Honours+

COMMUNITY
COMMON CORE
PROFESSIONAL SKILLS

"ADDING UP TO EXCELLENCE"

Supervisor Handbook
2023-2024 ≫

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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: **Wednesday November 1st**)
   - ☐ 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: **Friday November 17th**)
   - ☐ 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 them updated on your progress on a regular basis.

4) **Step 1: Question formulation & clarifying research focus** (Deadline: **Friday January 19th, 23:59 hrs**)
   - ☐ 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 Expert Discussion Evenings** (**Wednesday March 6th or Thursday March 7th**)
   - ☐ Prepare for the Midterm Expert Discussion Evening by preparing a 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 Expert Discussion Evening your team is scheduled for;

7) **Step 2: Select research methods & collect data** (Deadline: **Friday March 22nd, 23:59 hrs**)
   - ☐ Design the actual study, define the methodology;
   - ☐ Collect the necessary data;
   - ☐ Send a draft to your Supervisor for feedback.

8) Schedule the Midterm Feedback session (**Wednesday March 27th**)
- ☐ 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;
- ☐ Fill out both part 1 and part 2 of the Peer Evaluation form, and send it to your Supervisor prior to the session;
- ☐ 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;

9) Step 3: Analysis & data interpretation (Deadline: **Friday April 26th, 23:59 hrs**)
- ☐ Organize the collected data;
- ☐ Analyze the results;
- ☐ Send a draft to your Supervisor for feedback.

Wrap it up!

10) Step 4: Conclusion (Deadline: **Monday May 6th, 23:59 hrs**)
- ☐ 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 13th, 23:59 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 14th, 16:00 hrs);**
- ☐ Attend the Closing Event on **Wednesday May 15th**;

13) Team Closing Session (Deadline: **Friday May 31st**)
- ☐ Schedule a team closing session together with your Supervisor to evaluate and discuss the results of the team challenge.
- ☐ Fill out both part 1 and part 2 of the Peer Evaluation form, and send it to your Supervisor prior to the session.

14) Reimbursement of costs (Deadline: **Friday June 7th**)
- ☐ Send in the filled out reimbursement form of your team's spending. Attach original receipts, sign the form and send it to honoursplus@maastrichtuniversity.nl, or drop it off at EDLAB.

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, UM's Centre for Teaching and Learning. 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 their creative and critical thinking skills;
11) Critically think about their 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 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 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 are. 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, they 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 Expert Discussion Evening, and Closing Event;
3. Student: has contributed sufficiently to the team challenge and has proven themselves a valuable and constructive team member.
4. Student team: has submitted the final deliverables of the team challenge before the deadline and of sufficient academic quality.

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.

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 that students do 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 BUDGET & SPENDING

Working on the Challenge might require you and your team to spend some money throughout the programme. For example, you might have costs for printing the poster. Additionally, your team might benefit from a teambuilding activity, or perhaps you need to purchase specific materials, or pay for a service.

All Honours+ teams can be reimbursed up to a maximum of **€ 125** project-related costs. At the end of Honours+, your team needs to hand in a reimbursement form, together with the **original** receipts (no pin/maestro tickets).

- Every spending needs to be agreed upon with your Supervisor in advance;
- In case you want to spend budget on gift vouchers to hand out to survey participants, you will need to mention the name/address/date of birth of every person you gave such voucher (tax regulations);
- The reimbursement form needs to be signed with an actual signature. Not just typing of a name.
- Honours+ Central Management at all times reserves the right to reject your reimbursement if we determine your spending to be unjustified or overly extravagant. The majority of your team budget spent on cocktails for example, is considered too extravagant for an educational programme. Please be mindful and honorable about your spending. If you are unsure, whether something is appropriate to apply for reimbursement, contact honoursplus@maastrichtuniversity.nl.

2.5 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 13th, 23:59hrs).**

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 13th, 23:59hrs).**
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 14th 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 the 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 13th, 23:59hrs).**
- 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 1st, you will have learned already which students have been assigned to you. At the Kick-Off Event, 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 they stimulate 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 they provide 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.

> 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 likely 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 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.

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 workshops on "Defining a good Research Question" and "Finding your Way through the Methods Maze".

