BRIDGING THE GAP BETWEEN STUDY AND CAREER

PREMIUM 2021-2022
COACH AND MENTOR HANDBOOK »

TABLE OF CONTENTS

Dear PREMIUM Project Mentor or Competence Coach,

Thank you for joining the PREMIUM community (once again) this year. We are very excited to be organizing the PREMIUM programme this year for the 11th time and look forward to a successful, educational and fun PREMIUM season together with you.

PREMIUM is an honours programme for Maastricht University's excellent master's students. This extracurricular programme provides an extra challenge for talented students and prepares them for the labour market, aiming to effectively bridge the gap between study and career.

PREMIUM students work on a project for an external client under the guidance of a project mentor and participate in master classes and workshops. Another important element of the programme is the competence coaching. All students work and reflect on the development of their competences of choice, with their personal coach.

This handbook provides useful information about PREMIUM for all project mentors and competence coaches.

- The first part includes information about learning objectives, programme elements, and student assessment.
- The second part of this handbook contains information regarding your involvement as a project mentor or competence coach in PREMIUM.

We hope it will assist you in successfully guiding the students through their PREMIUM experience. We wish you an inspiring PREMIUM experience!

More information about PREMIUM can also be found on www.edlab.nl/premium, or just ask us via premium@maastrichtuniversity.nl

Warm regards,

The PREMIUM Central Management Team

CHAPTER 1: IMPORTANT PROGRAMME INFORMATION

PREMIUM is Maastricht University's interdisciplinary Honours programme for high-performing**,** motivated master's students. Once selected, students are grouped together in interdisciplinary teams and given an assignment to complete for a client from the (local) business or government sector under the guidance of a project mentor. Alongside their project, students receive individual coaching focused on personal competence development. Lastly, they attend several workshops and masterclasses to help cultivate valuable skills and knowledge to prepare them for the job market.

1.1 THE PREMIUM STUDENT PROFILE

PREMIUM is a programme for highly motivated, enthusiastic and talented students who wish to work in an interdisciplinary team in addition to their study programme.

1) **A PREMIUM student is competent and proficient**: is highly capable, as evident in:
    a. his/her GPA (a 7,0 Bachelor GPA, or higher, is required);
    b. his/her academic history (e.g. skipping grades, double degrees).

2) **A PREMIUM student has an intrinsic drive to prosper**: goes the extra mile and makes use of opportunities to learn and expand his/her horizon. This should be evident in:
    a. the student's work/internship/volunteering history;
    b. involvement in extracurricular or community activities;
    c. an enthusiastic, ambitious, motivated, and curious attitude indicating a clear eagerness to learn;
    d. a wide and varied area of (academic) interests.

3) **A PREMIUM student is a true team player**: recognizes the value of teamwork and is serious about partaking in it, as evident in:
    a. a reliable, flexible, and dependable work ethic;
    b. a social and communicative disposition;
    c. an ability to reflect, and provide and receive feedback;
    d. evidence of team spirit.

4) **A PREMIUM student is dedicated**: takes his/her role and tasks seriously and acts accordingly, as evident in:
    a. an overall confident and professional approach and attitude;
    b. a preference for adequate, creative, and innovative solutions when faced with a challenge;
    c. a critical and conscientious mind-set.

1.2 Learning objectives

Working on a team assignment for an external client in an interdisciplinary setting will help to prepare students for the labour market. In addition to master classes and workshops, they will receive intensive competence coaching on both their team performance and their core skills and competences.

Specifically, PREMIUM's learning objectives enable students to:

- gain insight into their strengths and areas for development;
- improve their performance and competences;
- learn how to work as part of a team of different disciplines;
- learn how to work to a tight schedule, and managing a large variety of tasks;
- learn how to manage a client's expectations.

In addition, PREMIUM provides students with advice and tips on how to succeed in the job market.

1.3 Student Time investment PREMIUM

PREMIUM is a demanding extracurricular programme. This means that participating in PREMIUM will require students to invest time alongside the time they invest in their master's programme. Dedication and commitment are required to succeed in PREMIUM. Over the course of the five months of PREMIUM, the total workload is approximately 250 hours. This is broken down into:

- 150 hours for the project;
- 75 hours competence coaching and the student's Personal Development Plan;
- 15 hours for workshops and masterclasses;
- 10 hours for attending Central Events.

Upon successful completion of the programme, they will receive a PREMIUM certificate.

1.4 Mandatory character of the programme

Participating in PREMIUM is not without obligation. Whereas students are entirely free to plan team meetings when they best suit them and their teammates, there are several programme components that require their mandatory attendance. Some of these programme components are more flexible than others.
For example, students are required to attend a minimum of 6 workshops. These workshops are offered several times on different dates and times to ensure that every student is likely able to attend at least one of the options. Their attendance is also mandatory at the PREMIUM Central Events. These events are organized on set dates.
For specific information on mandatory programme elements, see 1.5 Assessment below.

1.4.1 Exceptional circumstances

Students are expected to always be able to schedule their meetings with the coach or mentor.

In case a student is unable to 1) attend the required number of workshops, or 2) attend a Central Event due to a serious personal situation or highly important prior engagement, he/she may make up for missing a workshop by submitting a substitute assignment. In that case, the student's attendance requirement is fulfilled if he/she attended 5 workshops and submitted 1 substitute assignment evaluated as satisfactory.

Students should email the PREMIUM Central Management Team in case exceptional circumstances apply. Upon evaluation of their request, they may receive a substitute assignment.

→ ***Timeliness***: in any case, students are advised to contact the PREMIUM Central Management Team whenever private, personal circumstances (threaten to) get in the way of their participation in PREMIUM. We understand life can throw a roadblock and we are always willing to look for a solution together if a student informs us in a timely manner.

1.5 PREMIUM during Covid-19

Due to the measures surrounding Covid-19, PREMIUM may look slightly different in the coming period from previous years.

At the time of writing this manual, most components of the programme, such as workshops and central events are planned to take physically place at EDLAB's Tapijn X building or at external venues, while others might be organized in an online setting, depending on the preferences of the participants (such as team meetings, client meetings and/or meetings with the Coach).

It is very important that you do a health check before coming to an onsite event, workshop or team meeting. You can do this by following the steps in this flow chart.
Stay home if that is the advice you get from the flow chart, and contact Central Management.

More information can be found on https://www.maastrichtuniversity.nl/safety-campus#whentocampus

Safety at UM venues
Naturally, the welfare, health and safety of students and staff, as well as the quality of education will be safeguarded and all government guidelines will be followed. When coming to the UM buildings, we urge you to observe all security measures as stated in UM's safety protocol. Our Tapijn building X is equipped in accordance with the UM safety protocol. This means, among other things, that we take extra hygiene measures in and around the buildings.

Rules and safety at external venues
We kindly ask all our students and staff to be mindful and understanding of the fact that the PREMIUM programme is an extra-curricular programme. It is therefore often not possible for us to reserve UM venues for our events, because faculties need all available space now for education, but also due to the group size of our community. Most of the events in the PREMIUM programme are therefore organized at external venues.

We opt for on-site events where possible, because we have noticed how an entirely online year affected the community, student wellbeing, motivation, overall creativity and engagement, and we now wish to provide you with the best experience possible where we can. We hope that you appreciate the fact that we can bring our community back together, even though it will tie us to certain regulations and measures for the time being.

To be specific; even though the PREMIUM events have an educational component, we will need to comply with the rules that apply to the external venue where the event is hosted, which may include access via the Digital COVID Certificate, when the venue is also at that moment accessible to other guests.

Of course, students who are unable to attend these events at external venues that require a Digital COVID Certificate, will be provided with an alternative, if they inform PREMIUM Central Management Team on time.

More information about the Digital COVID Certificate and free Covid testing can be found here:

- https://ec.europa.eu/info/live-work-travel-eu/coronavirus-response/safe-covid-19-vaccines-europeans/eu-digital-covid-certificate_en
- https://afspraak.testenvoortoegang.org/evenement/type

Please be aware, the Corona crisis can always throw us an unexpected curveball, which changes things again. Keep an eye on your UM email for any (last-minute) changes in the programme related to the Corona crisis, and the practical implications that might bring to your PREMIUM experience.
Rest assured, we will do our utmost to guarantee an honours worthy experience.

1.6 Assessment

Assessment occurs on the basis of:
1) The **project mentor's evaluation** of the students and the team (both procedural as in individual performance as a team player and the quality of the end product);
2) The **competence coach's evaluation** of the time and effort put into the coaching component of PREMIUM;
3) A set of formal requirements, assessed by the PREMIUM Central Management team.

Please note that your specific role in the assessment process will be explained more clearly when the time comes to assess the students.

After fulfilling all mandatory programme components successfully, students will receive an official PREMIUM certificate. This certificate is proof of their excellent capabilities at Maastricht University. The certificate will be awarded to them at the certificate ceremony at the Closing Event in May.



1.6.1 Assessment criteria

In order to successfully complete PREMIUM and receive their certificate students must fulfil the following requirements. Please note that the assessment of some of these requirements lies entirely with the project mentor or competence coach.

The student or the student team:

- Student: attended 3 mandatory workshops and at least 3 of the elective workshops.
- Student: attended all mandatory Central Events: the Mix&Match, Midterm Presentations, and Closing Event;
- Student: attended at least three separate coaching sessions, (taking place preferably before set deadlines), as confirmed by the coach and has shown a genuine effort in (further) developing a competence;
- Student: completed a Personal Development Plan together with and graded as satisfactory by their coach;
- Student team: presented their project progress during the Midterm Presentations event;
- Student team: documented their project progress by means of a Tumblr page;
- Student team: submitted (a representation of) the final product/deliverable or end result to PREMIUM and the project mentor;
- Overall, the student received a positive evaluation from 1) the project mentor, 2) the competence coach, and 3) his/her team mates.

1.7 Central events

Over the course of the programme, PREMIUM organizes several central activities for all PREMIUM students, mentors, coaches, and clients. All events contain educational and/or assessment elements and offer opportunities for students, UM employees, and clients to meet, connect and network. At all central events, attendance is mandatory for all students. The attendance of coaches and mentors is highly appreciated.

***!!** A photographer will take pictures during most of our events. These pictures will be used for promotional purposes. In case you do not wish us to use your picture, please send an email to premium@maastrichtuniversity.nl.*

1.7.1 The Mix & Match Kick-Off Event

The PREMIUM programme is officially opened with a festive kick off opening event: "the Mix & Match".

After getting through the PREMIUM selection procedure we want to officially welcome our students to PREMIUM, and kick-off the programme together with a bang!

Additionally, the Mix & Match is a networking event aimed at guiding team formation. By the end of this event, we receive the students' and the clients' team preferences, after which Central Management will form the final project teams. At the event, students will get an opportunity to first meet and get to know each other.

We also invite the project mentors and competence coaches to this event. For the mentors, this is a unique first opportunity to meet their client, and assist in the team formation. For coaches, it is also an opportunity to meet the mentor and client, and encourage and support students during this networking event.

The PREMIUM Mix & Match Event will take place
on Thursday January 6th, after 17:00 hrs.
(Please check your email for further instructions and the exact itinerary)

1.7.2 Midterm Presentations

Halfway during the programme, each PREMIUM student project team will have to pitch their project and progress, during the PREMIUM Midterm Presentations event.

Pitch & Tumblr

A pitch is a quick and well-designed speech designed to sell a product, idea or yourself, in a very short time frame. It is designed as an answer to one essential question: why is the team spending their time on this project? Or in a future career: why are you spending time to apply for this job and why should you be considered as a candidate?

Pitching is a tool organizations use more and more as part of their recruitment and selection procedures. Even a motivational letter can be perceived as a personal pitch. All the more reason we feel it is important to provide our PREMIUM students with practical pitching experience in PREMIUM.

During the PREMIUM Midterm Presentation, we therefore request that each student team gives a 5-minute pitch about their project's progress and outcome thus far/up to the moment of the mid-term presentations. The team's Tumblr page needs to be used as a basis for doing this, and as a source of information for their slides.

After students have pitched their project progress, other teams are requested to give a) positive feedback, b) a possible point for improvement and c) ask an in-depth question concerning the project.

This way each team will not just practice the art of pitching, but will also practice giving and receiving constructive feedback. Providing a platform for students to recognize each other is a great way to encourage a positive atmosphere within the PREMIUM programme, all while fostering collaboration and teamwork. Furthermore, the content of the projects will be highlighted through the in-depth questions.

Programme of the evening

Each team has 5 minutes to pitch their project and use the content of their Tumblr page in their slides. After each pitch, time is scheduled for one team to give positive feedback, after which a second team will provide a point for improvement in a constructive manner, after which a third and final team will be invited to ask an in-depth question concerning the project.

The total time for each team comes out of approximately 15 minutes. Teams will present in rounds of 4-5 consecutive presentations, with a 30-minute break in between the rounds, during which drinks and snacks will be provided. At the end of the evening, we will have an informal get together to exchange experiences and socially interact.

Two Midterm Presentation evenings are organized, as there are too many teams to plan all in one evening. A schedule will be drawn up for each team when to do their presentation, and to give feedback or ask questions. You are only required to attend the evening your team is scheduled to deliver their pitch, although you are more than welcome to join the other evening too.

Assessment criteria for the Midterm Presentations Pitch

A good pitch has a clear structure. A good structure helps to keep the listener on the edge of his seat right from the beginning, straight to the end.

Submitting the slides:

- One member of the student team emails their PowerPoint file to premium@maastrichtuniversity.nl, before the deadline **March 11th.**
- When submitted, the pitch has a duration of max. 5 minutes, no more, no less.
- The slides are based on the team's Tumblr page. You can use picture, images, entire posts or screen shots. Feel free to be as creative as you want to. As long as it helps getting your message across and is relevant to the story.
- The pitch should *at least* contain (the order may differ depending on your team's storyline):
  - An opening statement, question or "personal" story, to captivate your audience;
  - The pain: state the problem, your team is going to help solve.

- The solution, more specifically, YOUR solution.
- How do you plan to put your idea into action? What are your expectations for the second half of the project?
- Progress: show the progress you've made so far.
- Possible challenges you might face during the second half of the programme;
- The team: who's going to make the magic happen? It is all about people as individuals that contribute to the team's success;
- The call to action/closing.

