



PORTFOLIO

STUDY CAREER COACHING

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.
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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: <i>how educational was this period?</i> Mark (1 to 10)	Most important learning moment/learning experience	Period outside school: <i>how educational was this period?</i> 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.

-

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?

-

Which strategies will you work on?

	Your answer(s)
No cramming spread the learning material over several study moments	-
Switch between subjects during a study moment	-
Ask, explain and connect material by asking and answering 'how' and 'why' questions	-
Gather practical Examples for the material	-
Combine Words and Visuals	-
Recall what you know about previous subjects	-
Coach yourself: before, during and after studying by considering how it's going, and if it is necessary to change your approach	-

Which habits can you improve?

Your answer(s)

Visit class faithfully	-
Studying together	-
Ensure you are concentrated	-
Looking for support in time when I can't figure out something on my own	-
Getting enough sleep	-
Having fun and seeking out conviviality	-
Spending time	-

My shortlist for the coming period	
Your shortlist	Your explanation(s)
-	-
-	-
-	-

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?

-

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?

-

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 am very glad that the social climate of my class and group is a very positive one and learning oriented. Everyone is eager to learn and we help and push each other into learning more and more and I think this helps a lot and motivates us. This is a very good and helpful behavior so I let this stimulate me and this way I learn way faster and easier but if the social environment would be a negative one I wouldn't let that inhibit me and I would just try to focus on my own thing and my own way of learning. For example someone needed my help with the web page they were developing, I had some idea about the issue they had but didn't know fully so in order to help them and make sure I gave them the correct answer I researched more until I knew everything way better and that helped me fully understand that subject. I think for now I'm on the right path so I don't see any big reasons to change my perspective but of course I always adapt and make small adjustments towards improving myself in this regard.

What are your most important reasons not to go to class? Argue why you think this is good reason or not.

I think it is very important to attend all classes but for the sake of argument I think a good reason would be if you already attended a similar class or know everything about that subject but even then it would help to go and refresh your memory or maybe even help others. And the most important reason would be if you're very sick and it's not physically possible to attend class but I am trying my best to stay healthy and make sure that doesn't happen because that would make me lose a lot and would take a lot of time to get back on track.

Reason	Mark 1-10
You gain insight into the broad lines of the course	8
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	6
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	5
It helps you to stay up to date throughout the period	9
You can tap into the enthusiasm of the teacher	6
You will learn more about why this course is important in professional practice	9
Classes exist for a reason; these have a role in the study programme	8
You rather listen or watch than read	6
You can show who you are	1
It is pretty interesting	6
You get to know the teacher	8
You'll have a better idea of what will be asked of you in a test	8
It helps you obtain discipline or structure	10
It is an opportunity for contact with fellow students	5

What are your most important reasons to go to class? Explain to what extent these reasons already encourage you to go to class.

There are many reasons for me to go to class but I think the most important ones are as follows: the teacher has a way deeper understanding of the subject and can explain way better the lesson then if you would just read it yourself and you can ask more complicated questions and get an answer instantly rather then spending a lot of time trying to search for that answer online. Because of this I am very encouraged to go to classes and I can really say that I love attending the classes and they are very helpful.

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?

-

To what extent is active participation in class a challenge for you, and what can you do to get more out of a class?

-

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.

Until now I wasn't taking too many notes during the class but from now on I will start using the "mental mapping" method of taking notes and writing down the most important pieces of information received.

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.

-

What does your ideal study environment look like? What helps you to concentrate on reading? Is it a low-stimulus environment?

-

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.

-

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?*

-

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.

-

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.

-

Which of the three methods of reflection mentioned above are covered in your study programme?

-

Which of the three above-mentioned instruments are used in your study programme?

The Portfolio was mentioned even at the beginning of my study programme and most things I do every week will be added later to one. I also heard that we will have a PDP later in my study programme so I will also be using that in the future.

Conclusion: substantiate the extent to which learning to reflect more effectively is important for you and your study programme and/or work.

It is very important to learn to reflect more effectively and use the best methods in order to do so because the better you reflect the more you will learn from your past actions and the more you will improve in the future and the chances of repeating past mistakes will become lower.

