BRIDGING THE GAP BETWEEN STUDY AND CAREER

PREMIUM 2023-2024

STUDENT HANDBOOK

TABLE OF CONTENTS

THE MIGHTY PREMIUM CHECKLIST

Below, we provide you with an overall checklist for every task you need to complete in order to successfully complete PREMIUM. To be specific, if you stick to this checklist, nothing can go wrong and you should stay on track to get your PREMIUM certificate. Please note that deadlines may be announced or adjusted at a later date. You will always be informed well ahead of time of any deadline or date changes.

Ready? Set? Go!

1. **Team charter**: Before and during the first team meeting, complete the team charter (Deadline: **Friday February 9th**)
   - ☐ Schedule your first team meeting to complete the team charter.
   - ☐ Complete the *individual section of the* *team charter* and bring it to the team meeting.
   - ☐ Attend the team meeting.
   - ☐ Complete the *team section* of the team charter together.
   - ☐ Send the completed team charter to your mentor and coach.
   - ☐ Reflect on the team charter in your PDP.

2. **The teambuilding assignment** (Deadline: **Friday February 9th**)
   - ☐ Pick up the assignment at EDLAB (please inform us when you are planning to come). Alternatively, request the materials for an online teambuilding assignment via premium@maastrichtuniversity.nl.
   - ☐ Complete the assignment.
   - ☐ Hand in the assignment at EDLAB and take a look at the solution, or request the solution via premium@maastrichtuniversity.nl.
   - ☐ Reflect on the assignment in your PDP.

3. **Budget** (Deadline: **Friday February 9th**)
   - ☐ Set up a preliminary budget describing the costs you expect to make throughout the project (see Appendix II, or the online Documents page).
   - ☐ Send a copy of your preliminary budget to your project mentor (and client in case of travelling costs) for approval.
   - ☐ Assign one team member to email the approved preliminary budget to premium@maastrichtuniversity.nl, with your mentor in the CC.

4. **Set up the Instagram Page** (Deadline: **Friday February 9th**)
   - ☐ Read the section on Instagram in your student handbook (Chapter 4.6).
   - ☐ Set up a private Instagram profile for your PREMIUM student team.
   - ☐ Send the link to your Instagram page to premium@maastrichtuniversity.nl.
   - ☐ Follow the other PREMIUM teams as soon as you receive their profiles.

5. **Workshop 'Discover your Competences'** (Deadline: **Friday February 9th)**
   - ☐ Sign up for the workshop.
   - ☐ Complete the mandatory homework assignments.
   - ☐ Attend the workshop and bring the homework assignments with you.
   - ☐ Evaluate the workshop.

6. **First Instagram post**: share on your team's Instagram page the following, in order to inform your fellow colleagues about your team's PREMIUM journey ahead. (Deadline: **Monday February 19th)**
   - ☐ Introduce your team members;
   - ☐ Introduce your client;
   - ☐ Introduce your project (the scope, relevance of the project, and what is asked of you).

7. **Online tests**: gain insight into your competences to define a good starting point! The online tests can be found here. (Deadline: **Friday February 23rd**)
   - ☐ Complete the Belbin Team Roles Test.
   - ☐ Complete the Big Five Personality Test.
   - ☐ Complete the DISC Personality Test.
   - ☐ Reflect on your test results in your PDP.

Into the first stages of project execution…

8. **First meeting with Competence Coach** (Deadline: **Friday February 23rd**)
   - ☐ Schedule your first meeting with your coach.
   - ☐ Attend the meeting and bring all recently made entries to your PDP with you, including: 1) the results of your online tests, 2) your individual team charter and final team charter.
   - ☐ Reflect on your first meeting in your PDP.

9. **Attend mandatory workshops** (Deadline: **Wednesday February 28th**)
   - ☐ Attend the workshop 'Teamwork'.
   - ☐ Complete the workshop evaluation form.
   - ☐ Attend the workshop 'Introduction to Project-Based Working'.
   - ☐ Complete the workshop evaluation form.

10. **Second Instagram post**: share on your team's Instagram page the preliminary timeline for your project. (Deadline: **Friday March 1st)**
   - ☐ Explain what is your first approach to the issue at hand;
   - ☐ Present the main steps that you are planning to follow in tackling the problem;
   - ☐ Present your preliminary methodology.

11. **First Peer Evaluation** (Deadline: **Friday March 1st**)
   - ☐ Read the instruction on peer evaluations in your handbook (Handbook section 4.5.4 and Appendix V), and download the peer evaluation form on the documents page.
   - ☐ Fill out the peer evaluation rubric per team member, and for yourself.
   - ☐ Answer the open questions of part 2 of the form, for every team member.
   - ☐ Submit one form for each person in your team, including yourself, with your name and the assessed person's name on each form, to both your PREMIUM project mentor and competence coach

12. **Third Instagram post**: share on your team's Instagram page your progress so far and relevant updates regarding your project. This will be the main point of reference for the teams providing you feedback during the Midterm Presentations. (Deadline: **Friday March 15th)**

Halfway there…

13. **Midterm Presentations** (Deadline: **Monday March 18th, 9:00hrs.**)
   - ☐ Read the section on Midterm Presentations in the (online) student handbook.
   - ☐ Send in your PowerPoint presentation before the deadline.
   - ☐ Attend the Midterm Presentation session your team is assigned to (March 20th or 21st).
   - ☐ Complete the Midterm Presentations evaluation.