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.

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 themselves 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, and send the filled out document to the Supervisor.

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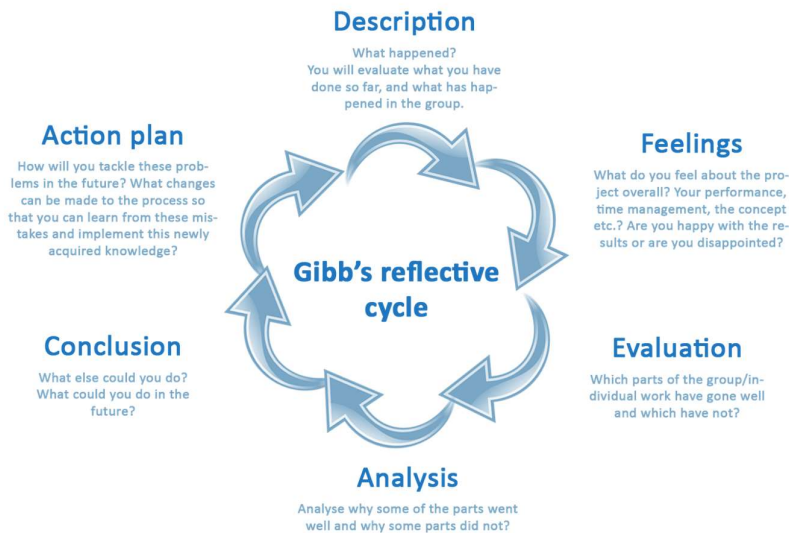
You may find the team charter format on https://edlab.nl/excellence/honoursplus/ (current student section, under "tips, tricks & documents") or as Appendix to this handbook.

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.

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

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?

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?

Gibb's reflective cycle

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

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?

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 above).

There are also moments scheduled in which students are requested to evaluate their own performance in the team, and anonymously the contribution of every team member, the so-called **peer evaluations**.

These peer evaluations may reveal participation issues, but also personal achievements of individual group members, that the Supervisor might not otherwise know about. Completing peer evaluations allows groups to assess how they can improve and develop during their time in their Honours+ team. It can also provide a starting point for constructive discussions and reflections on how the group is functioning in general, and how every individual is contributing to and benefitting from the team process. This system of peer evaluations encourages thus as well teamwork, positive interdependence, and individual accountability, whilst giving the Supervisor an insight into the individual performance and development of each individual team member.

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 until Wednesday March 27th).
- Students will have prepared and sent their self-assessment forms to the Supervisor before the actual session. You can find the Gibbs Reflection Practitioner form on the website (current student section, under "tips, tricks & documents") or in the Appendix of this handbook.
- 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;
- Students will submit one Peer Evaluation form for each person, including themselves, with their name and the assessed person's name on each form to the Supervisor before the date of the Midterm Feedback Meeting.
- The Supervisor anonymizes the answers to the last three open questions of the peer evaluation form, and sends them back to the corresponding team members, to reflect upon and discuss during the meeting.
- 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. Of course, this meeting can also take place online.

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.

Again, during the Team Closing Session, we request that students fill out another Peer Evaluation form and send it to the Supervisor before the date of the meeting. Doing so will allow the Supervisor to be able to consider the peer evaluation when finalizing their overall assessment of the team and its individual members.

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		
• 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	✓ Public declaration of results ✓ Results-Based rewards ✓ Setting the tone for a focus on results from the leader	• 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		
• 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	✓ 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	• 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		
• 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	✓ 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	• 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		
• 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	✓ Mining for conflict ✓ Real-Time Permission ✓ Personality style and Behavioral Preference tools ✓ Demonstration of restraint by leader when people engage in conflict	• 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		
• 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	✓ Personal Histories Exercise ✓ Team Effectiveness Exercise ✓ Personality and Behavioral Preference Profiles ✓ 360-Degree Feedback ✓ Experiential Team Exercises ✓ Demonstration of vulnerability first by leader	• 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

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 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.
  - 🗨 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.

