Honours+

COMMUNITY
COMMON CORE
PROFESSIONAL SKILLS

"ADDING UP TO EXCELLENCE"

Supervisor Handbook
2022-2023 »»

Table of Contents

Dear Honours+ Supervisor,

Thank you for joining the Honours+ community this year. We are looking forward to a successful, educational and fun Honours+ season together!

Honours+ is the Common Core for all faculty honours programmes. In Honours+, 2nd year bachelor students (1st year honours students) are challenged to work on an interesting academic challenge in groups of students from different faculties. At the start of the Honour+ programme, several years ago, participating faculties cleared out 5 ECTS (3 ECTS for FHML) in their honours programme to make room for the Honours+ programme.

Honours+ is organized by EDLAB, the Maastricht Institute for Education Innovation. Besides the team challenge, the students will partake in a series of workshops to work on their academic and professional skills.

Honours+ aims to enable students to:

1) Improve their performance and competencies;
2) Learn how to work as part of a multidisciplinary team;
3) Learn how to work with a tight schedule;
4) Learn how to manage expectations from team members/Supervisors;
5) Engage with students and Supervisors;
6) Receive, deal with and learn from peer feedback;
7) Be able to improve the quality and quantity of the challenge due to reflective learning that will be enhanced during the Honours+ period;
8) Improve language and writing skills;
9) Become more adaptive to receiving feedback;
10) Be able to improve his/her creative and critical thinking skills;
11) Critically think about his or her personal functioning within the project group.

This handbook provides useful information about Honours+ for all student team Supervisors. The first part includes information about the programme's learning objectives, programme elements, and student assessment. The second part of this handbook contains information regarding your involvement and role as a supervisor. We hope it will assist you in successfully guiding the students through their Honours+ experience.

We wish you an inspiring Honours+ experience!

More information about Honours+ can also be found on www.edlab.nl/honoursplus

Warm regards,

The Honours+ Central Management Team

1: Important Programme Information

Honours+ is Maastricht University's Honours programme for high-performing, motivated bachelor students. After partaking in selection procedures at the faculties, the students are invited to join Honours+, the common core for all Faculty Honours Programmes. Once selected by the faculties, students are grouped together in multidisciplinary teams and will be working on an academic research challenge. Besides this, they attend at least two workshops to help cultivate valuable academic and professional skills.

1.1 THE HONOURS+ STUDENT PROFILE

In our view, the ideal Honours+ student:

- is able to make a serious commitment and willing to go the extra mile;
- has impeccable time management skills or the drive to develop them;
- is a flexible, exceptionally reliable, and people-oriented team player;
- is eager to learn, grow, and work on personal/academic development;
- sees problems as an exciting challenge;
- is able to apply creativity and innovative solutions to said challenges;
- is able to translate complex academic content into intelligent but accessible representations;
- is able to academically connect with others across disciplines and work together towards a common objective.

The Honours+ programme offers students plenty of opportunities to work on developing or fine-tuning this set of assets. Wrapping up their bachelor's education as a true Honours+ student will give them a competitive edge as an excellent student, with not just outstanding academic achievements, but also a set of useful practical and academic skills that are valuable in any form of graduate education or professional occupation following their bachelor's degree.

1.2 LEARNING OBJECTIVES

Each programme component in Honours+ is specifically designed to accommodate a set of three major learning goals we wish to help students accomplish:

1. Broadening their academic horizon: deepening and broadening of the students' academic knowledge across various disciplines will help them become a well-rounded, knowledgeable students and real team players. By working together on the team challenge, students will develop a broad understanding of different disciplines and perspectives at a high academic level.
2. Skills development: we wish to send our students off into the rest of their education programmes (at UM or elsewhere) or onto the job market after obtaining their bachelor's degree with a useful set of practically applicable academic skills. By attending the workshops and by working in a multidisciplinary team, we offer them a chance to work on these skills in an educational setting.
3. Building a community: we wish to bring all honours students together and connect on an academic and social level. An inter-/multidisciplinary exchange between faculties is extremely educational and in line with Maastricht University's aim to connect and thrive as one. Through coming together at workshops, networking at the central events, join the informal social gatherings, and creating something together in the team challenge, we aim to build bridges and unite as one honours community.

1.3 STUDENT TIME INVESTMENT HONOURS+

Honours+ is a **part of** the honours education. This means that each participating faculty has cleared 5 ECTS in their original Faculty Honours Programme, to facilitate Honours+.

Taking into account Honours+, the faculty honours education, the regular curriculum, as well as any other extracurricular or private activities that might fill up a student's weekly calendar, it is important to realize that participating in Honours+ will require their commitment and dedication.

Overall, Honours+ has been designed to require 140 hours (the equivalence of 5 ECTS) of time, spread out over the course of approx. 6 months (November until Mid-May).

The breakdown of student's time investment:
- ±10 hours for attending mandatory Central Events;
- ±6 hours for attending (mandatory) workshops;
- Remaining hours (±124) for the team challenge.

Honours+ offers workshops on time management and stress management, to help students prioritize and manage their time and tasks wisely.

An exception this year, are the Honours+ students from FHML. The FHML students will participate only in the group challenge and events (no workshops) and will be rewarded with 3 ECTS, to be traded in for an elective course at their faculty's honours programme.

1.4 MANDATORY CHARACTER OF THE PROGRAMME

Participating in Honours+ is not without obligation. Students can schedule the meetings with their team and Supervisor best fitting their own (and their Supervisor's) schedule, but there are also several programme components that require mandatory attendance. Some of these programme components are more flexible than others. For example, students are required to attend two workshops. The workshops are offered several times on different dates and times to ensure that every student is able to attend at least one of the options.

Next to that, their attendance is also mandatory at the Honours+ Central Events. These events are organized on set dates, in the evening. For specific information on mandatory programme elements, see the section on "Assessment" below.

1.4.1 EXCEPTIONAL CIRCUMSTANCES

Students are expected to always be able to schedule their meetings with their team and supervisor.
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. Students should email the Honours+ Central Management Team in case exceptional circumstances apply. Upon evaluation of their request they may receive a substitute assignment.

1.5 ASSESSMENT

Assessment occurs on the basis of 1) the Supervisor's evaluation of the student and of the team's performance (both procedural as in a student's performance as a team player (in part based on peer review) and the quality of the end result), 2) formal requirements. In order to successfully complete Honours+, all students must fulfil a number of requirements.

The student or the student team:

1. Student: has attended at least 2 workshops.
2. Student: has attended all mandatory Central Events: the Kick-Off, Midterm Peer & Expert Discussion Evening, and Closing Event;
3. Student: has contributed sufficiently to the team challenge and has proven himself/herself a valuable team member.
4. Student team: has submitted the final deliverables of the team challenge before the deadline.

To fulfil the requirements 3 and 4, each student will receive a grade (scale 1-10, with > 6 = pass) from their respective Supervisor, comprised of:
- 60% → The team's performance with regards to the final report;
- 40% → The student's own personal and individual contribution to the team

The Supervisor will fill out an assessment form for each individual student which includes feedback on the team challenge and the individual performance of the students. This assessment form includes five different criteria which the Supervisor will give points for. These points will be added up and will form the final grade for each student. The criteria that will be graded are:

1. Relevance – based on the choices that were made;
2. Logic – based on the structure of reasoning;
3. Added Value – based on the novelty and insights of suggestions;
4. Applicability – based on the feasibility of suggestions;
5. Communication – based on how students make themselves understood.