14. **Second meeting with Competence Coach** (Deadline: **Friday April 12th**)
   - ☐ Schedule your second meeting with your coach.
   - ☐ Attend the meeting and bring all completed components of your PDP with you.
   - ☐ Reflect on the meeting in your PDP.

15. **Reflective Practitioner Meeting with mentor** (Deadline: **Friday April 19th**)
   - ☐ Schedule your reflective practitioner meeting with your mentor (preferably after your team's midterm presentations).
   - ☐ Fill out the Gibb's reflective practitioner form and send it to your mentor before the meeting.
   - ☐ Fill out the Peer Evaluation rubric per team member, and for yourself.
   - ☐ Answer the open questions of part 2 of the form, for every team member.
   - ☐ Submit one Peer Evaluation form for each person in your team, including yourself, with your name and the assessed person's name on each form, to both your mentor and competence coach.
   - ☐ Attend the meeting.

16. **Team Dynamics Meeting** (Deadline: **Friday April 26th**)
   - ☐ Together with your team mates and coach, schedule the meeting.
   - ☐ Attend the meeting and reflect on the meeting in your PDP.

17. **Attend three more workshops of your choosing** (Deadline: **Wednesday May 15th**)
   - ☐ Attend three of the elective workshops.
   - ☐ Complete the workshop evaluations.

18. **Third meeting with Competence Coach** (Deadline: **Friday May 17th**)
   - ☐ Schedule your third (and final) meeting with your coach.
   - ☐ Attend the meeting and bring all completed components of your PDP with you.
   - ☐ Reflect on the meeting in your PDP.

19. **Final Peer Evaluation** (Deadline: **Friday May 17th**)
   - ☐ Fill out the Peer evaluation rubric per team member, and for yourself.
   - ☐ Answer the open questions of part 2 of the form, for every team member.
   - ☐ Submit one form for each person in your team, including yourself, with your name and the assessed person's name on each form, to both your PREMIUM project mentor and competence coach

Wrap it up!

20. **Closing session with the client and mentor**
   - ☐ Schedule and prepare a closing session with the client together with your project mentor.
   - ☐ Fill out the reflective practitioner self-assessment form concerning the second half of your project, and send it to your mentor prior to this event.

21. **PREMIUM Closing Event** (Deadline: **Tuesday May 28th, 09:00 hrs.**)
   - ☐ Read the section on the Closing Event in the online student handbook.
   - ☐ Email your final report, product, or other form of project outcomes to premium@maastrichtuniversity.nl and to your project mentor, before the Closing Event.
   - ☐ One member of the student team emails the digital file of the video premium@maastrichtuniversity.nl and to your project mentor.
   - ☐ Attend the Closing Event on May 30th and answer questions from the audience and jury.
   - ☐ Complete the Closing Event evaluation.

22. **PREMIUM Evaluation** (Deadline: **Monday June 3rd)**
   - ☐ Complete the PREMIUM overall programme evaluation.

23. **Finalized budget** as part of the reimbursement process (Deadline: **Friday June 28th**)
   - ☐ Together with your team, set up the finalized budget that describes expenses your team made throughout PREMIUM. Notify your mentor and client and ask them to approve the budget.
   - ☐ Hand in reimbursement forms and receipts to the PREMIUM Central Management Team.

Dear PREMIUM student,

It is our pleasure to welcome you to PREMIUM!

You have been selected to participate in Maastricht University's extracurricular excellence programme for motivated, high-performing master's students. Over the next five months, the programme will offer you plenty of opportunities to challenge yourself, (further) develop useful professional skills, and gain a good amount of professional self-confidence and self-insight. PREMIUM was carefully designed to bridge the gap between study and career, aiming to adequately prepare you for the fast-approaching job market.

We are very proud to announce that this year, PREMIUM will be organized for the 13th consecutive year! For more than a decade now, approximately 1500 UM master's students had the privilege to participate in PREMIUM.

Evaluated positively each year, the programme has proven itself an exclusive chance to supplement your master's education with real, hands-on experience in the work field. Through working in an interdisciplinary team with a focus on project-based working and optimization of team performance, you get a realistic introduction into common everyday operations at many workplaces. Attending PREMIUM workshops enables you to actively take a closer look at various processes at play in the PREMIUM as well as real-world work environment.
On top of it all, executing a project for an external client allows you to contribute to innovation at your client's organization, deepen your understanding of a specific topic and (learn to) network and develop relevant social connections. Alongside project-related activities, PREMIUM also offers an extensive coaching trajectory guided by your very own experienced competence coach, providing you with a very valuable opportunity to work on personal and/or professional development on a confidential one-to-one basis.

Overall, PREMIUM aims to help you:

- Learn (how) to work as part of an interdisciplinary team on a professional level;
- Learn how to manage your time and work according to a tight schedule;
- Learn how to manage a client's expectations and how to commit to your responsibilities;
- Gain insight into your strengths and areas for development, and provide you with the appropriate (practical) skills to work on your development.