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 1st, at Brasserie Tapijn.**

When?	What?	Where?
18:00-18:15	Walk-in for students	Brasserie Tapijn
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 EXPERT DISCUSSION EVENINGS

Halfway during the Honours+ programme, all students are required to attend one of the Midterm 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 presentation, after which they will be able to ask input from the expert, during a consultation, on a content related issue they are dealing with.

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 Expert Discussion Evenings.

Mark your calendars!
The Honours+ Midterm Expert Discussion Evenings will take place on **Wednesday March 6th or Thursday March 7th at Tapijn Building X.**

When?	What?
17:30-18:30	Dinner & plenary welcome/instruction
18:30-19:15	Expert talks per Challenge topic
19:15-20:30	Q&A with experts per Challenge topic: Each team prepares a presentation of the status quo and the problem they would like the expert and their peers to give input on.
20:30-20:45	Break
20:45-21:30	Teams that require additional time with the expert can continue their consultation. Teams that wish to discuss findings with their team members, can have a team meeting or informally meet with other Honours+ students. Optional intervision session for Supervisors.
21:30-22:00	Informal drinks & get together

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 our students to inform the H+ community what potential solution they found (applied research Challenges) or what new and value-adding knowledge to the already existing knowledge on this topic their 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 15th, 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. Contact

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

Honours+ Central Management Team

EDLAB		043 388 4173	Fabienne Crombach Senior Coordinator honoursplus@maastrichtuniversity.nl
EDLAB			Tania Topa Coordinator honoursplus@maastrichtuniversity.nl

Honours Coordinators at Faculty Level

LAW		Sascha Hardt sascha.hardt@maastrichtuniversity.nl
SBE		Paulo Rodrigues p.rodrigues@maastrichtuniversity.nl
FPN		Michael Capalbo m.capalbo@maastrichtuniversity.nl
FASOS		Georgi Verbeeck georgi.verbeeck@maastrichtuniversity.nl
FHML		Juanita Vernooy j.vernooy@maastrichtuniversity.nl

APPENDIX I: 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
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: • 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:
 	
 • 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):
 	
    o *Leader:* clarifies goals, coordinates resources.
 	
    o *Completer/Finisher:* searches out errors, keeps a feeling of urgency in the team, and delivers on time.
 	
    o *Implementer:* translates concepts into practical plans.
 	
    o *Monitor/Evaluator:* sees all options, evaluates ideas, judges correctly.
 	
    o *Plant:* proposes new ideas, solves difficult problems.
 	
    o *Resource investigator:* explores opportunities, handles external contact.
 	
    o *Shaper:* gives coherence to team work, overcomes obstacles.
 	
    o *Specialist:* provides scarce knowledge and skills.
 	
    o *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 II: 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.

A team charter is a strategic framework that helps team members to kick off projects and align on common vision. It is made to smoothly start collective projects, let people learn about each other and accumulate enough momentum to get going.

The Honours+ 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 your H+ team. Part 1 is to be filled out by each team member individually <u>prior</u> 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 H+ Supervisor directly after the meeting.
- *Note: we advise you to refer back to your initially made agreements throughout the course of your Challenge, to see if you are still as a group adhering to these agreements and values.*

Suggestion for setup of team session to fill out the team component

- Duration: 30-45 minutes
- Materials:
  - Download a Team Canvas[2] via the <u>Honours+ documents page</u>, and project it on a (online) whiteboard or print it on a big enough piece of paper.
  - Blocks of sticky notes, one for each participant, different colours;
  - Sharpies or markers to write on stickies (use thick enough pens so everyone can see the writing);
  - A device with a timer function.
- Go through each step with the team, making sure you ask the questions for each segment. Encourage people to write their answers on stickies and talk about them with the team. Make sure to agree on all fields. Your individual answers will provide input for these answers.
- Use timer for each step (max 10 minutes per step) to apply some time pressure so the team really focuses on getting to the point in each section discussion. If some conversations take rather long

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[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

[2] https://theteamcanvas.com/learn/

time or seem to touch upon bigger issues, consider parking those questions, and plan a separate meeting to address them specifically.