Upon successfully fulfilling the above mentioned assessment criteria, the student will have successfully completed the Honours+ programme, and receives a 'pass' for the programme. A 'pass' for Honours+ is crucial to the successful completion of the faculty honours programme. Please note that students will not receive a final numerical grade for Honours+, due to the way the course appears on the transcripts of the faculties. We will however inform each and every student of the numerical grade that was given by their Supervisor.

All Supervisors will receive the assessment form before the assessment period will take place.

1.6 HONOURS+ DURING COVID-19

Due to any potential future measures surrounding Covid-19, Honours+ may look slightly different in the coming period than during previous years.

At the start of Honours+, most components of the programme, such as workshops and central/informal 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).

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 Honours+ experience. Rest assured, we will do our utmost to guarantee an honours worthy experience.

1.7 PROGRAMME OVERVIEW

Kick-Off: November 2nd

Creative Problem Solving

On Fire Without Burning Out

Team Challenge

4,5 ECTS

+ 2 elective workshops

0,5 ECTS

Presentation skills

Time Management

Speed reading

Midterm Peer & Expert Discussion Evening: March 1st or March 2nd

Science of Wellbeing

Stress Management

Debating skills

Total: 5,0 ECTS

Closing Event: Wednesday, May 10th
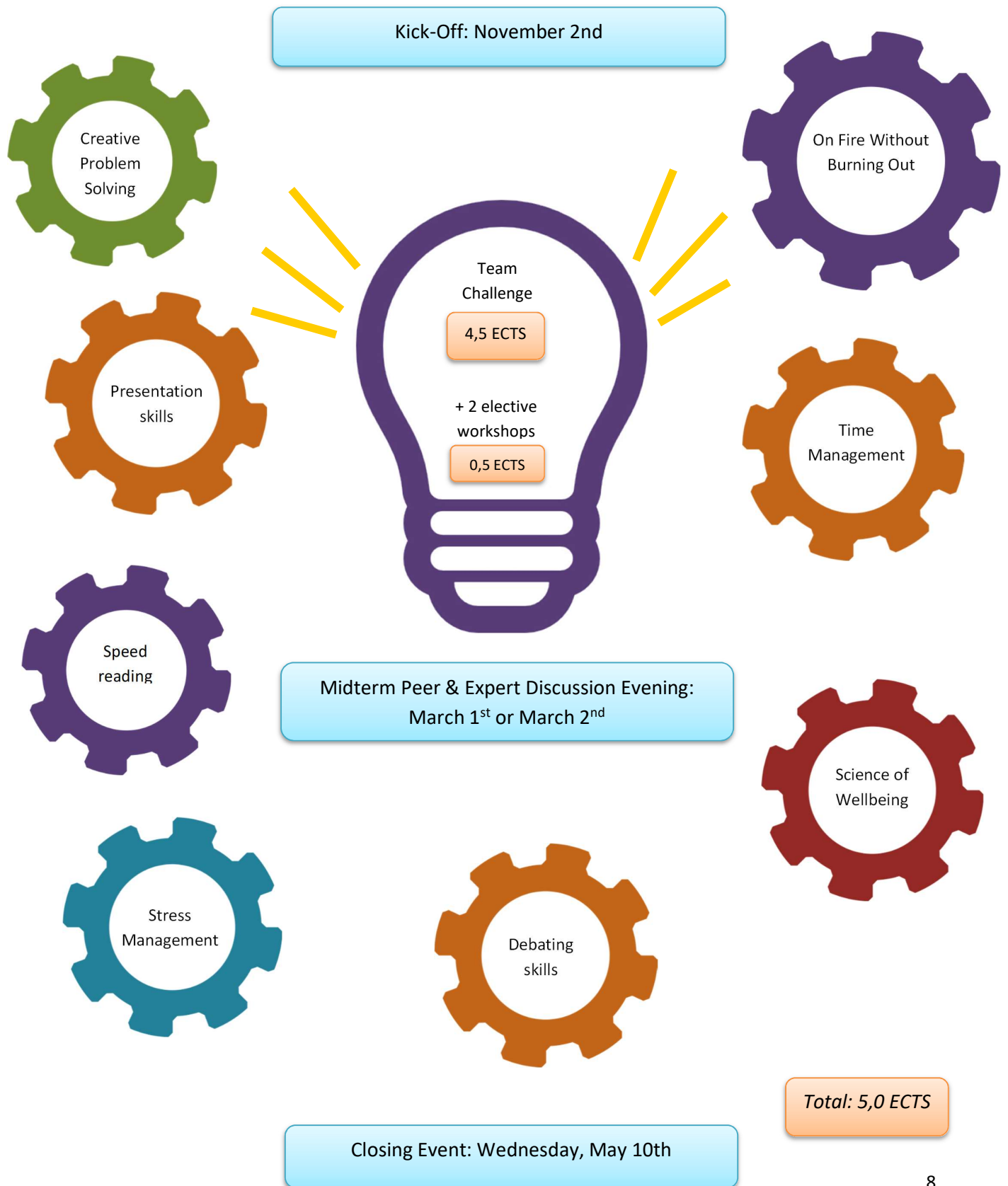
2. The Team Challenge

2.1 THE TEAM CHALLENGE

Once entering the labour market, the majority of our graduates will have to work in an interdisciplinary context, whether it will be in academia or otherwise. Even more important, expectations are that this generation of students will be faced with unprecedented complex (global) challenges, such as pandemics, energy use, health care, safety and security, and climate change. Exactly this type of challenges especially requires an interdisciplinary research approach and the involvement of multiple parties in order to be solved or at least dealt with. These complex issues are typified by conflicting values, mounting political pressure, and major economic interests.

In Honours+, we aim at offering our students a first research experience to approach/tackle such (global) challenges in an interdisciplinary setting, under the professional guidance by staff members from Maastricht University, the so-called Supervisor.

The meaning of 'research' in this context is, students actively finding information new to themselves. Underlying this notion is the 'degree of knowness' of knowledge: whether research involves developing knowledge that is commonly known to humanity, commonly unknown or totally unknown. We see that even inquiry into the commonly known is all part of a process of research skill development. And to overlook the development of skills in earlier years of education is to miss the potential development of skills required of researchers or by industry and employment. *(Willison, John; O'Regan, Kerry; and Kuhn, Sara K., "Researcher Skill Development Framework", 2018).*

The challenges the students will be working on are based upon and linked to the Dutch National Research Agenda, and the UN 2030 Agenda for Sustainable Development.
Furthermore, the setup of the Honours+ Challenge is aimed at building bridges between education and research, at fostering closer links between researchers, students and disciplines.

A true Honours+ Team Challenge:

1. Is a challenging, academic and current case, issue or problem, with societal relevance;
2. Is linked to UN's SDG's and the Dutch National Research Agenda;
3. Pushes students outside their comfort zone;
4. Calls for an innovative solution, exploration or approach;
5. Allows and facilitates an interdisciplinary approach, with an equal input of the involved disciplines;
6. Requires a time investment of 125 hours per student;
7. Can be approached along the lines of the scientific method(s);
8. Either calls for a solution (applied research), or aims to advance knowledge on the phenomenon (theoretical research).

2.2 APPLIED RESEARCH OR THEORETICAL RESEARCH

The definitive research question that your team will be working on depends on the team's interpretation of the challenge and their plan for tackling it. Honours+ challenges may imply doing either applied research or theoretical research.