We hope you are as excited about the prospect of being a PREMIUM student as we are about facilitating the optimal learning environment for you to flourish in. In this student handbook, you will find everything you will need to make your PREMIUM experience a grand success.
We advise you to read it carefully and make sure you are familiar with the information at all times.
We wish you a fruitful and inspiring PREMIUM endeavor and look forward to seeing you and all that PREMIUM helped you accomplish at the PREMIUM Closing Event in May.

Warm regards,

The PREMIUM Central Management Team
Fabienne Crombach & Tania Topa

Chapter 1: Important programme information

Now that you are all prepared to go into PREMIUM, we are sure you are ready to learn more about the programme itself!

1.1 Time investment

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

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

It is important to note that poor time management will most likely not only affect yourself, but your team members as well. Be sure to manage your time well and securely schedule your activities. If this is something you struggle with, be sure to discuss the topic with your coach, your mentor or Central Management.

1.2 Mandatory character of the programme

Participating in PREMIUM is not without obligation. Whereas you are entirely free to plan team meetings when they best suit you and your teammates, several programme components require mandatory attendance. Some of these programme components are more flexible than others are. For example, you are required to attend a number or 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. However, your attendance is also mandatory at the PREMIUM Central Events. These events are organized on set dates.

In order to assess every student's attendance, you are asked to sign an attendance sheet at all workshops. Please make sure to always sign the sheet, because your attendance cannot and will not be verified in another way.

1.3 Assessment

Assessment occurs based on 1) your mentor's evaluation of you and of your team (both procedural as in your performance as a team player and the quality of the end product), 2) your coach's evaluation of the time and effort put into the coaching component of PREMIUM, and 3) formal requirements.

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

1.3.1 Assessment criteria

In order to successfully complete PREMIUM and receive your certificate you must fulfil the following requirements.

The student or the student team:

1. Student: attended the 3 mandatory workshops and <u>at least</u> 3 elective workshops.
2. Student: attended all mandatory Central Events: the Mix & Match, Midterm Presentations, and Closing Event;
3. Student: attended at least three separate coaching sessions, and has shown a genuine effort in (further) developing a competence;
4. Student: completed a Personal Development Plan together with, and graded as satisfactory, by their coach;
5. Student team: presented at the Midterm Presentations event and prepared a video during the Closing Event;
6. Student team: documented their project progress by means of an Instagram page;
7. Student team: submitted (a representation of) the final product/deliverable or end result to PREMIUM and the project mentor;
8. Overall, the student received a positive evaluation from 1) the project mentor, 2) the competence coach, and 3) their team mates.

1.3.2 Exceptional circumstances

Students are expected to always be able to schedule their meetings with the coach. If you make sure to contact your coach early on, there should be plenty of possibilities to plan your meetings.

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. In that case, the student's attendance requirement is fulfilled if they attended 5 workshops and submitted 1 substitute assignment evaluated as satisfactory. Students should always email the PREMIUM Central Management Team in case exceptional circumstances apply. Upon evaluation of their request, they may receive a substitute assignment.

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

1.3.3. Evaluations of the programme

The PREMIUM Central Management Team is constantly working on improving the PREMIUM programme. We need your evaluations to help us do so, and they function as a means to assure a high level of quality of the PREMIUM programme. You will receive requests to fill out online evaluations forms in your email. Additionally, all evaluations forms (such as for the workshops and the Central Events) can be found on www.edlab.nl/premium.

Chapter 2: Programme overview

Kick-off “Mix & Match”, January 10

Project

Meeting the Client

Define objectives

Set goals

Project Execution

Team meetings

Client meetings

Midterm Presentation

March 20/21

Wrapping up

Closing event with client, final reflection

Coaching

Teambuilding assignment

Team charter

Personal Development Plan (PDP)

Coach meeting 1

Coach meeting 2

Team Dynamics Meeting

Coach meeting 3

Workshops

Mandatory

1. Discover your Competences
2. Project-Based Working
3. Teamwork

Choose three:

1. Time Management;
2. Design Thinking;
3. Current Themes in Leadership;
4. Habits of Effective People;
5. Contract Negotiations;
6. Public Speaking;
7. Stress Management;
8. Networking;
9. Sustainable Career Development

UM CS Quick Career Service

Closing Event May 30

Chapter 3: Central Events

Over the course of the programme, PREMIUM organizes several central activities for all PREMIUM students, mentors, coaches, and clients. All events contain educational and/or assessment elements and offer opportunities for students, UM employees, and clients to meet, connect and network. At all central events, *attendance is mandatory* for all students. If you cannot attend a central event, please refer to section 1.3.2 'Exceptional Circumstances'.

Remember!
Your attendance at these events is mandatory and a necessary requirement to fulfil if you want to successfully complete the PREMIUM programme. Please mark your calendars!

Please refer to the PREMIUM website, your student email account, and Instagram/Facebook for official invitations and definitive dates, places, and times.

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

3.1 The Mix & Match

The PREMIUM programme is officially opened with a festive kick off opening event for students, mentors, coaches, and clients: the Mix & Match.
After getting through the PREMIUM selection procedure we want to officially welcome you to PREMIUM and kick-off the programme together with a bang!

Additionally, the Mix & Match is a networking event aimed at guiding team formation. After we receive your and the client's team preferences, the PREMIUM teams will be definitively composed. At the event, students also receive their PREMIUM welcome package and everyone will get an opportunity to first meet and get to know each other.