- Once you have agreed on every component, fill out the team component of the charter.
- Wrap up (5 minutes): talk about one single most important insight that each team member gained during this activity. Afterwards you will need to reflect on this in your Personal Development Plan (PDP) as well.
- IMPORTANT: there are no good or wrong answers here. Everyone's opinion is equally valuable and justified, and necessary to lay the foundation of good team functioning. Try to be supportive, have an open mind, but also do not be afraid to ask (critical) questions.

Part 1: Individual preparation

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

Your individual profile
1. **People & Roles:** Please provide some information on your personal background (e.g. where you grew up, what courses you have followed, hobbies, personality traits).
2. **People & Roles:** What are your preferred working styles, particularly in relation to teamwork?
3. Goals: What do you consider the criteria/elements of a perfect team?
4. **Personal Goals:** What aspect of your personal agenda would you like to open up? (examples: availability conflict during certain period, motive for joining Honours etc)
5. **Purpose:** Why did you prefer this particular Challenge topic? What expertise and knowledge can you see that might be of use here?
6. **Strengths & Assets:** What strengths do you have that can contribute to the functioning of your Honours+ group?
7. Needs & Expectations: What do you need from the team to improve/optimise your individual contribution?

8. **Weaknesses & Development areas:** What aspect of personal development would you like to work on during Honours+?
9. **Weaknesses & Development areas:** What do you feel your team members or Supervisor should know about you?

Your expectations regarding the team

1. **Goals:** What would you ideally like to achieve as a team in this project?
2. **Values:** What are values that you would like to be at the core of your team? (examples: honesty, relationships, teamwork, profitability, and passion)
3. **Purpose:** What do you feel is the purpose and relevance of your team in this project and potential research question?
4. **Needs & Expectations:** What would make this team successful? How is that measured?
5. **Needs & Expectations:** What would you expect from your team member's work ethic? For example, showing up on time, indicating when members will miss a meeting, equal contribution, meeting deadlines.
6. **Rules & Action points:** What rules would you introduce as standard in your team with respect to accountability? (examples: how do we address free-riding, what is considered free-riding, how do we hold each other accountable)
7. **Rules & Action Points:** How do you prefer to make decisions in your team, even when working under stress?
8. **Rules & Action Points:** How do you prefer to communicate in a team and ensure the Supervisor and team members are updated?
9. **Weaknesses & Developments areas:** What obstacles for your team do you believe your team might likely come to face?

Part 2: Team roles, expectations and processes

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

<table>
<tr><td colspan="2">Team performance</td></tr>
<tr><td>1.</td><td>People & Roles: Team name</td></tr>
<tr><td></td><td></td></tr>
<tr><td>2.</td><td>People & Roles: Roles we have in the team</td></tr>
<tr><td></td><td></td></tr>
<tr><td>3.</td><td>Purpose: Why are we doing what we are doing in the first place? What direction would you like your research to go into?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>4.</td><td>Goals: What do we want to achieve as a group?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>5.</td><td>Goals: What are our key goals that are feasible, measurable and time-bounded?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>6.</td><td>Personal Goals: What are our individual personal goals?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>7.</td><td>Personal Goals: Are there personal agendas that we want to open up?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>8.</td><td>Values: What do we stand for, what are our guiding principles?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>9.</td><td>Values: What are our common values that we want to be at the core of our team?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>10.</td><td>Needs & Expectations: What does each of us needs to be successful in this team?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>11.</td><td>Needs & Expectations: What are our personal needs towards the team to be at our best?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>12.</td><td>Needs & Expectations: What work ethic do we expect from each other?</td></tr>
</table>

13. **Needs & Expectations:** How do we ensure our team is a safe space for all team members? How do we build trust? How do we go about holding each other accountable without compromising the safe space?

14. **Rules & Action Points:** What are the exact rules we want to introduce after doing this session?

15. **Rules & Action Points:** How do we communicate and keep everyone up to date?

16. **Rules & Action Points:** How do we make decisions?

17. **Rules & Action Points:** How do we execute and evaluate what we do? Think of celebrating achievements, overcoming setbacks. What is considered a success, a setback etc?

18. **Strengths & Assets:** What are the skills we have in our team that will help us achieve our goals?

19. **Strengths & Assets:** What are interpersonal/soft skills we have?

20. **Strengths & Assets:** What are we good at, individually and as a team?

