |
|  | | | |
| **Step 2. Now have everyone create their own core quadrant.** | | | |
| **Core quality** | **Pitfall** | | |
| - | - | | |
| **Allergy** | **Challenge** | | |
| - | - | | |
|  | | | |
| **Step 3. Use the following five questions to check whether your core quadrant is correct.** | | | |
| **Check questions** | | **Yes/ No** |
| Comparing quality with pitfall: is this indeed the excessive manifestation of your quality? | | - |
| Comparing challenge with pitfall: is your challenge the positive opposite of your pitfall? | | - |
| Comparing challenge with allergy: is the excessive manifestation of my challenge also my allergy; i.e. my challenge to an excessive degree? | | - |
| Comparing quality with allergy: is the quality the positive opposite of the allergy? | | - |
| Comparing quality with challenge: would developing this challenge indeed improve my quality? | | - |
|  | | |
| **Step 4. Compare your core quadrants and answer the following questions.** | | | |
| **Questions** | | | |
| What do you notice when comparing the core quadrants? | | | |
| - | | | |
| How do the qualities, pitfalls, challenges and allergies relate to each other? | | | |
| - | | | |
| What can you learn from each other? | | | |
| - | | | |
| What agreements do you make to help each other develop in this regard? | | | |
| - | | | |
|  | | | |

## *10. Asking Others for Feedback*

|  |
| --- |
| **Learning outcome**  You have used feedback from others to discover and/or confirm your qualities and challenges and to identify in which jobs and/or environments you perform most efficiently. |

|  |
| --- |
| **Questions** |
| What qualities that others assign to you do you recognise? |
| - |
| What qualities that others assign to you do you **not** recognise?  Are you 100% certain that these do not apply to you, or were you perhaps unaware of them? |
| - |
| Which points for attention suggested by others do you recognise? |
| - |
| Which points for attention suggested by others do you **not** recognise?  Are you 100% certain that these do not apply to you, or were you perhaps unaware of them? |
| - |
| What have you learned from the feedback you received regarding which roles and jobs do (not) suit you? |
| - |
| What have you learned from the feedback you received about work environments that do (not) suit you? |
| - |
|  |

## *11. Qualities Interview*

|  |
| --- |
| **Learning outcome**  You have been interviewed by someone else and based on this conversation you have described some of your qualities and challenges. |

|  |
| --- |
| **What have you learned from the conversation in which you were interviewed?** |
| **Questions** |
| Assignment 1A. Successful experience |
| - |
| Assignment 1B. Successful experience and the future |
| - |
| Assignment 2. Qualities |
| - |
| Assignment 3. Weak points |
| - |
| What was it like interviewing someone else? |
| - |
| In which part of the other person's story did you recognise yourself and your qualities/challenges? |
| - |
|  |

## *12. Discovering Qualities in Game Form*

|  |
| --- |
| **Learning outcome**  You have shared your qualities, including substantiation, with others in game form. You have subsequently summarised all the qualities (and challenges) that resulted from this. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualities** | **Example** | **Pitfalls** | **Example** |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - |  | |
| - | - |
|  | | | |
| **Questions** | | | |
| What qualities did others assign to you and what was their reasoning for this? | | | |
| - | | | |
| In which qualities did you recognise yourself the most? | | | |
| - | | | |
| And in which did you not recognise yourself at all? Is it not applicable to you, or is it a quality of which you were previously unaware? | | | |
| - | | | |
| Which pitfalls did others assign to you and what was their reasoning for this? | | | |
| - | | | |
| In which qualities did you recognise yourself the most? | | | |
| - | | | |
| And in which did you not recognise yourself at all? Is it not applicable to you, or is it a quality of which you were previously unaware? | | | |
| - | | | |
|  | | | |

## *13. Test*

|  |
| --- |
| **Learning outcome**  With the help of a test, you have ranked your most important qualities and weak points. You have explained these qualities and weak points in more detail and described examples of situations in which you demonstrated them. Finally, you have identified your main challenges that you wish to develop. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualities** | | | |
| **Quality in one word** | **Short description** | **Example of a situation in which you demonstrated that quality.** | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
|  | | | |
| **Weak points** | | | |
| **Weak point in one word** | **Short description** | **Example** | **Is this a weak point or a pitfall (your quality to an excessive degree)?** |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
|  | | | |
| Coherence: what relationship do you recognise between your qualities, pitfalls and challenges? | | | |
| - | | | |
| **What are your most important challenges? What can and do you want to develop further?** | | | |
| **Challenge in one word** | **Short description** | **What can you do in order to develop this challenge further?** | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
| - | - | - | |

## *14. Personal SWOT*

|  |
| --- |
| **Learning outcome**  You have summarised your qualities, weaknesses, challenges (opportunities) and pitfalls (threats) in a preliminary conclusions and substantiated these with examples. |

|  |  |
| --- | --- |
| **Strengths / Qualities** | |
| **Your *qualities*** | **Examples of situations/experiences in which you demonstrated your qualities** |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
|  | |
| **Weaknesses** | |
| **Your *weaknesses*** | **How will you avoid your weaknesses?**  - In which situations do you want or even need to succeed despite your weaknesses?  - How are you going to approach this? |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
|  | |
| **Threats / Pitfalls** | |
| **Your *pitfalls***  What problems arise when you apply your qualities to an excessive degree? | **Examples of situations/experiences in which your pitfalls were revealed** |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
|  | |
| **Opportunities / Challenges** | |
| **Your c*hallenges***  In what ways can you develop in order to strengthen your qualities? | **How can you further develop your challenges?**  - In which situations/contexts can you further develop your challenges?  - Formulate concrete actions (SMARTER) that allow you to develop your challenges. |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
|  | |

# **Know your motivation**

## *1. What Is Motivation and Why Is it Important?*

|  |
| --- |
| **Learning outcome**  You know what motivation is and why it is important to know what motivates you in your studies and work. |

|  |  |
| --- | --- |
| **Element of study success** | **Your answer(s)** |
| Capabilities (capacities) | - |
| Knowing (social) | - |
| Action (commitment) | - |
| Desire (interest) | - |
|  | |
| **Exploring motivation**  What sets you in motion? What makes you want to do something?  Which subjects in study, work and leisure settings interest you most?  Under which circumstances do you function optimally? | |
| - | |
|  | |

## *2. Motivation for Studying: Internal or External?*

|  |
| --- |
| **Learning outcome**  You know the difference between autonomous and controlled motivation and can distinguish six different forms of motivation. You have applied these insights to your motivation for your studies. |

|  |
| --- |
| **Are you generally more intrinsically or extrinsically motivated?** |
| - |
|  |
| Which reward has a motivating effect on you?  In which activity does this reward motivate you? |
| - |
|  |
| Indicate to what extent your motivation for your studies is controlled (external) or autonomous (internal). |
| - |
|  |
| Which of the six forms of motivation motivate you the most in your studies? Please explain your answer. |
| - |
|  |
| Argue to what extent you recognise yourself in the result of the test. |
| - |
|  |
| Substantiate what you can do to improve the quality of your motivation.  Formulate (in a SMARTER way) which exact actions you will take to achieve this. |
| - |
|  |

## *3. Motivation for Your Studies: Improving the Quality of Your Motivation*

|  |
| --- |
| **Learning outcome**  You have analysed to what extent your study motivation meets the three conditions for autonomous motivation and have described in concrete terms what you are going to do to improve this. |

|  |  |  |
| --- | --- | --- |
| Do you recognise yourself in the result?  Which conditions are sufficiently met?  Which conditions are not sufficiently met? | | |
| - | | |
|  | | |
| **Condition** | **Tips that I will put into practice** | **What are you going to do exactly? Make this as concrete (SMARTER) as possible.** |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |

## *4. Motivation for Studying: Decreasing Motivation over Time*

|  |
| --- |
| **Learning outcome**  Based on two tests, you have analysed the causes of your declining motivation and formulated concrete actions to improve your motivation. |

|  |
| --- |
| Autonomous/controlled motivation: do you recognise yourself in the result? |
| - |
|  |
| How does this result compare to the result at the start of your studies? |
| - |
|  |
| Conditions: do you recognise yourself in the result? |
| - |
|  |
| What are important causes of your declining motivation?  Which conditions(s) are insufficiently met? |
| - |
|  |
| What tips will you put into practice to improve the competency condition?  Describe this as concretely (SMARTER) as possible. |
| - |
|  |
| What tips will you put into practice to improve the connectedness condition?  Describe this as concretely (SMARTER) as possible. |
| - |
|  |
| What tips will you put into practice to improve the autonomy condition?  Describe this as concretely (SMARTER) as possible. |
| - |
|  |

## *5. Your Motivation: What Activities Are You Engaged in and What Is Your Motivation for this?*

|  |
| --- |
| **Learning outcome**  You have analysed what activities you are engaged in outside of your study programme, what your motivation is for this and you have concluded which activities you truly do by your own accord. |

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Activity you do outside of your study programme** | **Type of motivation** | **Explanation: why does this type of motivation apply to you for this activity?** |
| **1** | - | - | - |
| **2** | - | - | - |
| **3** | - | - | - |
| **4** | - | - | - |
| **5** | - | - | - |
| **6** | - | - | - |
| **7** | - | - | - |
| **8** | - | - | - |
| **9** | - | - | - |
| **10** | - | - | - |
|  | | | | |
| What do you notice when you look at the distribution of your activities over the different types of motivation? | | | | |
| - | | | | |
|  | | | | |
| Which activities do you truly do by your own accord? | | | | |
| - | | | | |
|  | | | | |
| If it were entirely up to you, which activity would you rather not do? | | | | |
| - | | | | |
|  | | | | |
| What does this teach you about your motivation?  What would you like to do more often?  What would you like to do less often? | | | | |
| - | | | | |
|  | | | | |

## *6. Your Motivation: Motivational Activities*

|  |
| --- |
| **Learning outcome**  You have described which activities motivate you, what exactly motivates you therein, and how you can apply this knowledge to other areas in your life. |

|  |  |  |  |
| --- | --- | --- | --- |
| Describe an activity that meets as many of the following elements as possible:  The activity…  - … gives satisfaction;  - … requires little effort;  - … makes you forget everything around you for a while;  - … is something you believe you are good at;  - … changes your sense of time: time stands still or may appear to move faster. | | | |
| - | | | |
|  | | | |
| **No.** | **Motivational activity (from longlist and own activities)** | **What motivates you here?** | **Where else could you apply this motivation?** |
| **1** | - | - | - |
| **2** | - | - | - |
| **3** | - | - | - |
| **4** | - | - | - |
| **5** | - | - | - |
|  | | | |

## *7. Your Motivation: Motivational Topics*

|  |
| --- |
| **Learning outcome**  You have described which topics motivate you, what exactly motivates you and whether you want to see these motivating topics reflected in your working life in one way or another. |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are some topics that interest you? Use the help questions.**  - Which subjects did you enjoy most in primary school? Which elements in particular?  - Which subjects did you enjoy most in secondary school? Which elements in particular?  - What did you play with as a child? Why did you enjoy this so much?  - What topics do you look up on the internet on your own initiative?  - Have you ever taken a course or studied something else outside of school? What did you like about this?  - Which topics draw your attention on social media?  - Do you ever watch documentaries? If so, what are you interested in? | | | |
| - | | | |
|  | | | |
| **No.** | **Motivational topic**  **(Motivational activity from longlist and own topics)** | **What interests you here?**  **What is motivating about it?** | **Is it a hobby or work?**  **To what extent do you wish this topic is reflected in your (future) work? Please explain your answer.** |
| **1** | - | - | - |
| **2** | - | - | - |
| **3** | - | - | - |
| **4** | - | - | - |
| **5** | - | - | - |
|  | | | |

## *8. Your Motivation: Motivational People*

|  |
| --- |
| **Learning outcome**  You describe which people inspire or motivate you, why these people motivate you exactly and what this says about what motivates you in general. |

|  |
| --- |
| **Motivational person 1** |
| 1. Which person motivates or inspires you? This could be anyone (famous, near, further away). |
| - |
| 2. Why does this person motivate or inspire you? |
| - |
| 3. What do you think drives this person? Why does this person do what they do? |
| - |
| 4. Do you have similar passions? In what respect are you similar? |
| - |
| 5. What characteristics of this person would you like to possess more? What has this person taught you? |
| - |
| 6. Conclusion: what does this say about your motivation? What would you like to see reflected in your study programme or work? |
| - |
|  |
| **Motivational person 2** |
| 1. Which person motivates or inspires you? This could be anyone (famous, near, further away). |
| - |
| 2. Why does this person motivate or inspire you? |
| - |
| 3. What do you think drives this person? Why does this person do what they do? |
| - |
| 4. Do you have similar passions? In what respect are you similar? |
| - |
| 5. What characteristics of this person would you like to possess more? What has this person taught you? |
| - |
| 6. Conclusion: what does this say about your motivation? What would you like to see reflected in your study programme or work? |
| - |
|  |
| **Motivational person 3** |
| 1. Which person motivates or inspires you? This could be anyone (famous, near, further away). |
| - |
| 2. Why does this person motivate or inspire you? |
| - |
| 3. What do you think drives this person? Why does this person do what they do? |
| - |
| 4. Do you have similar passions? In what respect are you similar? |
| - |
| 5. What characteristics of this person would you like to possess more? What has this person taught you? |
| - |
| 6. Conclusion: what does this say about your motivation? What would you like to see reflected in your study programme or work? |
| - |
|  |