With a *theoretical research focus*, your aim of the challenge is to contribute to the advancement in scientific knowledge for the complete understanding of a topic or certain phenomenon. It is completely theoretical, and focuses on basic principles and testing theories. These challenges are aligned towards collecting information that has universal applicability. Therefore, it aims to adding new knowledge to the already existing knowledge.

With an *applied research focus*, your challenge is directed towards providing a solution to specific problems or an attempt to solve these problems. The research is not done for its own sake, but with the specific aim of solving the problem. It is research that can be applied to real-life situations. It studies a particular set of circumstances, so as to relate the results to its corresponding circumstances.

2.3 RESEARCH PROCESS

Whether your team's challenge has an applied research focus, or a theoretical research focus, there are certain fixed steps every type of research goes through, upon which the structure of Honours+ is based as well. The most common steps your research will go through, are the following, and the deadlines in the H+ checklist are based on these steps as well.

1. Question formulation & Clarifying research focus;
2. Selection of research methods & Collect data;
3. Analysis & Interpretation of data;
4. Reaching conclusions;
5. Sharing of the work;

> Usually, each type of scientific research has to go through the ethical review committees within the university. However, the research done within Honours+, was cleared from this. We would like to recommend however to always carefully reflect on whether/how anonymity and confidentiality can be guaranteed for the study participants.

2.4 TEAM CHALLENGE OUTCOME

By working on the challenge during the Honours+ programme, following the scientific method, students will get a grasp on the interdisciplinary collaboration, together with all the opportunities and challenges it provides. This learning process is vital, and the results of it are to be put in an academic report.

Furthermore, Honours+ requests each student team to translate their findings into an A0 poster, and a presentation during the Closing Event.

These formats aim at teaching students how to present results to non-expert audiences and peers. This

process of transfer of knowledge begotten during the Honours+ programme, and using it to make an impact and impression, is something we wish our Honours+ students to gain further experience in.

Additionally, since **multiple teams will be working on the same challenge topic (but on their own specific research question)**, it means that teams will be able to compare each other's progress throughout Honours+, are able to exchange knowledge and experience on the topics during the events. Additionally, they will be competing for the most value adding findings during the Closing Event, thus creating a system of peer support.

Honours+ defines general guidelines for the outcome of the team challenge. The further refinement of the style of the academic report needs to be defined in close interaction between Supervisor and students. Honours+ requires the following outcome (1-3):

OUTCOME:

1) **Academic report, that:**
   - displays an interdisciplinary understanding of the researched subject, reflecting all involved disciplines and clearly shows what the added-value was of every discipline involved in tackling the challenge;
   - includes a proposed potential solution to the problem (applied research challenges); or
   - includes new and value-adding knowledge to the already existing knowledge on this topic (theoretical research challenges);
   - contains between 6000-8000 words;
   - is written in accordance with the APA guideline;
   - is sent to the Supervisor and honoursplus@maastrichtuniversity.nl, before the deadline **(Monday May 8th 08:00hrs).**

2) **Poster:**
   Based on the outcome of the scientific exploration of the team Challenge, each team visualizes their outcome in an A0 academic poster, to be exhibited and presented during the Closing Event.

   Criteria for the poster:
   a) The standard format of a poster follows that of an oral scientific presentation and includes Introduction, Methods, Results, Conclusions; Recommendations/New knowledge, Names authors. A poster, like an oral presentation, cannot (and should not) contain all information you have on the topic. Scientific posters should stimulate interest rather than provide a detailed presentation. More detailed information ought to be provided in your presentation of the poster.
   b) One member of the student team emails the digital file of the poster to honoursplus@maastrichtuniversity.nl and the Supervisor, before the deadline **(Monday May 8th 08:00hrs)**
   c) One member of the student team hands in the printed poster at EDLAB, Tapijn Building X, room 0.003, before the deadline **(Tuesday, May 9th 16:00)**
   d) A0 format (118,9 cm x 84,1 cm).
   e) Consistent and aesthetically pleasing layout;
   f) Effective use of images, colours, and fonts;
   g) Limited use of large text-boxes;
   h) Source citations in proper APA-style.
   i) Honours+ will reimburse printing costs for the poster. In order to do so, **keep the original receipts**, and download and fill out the reimbursement form on the H+ website (current

students, documents section). Then hand in the signed form and the original receipt (no scans) at EDLAB.

General guidelines and tips for your poster:

- Artistry does not substitute for content, although display of creativity is highly appreciated. The relevance of the poster and your research project should always be apparent to viewers.
- Place the title at the top.
- Use short sentences, simple words, and bullets to illustrate your points.
- Text should be broken up by including graphics or photos.
- Self-explanatory graphics should dominate the poster. The success of a poster directly relates to the clarity of your illustrations and tables!
- Avoid using jargon, acronyms, or unusual abbreviations.
- Use a non-serif font (e.g., Arial) for the poster.
- The poster (text and graphics) should be easily readable from a distance of about 2 metres. As a thumb rule, the text should be readable if the poster is printed out on an A4 sheet (e.g. Arial >24 points).

3) **Presentation:**
Based on the outcome of the scientific exploration of the team Challenge, each team presents their outcome during a **5-minute** presentation during the Closing Event, in front of a jury and other Honours students.
Your poster, will be the basis of your presentation, and will be the basis of your PowerPoint slides (slides zooming in on parts of your poster).

Picture yourself with your poster. Someone says, "So, tell me about your research." What do you say? What would you tell them about your research in 5 minutes? Your research question, its relevance, the data you sought, the results you found, the conclusions you drew. What information can you convey that is complementary to the poster that is on display?

Challenges with a focus on applied research will focus on presenting their recommendations or proposed solutions to the proposed problem. Challenges with a focus on theoretical research will focus on presenting the added value of the new insights they gathered on the topic, contributing to the already existing knowledge.
The best presentation within every Challenge topic will win a prize.

Submitting the slides:

- Your presentation should not cover more than 7 slides in **PowerPoint.**
- Each slide zooms in on a separate part of your poster.
- One slide may be dedicated towards an introduction of your team members.
- One member of the student team emails their **PowerPoint** file to honoursplus@maastrichtuniversity.nl, and the Supervisor before the deadline **(Monday May 8th 08:00hrs)**
- When submitted, your presentation has a duration of **max. 5 minutes.**

3. The Student Team & the Supervisor

Before the Honours+ Kick-Off opening event on November 2nd, you will have learned already which students have been assigned to you. At the Kick-Off, you will get an opportunity to get to know each other better.

Even though teamwork generally is a very rewarding experience, it can also be challenging at times for our students and Supervisors. Especially in a situation with limited time, the added pressure of doing research on a topic out of the students' regular curriculum, and dealing for the first time with team members from different disciplines/academic backgrounds. This is all part of the learning experience, which Honours+ first and foremost is. The good news is that there is a solution for everything and since it is a learning experience, Honours+ Central Management will try to support you in any way possible.

3.1 THE ROLE OF THE SUPERVISOR

The Supervisor plays a crucial part in the team dynamics and the overall Honours+ experience. In order to guarantee a safe learning environment and first experience for students in tackling interdisciplinary research*, the main concern of the Honours+ Supervisor should be the student's learning experience*.