The PREMIUM Mix & Match Event will take place
on Wednesday January 10th, 17:00-22:30 hrs.
(Please check your student email for further instructions and the exact itinerary)

3.2 Midterm Presentations

Each PREMIUM student project team will have to present their project and progress by means of 5-minute pitch, during the PREMIUM Midterm Presentations event.

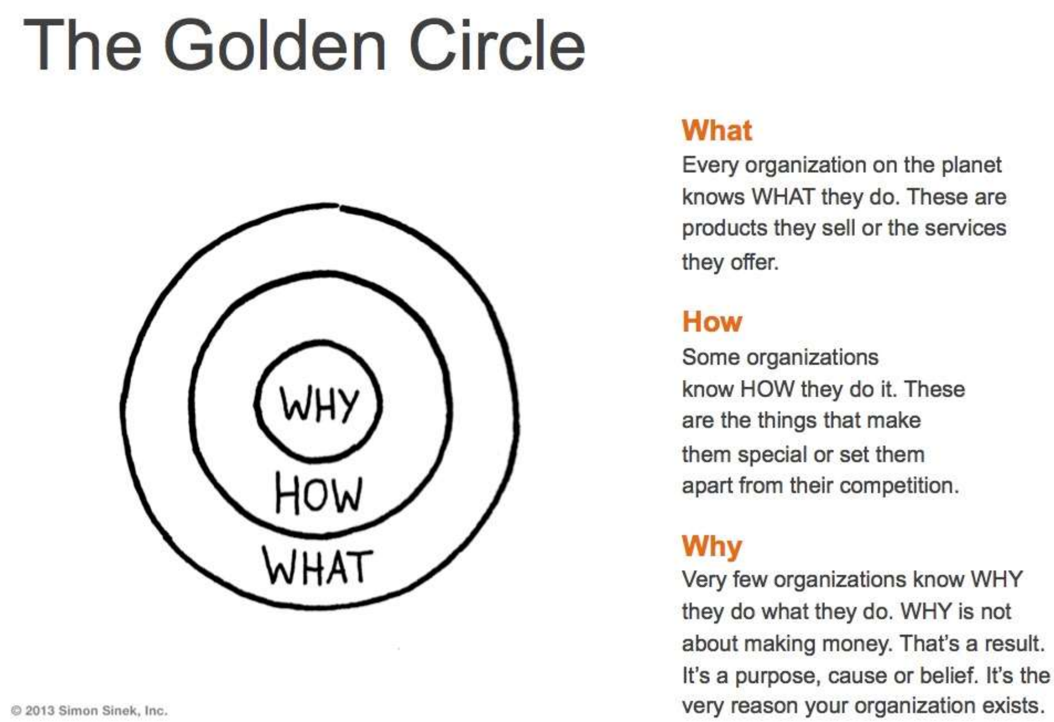
The PREMIUM Midterm Presentations sessions will take place
on March 20th and March 21st, after 17:00 hrs.
(Please check your student email for further instructions and the exact itinerary)

3.2.1 Pitch & Sinek's Golden Circle

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

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

During the PREMIUM Midterm Presentation, we therefore request that you give a 5-minute pitch about your project progress and outcome thus far, up to the moment of the Midterm Presentations. You will do so, structured and based on ***Sinek's Golden Circle*.**



One of the key things for a successful project is to establish a strong vision. By establishing the purpose of the project, the vision enables the team members of the projects to collaborate, it gives them a direction and it gives the team members a great opportunity to develop and grow. By having a purpose of a project, it becomes possible to answer why the project is being done in the first place.

Sinek's Golden Circle is a visual representation of his thesis for how to get people to follow your idea, buy your product, or join your cause. People will follow you if they understand "Why you are doing what you are doing. This is the core, the center of the circle. It is the most important thing. It is where you should start. If you start at the outside of the circle and only explain "What" you are doing, they will not be as inspired. Why ties to peoples' emotions. People act based on their emotions or "gut feeling". So you will be more successful if you "Start with Why".

Sinek applies these concepts to Big Things: why a company exists or why a political movement occurs, for example. However, they can apply to smaller things and projects too. They are basic concepts and therefore can be applied to any project, like your PREMIUM project. This is why we request your Midterm pitch to be structured on Sinek's model:

Why — Your project's PURPOSE: The "why" is the core motivation, vision, or "itch to scratch" for doing your project. It is the vision that motivates the entire project. It is the core upon which strategies are built.

How —Your project's PROCESS: The "how" describes the things that you want to accomplish to achieve the "why", any specific actions you have taken as a team during your project.

What — your project's RESULT (so far): What do you do? The things you do to implement your strategy for your project: plan, goals, and tactics.

After you have pitched your project progress, other teams are requested to give you positive feedback, a possible point for improvement and ask in-depth questions concerning your project and the progress you will have made by that time. You will be invited to do the same for the other teams and be able to prepare for this feedback and questions by checking the Instagram pages.

The Instagram page is used as a source only. The feedback and questions however, should focus on actual content, not on the style of another team's Instagram page. We ask you to provide the other teams with actual input that they can use and implement.

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

3.2.2 Programme of the evening

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

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

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

Please keep an eye on the PREMIUM website and your student email account, for specific information on your team's Midterm Presentations event.