## *9. Motivation in Work: Schein’s Career Anchors*

|  |
| --- |
| **Learning outcome**  With the help of Schein's career anchors, you have argued what motivating elements are important to you in your work. |

|  |  |  |
| --- | --- | --- |
| **Reflect on the result:**  - What do you notice?  - Where do you score high?  - Where do you not score as high?  - Is this true for you? Does the result reflect what motivates you? | | |
| - | | |
|  | | |
| **Factor/anchor** | **How important is this for you?** | **Explain your answer** |
| Material rewards/wealth | - | - |
| Power and influence | - | - |
| Personal values | - | - |
| Expertise/specialism | - | - |
| Creativity | - | - |
| Social contacts | - | - |
| Freedom/independence | - | - |
| Security/stability | - | - |
| Status/prestige | - | - |
|  | | |
| In which type of work, in what type of workplace and in which organisation do you expect to find the anchors that are important to you?  Tip: show your assignment to someone else and ask how they would answer your questions. | | |
| - | | |
|  | | |

## *10. Motivation in Work: Motivating Factors*

|  |
| --- |
| **Learning outcome**  You have described which factors motivate you in work and you have explained why. |

|  |  |  |
| --- | --- | --- |
| **No.** | **Motivating factor** | **Why do I find this important?** |
| **1** | - | - |
| **2** | - | - |
| **3** | - | - |
| **4** | - | - |
| **5** | - | - |
|  | | |
| In which type of work, in what type of workplace and in which organisation do you expect to find the factors that are important to you?  Tip: show your assignment to someone else and ask how they would answer your questions. | | |
| - | | |
|  | | |

## *11. Summary: Your Motivation Map*

|  |
| --- |
| **Learning outcome**  You summarise everything you have discovered about what motivates you in one overview, so that you can use this information to find suitable job positions. |

|  |  |
| --- | --- |
| **Your motivation map** | |
|  | **Your answer(s)** |
| What activities are you engaged in and what motivates you here? | - |
| Motivational activities | - |
| Motivational topics | - |
| Motivational people | - |
| Career anchors | - |
| Motivating factors in work | - |
|  | |

# **Know yourself**

## *2. Past. Lifetime Line*

|  |
| --- |
| **Learning outcome**  You have charted the most important moments in your personal history, described some important experiences and indicated how they have shaped you. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Important events** | **Why is it important?** | **How did this event shape me?** | **What did I learn from it?** |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
|  | | | |
| **Conclusion**  What have you learned about yourself by making this lifetime line?  How did your history make you who you are today?  What can you take from it for the future in private and school/work? | | | |
| - | | | |
|  | | | |

## *3. Past. Work Biography*

|  |
| --- |
| **Learning outcome**  You have mapped out what you have learned (about yourself) from previous work experiences. |

|  |
| --- |
| **Work experience 1** |
| - |
|  |
| **Work experience 2** |
| - |
|  |
| **Work experience 3** |
| - |
|  |

## *4. Culture. How Did Your Culture Shape You?*

|  |
| --- |
| **Learning outcome**  You have mapped out which cultures you are part of and which elements of your home culture make you who you are. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Culture** | **Value** | **Norm, rule of life** | **Habits, customs, traditions** |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
|  | | | |
| **Culture in general:**  - What do you know about your own country, history and culture?  - What do you know about the history and structure of your family?  - Which elements of your culture do you like (food, music, sports, etc.)?  - What language do you speak at home?  - Where does your name come from? | | | |
| - | | | |
|  | | | |
| **Values and norms:**  - Which elements are self-evident to you(r culture)?  - What values do you have at home?  - Which norms/rules are appropriate?  - What are the pros and cons of your culture?  - Where does it sometimes clash? | | | |
| - | | | |
|  | | | |
| **Habits, customs, traditions:**  - What are your habits, customs and traditions?  - Do you have certain rituals that you find beautiful/good? | | | |
| - | | | |
|  | | | |
| **Family:**  - What proverbs belong to your family?  - Who has the most say at home?  - Are men or women in charge in your family?  - What characteristics do you share with your family members?  - If you study well, who do you make proud?  - Which family members (or friends) are linked to the profession you have chosen? | | | |
| - | | | |
|  | | | |
| **Newspaper headline 1**  What are the sacred cows for you (untouchable truths)? | | | |
| - | | | |
|  | | | |
| **Newspaper headline 2**  What are the sacred cows for you (untouchable truths)? | | | |
| - | | | |
|  | | | |
| **Conclusion**  How did your culture (at home) shape you?  What are important elements that make you who you are? | | | |
| - | | | |
|  | | | |

## *5. Culture. Connected to Several Countries: Cultural Dimensions of Hofstede*

|  |
| --- |
| **Learning outcome**  Using Hofstede's cultural dimensions, you argued how you relate to the countries with which you feel connected. |

|  |  |
| --- | --- |
| To which countries do you feel connected?  Mention at least one difference you regularly experience. | |
| - | |
|  | |
| **What strikes you about the differences between the dimensions per country in which you feel involved?**  **How do you view this yourself? Make use of the help questions for each dimension.** | |
| Power distance | - |
| Individualism | - |
| Masculinity | - |
| Uncertainty avoidance | - |
| Long-term orientation | - |
|  | |
| **How do you view this yourself? Make use of the help questions for each dimension.** | |
| Power distance | - |
| Individualism | - |
| Masculinity | - |
| Uncertainty avoidance | - |
| Long-term orientation | - |
|  | |
| **Conclusion**  What do you learn from Hofstede's cultural dimensions about the different national cultures you are part of?  To what extent do you unite these differences? What have you learned about yourself in this section? | |
| - | |
|  | |

## *6. Culture. Explore Cultural Differences Together*

|  |
| --- |
| **Learning outcome**  Using Pinto's three-step method, you have immersed yourself in other people's culture. |

|  |
| --- |
| - Do you ever generalise or stereotype? Do you ever use the words **all**, **always**, **never**, **everyone**, **don't**, or **only** for certain (groups) of people? Give an example of both.  - How do you look at each other's examples?  - How can you nuance this picture? Does this really apply to everyone? When does it not apply? Do you know someone from another group who also has this characteristic? |
| - |
|  |
| **Culture in general:**  - What do you know about your own country, history and culture?  - What do you know about the history and structure of your family?  - Which elements of your culture do you like (food, music, sports, etc.)?  - What language do you speak at home?  - Where does your name come from? |
| - |
|  |
| **Values and norms:**  - Which elements are self-evident to you(r culture)?  - What values do you have at home?  - Which norms/rules are appropriate?  - What are the pros and cons of your culture?  - Where does it sometimes clash? |
| - |
|  |
| **Habits, customs, traditions:**  - What are your habits, customs and traditions?  - Do you have certain rituals that you find beautiful/good? |
| - |
|  |
| **Family:**  - What proverbs belong to your family?  - Who has the most say at home?  - Are men or women in charge in your family?  - What characteristics do you share with your family members?  - If you study well, who do you make proud?  - Which family members (or friends) are linked to the profession you have chosen? |
| - |
|  |
| - In what areas do you have similarities?  - In what areas do you differ from each other?  - What can you learn from each other? |
| - |
|  |
| - What was it like to immerse yourself in another culture?  - What did you learn about the other?  - What did you learn about yourself? |
| - |
|  |

## *7. Culture. Home, School and Street: Differences in Daily Life*

|  |
| --- |
| **Learning outcome**  You have investigated to what extent the (unwritten) rules at home, at school/work and among friends differ from each other and in which areas you have difficulty switching between them. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Home** | **School** | **Street** |
| **What rules apply here?** | - | - | - |
| **How do you behave here?** | - | - | - |
| **What are you struggling with?** | - | - | - |
|  | | | |
|  | **Home** | **School** | **Street** |
| **Freedom** | - | - | - |
| **Openness and vulnerability** | - | - | - |
| **Rules and authority** | - | - | - |
| **Language and use of language** | - | - | - |
| **Discipline and planning** | - | - | - |
|  | | | |
| Do you ever have trouble switching between what is expected of you at home, among friends or at school? Substantiate your answer with examples. | | | |
| - | | | |
|  | | | |
| **Conclusion**  What do you learn about yourself from this? | | | |
| - | | | |
|  | | | |

## *8. Values. What Are Your Values?*

|  |
| --- |
| **Learning outcome**  You know what values are and why knowing your own values are important. Furthermore, you can mention some of your own values and argue why they apply to you. |

|  |  |  |
| --- | --- | --- |
| Think about an example where you (consciously or unconsciously) made a choice based on your values. Describe the situation and argue why this is an example of applying your values. Also, explain how your values were helpful in this situation. | | |
| - | | |
|  | | |
| Which values do you think are so important that you would take action? What kind of demonstration or petition would you participate or engage in? | | |
| - | | |
|  | | |
| If you were interviewed during a College Tour broadcast and you were allowed to give advice to young people, what would it be? What values are attached to that advice? | | |
| - | | |
|  | | |
| **Exercise 1. Quiz yourself**  What values have you discovered during this exercise? | | |
| - | | |
|  | | |
| **Exercise 2. Choose from a list of values**  What values have you discovered during this exercise? | | |
| - | | |
|  | | |
| **Value** | **Explanation** | **Example** |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |

## *9. Values. Putting Your Values into Practice*

|  |
| --- |
| **Learning outcome**  You have formulated one or more actions for yourself that will help you put your values into practice. |

|  |  |
| --- | --- |
| **My top three values:** | |
| **1.** | - |
| **2.** | - |
| **3.** | - |
|  | |
| With what value do you want to get started? What action will you take to achieve this? How do you think this contributes to your values? | |
| - | |
|  | |
| What choice have you made based on these values? Explain why this is the best choice for you. | |
| - | |
|  | |

## *10. Values. Dealing with Moral Dilemmas*

|  |
| --- |
| **Learning outcome**  You have learned what moral dilemmas are, how to recognise them and have made a well-considered ethical assessment using ethical theories, your values and various tests. |

|  |  |
| --- | --- |
| **Step-by-step plan 1** | |
| **Questions** | **Your answer(s)** |
| **Step 1. Explore** | - |
| **Step 2. Analyse** | - |
| **Step 3. Mapping out your options**  What do the following options mean in this case? | |
| Do nothing | - |
| Participate | - |
| Seek out advice | - |
| Taking it to a higher level | - |
| Engage the appropriate department or person | - |
| Whistleblowing | - |
| **Step 4. Decision-making** | |
| 1. Which perspective do you choose for your decision? | - |
| 2. Which option best fits your values? | - |
| 3. What test(s) do you use to test your options? | - |
| **Decision:** | - |
| **Step 5. Reflection** | - |
|  | |
| What is the dilemma? Copy the link to the source as well. | |
| - | |
|  | |
| Why is this dilemma relevant to your profession? | |
| - | |
|  | |
| Why is this a moral dilemma? What values are at stake? | |
| - | |
|  | |
| **Step-by-step plan 2** | |
| **Questions** | **Your answer(s)** |
| **Step 1. Explore** | - |
| **Step 2. Analyse** | - |
| **Step 3. Mapping out your options**  What do the following options mean in this case? | |
| Do nothing | - |
| Participate | - |
| Seek out advice | - |
| Taking it to a higher level | - |
| Engage the appropriate department or person | - |
| Whistleblowing | - |
| **Step 4. Decision-making** | |
| 1. Which perspective do you choose for your decision? | - |
| 2. Which option best fits your values? | - |
| 3. What test(s) do you use to test your options? | - |
| **Decision:** | - |
| **Step 5. Reflection** | - |
|  | |

## *11. Personality. Who I Am, Five Times*

|  |
| --- |
| **Learning outcome**  You have made a summary of who you are by naming the characteristic features you show in the roles you fulfil in life. |

|  |  |  |
| --- | --- | --- |
| **No.** | **Who am I?** | **What do I find most important in this?**  **What in the role says the most about how and who I am?** |
| **1.** | - | - |
| **2.** | - | - |
| **3.** | - | - |
| **4.** | - | - |
| **5.** | - | - |
|  | | |
| What does the order in which you have put your different roles say about where your priorities lie? Do you make the roles you have put at the top the most important in your daily life? | | |
| - | | |
|  | | |
| What characteristic qualities of yourself have you found in the different roles? | | |
| - | | |
|  | | |
| What are the similarities in what you find important in the different roles/identities? | | |
| - | | |
|  | | |
| What would you like to use more of in other roles? | | |
| - | | |
|  | | |
| Summarise who you are.  I am ... | | |
| - | | |
|  | | |

## *12. Personality. What Characterises You?*

|  |
| --- |
| **Learning outcome**  With the help of a number of statements and examples, you have summarised what characterises you as a person. |

|  |  |  |
| --- | --- | --- |
| **No.** | **I am someone who:** | **A good example of that is:** |
| **1.** | - | - |
| **2.** | - | - |
| **3.** | - | - |
| **4.** | - | - |
| **5.** | - | - |
|  | | |