21. **Weaknesses & Development Areas:** What are the weaknesses we have?

22. **Weaknesses & Development Areas:** What should our team members, client, coach or mentor know about us?

23. **Weaknesses & Development Areas:** What are some obstacles we see ahead of us that we are likely to face, and how do we propose to overcome them?

The Team Canvas

Most important things to talk about in the team to make sure your work as a group is productive, happy and stress-free

Version 1.0 | English | theteamcanvas.com

TEAM NAME _____ **DATE** _____

PEOPLE & ROLES

What are our names and the roles we have in the team?

GOALS

What we want to achieve as a group? What are our key goals that are feasible, measurable and time-bounded?

PERSONAL GOALS

What are our individual personal goals?
Are there personal agendas that we want to open up?

PURPOSE

Why are we doing what we are doing in the first place?

VALUES

What do we stand for? What are guiding principles? What are our common values that we want to be at the core of our team?

NEEDS & EXPECTATIONS

What each one of us needs to be successful? What are our personal needs towards the team to be at our best?

RULES & ACTION POINTS

What are the rules we want to introduce after doing this session? How do we communicate and keep everyone up to date? How do we make decisions? How do we execute and evaluate what we do?

STRENGTHS & ASSETS

What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team?

WEAKNESSES & DEVELOPMENT AREAS

What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead us that we are likely to face?
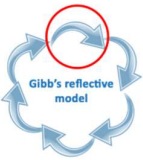
APPENDIX III: Gibbs Self-assessment form on reflective practices
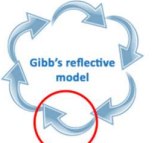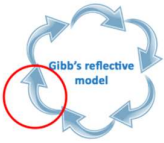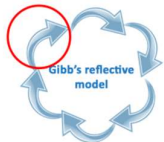
Please, fill out this form individually and send it to your Supervisor before the Midterm Feedback Session.

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?
Gibb's reflective model		
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?
Gibb's reflective model		

APPENDIX IV: Peer Evaluation Form

In Honours+, we try to provide students with a learning process aimed towards growth and development. The Supervisor assesses students as individuals on not just the quality of the outcome of the Challenge, but even more so on the process and their individual contribution to the team and the outcome. However, it sometimes may result challenging for the Supervisor to get a clear insight into the individual performance, contribution and development of each individual team member within a team, and thus issues in the team might go unaddressed.

These peer evaluations may reveal participation issues, but also personal achievements of individual group members, that the Supervisor might not otherwise know about. Completing peer evaluations allows groups to assess how they can improve and develop during their time in their Honours+ team. It can also provide a starting point for constructive discussions and reflections on how the group is functioning in general, and how every individual is contributing to and benefitting from the team process. This system of peer evaluations encourages thus as well teamwork, positive interdependence, and individual accountability.

Below we have formulated a rubric to allow for such a moment of peer evaluations. Filling out a rubric for each member of the group can help Supervisors to assess individual contributions to the group and the individual's role as a team player.

Instructions

1. For each category of **Part 1**, rate each team member and yourself using the 4-point scale given. Please think hard, honest and fair about each of the categories. How did you and each group member perform? It is not necessary that everyone get the highest score on each item. Different people will have different strengths and different contributions.

2. Below the rating, there is a space for comments. Please include examples or explanations that will help the mentor or coach understand your ratings.

3. Please do your evaluations independently – do not share or discuss your scoring, nor come to a decision based on a group opinion. We want an honest opinion from each of you, based on your perceptions and experiences.

4. Answer the open questions of **Part 2**. Only your answers to the last three open questions are to be shared back with your team members (not the scoring), but fully anonymized. Learning how to formulate constructive feedback is also part of the learning process, so we encourage you to use this opportunity to think of how your feedback may best benefit your team member and your team's process in general. The rubric scoring is only for the Supervisor to get further insights into everyone's individual contribution to the team and process of development.

5. Submit one form for each person, including yourself, with your name and the assessed person's name on each form to your Supervisor, before the stated deadlines:
o   1st Peer evaluation: **Wednesday March 27th,** or at least before the date of your Midterm Feedback Session with your Supervisor.