3.2.3 Assessment criteria for the Midterm Presentations Pitch

- Your PowerPoint presentation is structured according to Sinek's Golden Circle, and clearly indicates the WHY, WHAT and HOW of your project.
- One member of the student team emails their PowerPoint file to premium@maastrichtuniversity.nl, before the deadline (**Monday March 18th)**
- Your pitch has a duration of max. 5 minutes, no more, no less.
- You can use picture, images, entire posts or screen shots. Feel free to be as creative as you want to. As long as it helps getting your message across and is relevant to the story, and in line with Sinek's Golden Circle.

3.3 The PREMIUM Closing Event

The PREMIUM programme ends with a very festive Closing Event for all students, project mentors, competence coaches, and clients. This festive Closing Event aims to provide students with an opportunity to share their projects' results with the community, and to festively close PREMIUM together with the entire PREMIUM community.

Finally, all students who have met the programme requirements receive their PREMIUM certificate and the day is concluded in a festive manner with drinks, food, and entertainment.

The PREMIUM Closing Event will take place
on May 30th after 14:00 hrs.
(Please check your student email for further instructions and the exact itinerary)

3.3.1 PREMIUM Video Pitches

During the PREMIUM Closing Event, each student team needs to translate their project process and outcome into a **2-minute video pitch**, to play during the PREMIUM Closing Event. Hereby aiming at teaching you how to present your results to non-expert audiences and peers, but also providing you with the opportunity of seeing everyone's results highlighted.

We are using video pitches as tool to present your project outcome, because videos are being used more and more to pitch new products to clients or customers in the world of consultancy. Since you have been functioning as consultants to your PREMIUM clients, it is only fitting that you wrap up your project as such.

To facilitate this, we will host two rounds of video presentations, so to say. After every video, there is time for the audience to ask questions to the team showcasing their project results by means of the video.

A jury will also be amongst the guests, asking questions, and a special prize will be awarded to the team whose video shows that they have used PREMIUM the most to go the extra mile in their project.

Please note that we also expect our students to schedule a closing session with their client, mentor (and coach) to present the final deliverable to the client and discuss the process of the project.

Criteria for the video:

a) Your video should not be longer than max. 2 minutes.
b) The format of the video includes again the concept of Sinek's Golden Circle (the WHY, WHAT and HOW of your project)
c) Suggestion: think about answering these questions:

   a. Someone says, “So, tell me about your project.” What do you say? What would you tell them about your project in 2 minutes?
   b. What was your outcome and how did you achieve it?
   c. What have you learnt from working on the project with your team?
   d. What challenges did you overcome, what successes did you celebrate?

d) One member of the student team emails the digital file of the video to premium@maastrichtuniversity.nl and the Project Mentor, before the deadline **(Tuesday, May 28th, 16:00hrs)**

General guidelines and tips for your video:

- PREMIUM can give you access to Powtoon. If you would like that, please send a message to premium@maastrichtuniversity.nl.
- Voice over is possible, but not required if your video is self-explanatory.
- Be mindful of copyrighted music or sound effects.
- Hook the viewer. Viewer attention is very limited. In this case, the audience will have to watch between 15-20 videos, and you want them to be on the edge of their seats for those 2 minutes that your video is showing.
- The structure of the video is important, remember to have a start, middle and end to your pitch and take your audience on a journey if you can. A great narrative structure will reinforce your message and leave the audience with a sense they really understand what your project was about and what you have accomplished.
- Surprise with creativity, your audience will watch many pitch videos and you want them to remember you. Being structured with your messaging does not have to mean you cannot be creative in the way you deliver the information. Adding elements of surprise, delight or creativity will make your pitch stand out from the rest.
- Avoid using jargon, acronyms, or unusual abbreviations.

3.3.2 PREMIUM Instagram Award

During the PREMIUM Closing Event, we are also handing out a special prize to the student team that has put most effort in their Instagram page.

The PREMIUM Central Management will select 3 nominees, after which the entire community will be asked to vote during the Closing Event for the team YOU believe has the best Instagram page.

When selecting the nominees, we take into consideration the following aspects: usage of creative skills, consistency, show of teamwork, ability to get the message across.

Chapter 4: The Project, the Team, Mentor and Client

After the Mix & Match event, you will receive notification of which team you have been assigned to and who your teammates are, who your client is, and who your Mentor (and personal coach). You will be embarking on the PREMIUM journey together. But who is responsible for what?

4.1. The Student Team

"Teamwork makes the dream work."

The team is responsible for project planning and execution, under the guidance of the project mentor. Most likely, team roles will be defined amongst you naturally, or perhaps the division of tasks is more of a guided process.

Either way, it is good to be aware of the different team roles and what the varying responsibilities mean. This topic will be covered in the team dynamics meeting with your team and coach. Throughout the project, the team leader for example, will work closely together with the mentor to steer the team in the desired direction.

In PREMIUM, you will spend the majority of your time working on your project on a team basis. Not only does teamwork allow for brainstorming creative solutions much better than working by yourself ever will, but working in a team (especially an interdisciplinary and multicultural one) also means that together you surely have enough time, resources, and mental capacity to get the job done right. As Aristotle famously claimed: "the whole is greater than the sum of its parts". We sincerely hope you are all able to experience working in your PREMIUM team positively. We have seen PREMIUM teams grow very close and become good friends.