## *13. Personality. Who Am I? Ask Someone Else*

|  |
| --- |
| **Learning outcome**  You have learned more about yourself by asking others for feedback on your personal characteristics, comparing the results with your self-image and reflecting on the differences and similarities. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristic** | **My answer(s)** | | **What do others say?** |
| Helps others | - | | - |
| Does not easily judge others | - | | - |
| Looks at things in a contemplative, philosophical way | - | | - |
| Wants to reach the top | - | | - |
| Can sell things | - | | - |
| Designs or creates things | - | | - |
| Organises and arranges things | - | | - |
| Explains things to others | - | | - |
| Likes to calculate things | - | | - |
| Is liked by many people | - | | - |
| Perseveres until the result is achieved | - | | - |
| Is really an emotional person | - | | - |
| Has a strong opinion | - | | - |
| Wants recognition and respect from others | - | | - |
| Is flexible | - | | - |
| Works with concentration, even in a noisy environment | - | | - |
| Is good at doing things themselves | - | | - |
| Can work well with others | - | | - |
| Likes to be alone | - | | - |
| Likes to deliver quality | - | | - |
| Likes to learn new things | - | | - |
| Works hard | - | | - |
| Is very practical | - | | - |
| Takes the initiative | - | | - |
| Often knows better than others | - | | - |
| Listens well to others | - | | - |
| Takes the lead easily | - | | - |
| Remembers things easily | - | | - |
| Easily establishes contact with others, even strangers | - | | - |
| Makes people laugh | - | | - |
| Is precise | - | | - |
| Cannot sit still, is always busy | - | | - |
| Is not easily stressed | - | | - |
| Does not give up easily | - | | - |
| Is enterprising | - | | - |
| Goes in search of new experiences | - | | - |
| Is orderly and tidy | - | | - |
| Knows how to solve problems | - | | - |
| Is respectful to others | - | | - |
| Remains calm under all circumstances | - | | - |
| Comes up with solutions | - | | - |
| Seeks out challenges | - | | - |
| Is often in a good mood | - | | - |
| Often has original ideas | - | | - |
| Is friendly | - | | - |
| Is rarely afraid | - | | - |
| Can empathise with others | - | | - |
| Can convince others | - | | - |
| Can make others listen to me | - | | - |
| Can take a vulnerable stance | - | | - |
|  | | | |
| **Similarities**  What qualities do you see in yourself that others also see in you? | | | |
| - | | | |
|  | | | |
| **Verschillen**  What are the biggest differences between how you see yourself and how others see you?  - What characteristics of yourself do you see that others do not? In other words: which characteristics do you show less to others?  - Which characteristics do others see in you, but you don't see in yourself? What do you think about this? Are these blind spots for you? | | | |
| - | | | |
|  | | | |
| What do you learn from this? | | | |
| - | | | |
|  | | | |
| **Characteristic** | | **Example that shows that** | |
| - | | - | |
| - | | - | |
| - | | - | |
| - | | - | |
|  | | | |

## *14. Personality. You Represented in Images*

|  |
| --- |
| **Learning outcome**  You have compiled a collection of images that say something about you and have given an explanation. |

|  |  |
| --- | --- |
| Please upload a photo of your bundle of images here. | |
|  | |
|  | |
| **Please comment on your images** | |
| **Question** | **Your answer(s)** |
| **1. This image says the following about me...** | - |
| **2. This image says the following about me...** | - |
| **3. This image says the following about me...** | - |
| **4. This image says the following about me...** | - |
| **5. This image says the following about me...** | - |
| **6. This image says the following about me...** | - |
| **7. This image says the following about me...** | - |
| **8. This image says the following about me...** | - |
| **9. This image says the following about me...** | - |
| **10. This image says the following about me...** | - |
|  | |
| **Conclusion**  - What was it like to do this assignment?  - What do you notice when you look at the bundle of images as a whole?  - What new things did you discover?  - What did the person(s) to whom you showed your compilation think of it?  - What are the most important things that say something about you? | |
| - | |
|  | |

## *15. Personality. Testing*

|  |
| --- |
| **Learning outcome**  With the help of various online tests, you have analysed which personality traits apply to you. |

|  |  |
| --- | --- |
| **Test 1** | |
| **Which test did you take?** | **-** |
| What was the result? | - |
| In what do you recognise yourself? | - |
| In what do you not recognise yourself? | - |
|  | |
| **Test 2** | |
| **Which test did you take?** | **-** |
| What was the result? | - |
| In what do you recognise yourself? | - |
| In what do you not recognise yourself? | - |
|  | |
| **Test 3** | |
| **Which test did you take?** | **-** |
| What was the result? | - |
| In what do you recognise yourself? | - |
| In what do you not recognise yourself? | - |
|  | |
| **Test 4** | |
| **Which test did you take?** | **-** |
| What was the result? | - |
| In what do you recognise yourself? | - |
| In what do you not recognise yourself? | - |
|  | |
| To what extent did these tests help you to expand your self-knowledge? | |
| - | |
|  | |
| In what did you recognise yourself? | |
| - | |
|  | |
| What was new useful information? | |
| - | |
|  | |

## *16. Personality. Impeding Beliefs*

|  |
| --- |
| **Learning outcome**  You have examined the regularly recurring impeding beliefs that you experience. You have formulated positive statements (affirmations) that can help you to dismantle these beliefs. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Impeding beliefs** | **Example of a situation in which it occurred** | **How true is this belief? Name anything that disproves this belief** | **Positive affirmation** |
| **1** | - | - | - | - |
| **2** | - | - | - | - |
| **3** | - | - | - | - |
|  | | | | |
| What difficult situation from the past or in the near future comes to mind? | | | | |
| - | | | | |
|  | | | | |
| Which of your beliefs play a role here?  How can you use the positive affirmations to deal with this situation in the future? | | | | |
| - | | | | |
|  | | | | |

## *17. Personality. Book/Podcast/Talk of Your Choice*

|  |
| --- |
| **Learning outcome**  You summarised what you learned about yourself from reading one or more books, listening to podcasts, or watching talks of your choice. |

|  |  |
| --- | --- |
| **Questions** | **Your answer(s)** |
| Which book did you read/which podcast did you listen to/which talk did you watch? | - |
| Why did you choose this? What piqued your interest? What was your expectation? | - |
| What is it about? Summarise the essence in about 100 words. | - |
| What did you think was nice/interesting/fascinating/educational about it? | - |
| What did you like less? | - |
| What did you learn about yourself? | - |
| Suppose you think about your choice in a few years' time. What do you want to remember about it? | - |
| Describe one thing you are going to put into practice. Make this as concrete/SMARTER as possible. | - |
|  | |
| **Optional** | |
| **Questions** | **Your answer(s)** |
| Which book did you read/which podcast did you listen to/which talk did you watch? | - |
| Why did you choose this? What piqued your interest? What was your expectation? | - |
| What is it about? Summarise the essence in about 100 words. | - |
| What did you think was nice/interesting/fascinating/educational about it? | - |
| What did you like less? | - |
| What did you learn about yourself? | - |
| Suppose you think about your choice in a few years' time. What do you want to remember about it? | - |
| Describe one thing you are going to put into practice. Make this as concrete/SMARTER as possible. | - |
|  | |
| **Optional** | |
| **Questions** | **Your answer(s)** |
| Which book did you read/which podcast did you listen to/which talk did you watch? | - |
| Why did you choose this? What piqued your interest? What was your expectation? | - |
| What is it about? Summarise the essence in about 100 words. | - |
| What did you think was nice/interesting/fascinating/educational about it? | - |
| What did you like less? | - |
| What did you learn about yourself? | - |
| Suppose you think about your choice in a few years' time. What do you want to remember about it? | - |
| Describe one thing you are going to put into practice. Make this as concrete/SMARTER as possible. | - |
|  | |

## *18. A Vision of the Future. If Money Plays No Role*

|  |
| --- |
| **Learning outcome**  You have mapped out what your ideal future would look like if money were no object and you have drawn some important conclusions for yourself based on that. |

|  |
| --- |
| **Possessions**:  - What would you like to have?  - What would you buy? |
| - |
|  |
| **Wish**:  - What big wish will become possible now that money is no longer an issue? |
| - |
|  |
| **Life**:  - Where do you live?  - How do you live? |
| - |
|  |
| **Giving**:  - Would you let other people know?  - Who would you share money with?  - What would you buy or do for others?  - What would you spend money on that you think is important/worthwhile (a particular cause, organisation or social problem)? |
| - |
|  |
| **Time**:  - What do you spend your time on?  - What do you do for fun?  - What do you do because it is important to you? |
| - |
|  |
| **Work**:  - Do you work? If so, what do you do?  - What do you not do because it generates money but because it satisfies you in some way? |
| - |
|  |
| **Relationships**:  - What is your private life like?  - Who do you live with? |
| - |
|  |
| **Meaning**:  - What makes your life worthwhile, meaningful, significant? |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  - What do you notice about your answers?  - What new things have you discovered?  - To what extent do you let money limit your life and your thinking?  - Which people are most important to you?  - What else is important to you?  - What role does (meaningful) work play in your life?  - What is also possible **without** having all the money in the world? |
| - |
|  |

## *19. A Vision of the Future. If You're Able to Do Everything*

|  |
| --- |
| **Learning outcome**  You have mapped out what your ideal future would look like if talent or skills were not an issue and have drawn some important conclusions. |

|  |
| --- |
| What activity did you use to test whether you can do everything really well? |
| - |
|  |
| Now that you have the opportunity to become the best in the world at something, what will it be? |
| - |
|  |
| You can become better than someone who you think is excellent at something (top athlete, world star, successful entrepreneur, etc.).  Which person or persons would you like to surpass?  Why do you choose this person/these persons? |
| - |
|  |
| What big wish becomes possible now that lack of talent is no longer a factor? |
| - |
|  |
| What would you use your talents for (certain goal, certain organisation, certain social problem)? |
| - |
|  |
| How will you earn your money? What kind of work will you do? |
| - |
|  |
| How will you spend your free time? |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  - What do you notice about your answers?  - What would you like to be able to do very well?  - To what extent can you do this already? Is this something you can already do (a little) (a quality) or something you cannot do at all but would like to learn (a challenge)?  - What new knowledge have you gained about yourself?  - To what extent do you let yourself be limited in living and thinking by (the belief in) your capacities?  - What is also possible **without** being the best in the world? |
| - |
|  |

## *20. A Vision of the Future. If You Dare to Do Anything*

|  |
| --- |
| **Learning outcome**  You have mapped out what your ideal future would be like if you weren't afraid of anything, and have drawn some important conclusions from this. |

|  |
| --- |
| Does this situation change anything for you? |
| - |
|  |
| What would you try first? |
| - |
|  |
| What of all the things you have already done once would you now try again or do more often? |
| - |
|  |
| What will become more attractive to you now? |
| - |
|  |
| What activity gives you energy, now that fear of failure is not an issue? What do you feel like doing? |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  - What do you notice about your answers?  - To what extent do you let the fear of failure limit you in your living and thinking?  - What do you not do because you are afraid of failure?  - How bad is it if something goes wrong?  - What makes you want to try? Why don't you just do it?  - What are you going to try now? What will you put into practice? |
| - |
|  |

## *21. A Vision of the Future. Images of Your Desired Future*

|  |
| --- |
| **Learning outcome**  You have compiled a collection of images that say something about you and have given an explanation. |

|  |  |
| --- | --- |
| Please upload a photo of your bundle of images here. | |
|  | |
|  | |
| **Please comment on your images** | |
| **Question** | **Your answer(s)** |
| **1. This image says the following about me...** | - |
| **2. This image says the following about me...** | - |
| **3. This image says the following about me...** | - |
| **4. This image says the following about me...** | - |
| **5. This image says the following about me...** | - |
| **6. This image says the following about me...** | - |
| **7. This image says the following about me...** | - |
| **8. This image says the following about me...** | - |
| **9. This image says the following about me...** | - |
| **10. This image says the following about me...** | - |
|  | |
| **Conclusion**  - What was it like to do this assignment?  - What do you notice when you look at the bundle of images as a whole?  - What new things did you discover?  - What did the person(s) to whom you showed your compilation think of it?  - What would be a good summary of your desired future? | |
| - | |
|  | |

## *22. A Vision of the Future. What Do You Want to Achieve in Your Study Programme?*

|  |
| --- |
| **Learning outcome**  You have imagined how you came to an important milestone in your study programme and have drawn lessons from it for the present. |

|  |
| --- |
| What results did you achieve? How did you do it? |
| - |
|  |
| What are you proud of? |
| - |
|  |
| What setbacks did you overcome? |
| - |
|  |
| What would you like your supervisors/teachers to say about you?  What would you like your fellow students to say about you? How were you as a partner in a group to work with?  What would your family members or friends like to hear about you? |
| - |
|  |
| What characteristics would people recognise about you? |
| - |
|  |
| What about your study programme gave you satisfaction or pleasure? |
| - |
|  |
| What opportunities does reaching this milestone offer you? What doors will now open? |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  What do your answers say about...  - ... which of your characteristics are important to you?  - ... how you want to be known to other people?  - ... how important do you think your study programme is?  - ... what you would like to achieve?  - ... what goals you can set now to achieve this desired future?  - ... any obstacles you may have to overcome in order to achieve this? |
| - |
|  |

## *23. A Vision of the Future. What Do You Want to Achieve as a Professional?*

|  |
| --- |
| **Learning outcome**  You have imagined what a good career looks like and what elements make this career worthwhile for you. Based on this, you have drawn lessons for what you find important now and what goals you want to set. |

|  |
| --- |
| What (kind of) work did you do? |
| - |
|  |
| Did you do conduct many different things during your career (generalist)? If so, which?  Or did you become very good at one thing (specialist)? If so, what? |
| - |
|  |
| What are you proud of?  What have you achieved? |
| - |
|  |
| What was needed to achieve it?  What did you have to do?  What did you have to leave behind?  What setbacks did you overcome? |
| - |
|  |
| What do colleagues say about you?  What do your managers say about you?  Did you hold a leadership position? What do the people you managed say about you? |
| - |
|  |
| What characteristics would people recognise about you? |
| - |
|  |
| What made working life worthwhile? |
| - |
|  |
| Did you work hard? How was your work-life balance? |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  What do your answers say about...  - ... which of your characteristics are important to you?  - ... how you want to be known to other people?  - ... how important you think your work is?  - ... what you would like to achieve?  - ... what goals you can set now to achieve this desired future?  - ... what possible obstacles do you have to overcome in order to achieve it? |
| - |
|  |