Overall, you could say that an Honours+ Supervisor should adopt a more coaching method of teaching. Coaching is one method of teaching that works well in interdisciplinary education because it is very effective in stimulating critical thinking, reflection and student collaboration (De Greef, Post, Vink, Wenting, 2017).

a. Because of the interdisciplinary character of Honours+, the main role of the Supervisor is to monitor an equal input from, and interaction between, the various disciplines and **guarantee sufficient challenge and academic depth**.
b. The Supervisor does not necessarily have a knowledge to a detailed level in all disciplines, but needs to stimulate the students themselves to **create links between the various disciplines** in the team.
c. The Supervisor is not a sole source of required knowledge, but **a broker of knowledge** throughout the execution of the challenge.
d. You are a **sparring partner at times**, helping students to organize their thoughts and come up with new perspectives. By brainstorming and focusing their attention on specific targeted questions, a Supervisor helps students think of ways or solutions they did not previously consider.
e. Furthermore, throughout Honours+, the Supervisor will **support the team in planning, developing, and completing the challenge**. The Supervisor does not take over the role of the team leader. The students will be instructed to appoint a team leader in their team. However, the Supervisor is asked to intervene when the team does not display enough initiative and he/she stimulates the students to act pro-actively.
f. The Supervisor takes the role of **steering and guiding the group, provides for a safe learning environment, and is sensitive towards team dynamics**.
g. The Supervisor also **initiates and chairs the team's kick-off meeting, midterm feedback session and final closing meeting**.
h. The Supervisor **is in close contact with the Honours+ Central Management Team**, in order to assure monitoring of the overall programme process and team development.
i. The Supervisor is also responsible for **assessing the team challenge and as such, the team's performance** (see also section on "Assessment"). The final report will be assessed on relevance,

creativity, logic, added value or novelty of insight and suggestions, applicability and communication. Students will be assessed by the Supervisor both on their team performance and their individual performance and input, to avoid freeloading within the teams as much as possible.

Because of the supporting role of the Supervisor and the safe learning environment he/she provides within Honours+, we require the Supervisor to be **physically present in Maastricht during November-May** to regularly attend team meetings and be available for questions the students might have. We also recommend Supervisors to be available during some evenings, to help facilitating team meetings.

3.2 TRAINING FOR SUPERVISOR

It might be challenging to work with students from many different faculties, more specifically to work with honours students who come with a specific set of characteristics.
 As a Supervisor, you might encounter issues based on (inter)cultural communication, scheduling issues, time management problems, trust in teams and different views on academic research within your team.

For most students, this is their first ever experience in an honours programme, but also working on an academic and interdisciplinary challenge with students from other faculties.

To support our Supervisors in steering this process, Honours+ organizes a special training programme for Supervisors, aimed at providing everyone with the knowledge and tools required for supporting our students the best way possible. Think of trainings that provide you with tools to secure psychological safety, get your team on track, dealing with high-performing students and much more.

We would like to point out that we highly appreciate everyone's attendance at these trainings since it assures a high level of supervision during the Honours+ programme. Next to that, these events also bring Supervisors together to share thoughts and experiences.

> As of 2022, we will award an **official Honours+ certificate**, signed by UM's rector to all H+ Supervisors that have attended all parts of the programme (excl. optional intervision). Besides that, these trainings may count towards a Supervisor's CPD, depending on their personal development goals, in discussion with their supervisor or manager.

More information concerning the Supervisor training programme, can be found on the website, which contains the registration links as well: https://edlab.nl/excellence/honoursplus/honoursplussupervisors/

3.3 CHALLENGES A SUPERVISOR WILL COME ACROSS

Being a Supervisor for Honours+ will most often than not be a pleasant experience, seeing students expanding their horizon and skill set under your supervision. However, there will also be challenges when working with such diverse teams that Supervisors need to be wary of. Most of these topics will also be covered in the training programme, but we would like to indicate certain often-occurring team issues here already.

a. Honours students are extremely motivated, which leads them to dedicate their time to a lot of diverse activities to build up their curriculum. This might also lead to **stress and too much pressure** for some students that a Supervisor will be faced with. We provide workshops on Stress Management, Wellbeing, On Fire Without Burning Out and Time Management within Honours+ that we recommend to these students. Besides that, we also offer free optional wellbeing sessions for students with a professional coach. Supervisors can attend the training by this coach Adina Petre to see how to best support Honours students. We also organize a training on giftedness by Anke Smeenk, for Supervisors.

b. For most of these students, it is the first time they are doing this type of research, and many of them are not familiar yet with different types of **methodologies**. Students might struggle with finding the correct methodology for their specific research, where they will also struggle in coming up with an adequate research question. We ask the Supervisor to be more steering in this part of the process where it will benefit the team. However, do know that students also should learn from this, so some level of discomfort in this stage is natural, but they might need a bit of reassurance. We support students with a workshop on Defining a good Research Question, and Supervisors are supported with a session on Supervising Interdisciplinary Teams before the Kick-Off Event on November 2nd.

c. Trying to **schedule team meetings** with students from 5 different faculties is a challenge in itself. While it is an excellent planning exercise for students, and we try to facilitate them by blocking a timeslot in their schedules, the reality is that many teams will find the planning aspect one of the greater challenges in the programme.

d. 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.

e. **Students' participation during the team meetings may vary from time to time**. Some are very active, while others are silent (Roehling et al., 2010). We encourage Supervisors 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).

f. Over time, **team members' roles may change** from being core (fully dedicated to the research goal) to peripheral (committed to this research goal, but also working in one or more other teams), and vice-versa. This may cause extra stress on students that stay fully committed. With Honours+, it cannot be stressed enough that this programme is an integral part of the students' regular faculty honours programme. Failing Honours+ will lead to having to compensate for the missing credits at their faculty.

g. In time, measurements related to the **Covid-19 crisis**, might again become more current. This can 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 H+ Central Management Team as soon as possible. These Covid-19 measurements might also have an effect on your team's methodology of choice and possible approach. Take this into account beforehand when setting up your methodology.

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

3.4 TEAM MEETINGS

Throughout Honours+, there are **3 meetings that the Supervisor schedules and chairs**: the Team Kick-Off Meeting, the Midterm Feedback Meeting, and the Team Closing Session. More information regarding those 3 meetings are listed below in separate paragraphs.

In order to successfully work on the Honours+ team challenge, we advise students to regularly meet up as a team (at least once a week). It is also advisable to meet with their Supervisor at least once every 2 or 3 weeks (preferably in person). The initiative to schedule these meetings lies with the students primarily, but it is a task of the Supervisor to remind them in case the students are not pro-active enough in scheduling these meetings.

Try to be creative with these meetings as much as you can. Schedule a meeting over dinner, for example, and have everyone bring a dish. It is not just beneficial for the execution of the team challenge, but for team dynamics as well.

We would like to facilitate you to meet up, as much as we can. All participating faculties were requested by the Executive Board and Management Team to block a timeslot especially for Honours+ in every participating student's schedule. This time-slot is blocked every Wednesday, between 18:00-20:00 hrs. We encourage students to make use of this timeslot for team meetings, as much as possible.

There are rooms and a Common Room to reserve at Tapijn X, should you wish to meet. In case you wish to use the facilities, please send an email to honoursplus@maastrichtuniversity.nl and we will check the availability.

3.4.1 TEAM KICK-OFF MEETING & THE TEAM CHARTER

Team Kick-Off Meeting

The actual working on the Team Challenge starts with a **Team Kick-Off Meeting** with the entire Honours+ team (Supervisor and students).