Even though teamwork generally is a very rewarding experience, it can also be challenging at times. Especially in a situation with limited time, added pressure of working with an external client and different disciplines/academic backgrounds. This is all part of the learning experience, which PREMIUM first and foremost is. The good news is that there is a solution for everything and since it is a learning experience, Central Management will try to support you in any way possible.

However, if you feel your team is not functioning optimally or you as a person cannot function optimally, make sure to speak up in a constructive way and do it as soon as possible! In case your team (potentially with help from your mentor) cannot solve the issue, do not be afraid to contact Central Management, and we will help you further and intervene where necessary.

Feedback is valuable

Always try to prevent any issues from escalating. Give each other constructive feedback and respect each other's (cultural) differences. This goes for team members, but also for example for your mentor or client. Most issues arise when there is no clear communication and a good conversation and clear agreements more often than not will help to clear the air.
When things (appear to) go south, do not be afraid or hesitate to contact your mentor, coach, or the PREMIUM Central Management Team. The same goes for when the team is not functioning optimally in relation with their client, mentor or coach. As the Dutch like to put it: "Voorkomen is beter dan genezen!" ("Prevention is better than cure")

Feedback sessions are integrated into PREMIUM by means of 3 Peer Reviews.

Sometimes a separate feedback session is needed to get the team back on track, clear the air, or just to see where you all stand as a team. Making time for such a session shows reflective skills and professionalism in teamwork. In order to facilitate such a session, EDLAB has provided a tool, the so-called Feedback³, developed by Design Museum CUBE together with former PREMIUM students.

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

4.2. THE PROJECT MENTOR

Throughout PREMIUM, the project mentor will support your team in planning, developing, communicating with the client, and completing the assignment. The project mentor is responsible for the content part of the project and the process, whilst the competence coach is responsible for the team dynamics and the (inter)personal skills of the students. **The project mentor will assess your individual growth and development while working on your project, and how you have participated in the team.** The mentor also has to keep an eye on whether or not your team's project has sufficient academic depth to qualify as honours.

In order to guarantee a safe learning environment and (often) a first experience for students in tackling interdisciplinary project based working for a professional client, **the main concern of the PREMIUM project mentor should be the student's learning experience**, whereas the client's main concern and interest lie with the project.

The team will decide on group leadership. Together with the group leader, the project mentor takes the role of steering and guiding the group to the agreed upon assignment. **Please note that the project mentor should not take over the role of the project leader in the team**, since the learning experience for the team would then be less effective.

The student team is not only responsible for finishing the project on time and meeting the expectations of both the client and project mentor, but also for delivering the required results. The project mentor however, helps and stimulates the team drawing up an action plan, setting a timeline and defining the final product. The project mentor can also potentially function as an intermediate between client and students when the scope of the project requires re-definition and can provide support to the students in negotiation processes with the client.

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

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

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

4.3 The Client

The role of the client is to provide the objective for your project. In a way, the student team acts as independent consultants to the client´s company or organization.
The client has a big impact on the success of the project, and they determine the relevance of the project and ensures that the project contributes to the goals of the organization.

Make sure you know who exactly your client is, and that this role is taken on by one, or at most by two persons. You will need this person's personal commitment throughout the project. The decision who the actual client (not an entity or organization, but a person) is, and what level of authority they have, must be known before the project can successfully start. The PREMIUM team does its best to ensure that every project has a single, and a sufficiently authorized client, but things might change within organizations between the time of agreeing on the project proposal and the actual execution of the project, and even the finalization of the project. Therefore, always make sure you know who your client is.

The actual role your client will take depends largely on their preference. Generally, a client either acts more as a formal client or as a co/creator.

- **A formal client** provides an assignment and perceives the student team as consultants doing a job for them. The formal client provides guidance and supports the team with feedback, but is not actively involved in project execution.
- **A co-creator** might join the team for brainstorm sessions, meetings, and preparatory sessions. The co-creator is more actively involved in and during the project execution. Both approaches have their own set of merits and relative shortcomings, but often one or the other suits the project or the client better. Either way, the contact you will have with the client should be on a highly professional level only.

Since the client is mainly interested in getting the best possible outcome of the project, it is vital that the project mentor functions as an intermediate between client and students at times. Specifically when decisions need to be made, or negotiations need to be done, with regard to the project scope and the project outcome.

4.3.1 Non-Disclosure Agreement (NDA)

In order to safeguard the company information that you will receive from the PREMIUM clients, we will provide you and the clients with the option to make use of a non-disclosure agreement. This legal contract between the UM, the PREMIUM students and the company, outlines that the confidential material, knowledge, or specific information that is shared, will not be published in any of the reports or final products. This NDA will create a confidential relationship between the students and the client, and will make sure that everybody involved is aware of the restricted use of a specific part of the information provided by the companies. The document will be provided upon request by the PREMIUM Central Management Team.

4.4 The project itself

What the project you will execute for your client will entail exactly, depends on the client's request and the team's interpretation and plan for fulfilling that request. PREMIUM projects may either be more research or design-oriented.

- With a **research focus**, a project will contain many opportunities for research within and across disciplines, resulting in output that will bring new insights. The objective should be to "*discover something new*".
- With a **design focus**, a project will require students to bring creativity and a fresh perspective to the table in order to deliver new, innovative, and unexpected output. The objective should be to "*create something new*".