## *24. A Vision of the Future. What Do You Want to Achieve in Life?*

|  |
| --- |
| **Learning outcome**  You have imagined what a beautiful life looks like and what elements make your life worth living. Based on this, you have drawn lessons for what you find important now and what goals you want to set. |

|  |
| --- |
| **Appreciation**  What would you like people to say about you?  Why are you appreciated?  For what characteristics (qualities, values) are you praised by others? |
| - |
|  |
| **Relationships**  Which people are there anyway? What have you meant to them?  What kind of son/daughter were you?  What kind of partner were you?  What kind of father/mother were you?  What kind of friend were you? |
| - |
|  |
| **Results and achievements**  What are you proud of  What have you achieved? What contributions or achievements did you make?  What was needed to achieve it?  What did you have to do?  What did you have to leave behind?  What setbacks did you overcome? |
| - |
|  |
| **Work**  What did you do for work?  What did you achieve?  What do colleagues, superiors and subordinates say about yo |
| - |
|  |
| **Now come back to the present situation. Summarise what you learned about yourself from this assignment using the help questions.**  What do your answers say about...  - ... which of your characteristics are important to you?  - ... how you want to be known to other people?  - ... what you find important in life?  - ... what you would like to achieve?  - ... what goals you can set now to achieve this desired future?  - ... any obstacles you may have to overcome in order to achieve this? |
| - |
|  |

## *25. A Vision of the Future. Vacancy Spot for Your Dream Job*

|  |
| --- |
| **Learning outcome**  By describing a dream job, you have gained more insight into what you find important in work. |

|  |
| --- |
| **Type of organisation**  - Do you want to work for a large, medium-sized or small organisation?  - Do you work as an employee or for yourself?  - Profit/non-profit? Do you want to work for an organisation with or without a profit motive?  - Do you want to work for a Dutch or a more internationally oriented organisation? |
| - |
|  |
| **Location**  - Where would you like to work?  - International of national?  - Where are interesting organisations located? |
| - |
|  |
| **Type of employment**  - Do you want to be employed (permanently) somewhere?  - Would you like more flexible work (secondment, agency work, consultancy, etc.)?  - Do you want to be an entrepreneur/freelancer? |
| - |
|  |
| **Type of position**  - What kind of position do you aspire to (line or staff position, supervisory/coordinating or executive, inside or outside sales, etc.)?  - What tasks appeal to you?  - What activities do you like to perform? |
| - |
|  |
| **Job requirement**  - What do you need to know for the job?  - What degrees or qualifications are required? |
| - |
|  |
| **People**  - What do your colleagues do?  - Do you work for others (clients, patients, students, etc.)? If so, what kind of people do you work for?  - Did you supervise? |
| - |
|  |
| **Terms of employment**  - What kind of working conditions do you want?  - What are the primary working conditions (salary, working hours, etc.);?  - What kind of secondary employment conditions (training, flexible working hours, extras, etc.)? |
| - |
|  |
| **Values**  - What does the organisation you work for stand for? |
| - |
|  |
| **Conclusion** What do your answers say about  - ...what is important to you in your work?  - ...what priorities you want to set?  -...what goals you want to set?  - ...what choices you want to make? |
| - |
|  |

## *26. A Vision of the Future. Your Ideal Workday*

|  |
| --- |
| **Learning outcome**  By describing an ideal working day, you have gained a better understanding of what you find important in work. |

|  |
| --- |
| **Environment** *Help questions*  - What does the environment of the ideal workplace look like?  - What atmosphere does it exude? Smell, colour, sound, dynamics, temperature? How do you feel?  - What do you see when you look outside?  - What kind of people do you work with? What do they look like? What do they stand for? How do they feel about their work?  - Who or what do you work for? Who are your customers or clients?  - What kind of manager do you have or might you be? |
| - |
|  |
| **Activities** *Help questions*  - What are the activities, which fields do they concern? Art, education, healthcare, media, science, sports, finance?  - What exactly are you doing?  - Do you provide services or products, or are you developing/inventing something? |
| - |
|  |
| **Organisation** *Help questions*  - How is the work organised?  - Do you work alone or with others? Do you lead or execute?  - Are you your own boss or a salaried employee?  - Do you travel a lot?  - Do you work long hours? How many? |
| - |
|  |
| **People** *Help questions*  - What kind of people do you work with?  - Do you work for others (clients, patients, students, etc.)? If so, what kind of people do you work for?  - What kind of person is your manager?  - What kind of people do you supervise? |
| - |
|  |
| **Competencies/talents** *Help questions*  - What competencies/talents/characteristics do you use in your ideal job?  - What challenges are there in your ideal workday?  - What else are you going to develop? |
| - |
|  |
| **Values** *Help question*  - What values are important in your ideal job? |
| - |
|  |
| **Payment** *Help question*  - How are you rewarded and appreciated in your ideal job, both materially (money, etc.) and immaterially (appreciation, satisfaction, etc.)? |
| - |
|  |
| **Miscellaneous**  *Help question*  - What could you add to complete the picture? |
| - |
|  |
| **Conclusion**  What do your answers say about...  - ...what is important to you in your work?  - ...what priorities you want to set?  - ...what goals you want to set?  - ...what choices you want to make? |
| - |
|  |

## *27. A Vision of the Future. Determine Your Priorities*

|  |
| --- |
| **Learning outcome**  You have determined your priorities in life and examined whether you are spending your time sufficiently on these priorities. |

|  |  |  |
| --- | --- | --- |
| **Now fill in the chart below. What is/are in your life...** | | |
|  | **Your answer(s)** | |
| ***Golf balls*** | **1** | - |
| **2** | - |
| **3** | - |
| **4** | - |
| **5** | - |
| ***Pebbles*** | **1** | - |
| **2** | - |
| **3** | - |
| **4** | - |
| **5** | - |
| ***Sand*** | **1** | - |
| **2** | - |
| **3** | - |
| **4** | - |
| **5** | - |
|  | | |
| **Conclusion** | | |
| How did you do with setting your priorities? | | |
| - | | |
|  | | |
| How is it now?  - Do you spend your time on your biggest priority?  - To what extent do you prioritise unimportant things or things that are important to others? | | |
| - | | |
|  | | |
| How do you want it to be?  - What are you going to make more important from now on? What will you spend more time on?  - What will you make less important from now on? What are you going to spend less time on? | | |
| - | | |
|  | | |
| Set at least one concrete (SMARTER) goal for something you will give more priority to from today. | | |
| - | | |
|  | | |

## *28. A Vision of the Future. Create a Bucket List*

|  |
| --- |
| **Learning outcome**  By drawing up a bucket list, you have mapped out what you would really like to achieve in your life and explained why you want this. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Bucket list item** | **Explanation:**  **- Why do I want this?**  **- What appeals to me in this?** | **How difficult is it to achieve?** | **Create one action that would bring you (a little) closer to achieving this item** |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |
|  | | | |
| **Conclusion**  - What was it like to do this assignment?  - What new insights have you come up with?  - What is the first item from your bucket list that you are going to realise?  - Show your bucket list to someone else. What do they notice? | | | |
| - | | | |
|  | | | |

## *29. Well-being. Stress*

|  |
| --- |
| **Learning outcome**  You have a basic knowledge of how stress works and assessed which stress factors play a role and figured out what you can do about it. |

|  |  |
| --- | --- |
| To what extent do you currently experience stress? Describe your current stress level and also indicate to what extent this differs from how much stress you have experienced in the past year. | |
| - | |
|  | |
| What is your personal stress alarm? How do you notice that you are stressed? | |
| - | |
|  | |
| **My stress top three** | |
| Name the factors that cause you the most (study) stress. Explain your answer. | |
| **1.** | - |
| **2.** | - |
| **3.** | - |
|  | |
| What do you fail to do when you are stressed, which you know is actually good for you? | |
| - | |
|  | |
| Which tips will you put into practice?  Substantiate why you think that these tips in particular will help you to reduce your stress level.  Then formulate exactly (SMARTER) what you are going to do to put these tips into practice. | |
| - | |
|  | |

## *30. Well-being. Energy*

|  |
| --- |
| **Learning outcome**  You have mapped out your energy guzzlers and energy sources and distinguished between physical, emotional and mental energy. You have also investigated whether you see any reason to improve your energy level. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Try to remember a (recent) moment when you felt you had a lot of energy. Describe the moment briefly and name the things that contributed to this positive energy.**  **Do the same for a moment when you had little energy. What was the situation, and what made you so sluggish?** | | | | |
|  | **Your answer(s)** | | | |
| ***Lots of energy*** | - | | | |
| ***Little energy*** | - | | | |
|  | | | | |
| **What drains your batteries quickly? What are the energy guzzlers for you?**  **What do you do to recharge your batteries? What are your energisers?** | | | | |
| **1. Physical battery (FQ)** | | **Your energy guzzlers** | | |
| - | | |
| **Your energisers** | | |
| - | | |
| **2. Mental battery (EQ)** | | **Your energy guzzlers** | | |
| - | | |
| **Your energisers** | | |
| - | | |
| **3. Emotional battery (IQ)** | | **Your energy guzzlers** | | |
| - | | |
| **Your energisers** | | |
| - | | |
|  | | | | |
| Which five energy tips have you chosen? Why did you choose these tips? | | | | |
| - | | | | |
|  | | | | |
| **Activity** | | | **IQ/FQ/EQ?** | **Energie + +/- -** |
| - | | | - | - |
| - | | | - | - |
| - | | | - | - |
| - | | | - | - |
| - | | | - | - |
|  | | | | |
| **My energy rating: ...** | | | | - |
|  | | | | |
| What is your conclusion regarding your current energy balance?  Which battery is particularly draining?  Is action needed and if so, what will you try? | | | | |
| - | | | | |
|  | | | | |

# 

# **Explore your opportunities**

## *1. Exploring Opportunities: An Important Part of Study Success*

|  |
| --- |
| **Learning outcome**  You identify and subscribe to the importance of exploring your choices and (professional) opportunities during your studies. |

|  |
| --- |
| To what extent do you find it useful to analyse whether this study programme suits you and what kind of (professional) opportunities it provides you with? Please explain your answer. |
| - |
|  |

## *2. Explore Your Study Programme*

|  |
| --- |
| **Learning outcome**  You have a general sense of how your study programme is structured. You have summarised that which is most important for you. |

|  |
| --- |
| Explain whether your study programme is more specific or broad. |
| My study program is a broad study program. As I will learn a lot of different competencies, a lot of different skills this makes it a broad study program. |
|  |
| Describe how your study programme is structured throughout the years. |
| During the first year I will give me a solid foundation in the IT field. I will work in small groups to do projects.  During the second year, I will receive a more in-depth study. I will develop more focused and detailed knowledge in programming and databases. I will work in real-life cases with real companies.  Third year, the main focus will be the internship. This will help me gain practical experience as well as maybe find a company that I can work for.  In my last year, I can make a minor in ethical hacking. Hopefully get my diploma as well. If that happens, I should be a secure programmer, should have an advanced Java knowledge and specialize in IT business |
|  |
| What do you think of your current knowledge level with regard to your study programme?  What areas should you explore further? |
| I feel like a have a very good basics regarding to the study programm. I feel like I will be able to put more hours into courses that I never had. I have an advanced knowing in the IT field. That will give me a major advantage. |
|  |
| **Study programme**  - What will you be learning over the course of the study programme?  - How is the study programme structured?  - What are the possibilities for work after graduation?  - At what moments do you have the freedom to choose what?  - Can you go abroad during your study programme? |
| I will be leaning a lot of skills. I will learn Web Development, database managament, digital graphic design, Inforamtion Management, Networking, security, Programming, data processing, algorithms, data structer and much more. It a 4 year study program. Each year is devided into 4 blocks. I could end up working as a Gaming and web developer. Or in the eare of machine learning and much more.  In the 3 and 4 year I can chose what to do and i can go abroad. |
|  |
| **Study programme requirements**  - What are the profession-specific competences that you will develop over the course of this study programme?  - What knowledge is important for you future profession?  - What skills are important for your future profession?  - What kind of attitude is important for your future profession? |
| I will develop competences like Intercultural communication, overall communication, Study carrer coaching, Research and most important how to work and communicate in a team. How to be a leder.  For me personnaly I feel like the how to work in a team is going to be very important for me . As I maybe want to become a teacher working in a team and giving positive feedback and being a leader to my student will help me on that |
|  |
| **Environment**  - Are you able to find your way around the building?  - Are you able to find your way in the electronic learning environment? |
| I am getting used to the school. I feel like I am starting to know where everythingis. |
|  |
| **Relevant people during your studies**  - Are you familiar with the main teachers?  - Are you able to consult your coach/supervisor when necessary?  - Who can you turn to in the event of problems? |
| Yes I am familiar with the teacher. I can contact Miguel anytime I need to. |
|  |
| **Professional possibilities**  - What are the possibilities for working after graduation?  - What type of work can you do with this study programme? |
| I could end up working as a Gaming and web developer. Or in the eare of machine learning and much more.  I could as well become a full stack developer. Or do a master in another IT area. |
|  |
| **Professional orientation**  - During which part of the study programme can you explore the various career options?  - When will you do an internship and what kind of internships are possible? |
| Year 3 and 4 I will have internships. I may do internships in companies like THales, these are areas like app of web dev. But I might ask for an internship in Networking as well . |
|  |
| **Working method/educational vision of the study programme**  - What did you learn about the educational methods of your study programme? |
| The method here is we get a bit of theory and then it's up to us to find a way to use it to learn it. This goes to programming. If you want to do it you do it if you don't it's your choice. But some classes you need to prepare yourself for that class, then the teacher will explain what you just learned. |
|  |

## *3. Identify Moments of Choice in Your Study Programme*

|  |
| --- |
| **Learning outcome**  You have created an overview with the most important moments of choice in your study programme, including an explanation of why these are important to you. |

|  |
| --- |
| **Now use the previous assignment to make a summary of all choices and moments of choice during your training.** |
| - |
|  |
| Explain which moments of choice are important to you. Use the following questions:  - What decisions are you already pondering about? In what ways exactly?  - What potential decisions are you interested in?  - What moments of choice are you looking forward to?  - What information do you need in order to make good decisions in the future? |
| - |
|  |
| Take a look at the table of contents of this module.  Which sections make sense for you to consult? |
| - |
|  |