During this meeting you not only get to know your students, but you will also need to discuss at least the following issues, to make sure you are off to a good start:

1) **Introduction:** Make sure each student introduces himself/herself and explains their academic background and what added value his/her discipline could potentially bring to the challenge.
2) **Expectation management:** What do you expect from each other, what can the students expect from you and the challenge? You can also set rules for behaviour, how to proceed if students last minute cannot attend a scheduled meeting, how often the team wishes to meet to work on the challenge etc.
3) **Team roles:** In addition to knowledge, experience and skills, individuals have different behavioural traits or characteristics they bring to the way they carry out their work and these can be aligned to particular roles in the team: some are very good at seeing a big picture, others very good at detailed work. Some are very oriented towards action - good at just getting things done; others are natural communicators and networkers. The need for these different roles will emerge at different times and it is worth considering the composition of your team to ensure you have a balance of strengths.
4) **Communication:** Discuss and agree upon how you as a team will work together during the Honours+ programme. This can vary from practical issues (use of email, phone, dates of meetings, etc.) to the way you will interact as a Supervisor with your students (how often do you expect an update and in which way) and how to provide each other with feedback (how to deal with conflicts, free-riding etc.)

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

The team charter

Before the first team meeting, we would like our students to think about their ideas with respect to the performance of their team, and fill in the individual part of a team charter. During the first team meeting, they will fill out the rest of the team charter together with their team members.

Research on team performance shows that high-quality team charters, a.k.a. written plans for how the team will manage its activities, are positively related to team performance. 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 Supervisor may refer back to the team charter during the project, to address issues within the team or reaffirm agreements that were made.

You may find the team charter format on https://edlab.nl/excellence/honoursplus/ (current student section, under "tips, tricks & documents") or as Appendix to this handbook.
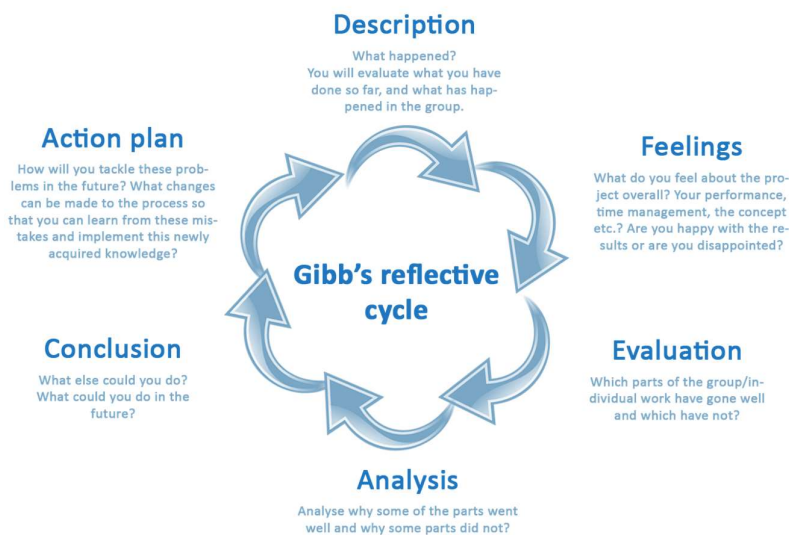
3.4.2 MIDTERM FEEDBACK MEETING

To improve as a team, and have a better team dynamics, it is important to regularly evaluate and share information about the different situations and processes faced by the team. Within Honours+, we aim to facilitate this process by means of a **Midterm Feedback Meeting**, to be scheduled in March.

During this meeting, all students and the Supervisor are present, and by means of providing feedback, the team will identify the gaps between the ideal standard of functioning as a team and the current situation, and then work towards bridging these gaps.

In Honours+, 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.

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

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 use Feedback Cubes as means for peer-feedback.

Description
What happened?
You will evaluate what you have done so far, and what has happened in the group.

Feelings
What do you feel about the project overall? Your performance, time management, the concept etc.? Are you happy with the results or are you disappointed?

Action plan
How will you tackle these problems in the future? What changes can be made to the process so that you can learn from these mistakes and implement this newly acquired knowledge?

Gibb's reflective cycle

Evaluation
Which parts of the group/individual work have gone well and which have not?

Conclusion
What else could you do? What could you do in the future?

Analysis
Analyse why some of the parts went well and why some parts did not?

HOW TO PROCEED?

The Supervisor guides the students through the process of reflection and facilitates their practices during the Midterm Feedback Meeting:

- The Supervisor schedules a Midterm Feedback Meeting with the students. (taking place preferably between 01.03.2023 and 31.03.2023);

- Students will have prepared and sent their self-assessment forms (based on Gibbs reflective cycle, see below) to the Supervisor before the actual session. You can find the Gibbs Reflection Practitioner form in the Appendix III and on the website https://edlab.nl/excellence/honoursplus/ (current student section, under "documents").
- During the session, the Supervisor 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 Challenge;
- During this session, the students are also requested to provide peer to peer feedback by means of the Feedback cubes:
  - Feedback³ is a set of 7 cubes that will help make your Midterm Feedback session easier, more natural, less confrontational 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 Honours+ website (current student section under "Documents"). You can either request that each of your students prepares a cube (cut and glue it) and bring it to the meeting, or make them on the spot, which provides for a teambuilding moment as well.
- In total, the Midterm Feedback Meeting should take approximately 1-1,5 hour. You may request to reserve a room at EDLAB (email honoursplus@maastrichtuniversity.nl to do so), use the EDLAB common room, or use an alternative location.

3.4.3 TEAM CLOSING SESSION

At the end of the programme, after the Closing Event has taken place, we request that students schedule one final meeting with their Supervisor to openly discuss their challenge outcome, group functioning and overall evaluation of the past months.

3.5 LENCIONI'S THE FIVE DYSFUNCTIONS OF A TEAM

The Five Dysfunctions of a Team is a business book by consultant and speaker Patrick Lencioni first published in 2002. It describes the many pitfalls that teams face as they seek to "grow together".

This book explores the fundamental causes of organizational politics and team failure, and might give practical guidelines on how to steer the process within your Honours+ team by enhancing trust in your team.

The image below gives you practical suggestions on how to act when problems occur within your team, and how to adopt your style of supervising accordingly. A natural addition to this concept can be found in Appendix V: The Self-Determination Theory.

The FIVE Dysfunctions of a Team *by Patrick Lencioni*

Members of dysfunctional teams …	Dysfunctions and ways to Overcome each one	Members of trusting teams …

Inattention to Results

Members of dysfunctional teams …
- Stagnates/fails to grow
- Rarely defeats competitors
- Loses achievement-oriented employees
- Encourages team members to focus on their own careers and individual goals
- Is easily distracted

Dysfunctions and ways to Overcome each one:
- ✓ Public declaration of results
- ✓ Results-Based rewards
- ✓ Setting the tone for a focus on results from the leader

Members of trusting teams …
- Retains achievement-oriented employees
- Minimizes individualistic behavior
- Enjoys success and suffers failure acutely
- Benefits from individuals who subjugate their own goals/interests for the good of the team
- Avoids distractions

Avoidance of Accountability

Members of dysfunctional teams …
- Creates resentment among team members who have different standards of performance
- Encourages mediocrity
- Misses deadlines and key deliverables
- Places an undue burden on the team leader as the sole source of discipline

Dysfunctions and ways to Overcome each one:
- ✓ Publication of goals and standards
- ✓ Simple and regular progress reviews
- ✓ Team rewards
- ✓ Ability of leader to allow the team to serve as the first and primary accountability mechanism