The PREMIUM Midterm Presentations sessions will take place
on March 16th and March 17th, after 17:00 hrs.
(Please check your email for further instructions and the exact itinerary)

1.7.3 The PREMIUM Closing Event

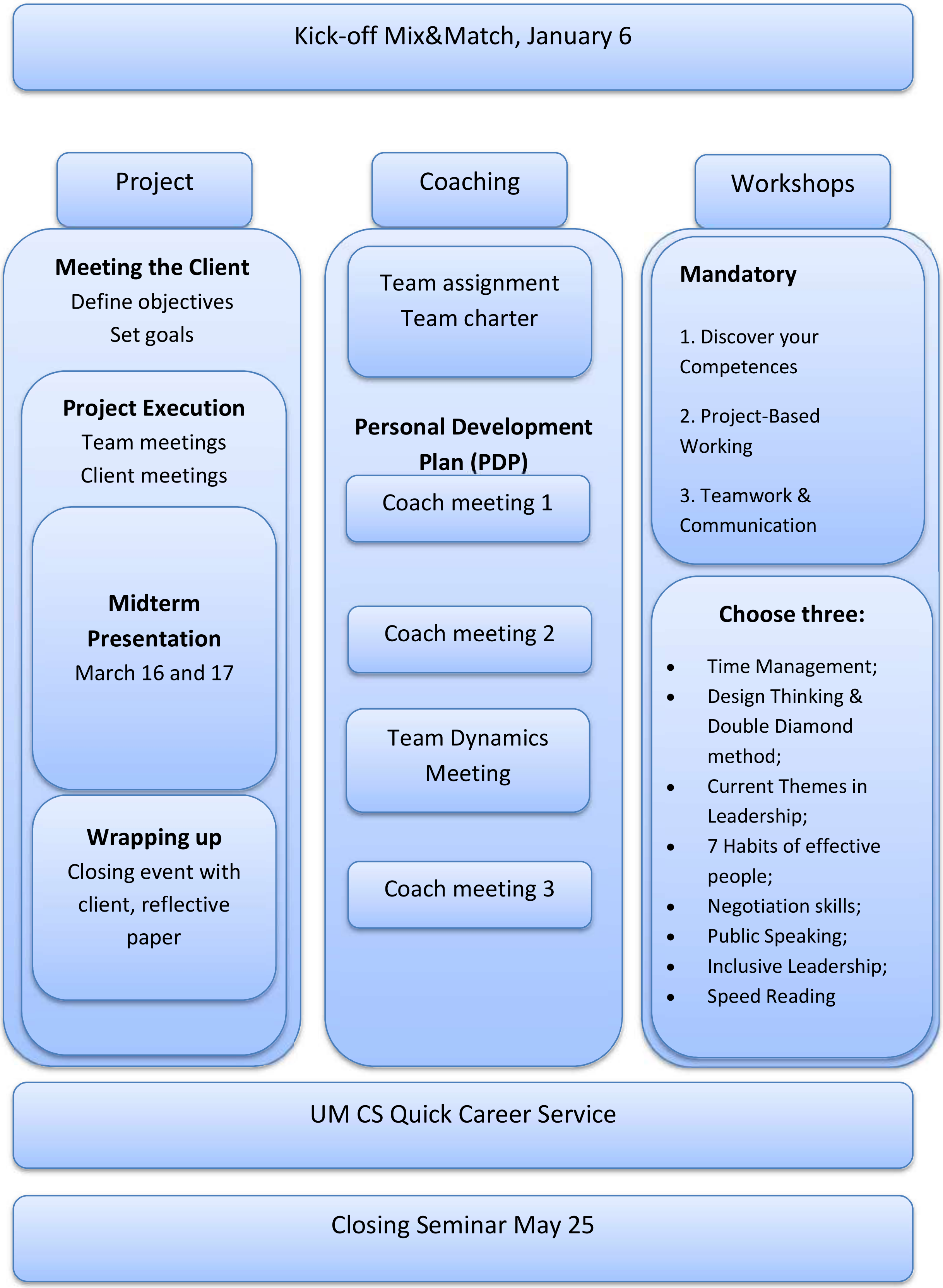
The 11th PREMIUM programme ends with a very festive Closing Event for all students, project mentors, competence coaches, and clients. This festive Closing Event aims to provide students with that last extra boost to help kick-start their professional careers upon graduating and festively close PREMIUM together with all the participating students, clients, mentors and coaches.
Finally, all students who have met the programme requirements receive their PREMIUM certificate and the day is concluded in a festive manner with drinks, food, and entertainment.

Please note that due to practical reasons, students will not present their final project outcome during this plenary event. Instead, we will highlight their PREMIUM project achievements via a video montage during the Closing Event.

We also request that each student team schedules a separate closing session with their client and project mentor to present their final project outcome and receive feedback on the project execution.

The PREMIUM Closing Event will take place
on May 25th after 14:00 hrs.
(Please check your email for further instructions and the exact itinerary)

1.8 Programme overview



Chapter 2: The role of the project mentor

Throughout PREMIUM, the project mentor will support the team in planning, developing, communicating with the client, and completing the assignment. The project mentor is responsible for the content part of the project and the process, whilst the competence coach is responsible for the team dynamics and the (inter)personal skills of the students.

a. In order to guarantee a safe learning environment and (often) a first experience for students in tackling interdisciplinary project based working for a professional client, **the main concern of the PREMIUM project mentor should be the student's learning experience**, whereas the client's main concern and interest lies with the project.
b. The team will decide on group leadership. Together with the group leader, the project mentor takes the role of **steering and guiding the group to the agreed upon assignment.** Please note that the project mentor should not take over the role of the project leader in the team, since the learning experience for the team would then be less effective.
c. The team is not only responsible for finishing the project on time and meeting the expectations of both the client and project mentor, but also for delivering the required results. The project mentor however, **helps the team draw up an action plan, set a timeline, milestones and define the final product**.
d. The project mentor can and should **function as an intermediate between client and students when the scope of the project requires re-definition and can provide support to the students in negotiation processes with the client**.
e. PREMIUM is first and foremost a learning experience for the students. The client offers the students a learning environment to experiment with new behaviour. The project mentor **assists the students in their communication with the client (expectation management) and, at the end of the project, asks the client for feedback on the team performance.**
f. The project mentor also **initiates and chairs the team's kick-off meeting and midterm reflective practitioner meeting, as well as the closing reflective meeting at the end of the programme**.

Due to the variety of projects, no generic guidelines are given for the final product/result of the assignment. This will be done in close interaction between the mentor, the client, and the team itself. In an early stage of the project, you will have to define the criteria, scope and the type of the final product/result together.

At the end of PREMIUM the project mentor will grade and assess individual and team performance based on at least the following and more criteria:

- Participation (effort, time and energy put into project execution and teamwork);
- Courage to experiment with new ideas and behaviour;
- Reflective determination to improve the team process;
- Professional behaviour.

Tip!! Contact the coach of your team on a regular basis to align the process with the interventions (if needed).

2.1 Team Meetings

Throughout the programme, students are required to meet regularly (online or offline) to work on their project, often including their mentor and/or client. The initiative of planning meetings with fellow teammates and client lies with the PREMIUM students. Since it is an excellent way to practice organization and time management skills, it can be advisable to assign one member to be in charge of this specific task. By the end of the programme, students also schedule a closing session with the mentor, client and potentially coach to present the final outcome of the project.

<u>The only meetings that are not initiated by the students, but by the project mentor</u>, are the **Team Kick-Off Meeting** and the two **Reflective Practitioner Meetings** (as described below).

2.1.1. Team Kick off meeting

The actual project starts with a kick off meeting with the entire PREMIUM team (mentor, coach, and students) and the client. During this meeting, you do not only get to know your team, but you will also discuss issues such as:

- <u>Expectations:</u> what do you expect from your PREMIUM students, what can they expect from you and what does the coach expect?
- <u>Establish and clarify roles:</u> assign roles within the team, such as the team leader, the one responsible for scheduling and a member responsible for communication. The team might also decide on rotating roles to practice with different tasks and responsibilities.
- <u>Set agreements for communication, behaviour and cooperation:</u> this is a unique moment to discuss and agree on how you will work together during the PREMIUM project. This can vary from practical issues (use of email, phones, dates of meetings, etc.) to the way you will interact (how will you give each other feedback, how will you deal with conflicts, etc.)
- <u>Include some time for coach and team,</u> even if only 30 minutes.

A checklist was drawn up in order to facilitate this meeting, and to use to support the project mentor and the team. You can find the checklist in the Appendices and on the website https://edlab.nl/excellence/premium/ (current student section, under "documents").

Tip!! *Please discuss the issue of "freeriding" in an early stage of the project. The individual grade of the students will be based on the team performance.*

Students complete a team charter before and during the first team meeting, describing how they will work as a team.

This is also the perfect time to make arrangements concerning the upcoming team meetings (and their frequency) you will have with your students. After this kick off meeting, you can plan a meeting with the client during which the project scope will be discussed.

Please note: If necessary, students can use EDLAB's facilities for meetings/group work. For more information, please contact the PREMIUM Central Management Team.

2.1.2 Reflective Practitioner

In PREMIUM, we use reflective practice as a method of assessing one's own thoughts and actions, for the purpose of personal learning and development. For many people, this is a natural and instinctive activity. Reflective Practice can be used for our own development and/or to help others develop. We aim to support PREMIUM students develop their reflective practitioner skills along the way and lead them towards more practice-based learning.

The project mentor assesses the students' reflective determination to improve the team's process and learning experience during project execution.

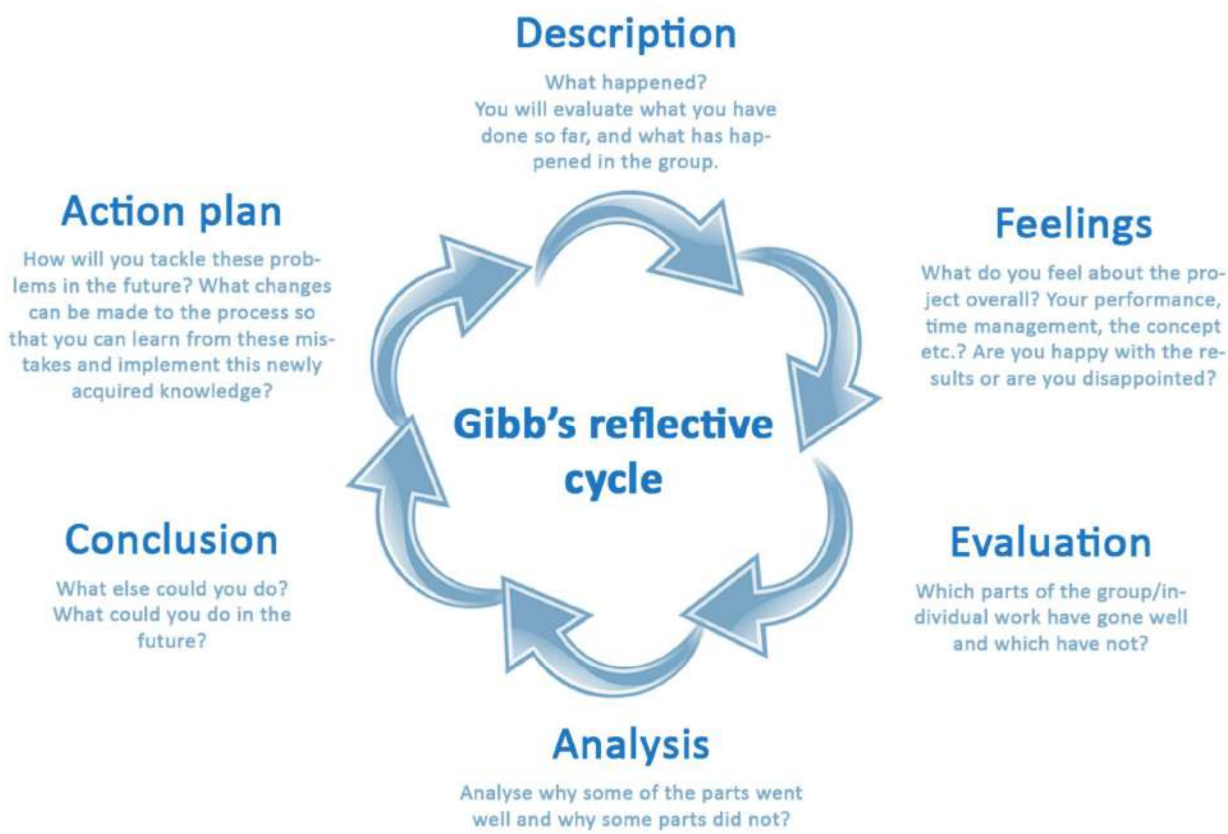
Therefore, **halfway into the PREMIUM project and at the end of the project**, we request that students think and reflect consciously upon their project and its progress, during the so-called Reflective Practitioner Meetings with the students and the mentor present.
In order to achieve and facilitate this, students are to work on their reflective practices individually, and will evaluate their own work on the project as well as the team process by filling out a self-assessment form (based on Gibbs reflective cycle, see below) and a 360^{o} feedback form for peer-feedback.

How to proceed?

The project mentor guides the students through the process of reflection and facilitates their practices during the midterm and closing reflective evaluation meetings:

- The project mentor schedules a mid-term reflective evaluation session with the students. **The competence coach can join if the mentor and coach wish to** (taking place preferably after the Midterm Presentations, but before March 26th);
- Students will have prepared and sent their self-assessment forms (based on Gibbs reflective cycle, see below) to the project mentor, before the actual session;
- During the midterm reflective evaluation session, the project mentor discusses with the students the self-assessment forms on reflective practices in order to improve the process and content of the second part of the project;
- Students are also required to send their 360^{o} feedback forms to the project mentor. The project mentor structures them in one document per student, according to the feedback for each individual team member and sends them back to each individual team member. **Please, keep in mind that the form is anonymous and should be kept that way**.
- The project mentor schedules a closing reflective evaluation session with the students by the end of the programme (often on the same day as the closing session/project outcome presentation for the client);

- Students will have prepared and sent their self-assessment forms to the project mentor, before the actual session;
- During the closing (reflective evaluation) session, the project mentor discusses the reflective practitioner forms and the achieved results.



2.2 VIRTUAL TEAMWORK

Effective teamwork has never been more important than it is today. Teamwork remains a key tool to face these challenges head-on, since working in teams — especially those with different skillsets and backgrounds — sparks innovation, enables agility, and leads to better outcomes, now and in the future.
However, when it comes to working in a team that is not able or allowed to always come together physically, there are some things to take extra care of to ensure efficient and effective team functioning.