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?

-

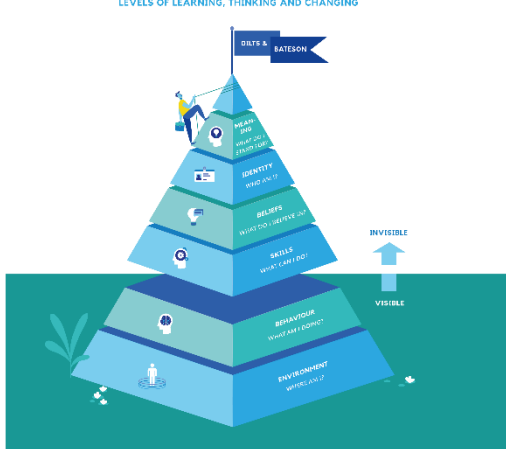
	Help questions	Your answer(s)
Thoughts	<ul style="list-style-type: none">- What were you thinking at the time?- Which thoughts went through your mind?	-
Desire	<ul style="list-style-type: none">- What was your goal?- What did you wish to achieve?	-
Emotion	<ul style="list-style-type: none">- How did you feel in this situation?- Which emotions prevailed?	-
Action	<ul style="list-style-type: none">- 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.	-	-	-

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 a new meaningful experience

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	<ul style="list-style-type: none">- What were you thinking at the time?- Which thoughts went through your mind?	-
Desire	<ul style="list-style-type: none">- What was your goal?- What did you wish to achieve?	-
Emotion	<ul style="list-style-type: none">- How did you feel in this situation?- Which emotions prevailed?	-
Action	<ul style="list-style-type: none">- 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.

 SITUATION	 TASK	 ACTION	 RESULT	 REFLECTION	 TRANSFER
<p>The deadline for the functional design was approaching quickly and my team had only a few days left to finish and submit it but it wasn't clear what we actually had to do.</p>	<p>I had to make sure we deliver a complete and proper functional design for the team project.</p>	<p>I started gathering more information and asking the teachers what they actually expected from a functional design and all the information that it had to contain. After this I explain it to my team and made sure everyone knew what they had to do.</p>	<p>With the help of my guidance we managed to submit a complete functional design in time.</p>	<p>I have done the correct thing to take initiative and try to solve the problem but I waited until the last few days to take action hoping that someone else will do something about it and didn't try to gather the information sooner.</p>	<p>The approach I took was effective but it could've been improved and in the future I will make sure to ask in time if something is not entirely clear and make sure that everyone understands the assigned task and try to communicate better with my team.</p>

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 intervention?	-
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)

Learning outcome

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






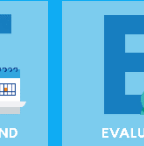

Which of the (at least) two points above will you develop further first? Formulate these as goals for yourself.

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?
-	-	-	-	-

 SPECIFIC	 MEASURABLE	 ACCEPTABLE	 REALISTIC	 TIME-BOUND	 EVALUATE	 RESULT/REWARD
-	-	-	-	-	-	-

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

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?

To me collaboration is when a group of individuals manage to work together in order to achieve a certain goal. Communication is the most important aspect that is involved in collaboration, one great man even said that "COLLABORATION EQUALS COMMUNICATION", but also teamwork and compromise is needed in order to have an effective collaboration.

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?

-

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.

In my future work as a software developer / programmer collaboration will be very important , I'd say it will be on 2nd place maybe even 1st in certain cases. In all companies you are part of a team , each member has a dedicated section/part of the project to work on and only by collaborating with others you can piece together those parts to create a whole product that is working according to the client's demands.

Yes, I collaborate daily in my study programme with teachers, colleagues from my group and class in order to complete the project we have.

	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:76140.a51feb44-1530-4f84-9a1b-97e5c2f96d4e	< Variable:76140.53348465-6d79-4063-b878-9156cc6399d7

|Variable:76133.fe69a4a7-1aff-4de9-b706-a86ca5ce61d4|>

|Variable:76133.0b3f94b7-7768-4c96-9305-beb047e96405|>

|Variable:76133.1b7cbcd2-673e-44e9-ab8c-532747a6ddc8|>

Which parts are useful for you to work on?