Members of trusting teams …
- Ensures that poor performers feel pressure to improve
- Identifies potential problems quickly by questioning one another's approaches without hesitation
- Establishes respect among team members who are held to the same high standards
- Avoids excessive bureaucracy around performance management and corrective action

Lack of Commitment

Members of dysfunctional teams …
- Creates ambiguity among the team about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among team members

Dysfunctions and ways to Overcome each one:
- ✓ Cascading Messaging
- ✓ Deadlines
- ✓ Contingency and Worst-case scenario analysis
- ✓ Low-risk exposure therapy
- ✓ Ability of leader to not place too high of a premium on consensus or certainty

Members of trusting teams …
- Creates clarity around direction and priorities
- Aligns the entire team around common objectives
- Develops an ability to learn from mistakes
- Takes advantage of opportunities before competitors do
- Moves forward without hesitation
- Changes direction without hesitation or guilt

Fear of Conflict

Members of dysfunctional teams …
- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to team success
- Fail to tap into all the opinions and perspectives of team members
- Waste time and energy with posturing and interpersonal risk management

Dysfunctions and ways to Overcome each one:
- ✓ Mining for conflict
- ✓ Real-Time Permission
- ✓ Personality style and Behavioral Preference tools
- ✓ Demonstration of restraint by leader when people engage in conflict

Members of trusting teams …
- Have lively, interesting meetings
- Extract and exploit the ideas of all team members
- Solve real problems quickly
- Minimize politics
- Put critical topics on the table for discussion

Absence of Trust

Members of dysfunctional teams …
- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them.
- Fail to recognize and tap into one another's skills and experiences.
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Dysfunctions and ways to Overcome each one:
- ✓ Personal Histories Exercise
- ✓ Team Effectiveness Exercise
- ✓ Personality and Behavioral Preference Profiles
- ✓ 360-Degree Feedback
- ✓ Experiential Team Exercises
- ✓ Demonstration of vulnerability first by leader

Members of trusting teams …
- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion.
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

3.6 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.
However, when it comes to working in team that is not able or allowed to come together physically, there are some things to take a little bit extra care of to ensure efficient and effective team functioning.

- **Different time zones:** Some students are not (yet) able to come to Maastricht, which means that team members might be working from different parts of the world. Be aware of each other's time zone differences, and plan your meetings on moments that accommodate different time zones. The scheduled H+ slot on Wednesdays from 18.00-20.00hrs for example.
- **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.

- o 🗨 Chat tools –for asking quick questions and clarifying matters about your work.
- o 🖥 Skype or Zoom –for carrying out video meetings/brainstorm sessions with your team.
- o ✉@ Email –for the more official correspondence, like arranging the time for group reports and one-on-one meetings, or reporting to your Supervisor or communication with H+ Central Management.
- **Management tools:** There are plenty of free tools for managing your remote team work. Such a tool 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.
  - o Trying to establish (virtual) friendships amongst team members– if you all live in the same country, you can organize get-togethers every couple of weeks. Organize a team dinner, grab a movie together, and get to know each other beyond your Honours+ experience. If meeting in person is not possible, try to arrange a virtual team dinner, join a virtual Pubquiz or other teambuilding activities. If you have a nice idea that you would need a little bit of funding for, ask H+ Central Management, we might just be able to help you out.
  - o 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.

3.7 COMPENSATION OF SUPERVISOR

For supervising the team of students, the supervisor will receive 30 hours. The standard compensation fee is € 75 per hour. The financial administrator of EDLAB will contact your department's controller to accommodate the transfer of the compensation to the right UM budget numbers at the end of Honours+, following the faculty regulations in this.

We require an honours mentality of our students, and needless to say, we ask the Supervisors to display exemplary behavior. Meaning that you partake in the training programme, supervise the students to your best knowledge and communicate regularly with the H+ Central Management Team.

4. Central events

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

Pictures might be taken during the Honours+ events, to use for promotional purposes. In case you object to your picture being used, please send us an email via honoursplus@maastrichtuniversity.nl.

4.1 KICK OFF FOR HONOURS+

We want to officially welcome you to Honours+ and kick-off the programme together with a bang! Students will get an opportunity to first meet and get to know each other.

Additionally, there will be an inspiring lecture on interdisciplinary teamwork and how to lift your group work from multi-disciplinary to interdisciplinary. Lastly, we have organized an enjoyable group activity to facilitate the formation of excellent team dynamics within your team right off the bat. We hope to inspire you to go into the Honours+ experience with an enthusiastic approach and a good foundation for pleasant and effective teamwork.

Please refer to your email accounts to stay informed about the Honours+ Kick-Off event. Your attendance is highly appreciated, since it will be the first time you will meet your student team.

Mark your calendars!
The Honours+ Kick-off event will take place on **Wednesday November 2nd, at Brasserie Tapijn.**

When?	What?	Where?
16:00-17:30	Introductory training Supervisors "Guiding students on doing interdisciplinary research", by Roosmarijn van Woerden (UU)	Brasserie Tapijn
17:30-18:00	Q&A for Supervisors with H+CMT and Roosmarijn van Woerden	
18:00-18:15	Walk-in for students	
18:15-18:30	Welcome by H+ Central Management	
18:30-19:00	Dinner and possibility for icebreaker activity	
19:00-19:50	Interactive lecture on Interdisciplinary Teamwork, by Roosmarijn van Woerden (University of Utrecht)	
19:50-20:00	Break	
20:00-22:00	Pubquiz	

4.2 THE HONOURS+ MIDTERM PEER & EXPERT DISCUSSION EVENINGS

Halfway during the Honours+ programme, all students are required to attend one of the Midterm Peer & Expert Discussion Evenings (a schedule will be drawn up for when, which team needs to be present).

During these sessions, students will present their results thus far to an expert on the Challenge topic, by means of a 2-minute pitch, after which they will be able to ask input from the expert on a content related issue they are dealing with.

After that, students are grouped with fellow honours students from other teams that are working on the same challenge, and are able to get input from fellow students on issues or problems that are facing. These problems can be related to the content of their research or related to the process of working in an interdisciplinary team.

There is the option for Supervisors to have an intervision session of their own, during this event.

Please refer to your email to stay informed about the Midterm Peer & Expert Discussion Evenings.

Mark your calendars!
The Honours+ Midterm Peer & Expert Discussion Evenings will take place on **Wednesday March 1st or Thursday March 2nd at Tapijn Building X.**

When?	What?
17:30-18:30	Dinner & plenary welcome/instruction
18:30-19:15	Expert talks per Challenge topic
19:15-20:15	Q&A with experts per Challenge topic: Each team prepares a max. 2-minute pitch of status quo and the problem they would like the expert and their peers to give input on.
20:15-20:30	Break
20:30-21:00	Intervision in student teams: In groups, students brainstorm further on issues related to process and content.
21:00-21:30	Optional team meetings to discuss and implement findings
21:30-22:00	Optional drinks and board games

4.3 THE HONOURS+ CLOSING EVENT

The Honours+ programme is concluded with a festive Closing Event, focused on bringing the Honours+ experience to a close together.
During the Closing Event, each student team will present their findings concerning the team Challenge to the other Honours+ students, and a jury. The best presentation within every Challenge topic will win a team prize. We challenge you to impress your peers and UM's academic staff!

Inform the H+ community and us what potential solution you found (applied research Challenges) or what new and value-adding knowledge to the already existing knowledge on this topic your team uncovered (theoretical research Challenges).