- **Different time zones:** Some students might not be in Maastricht, which means that team members might be working from different parts of the world. Be aware of each other's time differences, and plan your meetings on moments that accommodate different time zones.

- **Communication tools:** When it comes to tips for managing remote teams, nothing beats efficient communication. Virtual team communication can best be handled with the right communication tools, and it is vital that you discuss early on in your group work which tools to use.
    - 🗨 Chat tools: for asking quick questions and clarifying matters about your work.
    - 💻 Skype or Zoom: for carrying out video meetings/brainstorm sessions with your team.
    - 📧 Email: for the more official correspondence, like arranging the time for group reports and one-on-one meetings, or reporting to mentor, coach and client or communication with PREMIUM Central Management.
- **Management tools:** There are plenty of free tools for managing your remote teamwork. Such tools will greatly facilitate your project/challenge, task, and team management – as well as ensure you save time by working in one document at the same time. *Some free examples are Slack, Clockify and Trello*.
- **Virtual team culture:** Virtual team culture is just as important as a standard team culture – the group of people within a virtual team will still have to form some kind of understanding, as well as build mutual trust.
    - Try to establish (virtual) friendships – if you all live in the same country, you can organize get-together every couple of months. Organize a team dinner, grab a movie together, and get to know each other beyond your PREMIUM experience. If meeting in person is not possible, try to arrange a virtual team dinner, join a virtual Pubquiz or other teambuilding activities.
    - Establish some ground rules for your virtual meetings. Basic things such as, turn your camera on so that genuine interaction with your team members is possible, take care to be appropriately dressed, do sufficient beforehand preparation of the meeting, be punctual, pay attention to others when speaking and make sure to look at your camera. If it is improper for a face-to-face meeting, then it does not work for video either. To avoid too many people talking over each other, it can be helpful to establish a host/chair for online meetings, and another team member to take notes.

2.3 Project-related team tasks

Throughout the PREMIUM programme, students will complete various tasks that we either expect project mentors to assess in or at least be aware of. Especially in the beginning and end of the programme, the student team is required to complete essential programme elements. Please refer to the Appendix for the complete PREMIUM student checklist to get a clear idea of what the students are expected to do when, and how.

- Students complete a team charter before and during the first team meeting, describing how they will work as a team.
- Students will complete a teambuilding assignment that will be provided by EDLAB.
- Students are required to set up a preliminary budget describing the costs they expect to make throughout the project at the beginning of PREMIUM. The project mentor (and client in case of traveling costs) is/are meant to sign off on that budget.

- Students have to prepare a pitch style presentation for the Midterm Presentation session.
- Students attend a team dynamics meeting with their competence coach.
- Students draw up a representation of their project outcomes or end results. This can be a report, poster, PowerPoint presentation, etc.
- Students maintain a Tumblr page to document their project progress. This is a platform for the mentor to monitor as well in order to stay updated on a regular basis.
- Students schedule and prepare closing events with the client, together with the project mentor.
- Students send in a finalized budget and reimbursement forms if they made any project-related costs. Mentors should assist students in the reimbursement application process (see the Appendix for more information on the reimbursement process).

2.4 Project Budget

Project execution might require your team to spend some money.
The team might benefit from a teambuilding activity, or perhaps project execution requires them to purchase specific materials, or pay for a service.

All PREMIUM teams can be reimbursed by EDLAB, for up to a maximum of € 150 project-related costs after the programme (transportation costs not included).

Should a client request students to travel, they are requested to take charge of these costs and reimburse the students through PREMIUM. It is therefore important that the client agrees to the budget as well, where transportation costs are involved. At the end of PREMIUM, each team needs to hand in the reimbursement form to PREMIUM, to have their (transportation) fees reimbursed. PREMIUM will then send an invoice to the respective client for the transportation part of the fees.

2.5 Challenges a Project Mentor will come across

Being a PREMIUM project mentor will most often be a pleasant experience, seeing students expanding their horizon and skill-set under your guidance. However, there will also be challenges when working with such diverse teams that you need to be wary of.

a. Excellence students are extremely motivated, which quite often results in their dedication to many diverse activities to build up their curriculum. This might also lead to stress and too much pressure for some students that a mentor will be faced with. We provide a workshop on Time Management within PREMIUM that we recommend to these students. We also can offer some students an additional workshop on stress management.
b. Trying to schedule team meetings with students from 6 different faculties is a challenge in itself. While it is an excellent planning exercise for students, the reality is that many teams will find the planning aspect one of the greatest challenges in the programme.

c. Team members may have different disciplinary backgrounds, different motivations and aspirations, and different cultural backgrounds. Effective collaboration relies in large part on interdisciplinary communication. Communication across disciplines is not easy. For example, implicit misunderstandings may arise concerning what is deemed a valuable question, what are valid data, what kind of result should emerge from the project and so on (Menken & Keestra, 2016). When performing under pressure, these differences might be a cause for friction within the team.

d. Students' participation during the programme may vary from time to time. Some are very active, while others are silent (Roehling et al., 2010). We encourage project mentors to use various techniques to encourage student communication, of which 3 examples are listed below:

    - Connect: Bring students together through their experiences or answers. For instance: 'Maria, your idea of interdisciplinarity sounds as though it resembles what Oliver just called "integrative bridging", do you recognise that? Oliver, what do you think?' By building a connection between students, you forge links between their ideas and give them a platform to discuss similarities or discrepancies (Greef, Post, Vink, Wenting, 2017).
    - Add: By expanding on a student's input, you allow other students to join in the discussion as well: 'Alice, your experience with this issue is something that maybe some of us recognise. Who shares this experience; can I see a show of hands?' You could then ask one or more students to share their experiences, thereby including elements identified by other students. This technique works best when students have different experiences and insights that are potentially complementary (Greef, Post, Vink, Wenting, 2017).
    - Adjust: This technique involves redefining or altering the way a concept is employed by the students in order to come to a commonly agreed meaning. This is helpful when students appear to be disagreeing because they are using the same concept in different ways. When a biology and a psychology student are discussing the concept of 'system thinking' and the latter starts to get irritated that the biology student does not grasp the definition of system thinking, you can pose the following question: 'Maybe in biology, system thinking has a different meaning than in psychology?' To the biology student you can ask: 'Can you explain what is meant by "system thinking" in biology?' And to the other student: 'Can you do the same for your discipline? And where are differences?' By letting students redefine certain concepts, you forge links between their ideas and stories, allowing them a platform to discuss similarities and discrepancies (Greef, Post, Vink, Wenting, 2017).

e. Over time, team members' roles may change from being core (fully dedicated to the research goal) to peripheral (committed to this project, but also working in one or more other teams), and vice-versa. This may cause extra stress on students that stay fully committed. With PREMIUM it cannot be stressed enough that free-riding is unacceptable and will affect the student's assessment. In the paragraph below, you can find more information on motivation, and how to stimulate/influence motivation levels.

f. In time, measurements related to the Covid-19 crisis, might again become more severe. This might have its effect on the well-being of certain team members. Please take care of each other, and if you feel that you are not feeling well or if you notice a team member not being well, contact PREMIUM Central Management Team as soon as possible. These Covid-19 measurements might also have an effect on your team's methodology of choice, possible approach for the project and the scope of the project. Take this into account and negotiate back-up plans with your client.
g. On a regular basis, we get remarks from mentors that students experience some sort of midterm drop of energy right after the Midterm Presentations. The initial phase of the project, a hectic phase has ended, and in some teams, students almost tend to get too comfortable and lenient with their project demands. It might prove challenging for even the most experienced project mentors to get such a team back in a higher energy modus. Some techniques that might help you are:
    - Remove barriers – What gets in the way of a team performing their tasks? Communicate about any personal or team blockers that might prevent the work from even getting started.
    - Reward team behaviour – Support individual performance and overall team performance, especially when they are collaborating together to get the job done. Teams work well, when they are supported and praised as a team. It might be the perfect time to schedule a team activity.
    - Most importantly, set specific dates/milestones and follow-up – do not just "set it and forget it" with your team. Let them know that you are there for them, not by micro managing, but by following up to see how they are doing. Do they need support to get their tasks done on time? Are they being blocked? You will not know unless you follow up.
    - Clarify expectations – Make sure to communicate all the expectations for individuals and the whole team. Efficiency is not achieved in isolation. Make it clear to the entire team that they are to support each other as a team, in order for the entire project to succeed. And this starts with you as a vital member of the team.

If at any point you need support or advice on how to deal with a certain issue, please inform the PREMIUM Central Management Team at premium@maastrichtuniversity.nl. We will gladly provide advice, intervene if necessary or connect you with other mentors who may be able to help you.

2.6 Self-Determination Theory; enhancing or undermining motivation

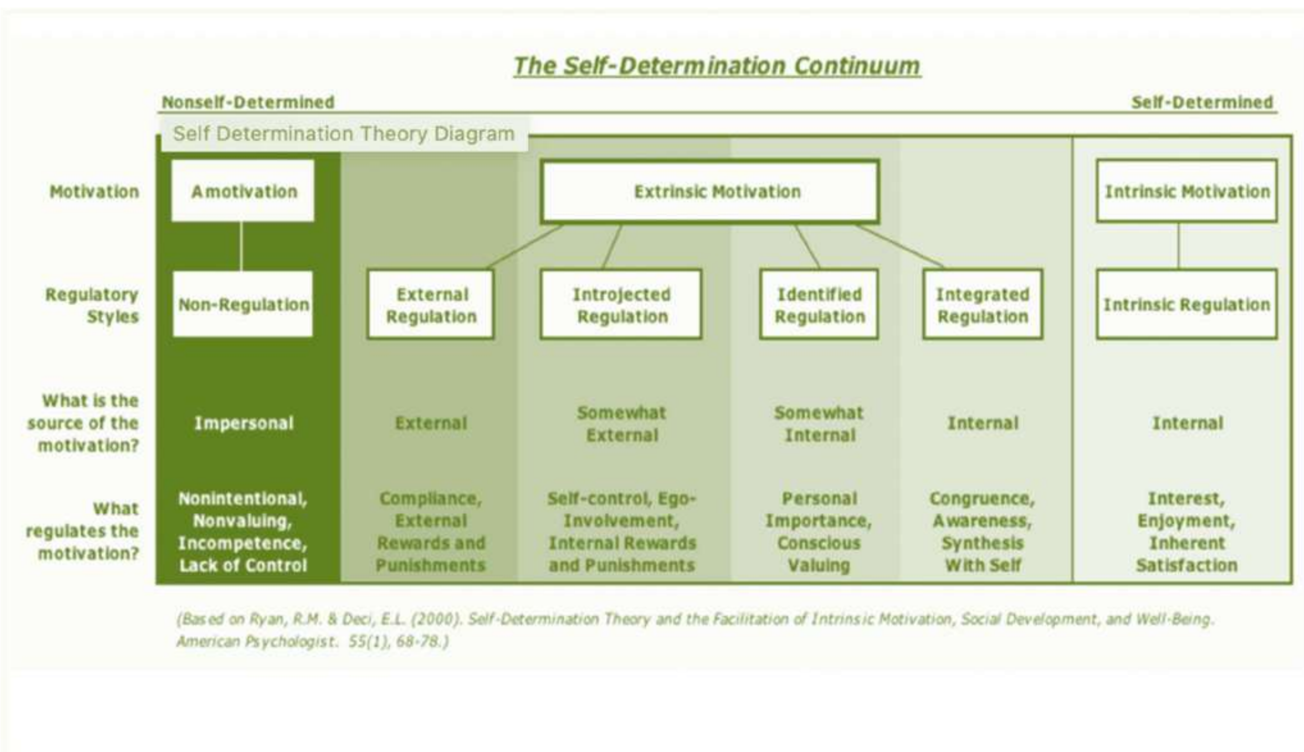
PREMIUM students, as any human being, can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function.

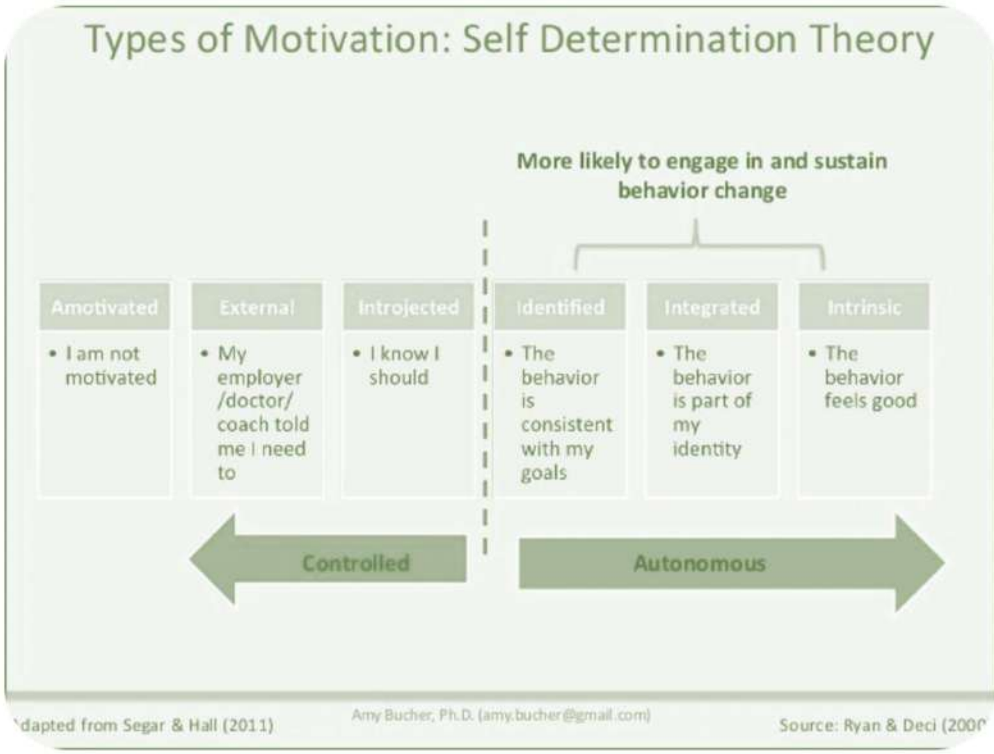
Accordingly, research guided by self-determination theory has focused on the social-contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs--competence, autonomy, and relatedness, which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being. (Ryan, Deci 2000)

https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf

The figures below shows the types of motivation that you might potentially encounter in PREMIUM students somewhere during the programme. Initially, when selecting PREMIUM students, we aim to filter out only those students that are intrinsically motivated, but a student's motivation may shift along the spectrum over the course of PREMIUM due to various reasons.