The category your project most adequately belongs to was made clear at the time of project announcement in order to ensure students being able to best choose the project of their preference.

4.4.1 The final product and end results

Finishing the project should produce various types of outcomes. Your outcomes may include a final report, a final product, or a concrete plan for future development. Due to the variety of projects in PREMIUM, no generic guidelines are given for the final product/result of the project. This will be done in close interaction between the mentor, the client, and the team itself. In an early stage of the project you will have to define the criteria, scope and the type of the final product/result together.

Please, do not underestimate the phase of formulation of the project scope and aimed outcome. Formulating a project result must provide clarity about what is part of the project result and what is not. A project works with limited resources; not everything is possible. It is important to agree upon the limits of the project. This might seem obvious at first, but in practice, clients and other stakeholders might want to add features to the project at a later stage, or only express vague expectations, that lead to unsatisfactory results and communication issues along the way.

4.5 Team Meetings

Throughout the programme, you are required to meet with your team on a regular basis, often including your mentor and/or client. The initiative of planning meetings with your fellow team mates and client, lies with the PREMIUM students. Since it is an excellent way to practice organization and time management skills, it can be advisable to assign one member to be in charge of this specific task. The only team meetings that are initiated not by the students, but by the mentor or competence coach, are the Team Kick-Off Meeting, the Reflective Practitioner Meetings and Team Dynamics session.

4.5.1 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 a team that is not able or allowed to come together physically, there are some things to take extra care of to ensure efficient and effective team functioning.

- **Different time zones:** Some students might not be in Maastricht, which means that team members might be working from different parts of the world. Be aware of each other's time differences, and plan your meetings on moments that accommodate different time zones.
- **Communication tools:** When it comes to tips for managing remote teams, nothing beats efficient communication. Virtual team communication can best be handled with the right communication tools, and it is vital that you discuss early on in your group work which tools to use.
    - Chat tools: for asking quick questions and clarifying matters about your work.

    - Skype or Zoom: for carrying out video meetings/brainstorm sessions with your team.
    - Email: for the more official correspondence, like arranging the time for group reports and one-on-one meetings, or reporting to your mentor, coach and client or communication with PREMIUM Central Management.
- **Management tools:** There are plenty of free tools for managing your remote team work. Such tools will greatly facilitate your project/challenge, task, and team management – as well as ensure you save time by working in one document at the same time. *Some free examples are Slack, Clockify and Trello*.
- **Virtual team culture:** Virtual team culture is just as important as a standard team culture – the group of people within a virtual team will still have to form some kind of understanding, as well as build mutual trust.
    - Try to establish (virtual) friendships – if you all live in the same country, you can organize get-together every couple of months. Organize a team dinner, grab a movie together, and get to know each other beyond your PREMIUM experience. If meeting in person is not possible, try to arrange a virtual team dinner, join a virtual Pubquiz or other teambuilding activities.
    - Establish some ground rules for your virtual meetings. Basic things such as, turn your camera on so that genuine interaction with your team members is possible, take care to be appropriately dressed, do sufficient beforehand preparation of the meeting, be punctual, pay attention to others when speaking and make sure to look at your camera. If it is improper for a face-to-face meeting, then it does not work for video either. To avoid too many people talking over each other, it can be helpful to establish a host/chair for online meetings, and another team member to take notes.

4.5.2 The Team Kick-Off Meeting

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

1) Expectations: what do you expect from your fellow students and mentor, what can they expect from you and what does the coach expect? What do you expect from the client and vice versa? What does everyone expect from this project?
2) Establish and clarify roles: assign roles within the team, such as the team leader, the one responsible for scheduling and a member responsible for communication. You can also decide on rotating roles to practice with different tasks and responsibilities.
3) Set agreements for communication, behavior and cooperation: this is a unique moment to discuss and agree on how you will work together during the PREMIUM project. This can vary from practical issues (use of email, phones, dates of meetings, etc.) to the way you will interact (how will you give each other feedback, how will you deal with conflicts, etc.)

This is also the perfect time to make arrangements concerning the other individual and team meetings you will have with your mentor and coach. After this kick-off meeting, you can plan a meeting with the client during which the project scope will be discussed.

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

A checklist was drawn up in order to facilitate this meeting. You can find the checklist in the Appendices and on the website.

4.5.3 Team Charter and Teambuilding Assignment

The team charter
Before the first team meeting (with just the students), we would like you to think about your ideas with respect to the performance of your team, and fill in the **individual part** of the team charter. During the first team meeting, you will fill out the **rest of the team charter together with your team**.

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.[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. You may find the team charter format on www.edlab.nl/premium (current student section, under "documents").

The teambuilding assignment
Secondly, PREMIUM includes a teambuilding assignment in the team start-up phase.
There are two ways to go about this assignment. You can do the assignment either during an offline team meeting or during a virtual team meeting:

1) Email PREMIUM Central Management to book a room at EDLAB, and make an appointment to come pick up the assignment. Once you have done so, you may work on completing the assignment together as a team. In total, the assignment should take approximately 1 hour. Upon completion, you hand the assignment back in to the PREMIUM Central Management team at EDLAB after which they will allow you to take a look at the problem's solution. Lastly, you reflect on the teambuilding assignment in your Personal Development Plan.
2) You may opt to do the team building assignment during a virtual team meeting with your new team (only in occasions when physically meeting is not possible). In case you wish to receive the materials for an online meeting, please email premium@maastrichtuniversity.nl. After the completion of the assignment, you can also request the solution via the same email address. Lastly, you reflect on the teambuilding assignment in your Personal Development Plan.