More information regarding the criteria for your team's poster and presentation during the Closing Event, can be found under "Team Challenge Outcome".

Mark your calendars!
The Honours+ closing event will take place on **Wednesday May 10th, at StayOkay Maastricht.**

Please refer to your email accounts to stay informed about the Honours+ Closing Event.

When?	What?	Where?
17.30-18.00	Reception, registration & poster exhibition With food & drinks	StayOkay Maastricht
18.00-21.00	3 Parallel sessions of pitches, with break in between	
21.00-22.00	Drinks and snacks	

5. The mighty Honours+ Checklist

Below, we provide you with an overall checklist for every task your student team needs to complete in order to successfully complete Honours+. To be specific, if you stick to the general guidelines of this checklist, nothing can go wrong and you should stay on track just fine.

Ready? Set? Go!

1) **Honours+ Kick-Off** (Deadline: <u>**Wednesday November 2nd**</u>)
   - ☐ Attend the Honours+ Kick-Off event, during which you will meet your team and Supervisor;

2) **Team Kick-Off Meeting**: Before and during the first team meeting, complete the team charter (Deadline: <u>**Friday November 18th**</u>)
   - ☐ Schedule your first team meeting together with your Supervisor to set ground rules for teamwork;
   - ☐ Complete the *individual section of the team charter* and bring it to the team meeting.
   - ☐ Attend the team meeting; Check the [Kick-Off Meeting checklist](#) for this meeting to see if you discussed all important topics;
   - ☐ Complete the *team section* of the team charter together.
   - ☐ Send the completed team charter to your Supervisor.

And we're off!

3) **Schedule regular team meetings throughout the programme.**
   - ☐ Schedule weekly sessions with your student team;
   - ☐ Schedule sessions with your Supervisor and keep him/her updated on your progress on a regular basis.

4) **Step 1: Question formulation & clarifying research focus** (Deadline: <u>**Friday January 20th**</u>)
   - ☐ Complete your team's literature review on the topic of the challenge;
   - ☐ Define your final research question;
   - ☐ Send a draft to your Supervisor for feedback.
   - ☐ Send an email to honoursplus@maastrichtuniversity.nl with your team's research question.

5) **Attend 2 workshops of your choosing**.
   - ☐ Sign up on time for two workshops (limited spaces);
   - ☐ Attend two workshops;

Halfway there

6) **Honours+ Midterm Peer &Expert Discussion Evenings** (<u>**Wednesday March 1st or Thursday March 2nd**</u>)
   - ☐ Prepare for the Midterm Peer & Expert Discussion Evening by preparing a 2-minute pitch (if you would like to use slides, bring your own laptop) on the status quo of your Challenge and a problem your team is facing that you would like input on from an expert;
   - ☐ Attend the Midterm Peer & Expert Discussion Evening your team is scheduled for;

7) **Schedule the Midterm Feedback session** (Between: <u>**March 1st and March 31st**</u>)
   - ☐ Schedule the Midterm Feedback session with your Supervisor;

- ☐ Prepare for the meeting by filling out the [Gibbs Reflection Practitioning](#) form and send it to your Supervisor prior to the session;
- ☐ Prepare for the meeting by watching the instructional video: https://youtu.be/1edcpsI2wdI and reading the information booklet;
- ☐ Prepare the cubes (cut-outs);
- ☐ Attend the actual meeting as a team, with the Supervisor present, and make agreements for the second half of the team challenge and your team's functioning;

8) **Step 2: Select research methods & collect data** (Deadline: **Friday March 17th**)
- ☐ Design the actual study, define the methodology;
- ☐ Collect the necessary data;
- ☐ Send a draft to your Supervisor for feedback.

9) **Step 3: Analysis & data interpretation** (Deadline: **Monday April 17th**)
- ☐ Organize the collected data;
- ☐ Analyze the results;
- ☐ Send a draft to your Supervisor for feedback.

Wrap it up!

---

10) **Step 4: Conclusion** (Deadline: **Wednesday April 26th**)
- ☐ Generalize your results. Relate what you have learnt on a small scale to the bigger picture;
- ☐ Provide potential suggestions for further research;
- ☐ Highlight the potential solution you are offering (applied research challenges), or the new knowledge you added to the already existing knowledge on this topic (theoretical research challenges);
- ☐ Send a draft to your Supervisor for feedback.

11) **Step 5: Share your work** (Deadline: **Monday May 8th, 08:00 hrs**)
- ☐ Send the final report to your Supervisor and to honoursplus@maastrichtuniversity.nl;
- ☐ Send your PowerPoint slides for your pitch to your Supervisor and to honoursplus@maastrichtuniversity.nl;
- ☐ Send the digital file of the poster to your Supervisor and to honoursplus@maastrichtuniversity.nl;

12) **Honours+ Closing Event**
- ☐ Hand in the printed poster at EDLAB, TAPX, room 0.003 (Deadline: **Tuesday May 9th, 16:00 hrs);**
- ☐ Attend the Closing Event on **Wednesday May 10th**;
- ☐ Hand in your poster reimbursement forms and original printing receipts at EDLAB**.**

13) **Team Closing Session** (Deadline: **Friday May 26th**)
- ☐ Schedule a team closing session together with your Supervisor to evaluate and discuss the results of the team challenge.

6. Contact

Do you have other questions; please contact the Honours+ Central Management Team or the honours coordinator at your faculty.

www.edlab.nl/honoursplus

Honours+ Central Management Team

Contact the Honours+ Central Management Team at honoursplus@maastrichtuniversity.nl.

EDLAB		043 388 4173	Fabienne Crombach, Coordinator Honours+ fabienne.crombach@maastrichtuniversity.nl
EDLAB			Tatiana Topa, Junior Coordinator Honours+ honoursplus@maastrichtuniversity.nl
EDLAB		043 388 4150	Marie-Lou Mestrini, Administration marie-lou.mestrini@maastrichtuniversity.nl

COORDINATORS OF FACULTY HONOURS PROGRAMMES

Faculty	Coordinator	Phone	Email
LAW	Craig Eggett		craig.eggett@maastrichtuniversity.nl
SBE	Paulo Rodrigues	043-388 36 33	p.rodrigues@maastrichtuniversity.nl
FPN	Michael Capalbo	043-388 52 74	m.capalbo@maastrichtuniversity.nl
FASOS	Clara Weinhardt		Clara.weinhardt@maastrichtuniversity.nl
FHML	Juanita Vernooy		j.vernooy@maastrichtuniversity.nl

APPENDIX I: List of reference

- Baimyrzaeva, M, "Beginners' Guide for Applied Research Process: What Is It, and Why and How to Do It?" (2018) UCA Graduate School of Development, Institute of Public Policy and Administration;

- Greef de, M.; Post, G.; Vink, C.; Wenting, L., "Designing interdisciplinary education, a practical handbook for university teachers" (2017) Amsterdam University Press;

- Research methodology, 2019. Data Analysis (online) Available at: https://research-methodology.net/research-methods/data-analysis/ (Accessed 22 July 2019);

- Menken, S. and Keestra, M, "An Introduction to Interdisciplinary Research" (2016) Amsterdam University Press;

- Willison, J.; O'Regan, K.; and Kuhn, S., "Researcher Skill Development Framework" (2018). Open Educational Resources, https://commons.und.edu/oers/6

APPENDIX II: Checklist Team Kick-Off

This checklist functions as a mere guideline that helps facilitating your team kick-off meeting. Use it to check if your team has discussed most of these topics and issues, so that you might prevent problems in team functioning along the way.