-

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.

Even if I'm a little shy, in a team collaboration setting I am mostly people-oriented since I care a lot about others and wanna help them however I can and like to see that everyone gets along well. Also, I think I'm thought-oriented too since I have a big imagination and like to come up with new ideas constantly.

Which team role did you choose?

To what extent do you recognize yourself in the explanation of this team role? Please explain your answer.

Plant and Team worker.

Plant because I have a big imagination and like to come up with new ideas and team worker because I like when everyone gets along well and I try to help others and mediate conflicts.

Belbin test	Your answer(s)
Which team roles do you fulfil according to the test?	Team worker
	Team worker
	Implementer
Does the result of the test match what you described on the basis of the theory?	Team worker
Listing everything you have learned in this section, which team roles suit you best?	Team worker
	Implementer
Argue in which aspects of the team roles you recognise yourself and substantiate why with examples.	I am firstly a team worker and I recognize myself in being very thoughtful, and friend. Secondly I am a Specialist(which is not in the list) because I am able to look things in depth and I am dedicated to my work. Thirdly I am an Implementer since I'm very well organised, realistic and disciplined.

Based on your team roles, what are your strengths in collaborative settings?

Very social and thoughtful

Based on your team roles, what are your weaknesses in collaborative settings?

Sometimes keeps own opinion quiet

Friendly	Occasionally has difficulty making decisions
I am able to look at things in depth	May become isolated

What is the most important feedback you received?

Describe how the feedback obtained relates to the characteristics of the team roles that suit you.

The most important feedback I received was from Carlos and it relates very well with my role as a Team Worker

What **new information** about your strengths and weaknesses in a collaboration have you gained from the feedback?

That I work very good in a team.

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 collaborate best with a team worker as a colleague or subordinate. It is too early to give any examples...

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.

I collaborate less well with Shaper as a colleague and plant as a colleague. It is too early to say how this is reflected with my project group.

Group assignment

Which team roles are represented in your team? Use the first and second preferred role of each group member for your answer.

Our team has quite the diversity of team roles , each of us has a different main role: Team worker and Specialist, Co-ordinator and Team worker, Implementer and Resource Investigator , Plant and Shapter, Monitor Evaluator and Implementer.

How are the roles distributed? Which role is over-represented? What is missing?

The roles are distributed pretty well and there is no over-represented one but we seem to miss a completer finisher role.

Question	Your answer(s)
Is this effective?	If you know each persons role then you can give the appropriate task and put them in the right workplace.
Which roles reinforce each other?	An implementer forms a good partnership with a shaper as leader.
Which roles may get in each other's way?	A completer finisher does not combine well with a resource investigator as subordinate.

What can you change to improve collaboration?

Know my role(s) exactly in a team and act accordingly.

4. Collaborative Goals

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

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.	-
2.	-
3.	-
4.	-
5.	-

Nr.	Collaboration agreements
1.	-
2.	-
3.	-


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?

-

6. Getting Off to a Good Start

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

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 have prepared both a tip and a top for each member of my team, these are the following:
Carlos Schaap García

Tip: I cannot think of anything negative about you so that's a little bit suspect and makes me feel like I'm missing something and it's too good to be true.

Top: You are always cheerful and in a good mood and that makes everyone around you positive and have a good mood too.

Rafael Margarido Correia

Tip: You missed the last meeting with our study buddy and that makes me feel worried so from now on try to check the groups we communicate in more often so you don't miss out on future meetings.

Top: You're very friendly and nice to talk with.

Miriam Cerulíková

Tip: I noticed that you spend too much time nitpicking very small things and even thought that is helpful you could spend your time in a better way and that makes me concerned because you might spend all your time on the small things and won't have enough time to do what's really important so you should make sure you manage your time properly.

Top: You are a very diligent and hardworking and that makes me want to bring out the best from myself and give it my all too.

Nick Grahovskis

Tip: You get lost in your thoughts rarely and I feel like you don't pay attention anymore during those times so I'm concerned that you're missing something during the class but at the same time I see that you know everything important so that's good.