This Self Determination Theory is a tool to help you in signaling issues related to motivation, and to influence motivation in team members.



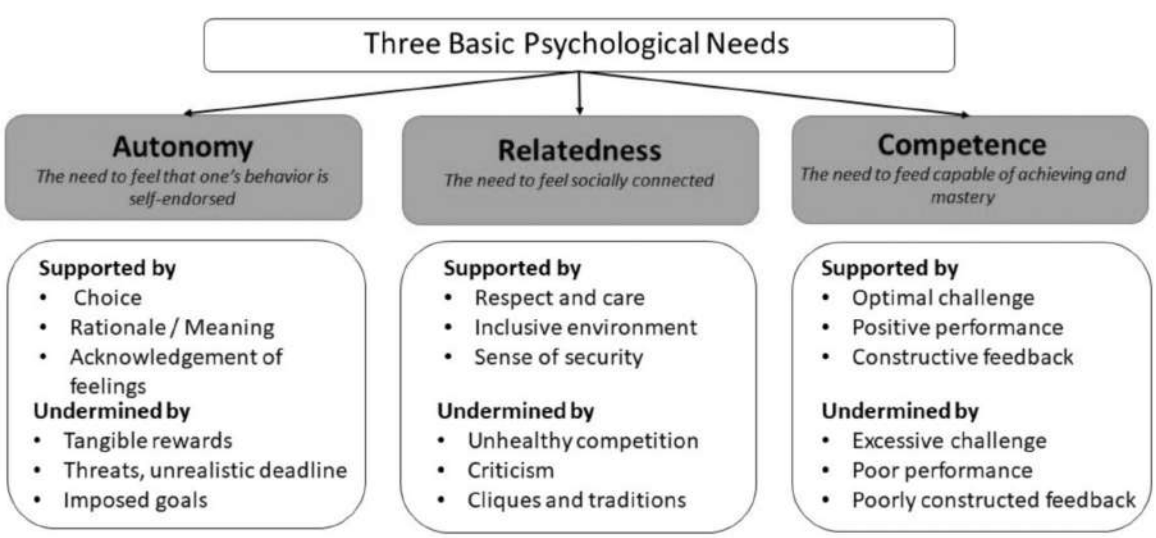


At the far left of the self-determination continuum is amotivation, the state of lacking the intention to act. When amotivated, people either do not act at all or act without intent--they just go through the motions. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Bandura, 1986), or not expecting it to yield a desired outcome (Seligman, 1975).

To the right of amotivation in the figure below are five classifications of motivated behavior. Although many theorists have treated motivation as a unitary concept, each of the categories identified describes theoretically, experientially, and functionally distinct types of motivation.

At the far right of the continuum is the classic state of intrinsic motivation, the doing of an activity for its inherent satisfactions. It is highly autonomous and represents the prototypic instance of self-determination (Ryan, Deci 2000).

Motivation can be stimulated by fulfilling three basic psychological needs.



2.7 FEEDBACK³ (CUBES)

Always try to prevent any issues from escalating within the team. Give each other constructive feedback and respect each other's (cultural) differences. This goes for the students, but also for example for your client. Most issues arise when there is no clear communication and a good conversation and clear agreements more often than not will help to clear the air.

Sometimes a proper feedback session is needed to get the team back on track, clear the air, or just to see where you all stand as a team. Making time for such a session shows reflective skills and professionalism in teamwork.

In order to facilitate such a session, EDLAB has provided a tool, the so-called Feedback³, developed by Design Museum CUBE together with former PREMIUM students.

Feedback³ is a set of 7 cubes that will help make your feedback session easier, more natural and fun! Each of the cubes addresses a topic that should be addressed when talking about the team process, ensuring that all of the important issues will be discussed. The cubes each have 6 statements written on them, which will provide a baseline for the discussion. This tool provides you with a new way of doing your feedback-sessions, but it is up to your team to decide how to use them. You can find more information via this video: https://youtu.be/9oIhQg7jQhs

The actual 7 cubes, and a booklet that provides you with the rules and guidelines for this session, can be found on the PREMIUM website (current student section under "Documents").

Chapter 3: Role of the Competence Coach

The PREMIUM competence coach is responsible for the coaching of students in the development of a specific competency that was chosen by the student him/herself (e.g. leadership, communication, stress management, time management, assertiveness, or networking). The coach is also going to work with the students on the team dynamics of the whole group. Whilst the project mentor is responsible for the content part of the project and the process, the competence coach is responsible for the team dynamics and the (inter)personal skills of the students.

Your responsibility as a competence coach lies in coaching your students during the PREMIUM project, to help identify the competency they like to work on, to invite them to reflect on their current way of going about this competency, and to invite and encourage them to experiment with new behaviour, attributes, skills, and knowledge. This process between student and coach is strictly confidential and you are kindly asked to make this explicit in the first meeting. Finally – you are expected to give an overall evaluation of your findings with regard to the students' process to the student in the last meeting.

At the end of PREMIUM, the competence coach will grade and assess the individual performance of each student in the coaching process based on at least the following and more criteria:

- participation (effort, time and energy put into coaching);
- courage to experiment with new ideas and behaviour;
- reflective determination to grow and expand self-knowledge;
- the quality of student's PDP;
- professional behaviour.

During PREMIUM, you will have the following meetings with your students:

- Three individual coaching sessions (60 minutes per student, including your preparation and follow up)
    - Students are instructed to schedule:
      Meeting 1 (to take place before Friday, February 18th): In this meeting, you will discuss your working relationship, the competence the student wishes to address during coaching and the student's goals concerning the development of that competence. The basis of the meeting will be the components of the PDP the student has completed before the meeting.
    - **Meeting 2** (to take place before Thursday April 14th): In this meeting, you will discuss developments with regards to the chosen competence. The basis of the meeting will again be the PDP components completed by the student before the meeting.
    - **Meeting 3:** (to take place before Friday May 13th): Your last meeting is used to reflect on the student's competence development during PREMIUM. After the last meeting, the student will be able to complete their PDP.

- One intermission meeting on team dynamics with all students in the project team together, taking place around the time of the Midterm Presentations (preferably after the Reflective Practitioner team meeting with the mentor). In this meeting, the coach will guide the team in a reflection on team performance, roles, communication, and if necessary, conflict resolution.

3.1 The personal Development Plan (PDP)

Students are required to complete a Personal Development Plan. The PDP is meant to support the learning process of the student in the context of PREMIUM and serves as a guideline through the coaching process. Upon completion, the PDP will be a journal to chronicle their professional development in PREMIUM. They may then use their PDP as a guideline for a UM Quick Career Services meeting.

The PDP format can be downloaded from the www.edlab.nl/premium website. The format gives students the possibility to reflect on their personal development and invites competence coaches to also reflect in their part.

> ***Please note that this format is a mere guideline,***
> ***not every section may apply to your student, although the first components are required to get you off to a good start of coaching.***
>
> *Each student's PDP document should be e-mailed back and forth between the coach and student. It is up to the student and coach to assure the student stays on track in completing the PDP.*
> ***The student's PDP is for the student's and coach's eyes only.*** *The PREMIUM Central Management Team does not expect to receive this document at any point.*

3.2 Individual coaching sessions

After the kick off meeting, students will make an appointment with you for their first individual coaching session. They have to finish a part of their Personal Development Plan before the first coaching session.

Tip!! If your agenda is full, give the students a limited number of dates they can choose from.

3.2.1 First individual coaching session

Collaboration
Start your coaching process by making clear agreements with the students about mutual expectations and your working relationship; also mention issues of confidentiality, the scheduling of the meetings, and your and the student's tasks and responsibilities can be discussed.

Development competence
Students you are coaching want to develop certain competences during the PREMIUM programme. As part of their PDP, they have completed a few online tests including Career Anchors, the Big Five and Core Competences, and are asked to reflect upon various dimensions of their life. Additionally, they may have attended the "Discover your Competences" workshop hosted by UM Career Services. The results of the workshop provide important information about competences that are relevant for the student. During the first meeting, the coach and student reflect on the start-up phase of PREMIUM and choose the competence or skills (or a selection of it, as often they relate) the student wants to work on.[1]

Setting goals
During this first session, you will make concrete agreements on what the student will do to develop their chosen competency. As homework, students complete the section of their PDP that follows the first coaching session.

3.2.2 Second individual coaching session

During the second meeting, you ask what the student has done to further develop the competence(s). Dependent on the student's need, you continue with the further development (deepening, practicing) of this competency, or you can start with the development of a second competency. As homework, students complete the section of their PDP that follows the second coaching session.

3.2.3 Third individual coaching session

The third and last individual coaching session will be used to reflect on the student's competency development during the project. What went well? What did the student learn? You can also use this opportunity to ask for feedback on your performance as a coach: coaching is also a learning process. After your last session, students complete the section of their PDP that follows the last coaching session.

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[1] A competency is usually made up of skills, knowledge and attribute. A **skill** is about doing something well – your ability to choose and perform the right technique at the right time. It is usually developed through training and practice. For example, you could become a skilled writer by practicing writing in a particular style. You can become skilled at being safe in the workplace by practicing techniques during classroom exercises or labs.
Knowledge is the information that you know, including theories, facts and procedures, and the ability to apply this information in different situations. For example, you could have knowledge about different communication styles. You may know the key steps to plan a program or project and be well versed in strategies for evaluating success. Putting these together takes knowledge. An **attribute** is an inherent characteristic or quality and is often expressed through what you think, do and feel. For example, you could be known for staying positive and calm in challenging situations. You may also bring a 'can-do' attitude to your work - able to try new things, ask for new assignments and demonstrate initiative. Together, these three elements make up a competency. For example, a student could develop competency regarding communication by practicing her writing and listening skills, acquiring knowledge about different communication styles and learning techniques that help her keep calm under pressure.

3.3 Intermission on Team Dynamics

In addition to the three individual sessions with your students, you will have one intermission on team dynamics together with all students of the project team. During this session, you and the students reflect on the team process and the roles of all team members. The purpose of the workshop is to help the team reflect on its performance and, if necessary, offer support in making new agreements. Please see the Appendix for tools and tips, and more detail.

Proposed workshop structure "Team Dynamics"

15 min	Introduction/structure Explanation of workshop procedure Appointment of process and time facilitator Explanation of feedback rules
15 min	Distribution of questionnaire *Each student is to fill out the questionnaire individually.*
10 min	Inventory of pluses and minuses with regard to agreements made at start of team project
40 min	What is going well? What needs improvement? What new agreements are needed? *During this discussion, the coach will reflect on the process and provide the team with feedback.*
30 min	Formulation of one or two new agreements: Who? What? When?
10 min	Evaluation Reflection on learning points New agreements on paper, additional tips and values

Suggestions for use of flipchart

1. Inventory of pluses and minuses for questions 1 to 4
2. Inventory of what is going well (keywords)
3. Points of improvement (keywords)

3.4 Kick-off with project team

In the first week of PREMIUM, your team will come together (mentor, students, client and competence coach) for an official kick off where you will discuss the following issues:

- Expectations: what do you expect from your students, what can they expect from you, what does the project mentor expect?
- Different roles: clarify the difference between the role of the project mentor (he/she focuses on the content of the assignment and the team's process) and your role as a competence coach (you focus on the personal development of the team and the individual student).
- Set agreements for communication, behaviour and cooperation: this is a unique moment to agree on how you work together during the PREMIUM project. This can vary from practical issues (use of email, phones, dates of meetings, etc.) to the way you will interact (how will you give each other feedback, how will you deal with conflicts, etc.).
- Include some time for coach and team even if only 30 minutes.
- This is also the perfect time to make arrangements concerning the individual and team meetings you will have with the students.

3.5 Coaching-related programme components

Throughout the PREMIUM programme, students will complete various tasks that we either expect competence coaches to assess in, or at least be aware of. Especially in the beginning and end of the programme, the student team is required to complete some essential programme elements.

Please refer to the Appendix for the complete PREMIUM student checklist to get a clear idea of what the students are expected to do, when, and how.

- Students complete a team charter before and during the first team meeting, describing how they will work as a team. The team charter can be used in the team dynamics session.
- Students will complete a teambuilding assignment that will be provided at EDLAB.
- Students complete several online tests as part of their PDP assignment and coaching component.
- Students attend the mandatory workshop "Discover your Competences".
- Throughout PREMIUM, students attend 2 more mandatory workshops and 3 more elective workshops of their choice. The workshops may provide learning experiences or new developments relevant to the coaching process.
- Students plan a team dynamics meeting with their competence coach. The results of the reflective practitioner meeting that students by then ought to have had with their mentor, can be used during the team dynamics meeting.

3.6 Challenges a Competence Coach will come across

Being a PREMIUM competence coach will most often be a pleasant experience, seeing students expanding their horizon and working on their personal development under your guidance. However, there will also be challenges when working with such diverse teams and students that you need to be wary of.

a. Excellence students are extremely motivated, which quite often results in their dedication to many diverse activities to build up their curriculum. This might also lead to stress and too much pressure for some students that a mentor will be faced with. We provide a workshop on Time Management within PREMIUM that we recommend to these students. We also can offer some students an additional workshop on stress management.
b. Trying to schedule (team) meetings with students from different faculties is a challenge in itself. While it is an excellent planning exercise for students, the reality is that many will find the planning aspect one of the greatest challenges in the programme.
c. Team members may have different disciplinary backgrounds, different motivations and aspirations, and different cultural backgrounds. Effective collaboration relies in large part on interdisciplinary communication. Communication across disciplines is not easy. For example, implicit misunderstandings may arise concerning what is deemed a valuable question, what are valid data, what kind of result should emerge from the project and so on (Menken & Keestra, 2016). When performing under pressure, these differences might be a cause for friction within the team.
d. Over time, team members' roles may change from being core (fully dedicated to the research goal) to peripheral (committed to this project, but also working in one or more other teams), and vice-versa. This may cause extra stress on students that stay fully committed. With PREMIUM it cannot be stressed enough that free-riding is unacceptable and will affect the student's assessment. Please be weary of such issues during the Team Dynamics meeting.
e. In time, measurements related to the Covid-19 crisis, might again become more severe. This might have its effect on the well-being of certain team members. Please take care of each other, and if you feel that you are not feeling well or if you notice a team member not being well, contact PREMIUM Central Management Team as soon as possible. These Covid-19 measurements might also have an effect on your team's methodology of choice, possible approach for the project and the scope of the project. Consider this and negotiate back-up plans with your team.
f. Some students might show a level of resistance when it comes to coaching. The student may be passive, putting off your meetings or acting as if (s)he's open to coaching but never actually changing his/her behaviour. Or (s)he might be direct, making it clear (s)he doesn't want your help. While this may be frustrating, you should not feel discouraged by this. Here are some techniques to use:
    - Understand the resistance: It's easy to assume the resistor is simply irrational or difficult, but there is typically a logical, perfectly reasonable explanation for how the person is behaving. Perhaps, (s)he doesn't trust you well enough yet. Also, coaching can sometimes be experienced as "not being good enough".