This checklist functions as a mere guideline that helps facilitating your team kick-off meeting. Use it to check if your team has discussed most of these topics and issues, so that you might prevent problems in team functioning along the way.

Description	Done!	Remarks
Introduction:		
Supervisor's 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 is your reason for doing honours? • What would you like to learn/improve? • What strengths do you have that can contribute to the functioning of your Honours+ challenge team?	☐	
Topic exploration and expectations:		
Topic exploration: • Why this topic/issue/problem? • Some preliminary sources, directions etc.	☐	
Expectations: • What does the Supervisor expect from the students? • What do the students expect from this challenge and the Supervisor? • 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 students/Supervisor last-minute cannot attend a scheduled meeting;	☐	
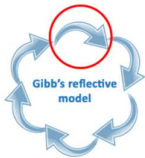
- How will you all ensure an equal division of tasks? - How will the team ensure expected contributions and performance levels? - How will the team deal with free-riders? - How will the team deal with members who perform poorly?		
Team:		
Team: - Dividing of roles among the team members. Who will be 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.	☐	
Communication: - Discussion of the ways of communication with each other and the Supervisor; - The frequency of communication with the Supervisor; - Provision of feedback (how to do it).	☐	
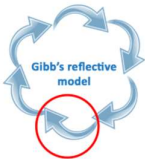
APPENDIX III: Gibbs Self-assessment form on reflective practices
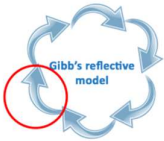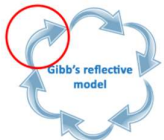
Please, fill out this form individually and send it to your Supervisor before the Midterm Feedback Session.

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

Description

What happened? You will evaluate what you have done so far, and what has happened in the group.

Feelings

What do you feel about the project overall? Your performance, time management, the concept etc.? Are you happy with the results or are you disappointed?

Evaluation

Which parts of the group/individual work have gone well and which have not?

Analysis

Analyse why some of the parts went well and why some parts did not?

Conclusion

What else could you do? What could you do in the future?

Action plan

How will you tackle these problems in the future? What changes can be made to the process so that you can learn from these mistakes and implement this newly acquired knowledge?

Gibb's reflective cycle

	Individual part	**Team part**
Description 	What have you done so far? What happened within the first half of the programme?	
Feelings 	How do you feel about the Challenge overall? About your performance, contribution to the research etc.?	How do you feel about the team performance and the development of the Challenge from the team's perspective?

Evaluation	Which parts of the individual work have gone well and which have not?	Which parts of the group work have gone well and which have not?
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 could have been done by your team in order to prevent certain matters?
Action plan	What are you going to do next? How will you tackle these problems in the future?	What is your team going to do next? How will you tackle these problems in the future with your team?

APPENDIX IV: 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.[1]

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 The individual charter

In the individual part you answer a number of questions about yourself and your 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

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 criteria/elements of a perfect team?

[1] 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 H+ project group?

4. What do you need from the team to improve/optimize your individual contribution?

5. What aspect of personal/academic development would you like to work on during H+?

6. What are your preferred working styles, particularly in relation to teamwork? You may 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. 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. 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 V: Self-Determination Theory

Human beings 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 encounter as well in students somewhere during the programme, and how to regulate the student's motivation from one side of the spectrum to the other. This Self Determination Theory is a tool to help you in signaling issues related to motivation, and to influence motivation in team members.
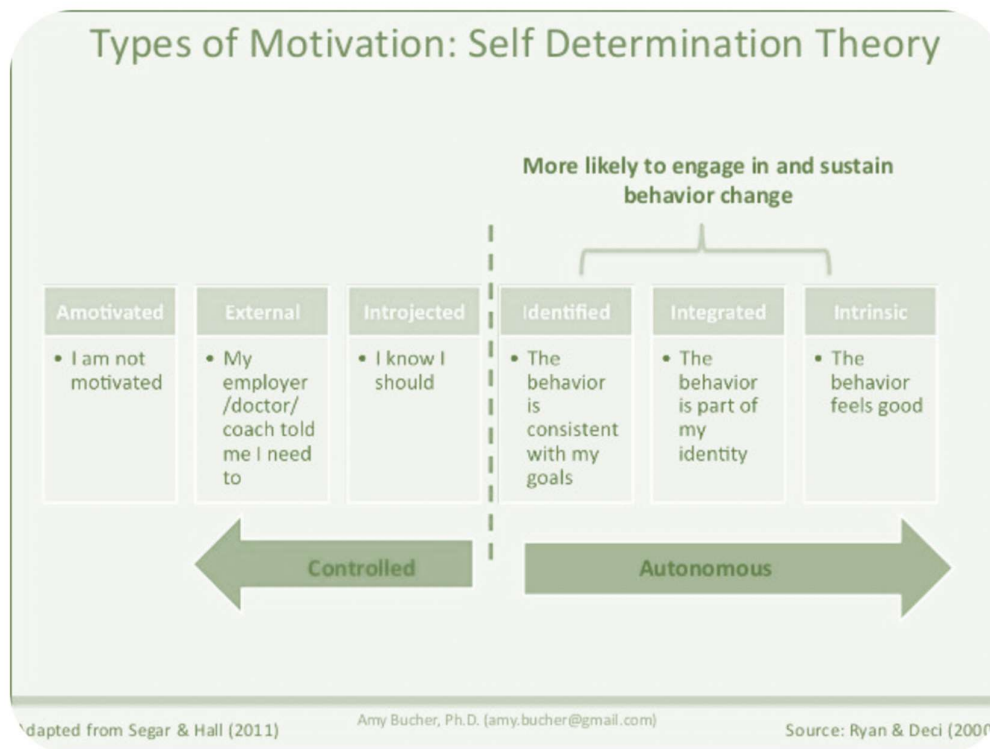

The Self-Determination Continuum

	Nonself-Determined					Self-Determined
	Self Determination Theory Diagram					
Motivation	Amotivation		Extrinsic Motivation			Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
What is the source of the motivation?	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
What regulates the motivation?	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Rewards and Punishments	Self-control, Ego-Involvement, Internal Rewards and Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

(Based on Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. American Psychologist. 55(1), 68-78.)

Types of Motivation: Self Determination Theory

More likely to engage in and sustain behavior change

Amotivated	External	Introjected	Identified	Integrated	Intrinsic
• I am not motivated	• My employer /doctor/ coach told me I need to	• I know I should	• The behavior is consistent with my goals	• The behavior is part of my identity	• The behavior feels good

← Controlled   Autonomous →

Adapted from Segar & Hall (2011)   Amy Bucher, Ph.D. (amy.bucher@gmail.com)   Source: Ryan & Deci (2000)

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.

Three Basic Psychological Needs

Autonomy
The need to feel that one's behavior is self-endorsed

Supported by
• Choice
• Rationale / Meaning
• Acknowledgement of feelings
Undermined by
• Tangible rewards
• Threats, unrealistic deadline
• Imposed goals

Relatedness
The need to feel socially connected

Supported by
• Respect and care
• Inclusive environment
• Sense of security

Undermined by
• Unhealthy competition
• Criticism
• Cliques and traditions

Competence
The need to feel capable of achieving and mastery

Supported by
• Optimal challenge
• Positive performance
• Constructive feedback

Undermined by
• Excessive challenge
• Poor performance
• Poorly constructed feedback