## *4. Evaluate Your Choice of Study Programme*

|  |
| --- |
| **Learning outcome**  You have analysed how the choice for your study programme came about and you have argued how this choice has worked out so far. |

|  |  |  |
| --- | --- | --- |
| Why did you choose this study programme at the time? | | |
| - | | |
|  | | |
| **How did your choice come about?** | | **Not true at all / Not true / True / Totally true** |
| I made my decisions **in time**. | | - |
| I gathered sufficient **information** about the study programme in advance (internet, open day, etc.). | | - |
| I was properly **guided** in making my decision (by mentor, dean, etc.). | | - |
| I gained **concrete experiences** with regard to this study programme in advance:  - Trial study  - Student for a day  - Analysing study material  - Talked to students with experience with the study programme  - Talked to people from the professional field | | - |
| I consulted **other people** before making a decision (family, friends, etc.). | | - |
| I eventually chose from **two to three** programmes that I thought suited me most. | | - |
| I followed my **gut** in making my decision. | | - |
| I made a\***rational** decision in choosing my study programme. | | - |
| I made the choice for this study programme wholly **by myself**. | | - |
| After registration, I participated in **choice of study activities** associated with this programme. | | - |
| At the start, I was **convinced** that this was a suitable study programme for me. | | - |
|  | | |
| With today's knowledge, argue the following two questions using the statements above:  1. To what extent do you think that your choice for this study programme was made carefully?  2. To what extent were you convinced of your choice at the start of the programme? | | |
| - | | |
|  | | |
| **How has your choice turned out so far? Argue per element.** | | |
| Capabilities (capacities) | - | |
| Knowing (social) | - | |
| Action (commitment) | - | |
| Desire (interest) | - | |
|  | | |
| **What conclusion do you draw from this assignment?**  - What went well?  - Where can you improve?  - What actions can you now take?  - What is your opinion: does this study programme sufficiently suit you?  - What are the most important points to discuss with a counsellor? | | |
| - | | |
|  | | |

## *5. Explore the Professional Field*

|  |
| --- |
| **Learning outcome**  You have identified professional opportunities for your study programme from various sources. For each option, you have argued what it entails and to what extent the option suits your characteristics, qualities and preferences. |

|  |  |
| --- | --- |
| How do you evaluate your current insight into the possibilities of the professional field? | |
| - | |
|  | |
| **Professional opportunity 1: with your study programme (position, profession, career course)** | - |
| Location: | - |
| Contents of the work: | - |
| Organisation: | - |
| Connection to your study programme: | - |
| Personal match: to what extent does this position suit you: | - |
| Conclusion: | - |
| Network: | - |
| Next steps: | - |
|  | |
| ***Optional*** | |
| **Professional opportunity 2: with your study programme (position, profession, career course)** | - |
| Location: | - |
| Contents of the work: | - |
| Organisation: | - |
| Connection to your study programme: | - |
| Personal match: to what extent does this position suit you: | - |
| Conclusion: | - |
| Network: | - |
| Next steps: | - |
|  | |
| ***Optional*** | |
| **Professional opportunity 3: with your study programme (position, profession, career course)** | - |
| Location: | - |
| Contents of the work: | - |
| Organisation: | - |
| Connection to your study programme: | - |
| Personal match: to what extent does this position suit you: | - |
| Conclusion: | - |
| Network: | - |
| Next steps: | - |
|  | |

## *6. Immerse Yourself in Current Development in Your (Future) Professional Field*

|  |
| --- |
| **Learning outcome**  You have described various current developments and determined their impact on the professional field for which you are currently being trained. You have described the most important opportunities and threats. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Development** | | **Impact on the professional field** |
|  | - | | - |
|  | - | | - |
|  | - | | - |
|  | - | | - |
|  | - | | - |
|  | - | | - |
| **Opportunities** | | **Threats** | |
| - | | - | |
| - | | - | |
|  | | | |
| What do you need to do in order to effectively respond to these opportunities and threats? | | | |
| - | | | |
|  | | | |
| Compare your analysis with that of your fellow students. What opportunities and threats do they identify that are also worthwhile for you to analyse? | | | |
| - | | | |
|  | | | |

## *7. Do a Short Internship*

|  |
| --- |
| **Learning outcome**  You have decided whether you want to do a short internship and, if so, where. At the end of this short internship, you have described the most important learning points. |

|  |  |  |
| --- | --- | --- |
| **Step 1. Orientation** | | |
| Are there formal requirements from within the study programme?  - Duration, start and end period  - Entry requirements  - Type of organisation  - Accompaniment  - What does the organisation expect of you (watching/participating/collaborating)?  - Is there an associated assignment?  - Assessment criteria | | |
| - | | |
|  | | |
| What are you looking for in the short internship?  - Type of organisation  - Type of position  - Position requirements  - Location | | |
| - | | |
|  | | |
| What interesting organisations and positions did you encounter before? | | |
| - | | |
|  | | |
| Based on what you know so far: which three organisations/departments/positions do you prefer? | | |
| **1.** | - | |
| **2.** | - | |
| **3.** | - | |
|  | | |
| **Step 2. Obtaining a short internship using your network** | | |
| Are there people you know who can help you out? Name at least three people. | | |
| **1.** | - | |
| **2.** | - | |
| **3.** | - | |
|  | | |
| **Step 3. Formulating learning objectives and doing an internship** | | |
| Formulate for yourself two learning goals that you want to work on during your short internship. For example, you could think of:  - What do you want to learn about the work, organisation or professional field related to the internship?  - Do you want to engage in activities through which you can develop yourself? For example: taking the initiative, asking questions, keeping agreements, approaching people, etc. | | |
| **Learning goal 1** | | - |
| **Learning goal 2** | | - |
|  | | |
| **Step 4. Reporting and reflection** | | |
| Description **organisation**: | | |
| - | | |
|  | | |
| Description of the **position** of the employee you have worked with: | | |
| - | | |
|  | | |
| Description of a **working day**: | | |
| - | | |
|  | | |
| Describe your **impression** of the organisation, department and activities: | | |
| - | | |
|  | | |
| What has the short internship **taught** you? | | |
| - | | |
|  | | |

## *8. Analyse an Internship Experience of a Senior Student*

|  |
| --- |
| **Learning outcome**  You have obtained information about the senior student's internship through an interview. |

|  |  |
| --- | --- |
| Summarise the conversation with the student below. | |
| - | |
|  | |
| What are the most important elements that you have learned from the interview? | |
| **1.** | - |
| **2.** | - |
| **3.** | - |
|  | |

## *9. Explore Additional Activities Within and Outside Your Study Programme*

|  |
| --- |
| **Learning outcome**  You have explored additional activities − both within and outside your study programme − that may offer you new educational experiences. You have described the options that are most interesting to you and formulated concrete actions to engage in these activities. |

|  |  |  |
| --- | --- | --- |
| **Interesting activity within/outside your study programme** | **This option interests you because…** | **You're going to take the following actions in order to become more engaged in these additional activities (you're going to make your actions SMARTER)** |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |

## *10. Explore Study Opportunities Abroad*

|  |
| --- |
| **Learning outcome**  You have analysed the possibilities of completing part of your studies abroad. You have described the options that are most interesting to you and formulated concrete actions to engage in these activities. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| - Are you interested in staying abroad for a shorter or longer period during your studies? If so, why does this appeal to you?  - What country would you be most interested in? Within or outside Europe? What is your top three of preferred places?  - Does your study programme require you to study abroad for some time?  - Which components of your study programme can you follow abroad?  - Who in your study programme is the contact person for studying abroad?  - Who in your school can you approach with questions about studying abroad (International Office, etc.)?  - With which universities/schools/colleges/organisations does your school have agreements/connections/partnerships?  - Which date do you have to apply by?  - Do you think studying abroad is financially feasible? Create a budget in advance.  - What are your main reasons for not studying abroad?  - Try to refute these reasons and argue why you want to go abroad anyway.  - Do you know anyone who has studied abroad? What are this person's experiences like? Do they have any tips? | | | | | |
| - | | | | | |
|  | | | | | |
| **Programme component** | **Country** | **City** | **Educational institution/ organisation** | **Found via** | **What concrete actions are you going to undertake to engage in these activities?** |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
|  | | | | | |

## *11. Prepare for the Internship*

|  |
| --- |
| **Learning outcome**  You have explored both in terms of content and procedures and prepared for where you want to do an internship. You have formulated concrete follow-up actions. |

|  |  |  |  |
| --- | --- | --- | --- |
| What formal requirements does the programme set? | | | |
| - | | | |
|  | | | |
| What does your study programme require of you during the internship? | | | |
| - | | | |
|  | | | |
| **What do you hope to get out of the graduation internship?** | | | |
| - | | | |
|  | | | |
| What requirements do you set for your internship and how important are these? | | | |
| - | | | |
|  | | | |
| Network: do you know anyone who can help you? | | | |
| **1.** | - | | |
| **2.** | - | | |
| **3.** | - | | |
| In person | | | |
| - | | | |
|  | | | |
| **Interesting internship opportunity** | | **This opportunity interests you because …** | **You're going to take the following actions in order to follow up on this (make your actions SMARTER)** |
| - | | - | - |
| - | | - | - |
| - | | - | - |
|  | | | |

## *12. Choose a Minor*

|  |
| --- |
| **Learning outcome**  You have explored both in terms of content and procedures and prepared for which minor you wish to do. You have formulated concrete follow-up actions. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| - Does your school organise information sessions for minors? If so, when?  - What entry requirements does your study programme set for being allowed to take a minor (a certain number of ECs, for example)?  - When can you start your minor?  - If you had complete freedom of choice, what would you like to learn during your minor?  - Would you like to \*deepen\* your knowledge? In other words, learning about something that is directly related to your study programme.  - Or would you like to \*broaden\* your knowledge? In other words, learn about something that is not necessarily related to your study programme but seems interesting to you.  - Which minors \*within your institute/faculty/programme\* does your study programme allow you to participate in? Take a look on the intranet and check with your teachers and coaches.  - Which minors outside of your institute/faculty/programme \*but within your school\* does your study programme allow you to follow? Take a look on the intranet and check with your teachers and coaches.  - Which minors can you participate in outside of your school? Take a look on https://www.kiesopmaat.nl/. Which minors appeal to you most?  - Do you know senior students or other people who have done an interesting minor? Which ones? | | | | | | |
| - | | | | | | |
|  | | | | | | |
| **Minor** | **Country** | **City** | **Educational institution** | **Found via...** | **Do you meet the requirements?** | **What concrete actions will you take to participate in the minor?** |
| - | - | - | - | - | - | - |
| - | - | - | - | - | - | - |
| - | - | - | - | - | - | - |
|  | | | | | | |

## *13. Prepare for the Graduation Internship*

|  |
| --- |
| **Learning outcome**  You have explored both in terms of content and procedures and prepared for where you want to do a graduation internship. You have formulated concrete follow-up actions. |

|  |  |  |  |
| --- | --- | --- | --- |
| What formal requirements does the programme set? | | | |
| - | | | |
|  | | | |
| What does your study programme require of you during graduation? | | | |
| - | | | |
|  | | | |
| **What do you hope to get out of the graduation internship?** | | | |
| - | | | |
|  | | | |
| **What requirements do you set for your graduation internship and how important are these?** | | | |
| - | | | |
|  | | | |
| Network: do you know anyone who can help you? | | | |
| **1.** | - | | |
| **2.** | - | | |
| **3.** | - | | |
| **In person** | | | |
| - | | | |
|  | | | |
| **Interesting internship opportunity** | | **This opportunity interests me because…** | **I'm going to take the following actions in order to participate in the internship (make your actions SMARTER)** |
| - | | - | - |
| - | | - | - |
| - | | - | - |
|  | | | |

## *14. Explore Whether You Wish to Continue Studying*

|  |
| --- |
| **Learning outcome**  You have substantiated for yourself whether you want to continue studying after graduation. If this is the case, you have identified which options you are interested in and have formulated concrete follow-up actions. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| What do these scores tell you about whether continuing to study is a serious option for you? | | | | | |
| - | | | | | |
|  | | | | | |
| **Does continuing to study match your ambitions?** | | | | | |
| - | | | | | |
|  | | | | | |
| How do you assess the added value of further education compared to your bachelor's degree? | | | | | |
| - | | | | | |
|  | | | | | |
| **Study programme** | **Country and city** | **Education institution** | **Found via...** | **Do I meet the requirements?** | **I'm going to do the following to make more work of this (make this SMARTER)** |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
|  | | | | | |
| **Conclusion**  To what extent is continuing to study a serious option for you?  - Justify this on the basis of the desire, action and capabilities competences.  - Does continuing to study contribute to your ambitions and the career you desire?  - Is further education of sufficient value in your industry, in that it justifies the investment in time and money?  - Which study programmes that align with your current education do you find most interesting?  - What concrete actions are you going to take make this work? | | | | | |
| - | | | | | |
|  | | | | | |

## *15. Explore Your Future*

|  |
| --- |
| **Learning outcome**  You have looked back on the most important experiences of your current study programme and, based on that, you have drawn up a future plan including concrete follow-up steps for the near future. |

|  |  |  |
| --- | --- | --- |
| Reflect on your study programme and describe how you believe your near future will look like. | | |
| - | | |
|  | | |
| **Interesting opportunity** | **This opportunity interests you because …** | **You're going to take the following actions in order to make work of this (make your actions SMARTER)** |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |

# **Networking**

## *1. What Is Networking, and Why Is it Important?*

|  |
| --- |
| **Learning outcome**  You will have explained, in your own words, what networking is all about and why networking is an important skill for you as a professional, now and in the future. |

|  |  |
| --- | --- |
| Which of the different networks (personal, social, online or professional) have you already used? You can choose several options. | |
| - | |
|  | |
| For each option, you choose, describe how you went about it and what you got out of it. | |
| - | |
|  | |
| **Choose three network functions that you have practical experience with.** | |
| **Function** | **Example** |
| - | - |
| - | - |
| - | - |
|  | |
| Which developments in your (future) field of work support the statement that networking is becoming increasingly important? | |
| - | |
|  | |

## *2. Ten Basic Lessons for Successful Networking*

|  |
| --- |
| **Learning outcome**  You know the most important principles of successful networking; you can indicate which you already put into practice and which you still have to work on. |

|  |  |  |
| --- | --- | --- |
| **No.** | **Your chosen basic lesson(s)** | **Your answer(s)** |
| **1.** | - | - |
| **2.** | - | - |
| **3.** | - | - |
|  | | |
| **No.** | **Your chosen basic lesson(s)** | **Your answer(s)** |
| **1.** | - | - |
| **2.** | - | - |
| **3.** | - | - |
|  | | |

## *3. Self-evaluation: Am I (Already) a Good Networker?*

|  |
| --- |
| **Learning outcome**  You have substantiated for yourself in which areas you are already a good networker, and you have listed which aspects you still want to develop with an explanation. |

|  |  |  |
| --- | --- | --- |
| **Strengths** | | |
| **No.** | **Trait** | **Example of how I use this skill when networking or how I can do this** |
| **1.** | - | - |
| **2.** | - | - |
| **3.** | - | - |
|  | | |
| **Development points** | | |
| **No.** | **Trait** | **Action I can take to practise this trait (make it SMARTER).** |
| **1.** | - | - |
| **2.** | - | - |
|  | | |

## *4. Using LinkedIn for Networking*

|  |
| --- |
| **Learning outcome**  You have motivated how LinkedIn can support you in networking and have described which of the possibilities of LinkedIn you will use. |

|  |  |
| --- | --- |
| You have now learned about several benefits of LinkedIn. What do you think are the most important benefits of LinkedIn for yourself and your network? You can choose several options.  Briefly explain why you think it is of added value for you and your network. | |
| - | |
|  | |
| If you do not want to use LinkedIn: why is that? | |
| - | |
|  | |
| How will you build your professional network without LinkedIn? | |
| - | |
|  | |
| **Experiences with LinkedIn** | |
| **Experiences** | **Your answer(s)** |
| **Experience 1** | - |
| **Experience 2** | - |
| **Experience 3** | - |
| **What new possibilities of LinkedIn did you discover in this sub-module? Explain how you are going to use them for your network.** | |
| - | |
|  | |

## *5. Map your Network*

|  |
| --- |
| **Learning outcome**  You map out your current network by compiling a list of your most important contacts and examine which interesting second and third-degree contacts you can reach through your network contacts. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **You** | | **First-degree contact** | | **Second-degree contact** | | **Third-degree contact** |
|  | |  | |  | | - |
|  | |  | |  | | - |
|  | |  | | - | | - |
|  | | - | | - | | - |
| - | |  | |  | |  |
|  | | - | | - | | - |
|  | |  | | - | | - |
|  | |  | |  | | - |
|  | |  | |  | | - |
|  | | | | | | |
|  | **Interesting contact** | | **Possible goal** | | **How and when to approach them?** | |
| **1.** | - | | - | | - | |
| **2.** | - | | - | | - | |
| **3.** | - | | - | | - | |
| **4.** | - | | - | | - | |
| **5.** | - | | - | | - | |
|  | | | | | | |

## *6. Use Your Network: Approaching Contacts and Having Networking Conversations*

|  |
| --- |
| **Learning outcome**  You have been introduced to two different ways of utilising your network contacts and have practised both. |

|  |  |
| --- | --- |
| **Assignment 1. Approach a contact** | |
| What is your goal? | |
| - | |
| Who could help you?  - How close is this contact (1<sup>st</sup> or 2<sup>nd</sup>-degree)?  - How willing is this contact? (warm, lukewarm or cold)? | |
| - | |
| Describe the questions you want to ask this contact here: | |
| **1.** | - |
| **2.** | - |
| **3.** | - |
| **Approach the contact now**  Reflection afterwards:  - What was it like to do this assignment?  - Have you achieved your goals?  - What else did the conversation yield (new contacts/information)?  - How will you maintain this contact? | |
| - | |
|  | |
| **Assignment 2. Have a networking conversation** | |
| **Step 1. Preparing for the interview** | |
| - What is your goal?  - Can you describe who you are and what you are currently looking for/want to achieve in a few sentences?  - What do you know about this person?  - What do you hope to get out of this conversation?  - To which contacts can this person introduce you? | |
| - | |
| What questions do you want answered in any case? | |
| **1.** | - |
| **2.** | - |
| **3.** | - |
| **Step 3. Reflection afterwards** | |
| - How did it go?  - Did you reach your goal for the conversation/did you get closer to your goal?  - What feedback did you get?  - What new contacts can you approach through this person?  - What will you do the same or differently next time? | |
| - | |
|  | |

## *7. Use Your Network: Find Relevant Contacts for a Specific Purpose*

|  |
| --- |
| **Learning outcome**  You have mapped out, step by step, which of your network contacts can help you achieve a specific goal. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Step 1. Formulate the goal you want to achieve as concretely as possible. | | | | | | | | |
| - | | | | | | | | |
| **Step 8. Prepare** | | | | | | | | |
| A good preparation for a network meeting is necessary. Answer the following questions:  1. How am I going to get in touch with this person?  - through whom?  - which medium am I going to use (call/mail/LinkedIn)?  2. What am I going to ask them? | | | | | | | | |
|  | | Your contacts | | | How am I going to get in touch with this person? | What am I going to ask them? | | |
| **1.** | | - | | - | | - | | | |
| **2.** | | - | | - | | - | | | |
| **3.** | | - | | - | | - | | | |
| **4.** | | - | | - | | - | | | |
| **5.** | | - | | - | | - | | | |
|  | | | | | | | | | |
| **Evaluation: findings to date** | | | | | | | | | |
| What did you gain from these five contacts? Make a short note for each contact. | | | | | | | | | |
|  | | Your contacts | | | | Note | | | |
| **1.** | | - | | | | - | | | |
| **2.** | | - | | | | - | | | |
| **3.** | | - | | | | | - | | | |
| **4.** | | - | | | | | - | | | |
| **5.** | | - | | | | | - | | | |
|  | | | | | | | | | | | |
| **Follow-up steps:**  - Have you achieved your goal?  - If not, pick up the next five relevant contacts and prepare again.  Remember, networking is an intensive process that requires commitment and courage. Hang in there. You will achieve things you never expected. | | | | | | | | | | | |
| - | | | | | | | | | | | |
|  | | | | | | | | | | | |

## *8. Maintain Your Network*

|  |
| --- |
| **Learning outcome**  You know different ways to maintain your network, and you have argued which one you want to use. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possibility** | | | **To what extent does this appeal to me to maintain my network?** | | |
| Small maintenance: update your network every month | | | - | | |
| Keep your LinkedIn profile and contacts up to date | | | - | | |
| Major maintenance: update your network with every new step in your study or career | | | - | | |
| Get in touch with people proactively | | | - | | |
| Give! Put people in touch with each other | | | - | | |
| Give! Point out information to your contacts that could be useful for them | | | - | | |
| Write contributions via LinkedIn | | | - | | |
| Give! Respond to LinkedIn contributions of others | | | - | | |
|  | | | | | |
| Now choose (up to) three options that appeal to you the most and describe what you will do to reap the benefits. Make your goals SMARTER possible! | | | | | |
| No. | | Possibility that appeals to me | | Action I will take (SMARTER) | |
| **1.** | - | | | - |
| **2.** | - | | | - |
| **3.** | - | | | - |
|  | | | | | |

## *9. Expand Your Network*

|  |
| --- |
| **Learning outcome**  You have studied different sources from which you can add new, relevant contacts to your network and have substantiated which of these are interesting for you. |

|  |  |  |
| --- | --- | --- |
| **For each source, describe the following:** | | |
| - To what extent do you consider this a suitable source of new contacts for yourself?  - What will you do to get more out of it? | | |
| Possibility | Interesting source of new contacts for me? | Concrete action I will take to get more out of it. |
| Source 1. Colleagues, fellow practitioners | - | - |
| Source 2. Alumni, (former) fellow students and teachers | - | - |
| Source 3. Networks in your (work placement) organisation | - | - |
| Source 4. Network meetings | - | - |
| Source 5. Associations and network organisations | - | - |
| Source 6. LinkedIn | - | - |
|  | | |

## *10. Performing an Activity for Your Education or Organisation*

|  |
| --- |
| **Learning outcome**  You have recorded what you learned from an activity you performed for your education or work and who you met who might be relevant to your network. |

|  |
| --- |
| **Activity**  Describe your experience in ten to fifteen lines. If you wish, use one or more of the following help questions.  1. Describe the activity you participated in.  2. On whose initiative did this activity take place?  3. How did you like it? What did you like (less)?  4. What is the most important thing you learned from this activity?  5. How do you present yourself at such an activity?  6. Did you meet new people? How did you make contact with them? How did you do?  7. Did you talk to people who could be useful for your network?  8. What are you going to do with these contacts? |
| - |
|  |

# **Selling yourself**

## *1. Job Application = Selling Yourself*

|  |
| --- |
| **Learning outcome**  You understand that applying for a job is comparable to presenting yourself in a positive way (selling yourself) and have learned which steps are involved in this process. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Which of the above statements do you recognise yourself in? Why? | | | | | |
| Statements | Familiar/ Not familiar | | | Your answer(s) | |
| Why should I sell myself? | | - | | - | |
| I'm not a good salesperson. | | - | | - | |
| I hate the idea of selling things. | | - | | - | |
| How on earth is one able to sell oneself? | | - | | - | |
| Applying for jobs and selling things are two completely different concepts. | | | - | | - |
| Sales is not part of my future profession. | | | - | | - |
| I'm scared of selling myself. | | | - | | - |
| I think selling stuff is wrong. | | | - | | - |
| I'm a human being, not a product. | | | - | | - |
|  | | | | | |
| Think about one or several jobs that you would like to have in the future.  To what extent do you expect your preferred work to change? | | | | | |
| - | | | | | |
|  | | | | | |
| What does this mean when it comes to selling yourself in the short and longer term? | | | | | |
| - | | | | | |
|  | | | | | |
| In what stage of the job seeking process are you? | | | | | |
| - | | | | | |
|  | | | | | |
| Which parts are not relevant to you? Argue why you believe these are currently not relevant. | | | | | |
| - | | | | | |
|  | | | | | |

## *2. What am I looking for?*

|  |
| --- |
| **Learning outcome**  You understand that finding a job starts with identifying what kind of work you are looking for and you have established your own search profile accordingly. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal search profile** | | | | | |
| Element | | Your requirements/search criteria | | Essential / Important / Desirable | |
| Organisation | | | | | |
| **1.** | | - | | - | |
| **2.** | | - | | - | |
| **3.** | | - | | - | |
| **4.** | | - | | - | |
| **5.** | | - | | - | |
| Position | | | | | |
| **1.** | | - | | - |
| **2.** | | - | | - |
| **3.** | | - | | - |
| **4.** | | - | | - |
| **5.** | | - | | - |
| Conditions | | | | | |
| **1.** | | - | | - |
| **2.** | | - | | - |
| **3.** | | - | | - |
| **4.** | | - | | - |
| **5.** | | - | | - |
| Future perspective | | | | | |
| **1.** | | - | | - |
| **2.** | | - | | - |
| **3.** | | - | | - |
| **4.** | | - | | - |
| **5.** | | - | | - |
|  | | | | | |
| **Summary**  Suppose you meet someone at a party who can give you the exact position that you aspire to. All you have to do is to explain as clearly as possible what this position entails. Based on the information from this section, summarise in no more than fifty words what kind of position you are looking for. Include those aspects that are essential, important and desirable. | | | | | |
| - | | | | | |
|  | | | | | |

## *3. How Do I Find a Job?*

|  |
| --- |
| **Learning outcome**  You are familiar with seven approaches to finding a job and have found several potentially interesting vacancies. |

|  |  |  |  |
| --- | --- | --- | --- |
| Has your answer changed after reading this section? If so, what other ways of finding work are you going to try out? | | | |
| - | | | |
|  | | | |
| Now look for vacancies that you think are suitable. Try to apply as many approaches as described in this section.  For each vacancy, describe:  - where you found it;  - a short description of what is being requested (10-20 words);  - a link to the vacancy, if available.  Note: in the section 'Is There a Match?', you will be comparing these vacancies with your search profile from the section 'What Am I Looking for?'. | | | |
| No. | Short description (10-20 words) | Where you found it | Link |
| **1.** | - | - | - |
| **2.** | - | - | - |
| **3.** | - | - | - |
| **4.** | - | - | - |
| **5.** | - | - | - |
|  | | | |

## *4. Vacancy analysis: is there a match?*

|  |
| --- |
| **Learning outcome**  You have compared several vacancies with your search profile and argued which ones suit you best and why. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **What vacancies are you going to respond to?** | | | | | | | |
| For each vacancy, describe:  1. the position (briefly);  2. **pros**: explain why you are going to respond to the vacancy by describing to what extent it meets the criteria in your search profile;  3. **cons**: describe the criteria that are not met, but which may be compensated or which you are potentially willing to accept;  4. **questions**: describe that what is currently still unknown and which you have to figure out during the application process. | | | | | | | |
| Vacancy | | Short description of the position | **Pros**:  meets the following criteria from my search profile | **Cons**: does not meet the following criteria from my search profile, but may be compensated/I may be willing to accept | | **Questions**:  information of I currently do not have and which I will have to ask questions about | |
| - | - | - | - | | - | |
| - | - | - | - | | - | |
| - | - | - | | - | | - |
|  | | | | | | | |