- Be curious: Asking questions is also relevant. “How can we solve this problem together?” or “What do you feel is holding you back at this moment?” You can mention the resistant behaviour you have been observing so long as it is in a non-critical way that sparks candid discussion. For example, you could say: “I noticed that you rescheduled our meeting several times. I’d really like to work with you on this so what can I do to help you make this a priority or make you more comfortable tackling this issue?”
- Show appreciation and build trust: To accept coaching is to make oneself vulnerable, so you need to show this particular student that you are worthy of trust. First acknowledge the person’s contributions, emphasize confidentiality and keep your word. Also, make sure you stay committed throughout the coaching process. Another way to build trust is to show that you will accept reasonable mistakes. Allow the student to analyse setbacks and failures and learn from them.

If at any point you need support or advice on how to deal with a certain issue, please inform the PREMIUM Central Management Team at premium@maastrichtuniversity.nl. We will gladly provide advice, intervene if necessary or connect you with other mentors who may be able to help you.

3.7 A PREMIUM Coach’s attitude

Your coaching role begins with your basic attitude; the attitude you have when you are working as a coach. No matter how you are going to coach – what methods and techniques you are going to apply – effective coaches always have a certain basic attitude. What do you need in order to be an effective coach?

1. Attention: pay attention and be there

This is one of the main requirements for having a successful coaching meeting: you have to pay full attention and be there for the other person for the full 100%. ‘Being there’ means you have to clear your head and put your own worries, emotions, uncompleted tasks and conversations you have to hold neatly away in the drawer of your brain; you must only open the drawer of the other person. This also means that you should be in the ‘here and now’: you focus your attention on what *is*. If you feel you cannot fully be there for the other person, it is best to not have the coaching meeting at all.

2. Acceptance without judging

To be there for someone else also means you accept the other person as s/he is without any judgment. You as coach may be aware of your own reactions and preconceptions but you will just have to park them and clear your head. Don't judge. Accepting the other person as s/he is and trying to understand his/her thinking and emotions is what makes a coaching meeting stand out from daily conversations, because true attention is rare. Your attitude communicates to the other person: ‘I am trying to understand you.’ Acceptance also means you have to accept yourself. You can only give something to someone else if you have it yourself. It is not until you can let go of your own judgments (and your own fear of failure) that you can be there for the other person. Acceptance does *not* mean that you do not make a judgment about what you hear, nor does it mean that you do not have an opinion of your own or that you do not interpret it in your own way. You must however be aware of the fact that the only important thing is the meaning the other person gives it.

3. Association with the story of the other person

A coach needs to accept the other person as s/he is in order to be able to associate or identify with the subjective experience and way of thinking of the other person. Only then will a coach be able to do identify with them. Someone who has only just started coaching others often asks many questions at the beginning of the meeting, which turns the meeting into an interrogation and forces the student to follow you rather than the other way around. Following the other person in his/her story gives them the chance to tell their story in their own way, which will provide you with more information. It will also give you more time to observe their body language. Please note: Stopping the student if you no longer see the connection or if you feel that they are talking about distracting details is also a form of association (!)

4. Authenticity, realness

Act as yourself, be yourself (there are plenty of others). Be aware of your own qualities, pitfalls and learning objectives. Do not play a role because you will not be able to keep that up. Know and acknowledge your own limitations. For example: '*I notice you continuously give evasive answers and I feel I'm getting annoyed by this.'* And you don't have to know everything. A coach doesn't need to have answers readily available, because a coach helps the other person with finding their answers.

3.8 Self-Determination Theory; enhancing or undermining motivation

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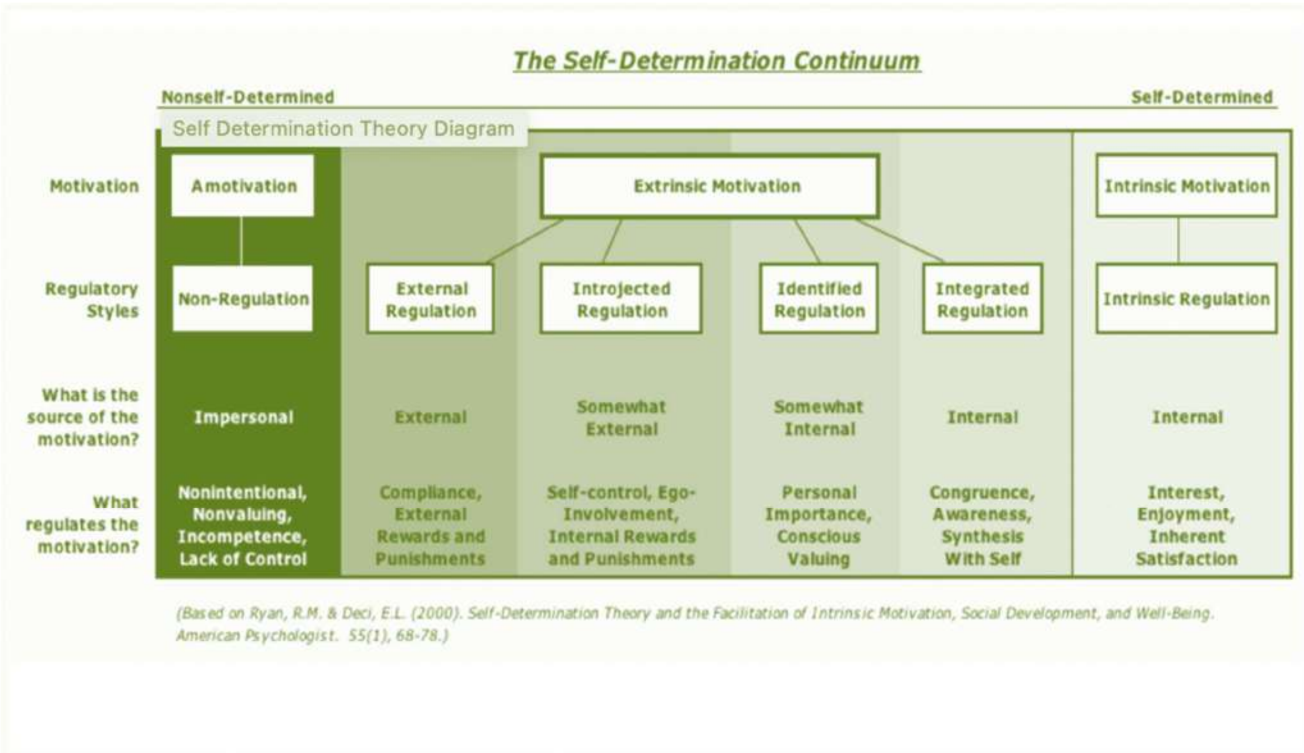

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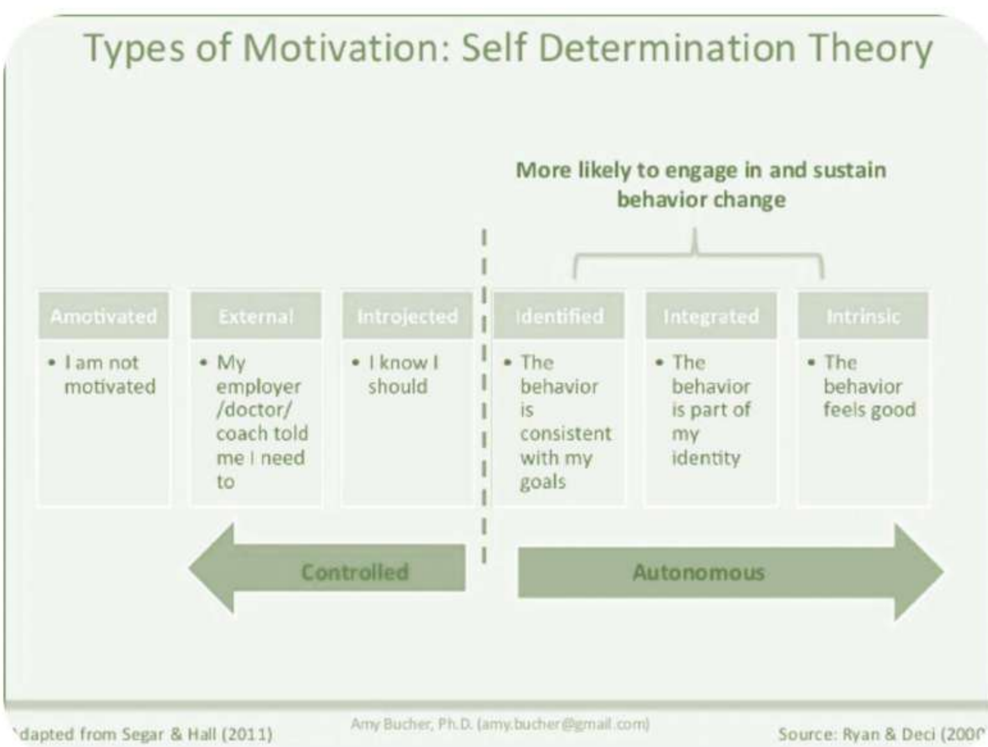

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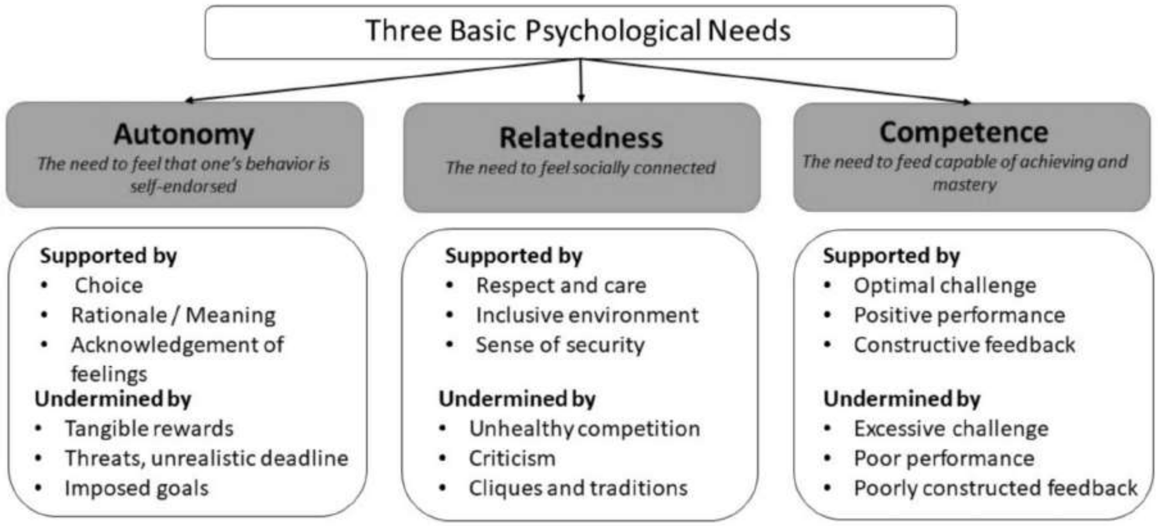

Chapter 4: PREMIUM Coach and Mentor Training Programme

PREMIUM organizes a yearly series of professional workshops and supporting activities for competence coaches and project mentors, with the following objectives in mind:

- Establishing uniformity in coaching approaches and techniques for the students (minimum level of quality the students can and may expect);
- Establishing uniformity in techniques for project mentors to support the students in an appropriate manner in their project execution (minimum level of quality the students can and may expect);
- Offering a platform for exchange of experiences and best practices;
- Facilitating the drive of professionals to grow in their coaching skills;
- Facilitating the drive of professionals to grow in their role as mentor.

We believe that the knowledge, skills and techniques learned in this programme, are not only useful in the context of PREMIUM but can be transferred to a wider range of professional working environments, such as tutoring students with their thesis or supporting students in the execution of group assignments.

Therefore, this programme for competence coaches and project mentors in PREMIUM can be beneficial for more students than just those participating in PREMIUM and the organization itself.

*After having participated all workshops and activities, coaches and mentors will receive an **official certificate** signed by UM's rector, stating they have been active as a PREMIUM coach or mentor and participated in the training programme described in this document.*

*Besides that, these trainings may **count towards your CPD**, depending on your personal development goals, in discussion with your supervisor or manager.*

4.1 Training Programme Overview

What	For whom	When	Where
Mandatory introductory meeting Introduction in PREMIUM 2021-2022	For **current and new** coaches and mentors	Thursday 06.01.2022, 16:30-17:30 hrs prior to PREMIUM Mix&Match	We will decide in October if this will take place online or offline.
Mandatory introductory workshops - Introduction into coaching for coaches/Introduction into project based working for mentors - Introduction into team dynamics for coaches and mentors	For **new** coaches and mentors	Friday 07.01.2022, 09:30-16:30 hrs	EDLAB, Tapijn building X
PREMIUM Advanced training for mentors and coaches "On the way to self-steering teams"	For **current and new** coaches and mentors	Monday 17.01.2022, 13:30-16:30 hrs	EDLAB, Tapijn building X
PREMIUM Intervision session	For **current and new** coaches and mentors	Wednesday 16.02.2022, 17:00-19:30 hrs	EDLAB, Tapijn building X
PREMIUM Advanced training for mentors and coaches "Dealing with resistance"	For **current and new** coaches and mentors	Wednesday 30.03.2022 13:30-16:30 hrs	EDLAB, Tapijn building X
PREMIUM Intervision session	For **current and new** coaches and mentors	Monday 17.04.2022, 17:00-19:30 hrs	EDLAB, Tapijn building X
PREMIUM Intervision session	For **current and new** coaches and mentors	Tuesday 10.05.2022, 17:00-19:30 hrs	EDLAB, Tapijn building X

4.2 Compensation

Competence coaches and project mentors receive compensation in hours for their participation in PREMIUM.