Top: You finish your part very quickly and it's nice to see that you care about the team.

Ugochukwu Joseph Ndiogazili

Tip: I noticed that you left during our last atelier without saying anything and came back only half an hour later and there are times we need your help and cannot find you and that makes me feel worried, I might need your help and don't know where you went and spend time worrying and searching for you instead of focusing on my work and it will slow down the progress of the project. I know this doesn't happen to often but please make a habit to always say something before you leave and when you will be back so both of us have our minds clear of worries.

Top: You try your best and you always study and try to keep up and so far, you're managing really good.

Your answer(s)

Behaviour

I noticed that you left during our last atelier without saying anything and came back only half an hour later and there are times we need your help and cannot find you.

Emotion

That makes me feel worried.

Consequence

As a result I spend time worrying and searching for you instead of focusing on my work and it will slow down the progress of the project.

Here you give the other time to respond

Desirable	Please make a habit to always say something before you leave and when you will be back so both of us have our minds clear of worries.
Here you ask what the other thinks of your proposal.	
This is your current feedback.	<p>I noticed that you left during our last atelier without saying anything and came back only half an hour later and there are times we need your help and cannot find you.</p> <p>That makes me feel worried.</p> <p>As a result I spend time worrying and searching for you instead of focusing on my work and it will slow down the progress of the project.</p> <p>Please make a habit to always say something before you leave and when you will be back so both of us have our minds clear of worries.</p>
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
<p><i>Giving feedback</i></p> <ul style="list-style-type: none"> - 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? <p>I was a little nervous at first but in the end everything went good and I saw how important giving feedback is when I noticed that the other person understood my worries and my message, thanked me for it and said he will improve in the future and until now he kept his word and I'm very glad I was able to give this feedback. The BECD method was very helpful and clearly separating the behaviour, emotion, consequence and desirable into tables helped me improve and perfect the feedback until it was correct.</p>	

<p><i>Receiving feedback</i></p> <ul style="list-style-type: none"> - 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? <p>I am very happy to say that I have received a positive feedback just this week saying that I am very helpful when I keep reminding everyone what they exactly have to do and when is the next deadline. This made me feel great and realize how important this is for the others and gave me motivation to keep doing it in the future.</p>

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

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

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.

It is very important to plan your schedule ahead so you know exactly when you have to do a certain thing and how much time you have to do it. It's good to be as efficient as possible so you can actually complete the things you proposed yourself in the timeframe you allocated so you can have some free time afterwards but the most important is to do the things effectively and achieve the goal you proposed yourself.

To what extent are you satisfied with how you spend your time? Include the above questions in the substantiation of your answer.

...

To what extent should or do you want to develop your planning skills further? Substantiate your answer with at least one example.

I want to be able to plan further ahead in time for example I can plan only for this month but I want to be able to plan at least 3-4 months in the future. Also , I am pretty good at planning when it comes to important things like school , studying and activities that involve other people but I usually don't plan my free time so I'm not able to make the most of it and feel a little bit unsatisfied sometimes and think I could've done way more in the free time I had.

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 recently postponed doing the assignments for the functional design. I did this mostly because there wasn't enough information and I was waiting to gather more and hoping that things will become more clear without doing anything but I realize I was wrong to wait without doing anything and I should've taken action faster.

Specific procrastination behaviour	Rationale
When someone asks for my help I forget about anything I was doing and put them in the first place until we manage to solve their problem and only after I remember about what I had to do.	Usually this doesn't affect me too much since usually those problems are solved in under a day if we put our minds together and I remain with enough time afterwards to finish my own issues as well.
There are times when I do not start a task because I think I do not have sufficient knowledge to complete it and don't want to stop half-way so I waited until the last days before the deadline.	I rarely do this but when it happens I do it because I want to be sure that I have the most possible knowledge about that subject before I start working on the task in order to make it as good as possible.
I often procrastinate with exercising and training my body and usually I get to do it right before I go to sleep.	I keep getting distracted by other more important and pressing things and say those are more urgent to finish first and I still have time to exercise later but I should start having a daily routine when between certain hours I take a break from anything and exercise and focus on my body and wellbeing.