## *5. Immerse yourself in the application process*

|  |
| --- |
| **Learning outcome**  You are familiar with how an application process may be structured and have decided which parts you want to explore further. |

|  |  |
| --- | --- |
| What parts of your application process are worthwhile for you to explore further? | |
| Selection method | Your answer(s) |
| **Personally summary & pitch** | - |
| **CV** | - |
| **LinkedIn profile** | - |
| **Job application letter** | - |
| **Job interview** | - |
| **Video job interview** | - |
| **STARR(T) method** | - |
|  | |

## *6. Responding*

|  |
| --- |
| **Learning outcome**  You are aware of the importance of obtaining information about the position and application process before applying for a job. |

|  |  |  |
| --- | --- | --- |
| **Prepare your phone call with the organisation and indicate per part how you will approach the conversation.** | | |
| Questions | | |
| **What is your goal?**  What additional information do you want to obtain about the:  - vacancy/position;  - organisation;  - application process. | | - |
| **Who is your conversation partner?** Find out in advance who you are going to call.  - What can you learn about him/her?  - What is their role in the application process?  - How can you get to know your conversation partner and/or establish a positive relationship with them? | | - |
| **How will you go about the phone call?** - Which questions do you want answering?  - Formulate open and closed questions based on what you need.  - How do you keep the conversation going without it feeling like a  round of questions? | | - |
|  | | |
| After the phone call: how did it go? How has it benefited you? | | |
| Questions | | |
| **Have you achieved your goals?** | - | |
| **Have you been able to establish a positive relationship with the conversation partner?** | - | |
| **Are you satisfied with your approach? What went well and what could be improved?** | - | |
|  | | |
| If you are not invited: describe the organisation's reason for your rejection here. | | |
| - | | |
|  | | |
| What do you take away from this in terms of future applications? | | |
| - | | |
|  | | |

## *7. The First Impression*

|  |
| --- |
| **Learning outcome**  You are aware of the importance of a good first impression when applying for a job. You have learned how to make a good first impression and have formulated potential improvement actions. |

|  |  |
| --- | --- |
| **First impression** Ask a friend:  - Do you remember the first time you met me?  - What did you think at the time? What impression did I make on you?  - Has this remained the same?  - What has changed now that you know me better? | |
| - | |
|  | |
| **Online first impression** Google yourself. Take a look at the first five to ten hits. What do you think of the impression you make? | |
| - | |
|  | |
| **Online first impression** Ask two people who know you well to google you.  What impression do they get of you? Does this match how they know you? | |
| - | |
|  | |
| **Online first impression** Ask someone you don't know very well to Google you.  What is their first impression of you? | |
| - | |
|  | |
| **Record yourself**  You may either do this assignment by yourself or in pairs.  Imagine the following situation. A manager invites you for a job interview.  The manager says: "Before I start asking you some questions, I'm curious about what you are like as a person. Can you answer the following questions in one minute?  - Who are you?  - What do you do?  - What are you good at?  - What are your ambitions?”  Answer these questions while filming yourself. When working in pairs, film each other.  Copy a link to your video here. | |
| - | |
|  | |
| Watch the video of yourself alone or in pairs. Do this three times.  1. First time: only look at the image.  2. Second time: only listen to the audio.  3. Third time: look at the image and listen to the audio simultaneously.  Answer the following questions:  1. What do you notice about your non-verbal communication?  2. Do you notice anything that you haven't noticed before?  3. When working in pairs: what feedback does the other give you? What do they notice about your presentation?  4. Congruence: do you radiate that which you wish to convey? In other words: are content and presentation in harmony?  5. Which two aspects are you satisfied with?  6. Which two aspects have room for improvement? | |
| - | |
|  | |
| **Determine how you appear to others** | |
| My three most typical characteristics are: | Clarification |
| - | - |
| - | - |
| - | - |
|  | |
| **Conclusion** 1. What is the most important thing you have learned about the impression you make on others?  2. Do you come across as you intend to? What are you satisfied with?  3. Which aspects are not the way you'd like them to be? What are you dissatisfied with?  4. What were you not aware of yet? Have you discovered any 'blind spots'?  5. What would you do differently?  6. Is there anything you are planning to practise for future situations?  7. In what specific situations can you demonstrate this? | |
| - | |
|  | |

## *8. Personal Summary and Pitch*

|  |
| --- |
| **Learning outcome**  You've written a short piece in which you present your most important characteristics, qualities, experiences and (work) preferences. You have learned what an elevator pitch is and which criteria a good pitch meets. You have recorded your own pitch and requested feedback from others. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment 1. Describe yourself in a brief amount of words**  In an online application process, you are asked the question: what would you write about yourself if you had a maximum of 50 words? | | | | |
| - | | | | |
|  | | | | |
| **Assignment 2. Describe yourself in 280 characters**  Your Twitter profile: how would you describe yourself in 280 characters? | | | | |
| - | | | | |
|  | | | | |
| **Your personal summary**  Now summarise what you have written about yourself. Make it an ongoing story. | | | | |
| - | | | | |
|  | | | | |
| **Record your elevator pitch on video**  Record your own elevator pitch of a maximum of one minute on video. Copy the link to your pitch here.  - Prepare yourself well.  - First practise a few times in the mirror, with someone else or make a few test recordings. | | | | |
| - | | | | |
|  | | | | |
| **Assess yourself using the assessment form.** | | | | |
| No. | | Criteria pitch | Score | Explanation (what behaviour do you see?) |
| **1.** | No longer than one minute | - | - |
| **2.** | Draws immediate attention | - | - |
| **3.** | In plain language | - | - |
| **4.** | Gives a positive impression | - | - |
| **5.** | Makes the conversation partner curious | - | - |
| **6.** | Tailored to the target group | - | - |
| **7.** | Is personal | - | - |
| **8.** | Clarify what your skills are and what you have to offer | - | - |
| **9.** | Includes examples | - | - |
| **10.** | Authentic and accurate | - | - |
|  | | | | |
| What do you think of your own pitch?  What aspects are you satisfied with?  What could you do better? | | | | |
| - | | | | |
|  | | | | |
| Also ask others to evaluate your pitch. What is their feedback? | | | | |
| - | | | | |
|  | | | | |

## *9. How Do I Prepare a Good CV?*

|  |
| --- |
| **Learning outcome**  You have learned which requirements a well-written CV must meet and you have applied these lessons in creating your own CV. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Create your CV for an application you have in mind using the CV Builder below** | | | |
| cv-builder | | | |
| Personal details | | | |
| **Name** | | | - |
| **Address details** | | | - |
| **Date of birth** | | | - |
| **Phone number** | | | - |
| **Email address** | | | - |
| **LinkedIn** | | | - |
| **Profile/personal summary** | | | - |
| Work experience | | | |
| **Year** | **Work experience** | | |
| - | - | | |
| - | - | | |
| - | - | | |
| - | - | | |
| Education | | | |
| **Year** | **Education** | | |
| - | - | | |
| - | - | | |
| - | - | | |
| - | - | | |
| Side activities | | | |
| - | | | |
| Language skills | | | |
| **Language 1** | | - | |
| **Language 2** | | - | |
| **Language 3** | | - | |
| **Language 4** | | - | |
| Interests/hobbies | | | |
| - | | | |
|  | | | |

## *10. Create a Detailed LinkedIn Profile*

|  |
| --- |
| **Learning outcome**  You have learned why LinkedIn is important in finding work and you have created a detailed LinkedIn profile based on the tips provided. |

|  |
| --- |
| Now write your LinkedIn summary. You have a maximum of 2,600 characters. |
| - |
|  |
| If you don't want to use LinkedIn: why not? |
| - |
|  |
| How do you profile yourself in the labour market without LinkedIn? |
| - |
|  |
| **Your LinkedIn profile**  Include the link to your public profile here. |
| - |
|  |

## *11. How Do I Write a Good Job Application Letter?*

|  |
| --- |
| **Learning outcome**  You are aware of the importance of an application letter in the application process, you know which elements make up a good letter and you have applied this knowledge in writing your own letter. |

|  |  |
| --- | --- |
| **Describe in a few sentences why you are suitable for this position** | |
| The vacancy demands: | Substantiation of why I have certain skills |
| - | - |
| - | - |
| - | - |
| - | - |
|  | |
| Describe your personal motivation for the position. | |
| - | |
|  | |
| Describe your personal motivation for the organisation. | |
| - | |
|  | |
| Copy the link to the vacancy. | |
| - | |
|  | |
| **After writing your application letter, answer the following questions:**  1. Does the letter comply with the elements from the checklist?  2. Read the letter again and imagine you are the recipient/employer. Have you sufficiently considered their perspective? | |
| - | |
|  | |
| What was the most important feedback you received?  What are you going to do with this? | |
| - | |
|  | |

## *12. The Job Interview*

|  |
| --- |
| **Learning outcome**  You have learned what elements are involved in a job interview and have applied these lessons to prepare yourself as well as possible. |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What type of interview will you have? Multiple interviews are possible. Explain your answer.** | | | | | | | | | | | |
| Type of interview | | | | | | Explanation | | | | | |
| - | | | | | | - | | | | | |
| - | | | | | | - | | | | | |
| - | | | | | | - | | | | | |
| - | | | | | | - | | | | | |
| - | | | | | | - | | | | | |
|  | | | | | | | | | | | |
| How will you use this information? Give some specific examples of what you will do to prepare yourself for an interview. | | | | | | | | | | | |
| - | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Who are your conversation partners? At the bare minimum, learn more about their positions and what they do.** | | | | | | | | | | | |
| Name | | | Position | | | | Interesting information | | | | |
| - | | | - | | | | - | | | | |
| - | | | - | | | | - | | | | |
| - | | | - | | | | - | | | | |
|  | | | | | | | | | | | |
| **Assignment sellogram** | | | | | | | | | | | |
| Create a sellogram for a specific vacancy.  1. Based on an interesting vacancy, make a list of the employer's requirements (including the most important job requirements and the desired personal characteristics/qualities).  2. List the three most important ones in the top row of the table below. Place the most important requirement at the top.  3. Do the same with your personal characteristics that meet these requirements. List these in order of importance. | | | | | | | | | | | |
| ***Employer's requirements*** | | | | **1** | - | | | **2** | - | **3** | - |
| ***My characteristics*** | | | | - | | | | - | | - | |
| ***1*** | *-* | | |
| ***2*** | *-* | | | - | | | | - | | - | |
| ***3*** | *-* | | | - | | | | - | | - | |
|  | | | | | | | | | | | |
| **Are you able to answer these questions for an upcoming application?** | | | | | | | | | | | |
| Main question | | | | | | Your answer | | | | | |
| 1. Why are you here? | | | | | | - | | | | | |
| 2. How can you benefit us? | | | | | | - | | | | | |
| 3. What type of person are you? | | | | | | - | | | | | |
| 4. What distinguishes you from other candidates? | | | | | | - | | | | | |
| 5. Are you affordable? | | | | | | - | | | | | |
|  | | | | | | | | | | | |
| **Do you have answers ready? Answer two of the above questions of your choice.** | | | | | | | | | | | |
| Question | | | | | | Answer | | | | | |
| - | | | | | | - | | | | | |
| - | | | | | | - | | | | | |
|  | | | | | | | | | | | |
| Which two questions would you really like to ask during the interview? | | | | | | | | | | | |
| **1.** | | - | | | | | | | | | |
| **2.** | | - | | | | | | | | | |
| What questions are you going to ask in order to obtain this information? | | | | | | | | | | | |
| **1.** | | - | | | | | | | | | |
| **2.** | | - | | | | | | | | | |
|  | | | | | | | | | | | |

## *13. Video Interviews*

|  |
| --- |
| **Learning outcome**  You have learned the similarities and differences between physical and video interviews, have argued your preference for either of them and have indicated which tips you will put into practice. |

|  |  |  |
| --- | --- | --- |
| **Opening exercise** | | |
| To what extent do you find a video interview more difficult than a physical job interview? For each element, indicate whether you think it will be more difficult. Elaborate your answer. | | |
| Element | Make a choice | Elaborate your answer |
| Technology | - | - |
| Space | - | - |
| Clothing | - | - |
| Practical preparation | - | - |
| The first impression and the first minutes | - | - |
| Contact | - | - |
| Selling yourself | - | - |
| Conclusion | - | - |
|  | | |
| For each part, formulate one action that you are going to perform in order to prepare for the video interview. Make these as concrete/SMARTER as possible! | | |
| Element | Tip that I will use (SMARTER) | |
| Technology | - | |
| Space | - | |
| Clothing | - | |
| Practical preparation | - | |
| The first impression and the first minutes | - | |
| Contact | - | |
| Selling yourself | - | |
| Conclusion | - | |
|  | | |

## *14. The STARR(T) Method During Job Applications*

|  |
| --- |
| **Learning outcome**  You have learned what the STARR(T) method entails and how you can apply it during job applications. In addition, you have developed a concrete STARR(T) to demonstrate a certain competence, quality or characteristic. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STARR(T) 1** | | | | | |
|  |  |  |  |  |  |
| - | - | - | - | - | - |
|  | | | | | |
| **STARR(T) 2 - optional** | | | | | |
| **Situation** | **Task** | **Action** | **Result** | **Reflection** | **Transfer** |
| - | - | - | - | - | - |
|  | | | | | |
| **STARR(T) 3 - optional** | | | | | |
| **Situation** | **Task** | **Action** | **Result** | **Reflection** | **Transfer** |
| - | - | - | - | - | - |
|  | | | | | |