- o 2nd Peer evaluation, **Friday May 31st,** or at least before the date of your Team Closing Session with your Supervisor.
6. Your Supervisor anonymizes each time the answers to the last three open questions, and sends them back to the corresponding team members, to reflect upon and discuss in a Midterm feedback session, and the team closing session at the end of the programme.

Part 1: Please fill in this rubric for each team member and yourself using the 4-point scale

Your scoring of each team member will not be shared with the team. It is only to be shared with the project mentor and competence coach.

Skills	*Score: 4* *Advanced - exceeds expectations*	*Score: 3* *Competent - meets expectations*	*Score: 2* *Progressing – does not fully meet expectations*	*Score: 1* *Beginning - does not meet expectations*
Contributions & Attitude	Always cooperative. Routinely offers useful ideas. Always displays positive attitude.	Usually cooperative. Usually offers useful ideas. Generally displays positive attitude.	Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude.	Seldom cooperative. Rarely offers useful ideas. Is disruptive.
Cooperation with Others	Did more than others. Highly productive. Works extremely well with others.	Did own part of workload. Cooperative. Works well with others.	Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership.	Did not do any work. Does not contribute. Does not work well with others.
Focus, Commitment	Tries to keep people working together. Almost always focused on the task. Is very self-directed.	Does not cause problems in the group. Focuses on the task most of the time. Can count on this person.	Sometimes focuses on the task. Not always a good team member. Must be constantly reminded to keep on task.	Often is not a good team member. Does not focus on the task. Lets others do the work.
Team Role Fulfillment	Participates in all group meetings. Assumes a very constructive role in the team. Does the work that is assigned by the group.	Participates in most group meetings. Does most of the work assigned by the group.	Participates in some group meetings. Does some of the work assigned by the group.	Participates in few or no group meetings. Does little or no work assigned by the group.
Ability to Communicate	Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information, builds bridges.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates.

		basic information that relates to the topic.	little information that relates to the topic.	
Accuracy	Work is complete, well organized, error-free, and done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, inaccurate, and is usually late.	Work is generally sloppy and incomplete, contains excessive errors, and is mostly late.
TOTAL POINTS				
Notes and Comments:				

Part 2: Please answer these questions for each team member

Your Supervisor anonymizes these answers, and sends them back to the corresponding team members, to reflect upon and discuss in a Midterm feedback session, and the team closing session at the end of the programme.

1) What action has this team member taken that was helpful for the group?
2) What action could this team member take to make the group more effective?
3) What is something I can learn from my team member?

Gueldenzoph, L. E., & May, G. L. (2002). Collaborative peer evaluation: Best practices for group member assessments. Business Communication Quarterly, 65(1), 9-20.