- Competence coaches receive 4 hours per student they coach and 2 hours for a workshop with the project team (just the students) on team dynamics. With an average of 4 students per competence coach, the coach receives 18 hours compensation in total.
- Project mentors receive 30 hours per project team.

The standardized and maximized compensation fee is € 75 per hour.

We need to follow your faculty regulations in this (either transferring the compensation to the faculty appointed budget number or to a personal budget number, or solver hours). We require an honours mentality of our students, and needless to say, we ask the involved project mentors and competence coaches to display exemplary behaviour. Meaning that you partake in the training programme elements, guide the students to your best knowledge and communicate regularly with the PREMIUM Central Management Team.

CHAPTER 5: CONTACT INFORMATION

If you have any questions, feel free to contact the PREMIUM Central Management Team or the PREMIUM Coordinator at your faculty.

Also, check our website regularly for updates and information about the programme: www.edlab.nl/premium

PREMIUM Central Management Team

Contact the PREMIUM Central Management Team at **premium@maastrichtuniversity.nl**.

EDLAB		043 388 41 73	Fabienne Crombach Senior Coordinator fabienne.crombach@maastrichtuniversity.nl
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PREMIUM Faculty Coordinators

Faculty Coordinator		Phone	Email
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FHML		043 388 17 22	Jascha de Nooijer j.denooijer@maastrichtuniversity.nl

APPENDIX 1: COMPLETE STUDENT PREMIUM CHECKLIST

Below, we provide you with an overall checklist for every task you need to complete in order to successfully complete PREMIUM. To be specific, if you stick to this checklist, nothing can go wrong and you should stay on track to get your PREMIUM certificate.

Ready? Set? Go!

1) Team charter: Before and during the first team meeting, complete the team charter (Deadline: **Friday February 4th**)

- ☐ Schedule your first team meeting to complete the team charter.
- ☐ Complete the *individual section of the team charter* and bring it to the team meeting.
- ☐ Attend the team meeting.
- ☐ Complete the *team section* of the team charter together.
- ☐ Send the completed team charter to 1) your coach, and 2) premium@maastrichtuniversity.nl.
- ☐ Reflect on the team charter in your PDP.

2) The teambuilding assignment (Deadline: **Friday February 4th**)

- ☐ Pick up the assignment at EDLAB (please inform us when you are planning to come). Or request the materials for an online team building assignment via premium@maastrichtuniversity.nl.
- ☐ Complete the assignment.
- ☐ Hand in the assignment at EDLAB and take a look at the solution, or request the solution via premium@maastrichtuniversity.nl.
- ☐ Reflect on the assignment in your PDP.

3) Budget (Deadline: **Friday February 4th**)

- ☐ Set up a preliminary budget describing the costs you expect to make throughout the project.
- ☐ Send a copy of your preliminary budget to your project mentor (and client in case of travelling costs) for approval.
- ☐ Assign one team member to email the approved preliminary budget to premium@maastrichtuniversity.nl, with your mentor in the CC.

4) Set up the Tumblr Page (Deadline: **Friday February 4th**)

- ☐ Set up a (basic) Tumblr page for your PREMIUM student team;
- ☐ Once you have set up the name for the blog, send the link and name to premium@maastrichtuniversity.nl;

5) Workshop 'Discover your Competences' (Deadline: **Thursday February 10th)**

- ☐ Sign up for the workshop.
- ☐ Complete the mandatory homework assignments (available on edlab.nl/premium)
- ☐ Attend the workshop and bring the homework assignments with you.
- ☐ Evaluate the workshop on www.edlab.nl/premium

6) **Online tests**: gain insight into your competences to define a good starting point! The online tests can be found on www.edlab.nl/premium. (Deadline: **<u>Friday February 18th</u>**)
   - ☐ Complete the Belbin Team Roles Test
   - ☐ Complete the Big Five Personality Test
   - ☐ Complete the DISC Personality test
   - ☐ Reflect on your test results in your PDP

Into the first stages of project execution…

7) **First meeting with Competence Coach** (Deadline: **<u>Friday February 18th</u>**)
   - ☐ Schedule your first meeting with your coach.
   - ☐ Attend the meeting and bring all recently made entries to your PDP with you, including: 1) the results of your online tests, 2) your personal team charter and final team charter.
   - ☐ Reflect on your first meeting in your PDP.

8) **Attend mandatory workshops** (Deadline: **<u>Tuesday March 8th</u>**)
   - ☐ Attend the workshop 'Teamwork & Functioning Optimally'.
   - ☐ Complete the workshop evaluation form on www.edlab.nl/premium
   - ☐ Attend the workshop 'Introduction to Project-Based Working'.
   - ☐ Complete the workshop evaluation form on www.edlab.nl/premium.

Halfway there…

9) **Midterm Presentations** (Deadline: **<u>Friday March 11th</u>**)
   - ☐ Read the section on Midterm Presentations in the (online) student handbook.
   - ☐ Send in your Powerpoint presentation before the deadline.
   - ☐ Attend the Midterm Presentation session your team is assigned to. (March 16th or 17th.)
   - ☐ Complete the Midterm Presentations evaluation form on www.edlab.nl/premium.

10) **Reflective Practitioner Meeting with mentor** (Deadline: **<u>Friday March 25th</u>**)
   - ☐ Schedule your reflective practitioner meeting with your mentor (preferably after your team's midterm presentations)
   - ☐ Fill out the reflective practitioner form and send it to your mentor before the meeting.
   - ☐ Fill out the 360° feedback form and send it to your mentor before the meeting.
   - ☐ Attend the meeting.

11) **Second meeting with Competence Coach** (Deadline: **<u>Thursday April 14th</u>**)
   - ☐ Schedule your second meeting with your coach.
   - ☐ Attend the meeting and bring all completed components of your PDP with you.
   - ☐ Reflect on the meeting in your PDP.

12) **Team Dynamics Meeting** (Deadline: **<u>Thursday April 14th</u>**)
   - ☐ Together with your team mates and coach, schedule the meeting.
   - ☐ Attend the meeting.
   - ☐ Reflect on the meeting in your PDP.

13) **Attend three more workshops of your choosing** (Deadline: **Tuesday May 10th**)
- Attend three of the elective workshops.
- Complete the workshop evaluation form on www.edlab.nl/premium.

14) **Third meeting with Competence Coach** (Deadline: **Friday May 13th**)
- Schedule your third (and final) meeting with your coach.
- Attend the meeting and bring all completed components of your PDP with you.
- Reflect on the meeting in your PDP.

Wrap it up!

15) **Closing session with the client and mentor**
- Schedule and prepare a closing session with the client together with your project mentor.
- Fill out the reflective practitioner form concerning the second half of your project, and send it to your mentor, before the actual closing session with your mentor.

16) **PREMIUM Closing Event** (Deadline: **Friday May 20th**)
- Read the section on the Closing Event in the online student handbook.
- Send in your team's slides concerning your PREMIUM experience.
- Attend the Closing Event on May 25th.
- Complete the Closing Event evaluation form on www.edlab.nl/premium.

17) **Project outcomes** (Deadline: **Wednesday May 25th**)
- Email your final report, product, or other form of project outcomes to premium@maastrichtuniversity.nl and to your project mentor, before the date of the Closing Event.

18) **PREMIUM Evaluation** (Deadline: **Friday June 3rd)**
- Complete the PREMIUM overall programme evaluation form on www.edlab.nl/premium.

19) **Finalized budget** as part of the reimbursement process (Deadline: **Friday June 24th**)
- Together with your team, set up the finalized budget that describes expenses your team made throughout PREMIUM.
- Notify your mentor and client and ask them to approve the budget.
- Assign one team member to email the finalized budget to premium@maastrichtuniversity.nl.
- Hand in reimbursement forms and receipts to the PREMIUM Central Management Team.

APPENDIX 2: THE REIMBURSEMENT PROCESS

Below, we provide you with the reimbursement process guidelines that are provided to students in the PREMIUM student handbook.

As explained, all PREMIUM teams can be reimbursed up to a maximum of € 150 project-related costs (excl. transportation costs) after the programme. In order to apply for reimbursement, follow the following steps.

Please read all instructions very carefully. If you have any questions, contact your project mentor. If they are unsure, contact the PREMIUM Central Management Team. Wrongly completed reimbursement forms will cause delays or no reimbursement at all.

1) You have emailed a preliminary budget, approved by your project mentor (and client) to the PREMIUM Central Management Team, before the deadline.
2) You have collected all original receipts over the course of PREMIUM.
3) Email the realized budget approved by your project mentor and client (include them in CC!) to the PREMIUM Central Management Team.
4) Download the reimbursement forms from the www.edlab.nl/premium website.
5) Fill out the forms correctly.
6) Submit the forms at EDLAB.

THE FORMS

Download the reimbursement forms from the www.edlab.nl/premium website. Note that there are two separate reimbursement forms, each for a different purpose.

- **Claimform business trip expenses**: this form is for reimbursement of travel costs. For example, did you have to take a train to visit your client at their office? Or fly to and stay the night at a hotel in Berlin to attend an important meeting with your client? Fill out this form to be reimbursed for any and all necessary expenses made to travel during project execution.
- **Claimform other expenses**: this form is for reimbursement of everything else. Did you go to dinner as a teambuilding effort? Or perhaps you had to grab a quick lunch on your way back home from meeting the client? Printing the poster, hiring a freelancer? Fill out this form to be reimbursed for any and all necessary expenses made to enable project execution.

HOW DO I FILL OUT THE REIMBURSEMENT FORMS?

The UM Finance department is very strict about reimbursement forms and there are a couple of rules you are required to follow when completing the forms.

1) ***Use the correct forms*** and fill them out appropriately (travel expenses separated from everything else).
2) Sign the forms with a ***blue pen.***
3) Always include ***original receipts***.

4) ***No original receipt = no reimbursement***.

All teams should assign one, single team member to file for reimbursement. The reimbursement will be paid out to this student after which you have to divide the money amongst the team members yourself. You may not send in more than one of each form per team. The team member, who will be responsible for handling the reimbursement, should fill out the reimbursement form as follows.

Personal details:

Family name and initials	Last Name, A.B.	Personnel no	700 (leave this field empty)
Address	Vrijthof 1A	BSN/Sofinr. (social security number)	12345678 (dutch BSN is 8 or 9 digits)
Postal code and city	1234 AB	IBAN nr. *)	Enter your Dutch IBAN or international bank account number
Country	The Netherlands	BIC nr. *)	Enter your Bank's Identification Code
Sex	M/F	Name Bank	Bank
Date of birth	01/01/1990	Address Bank	Vrijthof 2
Nationality	Dutch		1234 AB, Maastricht

Fill out the form using a computer to avoid mistakes due to unclear handwriting. Most importantly, **be sure to check your bank account number very carefully.** Submitting a form with the wrong bank account number causes delays or no reimbursement at all.

Next, describe the costs. Refer to both what you paid for and the store/restaurant/company it was paid to. List the costs in chronological order. The included receipts may be numbered according to the order on the declaration form (for example, mark the receipt from your lunch at Brasserie Tapijn with a 1).

Description of other expenses

	Date	Description expenses	Amount
1	01-01-16	Team lunch at Brasserie Tapijn	€ 50,00
2	02-02-16	Office supplies at Hema	€ 20,50
3	11-06-16	Printing poster at Océ	€ 45,95
4			€
5			€
6			€
7			€
8			€
9			€
10			€
		Total	**€ 116,45**

For travel expenses, make sure you enter the correct information in the designated area. Note that the reimbursement rate for kilometers is € 0,19 per km. This is the standard rate, maintained for everyone at the entire university. Again, be specific and refer to the context in which the costs were made. Add everything up correctly at the bottom of the form (be sure to check it over). You may group costs together in one line. For example, if you travelled by train to Heerlen with your whole team, write “6 x meeting client in Heerlen” and indicate the total amount.

Again, we advise you to fill out this part of the form on a computer to avoid mistakes due to unclear handwriting.

Travel expenses own transport:

Date	Number of km/ Rate	Description/Destination/Reason for Travel	Amount (EUR)
02-02-16	50 à € 0,19	Meeting client in Heerlen	€ 9,50

Travel expenses public transport (train, taxi, bus, airplane etc.)

Date	Description/Destination/Reason for Travel	Amount	Currency	Amount (EUR)
02-03-16	Meeting client in Heerlen	11,28	Euro	€ 11,28

Other cost:

Hotel expenses			
01-04-16, Hotel Ibis Berlin, 1 night, 2 rooms	100	Euro	€ 100

Other expenses			
02-03-16, Parking costs Heerlen	5,00	Euro	€ 5,00

The person who filled out the reimbursed forms (so whose name is stated at the top of the form) has to sign the forms in the area shown below. Make sure to use a ***blue pen.***

I here by declare that I have completed this form truthfully.	Date	Signature

Lastly, the area shown below is for the PREMIUM Central Management Team to sign. You should **not** fill out any field below “Agreed by the budgetholder/Mandated”.

Agreed by the budgetholder/Mandated

Name		Signature	
Budgetnumber		Faculty/Department	
Permanent position	50	Date	

INCLUDING YOUR RECEIPTS

Now that you have completed the forms, include your original receipts. Please note that proof of payments (betaalbewijzen) from ATM machines is not admissible as receipts as they don’t indicate what you paid for and there is no way for us to know what the receipt is for.

Please make sure your receipts are attached securely. Staple the receipts to the forms or to a separate sheet of paper. **Make a copy of your original receipts, just in case**. Also, put your forms and receipts in an envelope to make sure everything is kept together.

One last check! Make sure your name is spelled correctly, you entered the correct bank account number, you added everything up correctly, you used a blue pen, you included all original receipts.

SUBMITTING THE FORMS

In order to hand in the forms, **deliver them to EDLAB or ask your mentor to send them to us through internal mail.** The PREMIUM Central Management Team will check over your forms, sign them, and send them to the Finance department for processing.

HOW LONG WILL IT TAKE?

If you do not hear from the PREMIUM Central Management Team or the UM's Finance department regarding your reimbursement application, you may assume that everything is O.K. and that you will be receiving the reimbursement soon. Generally, you will not hear from us and the reimbursement will eventually show up in your account. Please note that the entire reimbursement process may take up to a month or two.

APPENDIX 3: BASIC EMOTIONS

Emotions are not only essential in life; they also give colour to it. Without them, life would be very dull. Emotions work closely together with your cognitive information processing system to steer yourself, the world and others. The five basic human emotions are fear, sadness, happiness, love and anger. Although our emotions can be tricky and inconvenient at times, they can also be our key to more insight into ourselves.