What are you going to do about your procrastination behaviour? Describe three actions and make them as SMARTER as possible.

-

-

-

On the basis of the above theory, motivate which two types of procrastinators you identify with the most. Substantiate your answer with examples.

-

Type of procrastinator	
Procrastinator 1	-

Procrastinator 2	-
---------------------	---

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.

-

To what extent does the number of hours you study correspond with the intended study load? Motivate your answer.

-

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?

-

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?

-

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

-

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

-

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.

-

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.

I was already using a method to take notes and plan ahead making a checklist of all the deadlines and most important "to do's" of the next week but after watching the video "Stress-free productivity: GETTING THINGS DONE by David Allen" by Productivity Game I got a way deeper insight into to how effective taking notes can be. For example , from now on whenever I have an idea I will note it down in a special "Capturing" list in order to get it off my mind and make sure I have safely stored that idea for later when I will "Process" them and go into more detail "Converting" them into a "Next action and Desired outcome". Also , another great tip that I will follow from the same video is actually reviewing at the end of each week the list of "to do's" that I made for that week and reflect on everything that I did or didn't do/ couldn't do and how I can improve on it and make it better next time and what actions (possibly make a list of the actions I will take following that day if the case allows it) I will actually start taking going forward.

PS: Yes , I described how these tips will help me in the future and not how they helped me since I just acquired them and it takes some time in order to put them in practice and use them but I will come back in the future for an update and say how they actually helped me and what I managed to achieve thanks to them.

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.

 SITUATION	 TASK	 ACTION	 RESULT	 REFLECTION	 TRANSFER
-	-	-	-	-	-

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 <i>qualities</i>	Examples of situations/experiences in which you demonstrated your qualities
-	-
-	-
-	-
-	-
-	-

Weaknesses

Your <i>weaknesses</i>	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 <i>pitfalls</i> 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 challenges 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 you?

-

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 or 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.

-

Describe how your study programme is structured throughout the years.

Year 1 has 4 periods (and 2 semesters) in which we will all have a project. 1st period is mostly about websites and front-end, 2nd it's about backend and more into programming, 3rd it's programming robots to solve mazes, etc., 4th period it's something called innovation project where we have to come up with a new fresh idea. During the whole year we will learn about professional skills, the Dutch language and more.

Year 2 is split into 2 semesters (and 4 periods). This time we will have 2 bigger projects during which we will keep learning professional skills, object oriented programming, data processing, software quality, app development, the Dutch language and others.

Year 3 we will start (if you manage to acquire all credits from year 1 and 45/60 from year 2) with an internship that lasts around 6 months and the other semester (roughly 6 months) we will study something AI or UI related, who knows, only the future can tell because things will change rapidly until then.

Year 4 starts with 2 minors that we have 2 periods to finish (probably going to Bangkok and Bali for those), we can do these anywhere in the world then finally we finish with a graduation internship!

PS: I already answered so it would be a waste to just delete it

What do you think of your current knowledge level with regard to your study programme?

What areas should you explore further?

I think I know mostly everything about the study programme I'm going to but of course there is always more to learn, perhaps I should explore further what extracurricular activities the university offers since I didn't do a deep-dive into those yet.

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?

- Web Development, Database Engineering, OOP, Computational Thinking, Data processing, Software Quality, App Development, Programmable Logica and more about AI.

- It is structured in 4 years, each having 2 semesters and 4 periods.

- Software engineer, Certified Ethical Hacker, Full stack developer, IT Consultant, Embedded systems engineer, etc

- From the 4th period project innovate and in year 3 and 4 there will be almost complete freedom.

- Yes, you can go have your internship anywhere you want and NHL Stenden offers the possibility to do the majors and minors in any of its locations in Bali, Bangkok and Thailand.

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 your future profession?
- What skills are important for your future profession?
- What kind of attitude is important for your future profession?

-We will develop competences in Communication, Teamwork, Presentation, Leadership, Organization, Coding, Computer networks and many others!
 -It is very important to know the programming languages and have a strong foundation in IT.
 -All of the skills described above are very important but I think the most important ones are Teamwork and Coding.
 -It is important in the future to have a professional attitude.