Johnston, L., & Miles, L. (2004). Assessing contributions to group assignments. Assessment and Evaluation in Higher Education, 29(6), 751-768.
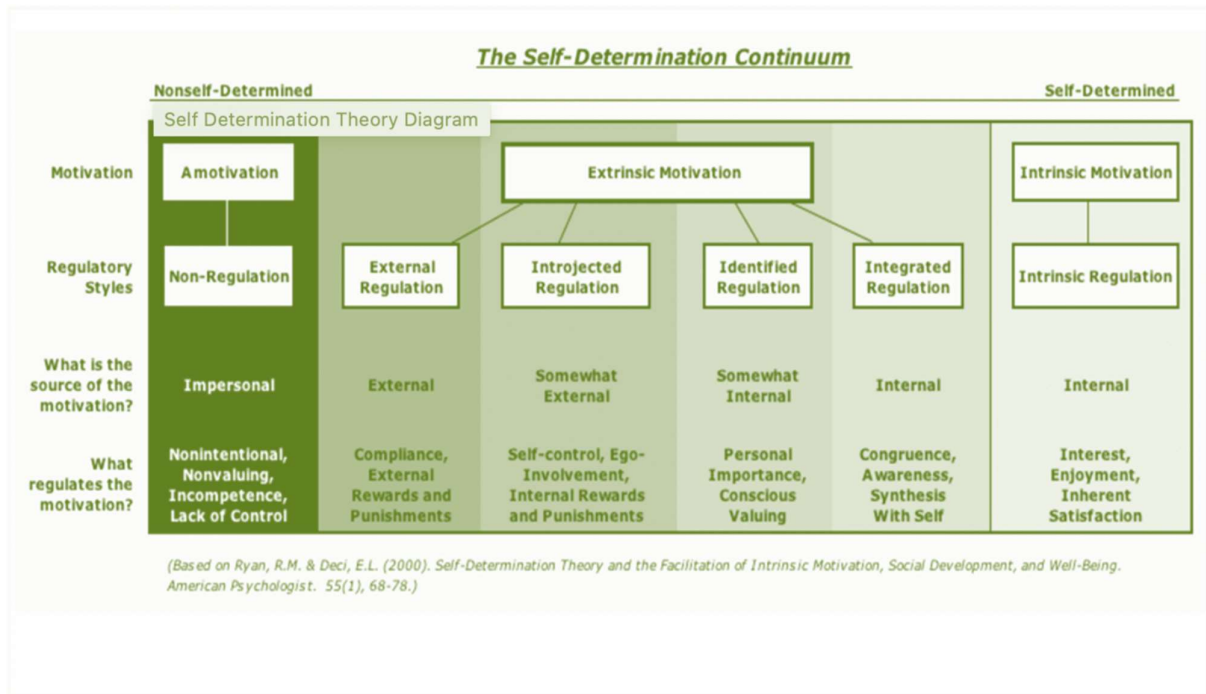
Oakley, B., Felder, F. M., Brent, R., & Elhajj, I, (2004). Turning student groups into effective teams. Journal of Student Centered Learning, 2(1) 9-34.
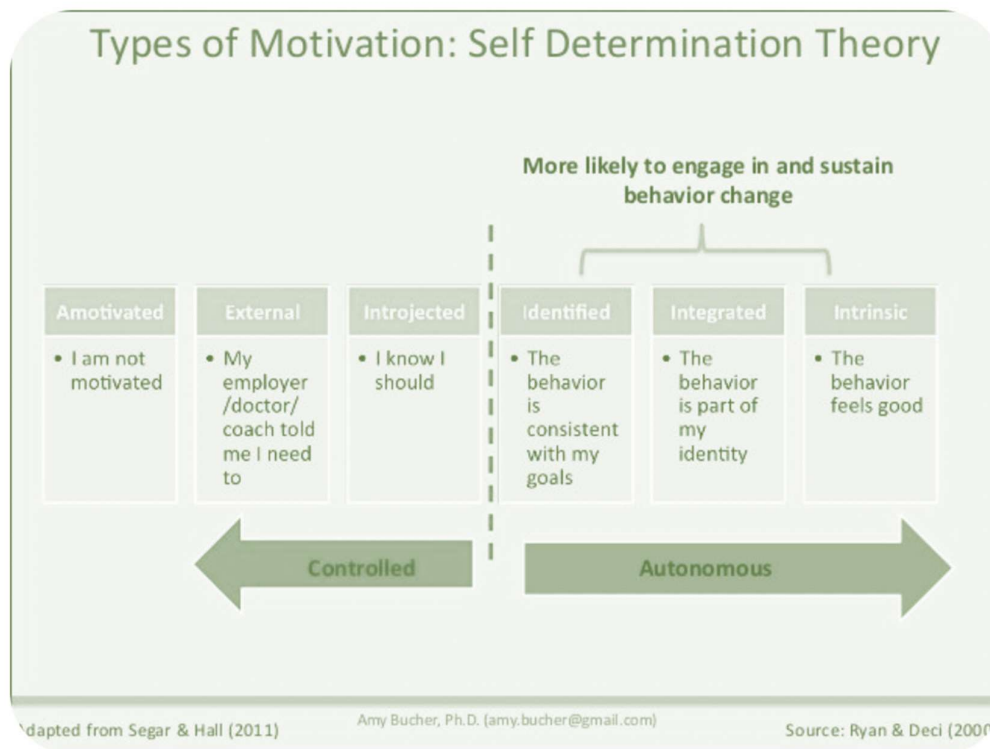
APPENDIX V: Self-Determination Theory

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
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

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

More likely to engage in and sustain behavior change

← 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

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