Sadness **(sad, disappointed, mourning, lonely, abandoned)**	Sadness is a reaction to loss. This loss can either be great (e.g. the loss of a loved one) or small (e.g. an unkind word from a colleague). Sadness shows us the things we find important in life. After all, you only experience a sense of loss (however small) when it's something that matters to you, in whatever way.
Fear **(scared, wary, tension, panic)**	Fear is a sign that there is danger. Our attention span is heightened and we are able to react quicker. Fear makes us alert. In our society, danger can also mean 'failure', 'the risk of losing something' (e.g. your job).
Anger **(irritation, anger, aggression)**	As soon as someone feels anger, they know they have reached their limits. The first light irritation is a sign that someone has entered 'your territory'. Anger does not only protect us, it also gives us the strength to mark our territory. If someone crosses our boundaries, anger will give us the energy we need to 'restore order'. By not indicating our boundaries we will only bottle up our anger (which will eventually lead us to having an anger outburst). It is also possible that someone is mad at themselves!
Happiness **(pleasure, cheerful, positive energy, happy)**	Joy is a clear signal that something is happening that is important to us and gives us positive energy. A lot of people are in search of 'a more satisfying and meaningful life'. This emotion (in all its forms) gives a clear message. What makes you happy in your work? When did you have a good day; what happened? These are good questions for people who are in search of more balance and meaning in their lives.
Love **(friendship, affection, connection/solidarity)**	Love connects people. It makes us feel attracted to someone (and it makes us want to reproduce, raise our children etc.). We want to feel connected, not just with our partner and children but also with our friends, colleagues and neighbours. This emotion also gives us more insight into ourselves. If you have enough love and connection in your life, you will have a positive self-image. People with low self-esteem often have more difficulty with loving and being loved than people who do appreciate themselves. It is often said that you cannot love someone else until you love yourself.

APPENDIX 4: "THE 24/7 STUDENT & THE PERFECT STUDENT" WORKSHOP

The 24/7 student:
The student works hard, is ambitious and always busy.

The 'perfect' student:
The student that does not see any areas for personal development and improvement, he/she can be arrogant and a know-it-all.

How to recognize the 24/7 student:

- Stressed
- Tense
- Task lists
- No time
- Over(re)acting
- Tired
- Well-organized
- Controlling
- Cannot prioritize
- Lack of focus
- Eating habits
- Body language
- Request to develop: time management; working more efficiently
- Worried about what others think of them
- Future oriented
- Task oriented
- Avoids feedback
- Takes control
- Grade/ result oriented
- Will not set boundaries
- Expresses self-criticism
- Experiences the feeling that 'nothing is good enough'

Underlying motives

Fear of failure/ rejection

Low self-worth

Low self-esteem

Uncertainty

Needs to be loved

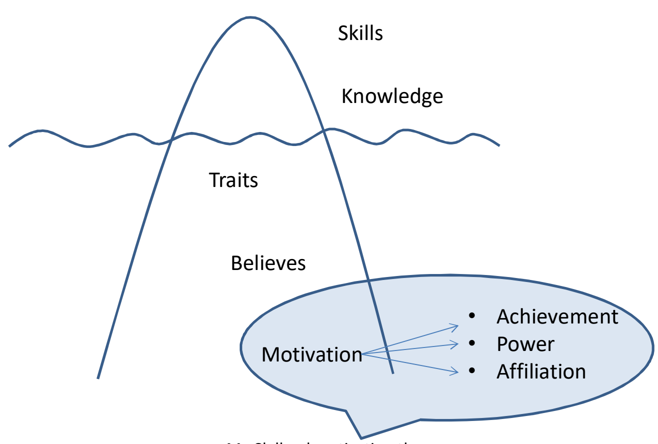
Not being good enough.

Time/money pressure

Peer pressure

Need for development/appreciation

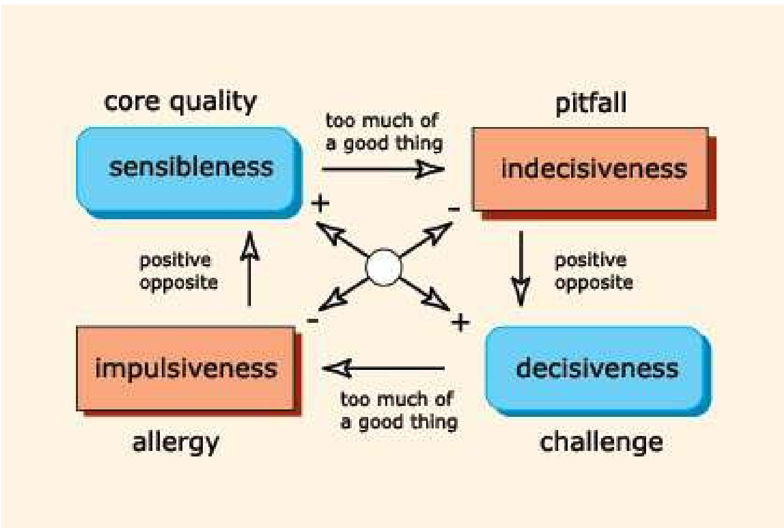
Over commitment/responsible



Mc Clelland motivation theory

How can you coach perfectionism?
There are many ways to coach a perfectionist. The choice for a certain approach will depend on the person and the circumstances. Below you will find examples of two different methods:

WORKING WITH CORE QUALITIES



Questions to ask when using Core Qualities

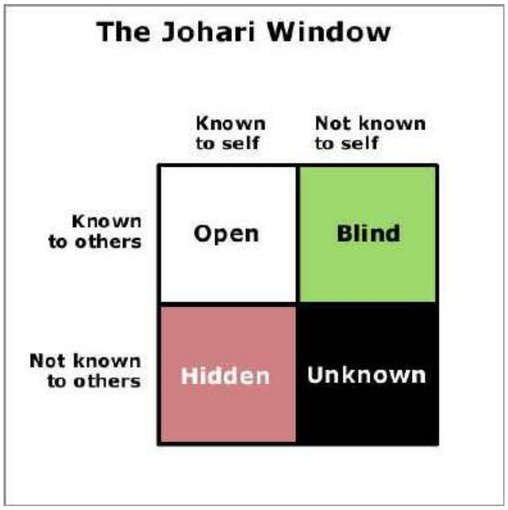
- What is the core quality?
- What irritates you in others?
- What information does this provide you?
- If you are overdoing something, are there many benefits to you in the end? What is then the quality of this? (this is the pitfall)
- What are the risks if the core quality is overdone? / Too much
- What is the core quality of the allergy
- What is the positive opposite of the pitfall?

Time management
What are the three most important things to you in life?
If you focus on work; what are the three most important things to you?
How do you spend your time? Is this in line with your three most important things?
If not, what can you change?
The following is an exercise to give insight into the way we misuse time.
“Do we do the right things for ourselves?” vs “Do we do the right things for others?”

It is important to make sure that you do not forget to spend time on things that are important to you.

Video cast: Work – life balance: https://mu.lms.crossknowledge.com/interfaces/login.php, competence stress resistance, step 2

The “perfect” student
These students often are not aware of their development possibilities.



Use 360˚ feedback
Use the core quality’s to discover
Use STARR to reflect on a specific situation
Use openings as:

What is worrying you at night?
What are you proud of?
What is your biggest dream?

Talk with self instead of mind (unorthodox method)
Groundings exercises; walking, meditating (let them breath 3 times will also get them to relax)
Use drawing to let the subconscious rise
Use different perspectives
Use cards, there are a lot of different card-sets available; these are some examples;

Core quality (kernkwadranten), insight, the book of answers, angel cards and many more. You will find them in reform shops like “Tuinen”; bookshops and esoteric shops,

APPENDIX 5: INTERMISSION ON TEAM DYNAMICS

QUESTIONNAIRE *INDIVIDUAL REFLECTION ON TEAM DYNAMICS*

Each student has 15 minutes to fill out this questionnaire individually.

What were your expectations as a team regarding…
1. Meeting attendance (showing up on time, turning off mobile phones, indicating when members will miss a meeting)
2. Participation quantity and quality
3. Cooperation
4. Attitudes
Team performance
5. What worked well within the team?
6. How did you reward team members for successes?
7. How did you ensure the expected contributions and performance levels of the team?
8. Did you have to deal with members who performed poorly? How did you do this?
9. How did you deal with free-riders, if any?
10. What aspects would you like the team to improve on?

NEW AGREEMENTS

New agreement 1 : …	
Specific	
Measurable	
Acceptable	
Result oriented	
Time bound	
What are the expected obstacles?	
To overcome these we will need the following:	
How will we know if we have been successful?	

New agreement 2 : …	
Specific	
Measurable	
Acceptable	
Result oriented	
Time bound	
What are the expected obstacles?	
To overcome these we will need the following:	
How will we know if we have been successful?	

APPENDIX 6: TEAM CHARTER

Research on team performance shows that high-quality team charters—written plans for how the team will manage its activities—are positively related to team performance.[2] Drafting a team charter increases team members' knowledge of the strengths and weaknesses within the team, helps to create shared expectations, and facilitates the establishment of effective group practices for dealing with high and poor performance.

The team charter has two parts.

Part 1 Team charter: The individual part

In the individual part of the team charter the student answers a number of questions about himself/herself and their expectations with respect to the performance of the team. Part 1 is to be filled out by each team member individually prior to the first team meeting.

Part 2 The team charter: The team part

In the team part, you discuss together your team roles, expectations and processes. You fill out the team charter as a group during your first team meeting, and submit it to your competence coach directly after the meeting.

PART 1: INDIVIDUAL PREPARATION

Please fill out this part of the team charter individually. During the first meeting you will share your answers with the group, and collectively they will form the basis of the team charter.

Questions 1 to 6 focus on your profile, while questions 7 to 14 focus on your expectations regarding the team performance.

Your profile
1. Please provide some information on your personal background (e.g. where you grew up, what courses you have followed, hobbies, personality traits).
2. What do you consider to be the criteria/elements of a perfect team?

[2] Mathieu, J. E., & Rapp, T. L. (2009). Laying the foundation for successful team performance trajectories: The roles of team charters and performance strategies. *Journal of Applied Psychology*, *94*(1), 90-103. doi:10.1037/a0013257

3. What strengths do you have that can contribute to the functioning of your PREMIUM project group?
4. What do you need from the team to improve/optimise your individual contribution?
5. What aspect of personal development would you like to work on during PREMIUM?
6. What are your preferred working styles, particularly in relation to teamwork? Please refer to the Belbin team roles.
Your expectations regarding the team
7. Team name
8. Meeting attendance (showing up on time, turning off mobile phones, indicating when members will miss a meeting)
9. Participation quantity and quality
10. Cooperation
11. Attitudes
12. Who will be responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)?
13. Please complete the table below.

Date	Discussion leader	Scribe	Presenter	Presentation evaluator 1	Presentation evaluator 2	…
14. How and when will you send around materials, questions, presentations, etc. to the other group members?						

PART 2: TEAM ROLES, EXPECTATIONS AND PROCESSES

In Part 1 each student answered the following questions individually. In the team meeting, the idea is to come up with collective answers/decisions for all questions/themes.

Team performance
1. Team name
2. Meeting attendance (showing up on time, turning off mobile phones, indicating when members will miss a meeting)
3. Participation quantity and quality
4. Cooperation
5. Attitudes
6. Who is responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)?

7. Please complete the table below.

Date	Discussion leader	Scribe	Presenter	Presentation evaluator 1	Presentation evaluator 2	…

8. How and when will the team send around materials, questions, presentations, etc. to the other group members?
Rewards and sanctions
1. How will the team ensure expected contributions and performance levels?
2. How will the team reward team members for successes?
3. How will the team deal with free-riders?
4. How will the team deal with members who perform poorly?

APPENDIX 7: MIRRORING

Mirroring is a form of summarising that we can use to examine an issue more closely.

We communicate on three levels;

- physically, i.e. body language
- tone: what tone of voice is used?
- words: what do the words express?

Mirroring is a reflection of your observations on these three levels. You put your own feelings and thoughts on the issue aside, and try to translate the other person's words, tone and body language into your own words.

Mirroring verbally:

- Someone says enthusiastically: I live in a great house! Mirroring: You really enjoy living in your house!
- Someone says in a bored tone: I live in a nice house. Mirroring: You can imagine living in a nicer house.

Mirroring is a way of translating the **verbal and nonverbal** input of the other person into your own words. Thus, there is more to it than just summarising. You reflect not only the content of the conversation but also its meaning for the other person and his or her non-verbal communication; that is, the way he or she feels about this topic.

If you use this technique well, it can help the other to clarify his or her thoughts and feelings behind the issue and identify what is really going on, thus serving as a step forward in finding a solution.

Functions of mirroring:

- to give the other person attention and understanding
- to encourage the other to provide more information
- to focus the conversation and prevent you from straying off track
- to give feedback
- to make the situation more relaxed
- to promote a problem-solving approach.

Nonverbal mirroring

If the other person displays a particular attitude and you mirror this quite visibly, this can invite further dialogue and a deeper understanding of what he or she is feeling. By doing so, you show that you have a strong sense of what the other is communicating verbal as well as nonverbally, and you raise the other's awareness of his or her own (sometimes subconscious) body language.

APPENDIX 8: RULES FOR FEEDBACK

In life as much as in work, it's important to know how to provide feedback to others, effectively and constructively without causing offence. There are many opportunities in life for providing others with feedback, from commenting on the way that your colleague has carried out a task, to discussing your children's behaviour with them. In this Appendix we focus on the process of communicating with someone about something that they have done or said, with a view to changing or encouraging that behaviour. This is often called 'giving feedback', and when you do, you want your feedback to be effective.

The guidelines for giving constructive feedback fall into four categories: content, manner, timing, and frequency.

Content
Content is what you say in the constructive feedback.

- *In your first sentence, identify the topic or issue that the feedback will be about.*
- *Provide the specifics of what occurred.*

Without the specifics, you only have praise or criticism. Start each key point with an "I" message, such as, "I have noticed," "I have observed," "I have seen," or when the need exists to pass on feedback from others, "I have had reported to me." "I" messages help you be issue-focused and get into the specifics.

Manner
Manner is how you say the constructive feedback. As you may know, how you say something often carries more weight than what you have to say — manner is an important element when giving feedback.