Environment

- Are you able to find your way around the building?
- Are you able to find your way in the electronic learning environment?

-Yes I am able, YOS has a map that shows you the layout of the whole university.
 -Yes I can, all information is easily available and you can find it fast on the blackboard website, intranet and other university websites.

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, by the end of period 1 I am familiar with most of the main teachers, at least all the ones that I had classes and lessons with.
 -Yes, the coach/supervisor is always available to consult and ready to help anytime when necessary!
 -Mr. Miguel Ranchor, our study coach and teacher, primarily but you can turn to every teacher if you have problems.

Professional possibilities

- What are the possibilities for working after graduation?
- What type of work can you do with this study programme?

--Software engineer, Certified Ethical Hacker, Full stack developer, IT Consultant, Embedded systems engineer, etc
 - Web developer, Computer programmer, Computer systems engineer, Systems analyst, Programmer analyst, Database administrator, Front-end developer, Mobile app developer, Software developer, Data scientist, Cloud engineer, etc.

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?

-You can always explore career options but from the 2nd year the focus is bigger on this and we will take trips to job fairs.
 -In the 3rd and 4th years and anything IT related.

Working method/educational vision of the study programme

- What did you learn about the educational methods of your study programme?

-That they are project based / more active and a lot is put into teamwork and group work and self-learning.

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?

I have chosen this study programme at that time after exploring a lot of universities and what they had to offer and after a visit to NHL Stenden in Emmen approximately 9 months before the university started I have decided that this is the perfect place for me to study in both on a personal and professional plan.

How did your choice come about?	Not true at all / Not true / True / Totally true
I made my decisions in time .	Totally true
I gathered sufficient information about the study programme in advance (internet, open day, etc.).	Totally true
I was properly guided in making my decision (by mentor, dean, etc.).	Totally true
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	Totally true
I consulted other people before making a decision (family, friends, etc.).	Totally true
I eventually chose from two to three programmes that I thought suited me most.	True
I followed my gut in making my decision.	Not true at all
I made a rational decision in choosing my study programme.	Totally true
I made the choice for this study programme wholly by myself .	True
After registration, I participated in choice of study activities associated with this programme.	True
At the start, I was convinced that this was a suitable study programme for me.	Totally true

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?

1. I think that my choice of study programme was made very carefully because I have explored in-depth a lot of different study programmes and universities and after months of deliberation I have come to the conclusion that this study programme and also the teachers and the city that the university is located in are the perfect fit for me.

2. I was convinced from the very beginning that I have made the right choice because I liked every aspect of how the first period unfolded in.

How has your choice turned out so far? Argue per element.

Capabilities (capacities)	I think I have the right capabilities to finish this programme and I feel the level of the study is just right for me. I think that I am developing the right study skills and they will be very helpful in the future. Also there aren't any circumstances that will prevent me from properly engaging with the study programme and with other people.
Knowing (social)	I can relate to most of the people in my study programme and I was able to quickly get along with everyone and make some friends. I feel very comfortable in the environment that the university provides and I can openly talk with both students and teachers.
Action (commitment)	Until now with a few minor exceptions I have been fully committed to the study programme and never missed to a class and have always read the lessons carefully and managed to learn them on time. Every day I make sure to complete any tasks I have study related and always start on time with assignments and make sure to finish them as early as possible.
Desire (interest)	The content of the study programme is very interesting for me and it's always something new, relevant and very engaging. I think I have made the correct decision and I'm very excited to learn and work together on new projects.

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?

I think that everything went well so far but of course there is always something to improve and I will make sure in the future to do more self-studying and prepare for the lessons beforehand. I think this study programme suits me very well.

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
 DEMOGRAPHIC	-	-
 ECONOMIC	-	-
 SOCIAL-CULTURAL	-	-
 TECHNOLOGICAL	-	-
 ECOLOGICAL	-	-



-

-

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 (1st or 2nd-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

 SITUATION	 TASK	 ACTION	 RESULT	 REFLECTION	 TRANSFER
-	-	-	-	-	-

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

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 BATNA 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:81306.8f426d56-8085-4873-9b23-188fdb13afe >

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 >