# **Entrepreneur of your own career**

## *1. What Makes You an Entrepreneur of Your Career?*

|  |
| --- |
| **Learning outcome**  You know what it means to be an entrepreneur of your career and have identified the areas you can further develop. |

|  |
| --- |
| Which elements of an entrepreneurial attitude do you already possess? Substantiate your answer. |
| - |
|  |
| Which elements can you further develop? Substantiate your answer. |
| - |
|  |
| Which elements are interesting for you to study? In your substantiation, include your earlier analysis of the extent to which you already have an entrepreneurial attitude. |
| - |
|  |

## *2. Acting Proactively*

|  |
| --- |
| **Learning outcome**  You recognise the importance of being proactive, have analysed the extent to which you already do this regularly and have practised in different ways how to be proactive more often. |

|  |  |  |
| --- | --- | --- |
| To what extent do you consider yourself to be someone who shows proactive behaviour? Substantiate your answer with the help of what you have answered in the above assignment. | | |
| - | | |
|  | | |
| What are you eager to develop further? Substantiate your answer with the help of what you have answered in the above assignment. | | |
| - | | |
|  | | |
| **Exercise: analyse concern and influence**  Take a problem, question or situation in your work or private life that is currently bothering you. Describe it briefly below. | | |
| - | | |
|  | | |
| In what circle is this problem located?  In what way are you involved in the problem? | | |
| - | | |
|  | | |
| Make a list of everything that has to do with this, what keeps you busy, what bothers you, etc.  Then, for each element, determine whether you **do or don't** have influence over them. | | |
| Elements | | Influence or no influence? |
| - | | - |
| - | | - |
| - | | - |
| - | | - |
| - | | - |
|  | | |
| What strikes you after doing this exercise? | | |
| - | | |
|  | | |
| How would you like to deal with this problem, question or difficult situation?  What can you solve?  What will you focus on to tackle first? | | |
| - | | |
|  | | |
| **Environment analysis**  In which environment do you feel comfortable developing initiatives?  - What are the people like?  - How do they react to your ideas?  - What is the (organisational) culture like?  - In what way does a manager or other important person encourage you?  - How would they react to an idea they don't like?  - What makes you confident in your ability to take action? | | |
| - | | |
|  | | |
| Which of the above-mentioned limiting thoughts or beliefs are preventing you from being proactive? You may also describe your own limiting thought(s) if you do not recognise yourself in the statements given. | | |
| - | | |
|  | | |
| Now try to dismantle this limiting belief with the help of the following questions.  - How reasonable or rational is this thought?  - Who gave it to you?  - Does it actually apply to you?  - Is the thought sometimes untrue as well?  - When did it not bother you?  - Suppose someone else says he has this obstacle. What would you tell him?  - Do you ever present your impeding belief to someone else? What would they say? | | |
| - | | |
|  | | |
| **Reflection on choice assignments** | | |
| What have I learned about proactive behaviour?  - Summarise what you have learned about proactive action here.  - Describe what you have learned by putting the exercises into practice.  - In your answer, include whether proactive action works well for you and what you can still develop. | | |
| Assignment | Your answer(s) | |
| **Missed opportunities** | - | |
| **My best/funniest/most original idea** | - | |
| **The ten-day initiative challenge** | - | |
| **Be a Yes Man** | - | |
| **Job application preparation** | - | |

## *3. Work values*

|  |
| --- |
| **Learning outcome**  You know what work values are and why knowing your own work values is important. You can name some important work values to you right now and argue why they apply to you. You know how to look for a match between a workplace and your work values. |

|  |  |  |
| --- | --- | --- |
| **Your work values**  Without realising it, you probably chose your study programme in line with your work values. After all, when you made your choice, you had an image (to a greater or lesser extent) of the work you could do with the programme, and you therefore thought about whether that work would appeal to you.  What were the most important reasons for you to choose this study programme? What attracted you to the profession you wanted to pursue? | | |
| - | | |
|  | | |
| Review the outcomes of the work value exercises you have done. Briefly explain what you mean by these work values and how you would like to see them reflected in a job. | | |
| My work value | Explanation: what do I mean by this and why is this important to me? | How would I like to see this work value reflected in a job? |
| - | - | - |
| - | - | - |
| - | - | - |
|  | | |
| Choose one of your work values. Think of a question you could ask during a job interview to find out if the workplace matches your work value. This is a question that you, as an applicant, would ask the employer. Make sure that you ask an open question, so that the employer does not ‘get away’ with “yes, we do”. Finally, think about the answer you are hoping for. What answer would make you so happy that you would rather get the job?  For inspiration, here are three sample questions:  - Work value ‘relationships’: “How would you describe the atmosphere between colleagues?” “On what occasions do I come into contact with colleagues in this job?”  - Work value ‘security’: “On average, how long do people work here? Why would that be?”  - Work value ‘self-development’: “In what ways could I learn more in this job? What training opportunities are there?” | | |
| My work values | The question I would ask: | The answer I would hope for: |
| - | - | - |
|  | | |

## *4. Making Choices*

|  |
| --- |
| **Learning outcome**  You have gained more insight into why it can be difficult to make choices and how you deal with choices. With the help of a step-by-step plan, you have identified suitable options and used one or more instruments to make choices. |

|  |
| --- |
| What (difficult) choice are you facing at the moment? |
| - |
|  |
| Do you recognise yourself in this result? |
| - |
|  |
| How does your current way of choosing benefit you? And what does it cost you? |
| - |
|  |
| **Work out a choice with the help of the step-by-step plan** |
| **1. You think about your goal or goals:**  - What kind of choice is it?  - What do you want to achieve? |
| - | |
| **2. You think about the importance of the underlying goals:**  - What does what you want to achieve consist of?  - A tool for this is the requirement onion. | |
| **Essential**  You cannot ignore these requirements because they are **essential** for you to make the right choice. The absence of a vital requirement cannot be compensated by anything else. Vital requirements have to do with where your heart lies. | |
| - | | |
| - | | | |
| - | | | |
| **Important**  There are requirements that are very **important** to you, but here the absence of an important requirement may be compensated by the presence of another important requirement. | | | |
| - | | | |
| - | | | | |
| - | | | | |
| **Desirable**  These are the requirements which you would like to have fulfilled but which are not necessary. | | | | |
| - | | | | |
| - | | | | | |
| - | | | | | |
| **3. You list the possibilities:**  - Start looking for three suitable possibilities.  - Do not settle for the results too quickly.  - Beware of maximising and exploring too many options. | | | | | |
| - | | | | | |
| - | | | | | | |
| - | | | | | | |
| **4. You examine to what extent the different possibilities fit in with your goal(s):**  - Compare your three options with your underlying goals from step 2. | | | | | | |
| - | | | | | | | |
| **5. You choose the best option:**  - Do you know now what to choose?  - Which choice gives you the greatest feeling of satisfaction?  - Do you find the decision too difficult? Look at some tools below:  1. visualise with the help of a mind map;  2. scale;  3. ambivalence analysis. | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| Upload your mind map here. | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
| How did making a mind map benefit you in making your choice? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| Scale: if you list all the points, do you opt for choice one or choice two? Substantiate your answer. | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| Ambivalence analysis: if you list all the points, what do you lean towards? Will you do it or not? Substantiate your answer. | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |
| Later, use the results of your choice to adjust your goals and take them into account when thinking about future possibilities.  How did your choice turn out? Are you satisfied with your choice?  - What did you learn from how you made this choice?  - What can you use from this when making future choices? | | | | | | | | |
| - | | | | | | | | |
|  | | | | | | | | |

## *5. Negotiation*

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| --- |
| **Learning outcome**  You know what negotiating means and which elements are important for a successful negotiation. You have applied these lessons to a case and/or your own negotiation. |

|  |
| --- |
| **Exercise case** |
| Carry out the negotiation in a group of four. Each party has its own goals that you can derive from the information above.  Tip: the Edubook's teacher's guide contains additional objectives for each party. Ask your teacher for them!  Try to achieve the goals while keeping in mind the relationship and the continuity of the company. |
| How did you go about it? Include the following questions in your answers:  - How did you prepare?  - How did you distinguish between content and relationship?  - How did you distinguish between interests and positions?  - What kinds of solutions did you come up with?  - How did you ensure that you were as factual and objective as possible?  - What was your BATNA? |
| - |
| What was the outcome?  Is this a win-win situation for all parties? |
| - |
| What is the most important thing you learned about negotiating from this case? |
| - |
|  |
| **Prepare for a negotiation you will soon have to conduct. Reflect on how it went afterwards.** |
| Preparation |
| *Objective:*  - What is your goal?  - What do you ultimately want to achieve?  - What will your opening offer be? |
| - |
| *Content and relationship:*  - What is your relationship with the person you are going to negotiate with?  - How do you want the relationship with this person to be in the future?  - How will you monitor the relationship during the negotiation? |
| - |
| *Positions and interests:*  - What are your interests?  - What does the other person say he wants?  - What could be the other person's interests? |
| - |
| *Stick to the facts:*  - What objective/factual information do you know?  - What factual information do you still need to find out? |
| - |
| *Possible solutions:*  - Which solutions can you think of? State at least five.  - To what extent do these solutions serve the interests of both parties? |
| - |
| *Self-protection:*  - What is your BATNA? So what are you going to do if you can't work it out?  - Does your BATBA strengthen your negotiating position?  - What is the BATNA of the other party? |
| - |
| Reflection |
| *How did it go?*  Include the following questions in your answers:  - How did you prepare?  - How did you distinguish between content and relationship?  - How did you distinguish between interests and positions?  - What kinds of solutions did you come up with?  - How did you ensure that you were as factual and objective as possible?  - How did your BATNA protect you? |
| - |
|  |

## 

## *6. Job crafting*

|  |
| --- |
| **Learning outcome**  You know what job crafting is and can distinguish four different job crafting techniques. You can apply these techniques by coming up with concrete actions that make your work placement or job more attractive to you. |

|  |
| --- |
| What action can you take to be more engaged in tasks that give you energy? |
| - |
|  |
| What kind of people do you like to have around in your work environment?  What can you do to work more with these (types of) people? |
| - |
|  |
| Which task in your job placement or work did you find unpleasant?  How could you give this task a positive meaning? For example, what makes the task useful for others (colleagues, clients, patients, etc.)? Or what skill are you developing through this task? |
| - |
|  |
| What are some nice working conditions for you that you can try to create? Think about working hours, workplace and atmosphere. |
| - |
|  |
| Go through the four job crafting techniques again and decide: which two actions can you think of to make your current work placement or job more enjoyable? Also explain why you think these actions will have a positive effect. |
| - |
|  |

## *7. Lifelong Learning*

|  |
| --- |
| **Learning outcome**  You are aware of the importance of learning during your career and can substantiate how you want to fulfil this in your work field. You design your own learning path to develop a competence relevant to you. |

|  |  |  |  |
| --- | --- | --- | --- |
| Extend this line of thought into the future: what developments in your profession will make it necessary for you to learn more in the future? | | | |
| - | | | |
|  | | | |
| What type of learning appeals to you most? How would you prefer to continue to develop during your career? | | | |
| - | | | |
|  | | | |
| I would like to learn the following: | | | |
| - | | | |
|  | | | |
| My learning objective: | | | |
| - | | | |
|  | | | |
| Choose at least two learning activities that will help you achieve your learning goal. Please substantiate your choice. For example, by referring to your own preferences in learning activities. | | | |
|  | The following learning activities will help me achieve my learning goal: | | Substantiate your choice |
| **1.** | <|Variable:81317.a7e64906-a197-471f-bdd3-64ed58e14c24| |Variable:81306.6d8b47fd-aa6d-438f-b97e-09cec3e62880|> | | <|Variable:81317.d2d21719-8650-417d-bf5e-920677b17354| |Variable:81306.75ca3139-dae3-4a48-9103-0084b0a36732|> |
| **2.** | <|Variable:81317.55f0e427-9993-49b6-b215-3f46627ccdb5| |Variable:81306.e9a54fec-d053-46c8-b38e-663603667e22|> | | <|Variable:81317.1d0d4e5b-b819-4506-8418-f93d5cc01d20| |Variable:81306.370506a1-e554-435f-9ae8-ff77ed4b070b|> |
| **3.** | <|Variable:81317.5f2e1adf-a462-47ef-9975-1c500e132708| |Variable:81306.7986fed2-0ff2-4f66-92ca-c3141ee5a5e8|> | | <|Variable:81317.db94d104-44b7-4b78-b613-33a19c8c05d9| |Variable:81306.3f8156c3-1235-4446-a664-b9c8db9f92fd|> |
| **4.** | <|Variable:81317.fb036f9b-bc8c-40b5-9aa4-b79d9ec33bc9| |Variable:81306.9523868a-d791-416e-ad29-ad91e7af42f5|> | | <|Variable:81317.dbc4b894-4108-4c56-9674-91da31433796| |Variable:81306.8b24e903-2043-4d99-a605-3dc41451433a|> |
| **5.** | <|Variable:81317.c8434685-03d8-463f-b1eb-67ce3021d040| |Variable:81306.3399f285-20d9-4ca9-9291-a69111d2ae4e|> | | <|Variable:81317.fddc047b-7d9b-466b-bff1-0ad8efc994fa| |Variable:81306.8f426d56-8085-4873-9b23-188fdba13afe|> |
|  | | | |
| Search online for a professional association, LinkedIn group, news site, alumni network, and blog relevant to you, i.e. a professionalisation platform. Look at the articles, messages and activities. Below, list two websites where you can find interesting tips for practising your profession when you are working. | | | |
|  | | URL | |
| **Professionalisation platform 1:** | | <|Variable:81318.786240ca-44fe-4a05-831d-a28369343911| |Variable:81310.7f9734d2-6e9e-48ea-81ae-37b133fb8434|> | |
| **Professionalisation platform 2:** | | <|Variable:81318.ae2106ba-0c7a-44cd-be1b-3e4a6ff3b8d4| |Variable:81310.0f58225d-5307-43cc-abb4-869b3ade6c54|> | |
|  | | | |