Timing
Feedback is meant to be given in real-time, as close as possible to when the performance incident occurs so that the events are fresh in everyone's minds. When feedback is given well after the fact, the value of the constructive feedback is lessened.
When giving negative feedback, you may want to apply a different timeline: ASAR (as soon as reasonable/ready — that is, when *you're* ready). Sometimes when an incident happens, you aren't feeling too good about it, and you need time to cool off and get your thoughts in order before you give negative feedback (so that your manner displays a tone of concern). Doing that may mean giving the feedback tomorrow rather than right now, but tomorrow is still timely, and your feedback will come across as far more constructive.

Frequency
This last guideline is the most important because it makes all the other guidelines work. Use constructive feedback regularly to acknowledge real performance. Try to catch and respond to people doing their job right just as much as you catch and respond to them doing something not quite right — and don't acknowledge how they are performing only sporadically.

Constructive feedback is information-specific, issue-focused, and based on observations. It comes in two varieties: Praise and criticism are both personal judgments about a performance effort or outcome, with praise being a favorable judgment and criticism, an unfavorable judgment. Information given is general and vague, focused on the person, and based on opinions or feelings. Don't get this wrong, to give praise for example is a good thing when it is deserved, but it's not constructive feedback since it's a personal judgment. Remember that you are making no comment on what type of person they are, or what they believe or value. You are only commenting on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behaviour.

Feedback should describe the effect of the person's behaviour on you. After all, you do not know the effect on anyone or anything else. You only know how it made **you** feel or what **you** thought. Presenting feedback as your opinion makes it much easier for the recipient to hear and accept it, even if you are giving negative feedback. After all, they have no control over how you felt, any more than you have any control over their intention. This approach is a blame-free one, which is therefore much more acceptable. Some useful phrases for giving feedback include: "When you did X, I felt Y". "I noticed that when you said X, it made me feel Y". "I really liked the way you did X and particularly Y about it". "It made me feel really X to hear you say Y in that way".

In positive feedback situations, express appreciation. Appreciation alone is praise. Yet when you add it to the specifics of constructive feedback, your message carries an extra oomph of sincerity. For example: "Sue, your handling of all the processing work while John did the callbacks made for an efficient effort and showed good teamwork. Everything you did was accurate, as well. Thanks so much for helping out. Such initiative is a real value to the team." Always keep in mind to give at least as much positive feedback as you do negative. Positive feedback stimulates the reward centers in the brain, leaving the recipient open to taking new direction. Meanwhile, negative feedback indicates that an adjustment needs to be made and the threat response turns on and defensiveness sets in. You don't need to avoid negative, or corrective, feedback altogether. Just make sure you follow it up with a suggested solution or outcome.

In negative feedback situations, express concern. A tone of concern communicates a sense of importance and care and provides the appropriate level of sincerity to the message. Tones such as anger, frustration, disappointment, and the ever-popular sarcasm tend to color the language of the message and turn attempts at negative feedback into criticism. The content of the message gets lost in the noise and harshness. The purpose of negative feedback is to create awareness that can lead to correction or improvement in performance. If you can't give negative feedback in a helpful manner, in the language and tone of concern, you defeat its purpose. Your feedback usually won't be productive if it's focused on making the other person feel bad or make them look foolish in front of peers.

Be specific. People generally respond better to specific, positive direction. Avoid saying things like, "You need to be more talkative in meetings." It's too ambiguous and can be interpreted in a lot of personal ways. Say something specific and positive pointed at the task you want accomplished, such as, "You're smart. I want to hear at least one opinion from you in every meeting we're in together going forward."

Be direct when delivering your message. Get to the point and avoid beating around the bush. Both negative and positive feedback should be given in a straightforward manner.

Be sincere and avoid giving mixed messages. Sincerity says that you mean what you say with care and respect. Mixed messages are referred to as "yes, but" messages. For example, "John, you have worked hard on this project, but. . . ." What follows is something the person is not doing well and is the real point of the message. The word "but," along with its cousins "however" and "although," when said in the middle of a thought, create contradictions or mixed messages. In essence, putting "but" in the middle tells the other person, "Don't believe a thing I said before."

State observations, not interpretations. Observations are what you see occur; interpretations are your analysis or opinion of what you see occur. Tell what you've noticed, not what you think of it, and report the behaviour you notice at a concrete level, instead of as a characterization of the behaviour. Observations have a far more factual and nonjudgmental aspect than do interpretations.

RECEIVING FEEDBACK: USEFUL TIPS

It's also important to reflect on what skills you need to receive feedback. Especially when it is something you do not want to hear, and not least because not everyone is skilled at giving feedback.

Be open to the feedback. In order to process feedback, you need to at least listen to it. Just listen, don't think already about what you are going to say in reply. Also notice the non-verbal communication and listen to what your team member, coach or mentor is not saying, as well as what they are.

For example, you might say: "So when you said …, would it be fair to say that you meant … and felt …?" "Have I understood correctly that when I did …, you felt …?"Make sure that your reflection and questions focus on **behaviour**, and not personality. Even if the feedback has been given at another level, you can always return the conversation to the behavioural, and help the person giving feedback to focus on that level.

Thank you. Always thank the person who has given you the feedback. They have already seen that you have listened and understood, now accept it. Acceptance in this way does not mean that you need to act on it. However, you do then need to consider the feedback, and decide how, if at all, you wish to act upon it. That is entirely up to you, but remember that the person giving the feedback felt strongly enough to bother mentioning it to you. Do them the courtesy of at least giving the matter some consideration. If nothing else, with negative feedback, you want to know how **not** to generate that response again.

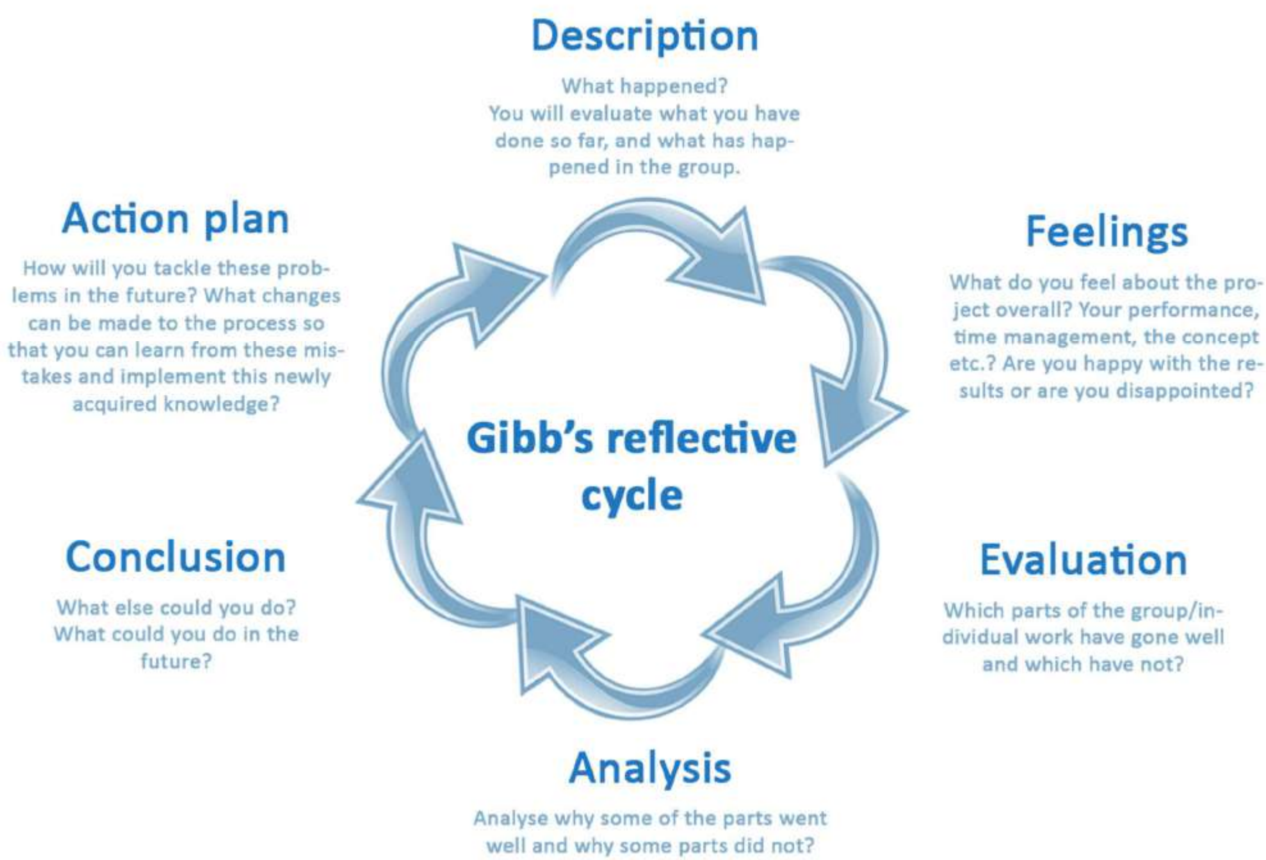
APPENDIX 9: SELF-ASSESSMENT FORM REFLECTIVE PRACTICE

Please, fill out this form individually and send it to your project mentor before the midterm and closing evaluations meeting. Do not forget to reflect on your process of reflection in the PDP.

Note: this reflection form is focused on your work on the content of the project and the process of completing the project.

You can also voluntarily use the reflection form as a basis during Team Dynamics meeting with your coach, or your personal competence coaching aspect of the programme.

This form is based on Gibb's reflective cycle to help you explore and analyse the practices you perform:



<table>
<tr><th></th><th>Individual part</th><th>Team part</th></tr>
<tr><td rowspan="2">Description

</td><td colspan="2"><u>Midterm Reflective Practitioner Meeting:</u> What have you done so far? What happened with your project within the first half of the programme?

<u>Closing Meeting</u>: What has your added value been to the project? What happened with your project during the second half of the programme? What happened with your action plan as defined in the previous meeting?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="2">Feelings

</td><td>How do you feel about the project overall? About your performance, contribution to the project etc.?</td><td>How do you feel about the team performance and the development of the project from the team's perspective?</td></tr>
<tr><td></td><td></td></tr>
<tr><td rowspan="2">Evaluation

</td><td>Which parts of the individual work have gone well and which have not? If everything went well, evaluate what factors contributed to this success.</td><td>Which parts of the group work have gone well and which have not? If everything went well, evaluate what factors contributed to this success.</td></tr>
<tr><td></td><td></td></tr>
</table>

Analysis 	What analysis have you done based on your evaluation? Which parts went well, which parts didn't and why?	What analysis have you done based on your evaluation? Which parts went well, which parts didn't and why?
Conclusion 	What could you have done in order to prevent certain matters? What qualities do you appreciate in your team members and what can you learn from them?	What could have been done by your team in order to prevent certain matters? What qualities do you appreciate in your team members and what can you learn from them post-PREMIUM?
Action plan 	<u>Midterm Meeting:</u> What are you going to do next? How will you tackle these problems in the future? How will you take into account the feedback you received during your Midterm presentation? <u>Closing Meeting:</u> How will you tackle these problems in the future?	<u>Midterm Meeting:</u> What is your team going to do next? How will you tackle these problems in the future with your team? How will you take into account the feedback you received during your Midterm presentation? <u>Closing Meeting:</u> How will you tackle these problems in the future within a team setting?

APPENDIX 10: 360º FEEDBACK FORM

360º feedback form will provide you with a chance to give and receive an objective feedback on your performance in a team and help you improve it in the future.

Please, fill out this form with the evaluation of each of your team mates' work, before your team's midterm and closing evaluation meetings (together with the Gibb's form). Keep in mind that professional feedback cannot be based on personal preferences and should be supported with actual arguments. The form is completely anonymous and will be seen only by you and your mentor, thus, you can be completely honest while giving your feedback.

For the closing evaluation meeting, please fill out the last column as well, and provide your team members with your final message for his/her future.

After you filled out the form, please, send it to your project mentor. He/she will collect them and will personally provide each team member with the feedback on their performance.

Please take a look at the "Rules for Feedback" that are available on the PREMIUM website and in your student handbook.

Team: ______________________________

Team member's name:	**Something he/she does well:**	**Something he/she could improve:**	**Something I can learn from my team member:**	**My message to this team member for his/her future:** *(fill out before Closing evaluation meeting)*

APPENDIX 11: TEAM KICK-OFF MEETING CHECKLIST

Description	Done!	Remarks
Introduction:		
Mentor introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background;	☐	
Coach introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background;		
Students' introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background; • What would you like to learn/improve? • What strengths do you have that can contribute to the functioning of your PREMIUM team? • What do you believe to be your added value to the team and project? • What do you need from your team members/mentor/client in order to thrive in this team?	☐	
Expectations:		
Expectations: • What does the mentor expect from the students? • What does the competence coach expect from the students? • What do the students expect from this project and programme and the Mentor? • What do the students expect from the competence coach?	☐	

<table>
<tr><td>What do you all consider to be the criteria/elements of a perfect team?
What does every individual need from the team to improve/optimise their individual contribution?
Set basic rules for behaviour within the team;
How to proceed if someone last-minute cannot attend a scheduled meeting;
How will you all ensure an equal division of tasks?
How will the team ensure expected contributions and performance levels?
How will the team deal with free-riders?
How will the team deal with members who perform poorly?</td><td></td><td></td></tr>
<tr><td colspan="3" align="center"><u>Team:</u></td></tr>
<tr><td>Team:
Dividing of roles among the team members. Who will be responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)?
What are your preferred working styles, particularly in relation to teamwork? An example of working styles is listed below as a guideline (Belbin 1996):
Leader: clarifies goals, coordinates resources.
Completer/Finisher: searches out errors, keeps a feeling of urgency in the team, and delivers on time.
Implementer: translates concepts into practical plans.
Monitor/Evaluator: sees all options, evaluates ideas, judges correctly.
Plant: proposes new ideas, solves difficult problems.
Resource investigator: explores opportunities, handles external contact.
Shaper: gives coherence to team work, overcomes obstacles.
Specialist: provides scarce knowledge and skills.
Team worker: builds bridges, fosters team spirit, and calms rough waters.
Discussion of the potential schedule for the meetings and planning.</td><td>☐</td><td></td></tr>
<tr><td>Communication:
Discussion of the ways of communication with each other and the mentor, coach and client;
The frequency of communication;
Provision of feedback (how to do it).</td><td>☐</td><td></td></tr>
</table>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