4.5.4 Reflective Practitioner Meetings and Peer Evaluations

PREMIUM prepares you to the future career path during your work on various aspects of the programme. By introducing the notion of 'reflective practitioner' as part of your development, we ensure that you are involved in more practice-based professional learning that leads to the further connection of theory and practice. It will serve as a tool to a more profound and conscientious personal learning and your development as a real professional.
We aim to incorporate more depth into all aspects of PREMIUM, by not merely describing them on a procedural level, but analyzing and exploring the events that happen to you throughout the course of the programme by reflecting and assessing them.

During your PREMIUM project, we would like you to consciously think and reflect upon your project and its progress, and fill out both the individual and team part of the **'Gibb's reflective practitioner form'** right after the Midterm Presentations.

[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

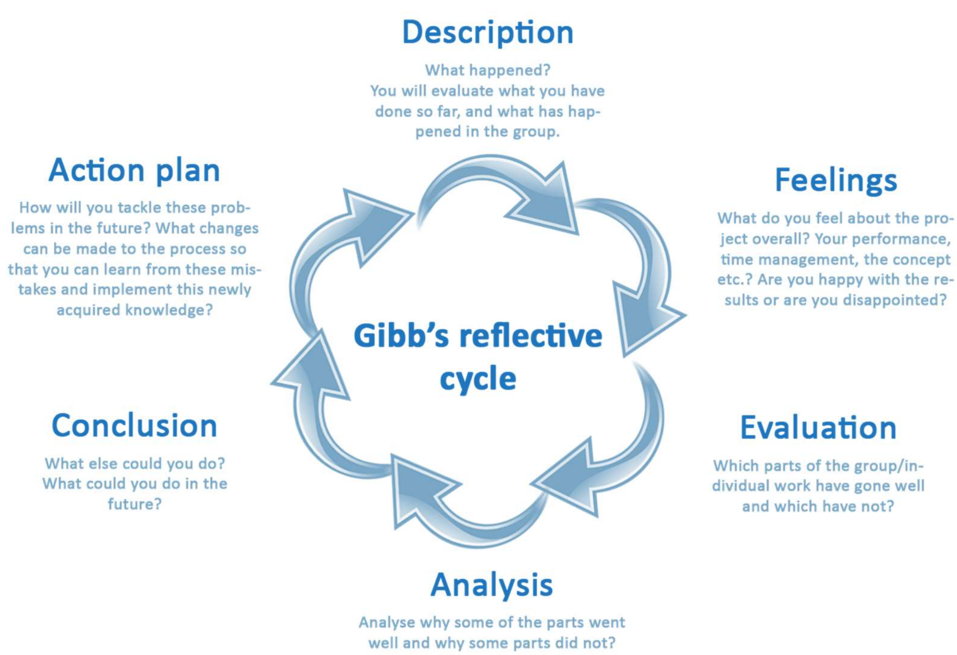
During a specially scheduled meeting with your project mentor, this form based on Gibb's reflective cycle, will serve as a basis for reflective practicing within the team. At the end of your PREMIUM journey, your project mentor will ask you again to fill out the Gibbs model to reflect upon the second half of the project.

There are also 3 moments scheduled in which you are requested to evaluate your own performance in the team, and anonymously the contribution of every team member, the so-called **peer evaluations**.

Submit one peer evaluation form for each person in your team, including yourself, with your name and the assessed person's name on each form to **both your PREMIUM project mentor and competence coach**, before the stated deadlines:

- 1st Peer evaluation: **Friday 01.03.2024, 23:59 hrs**. → to be discussed in a regular team meeting with the mentor present
- 2nd Peer evaluation: **Friday 19.04.2024, 23:59 hrs**. → to be discussed during the reflective practitioner meeting with the mentor and/or the Team Dynamics session with the coach
- 3rd Peer evaluation: **Friday 17.05.2024, 23:59 hrs**. → to be discussed during the closing session with the team and mentor and/or coach.

These peer evaluations may reveal participation issues, but also personal achievements of individual group members, that the coach or mentor might not otherwise know about. Completing peer evaluations allows groups to assess how they can improve and develop during their time in their PREMIUM 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 mentor an insight into the individual performance and development of each individual team member.



4.6 INSTAGRAM

During PREMIUM, we expect each team to document their project progress by means of an Instagram profile. During the PREMIUM Closing Event, we will reward a special prize as well to the team with the best online representation of their project, and engagement shown online.

The reasons we like you to document your project progress via an online platform as Instagram are:

1) It will allow you to carefully reflect upon your project progress and process and how to communicate it to a non-expert audience, and engage this audience;
2) It will allow for a network of peer-support since you will be able to learn from your fellow students by exchanging progress updates and are able to ask for input.
3) It will also add to the community building aspect of PREMIUM, as we encourage you all to comment on each other´s posts and give useful feedback to your fellow PREMIUM students.
4) You will be able to experiment with this medium in a professional manner, through uploading pictures, videos, polls, quizzes, reels – shorter videos – and stories, connecting back to your client and by using it not to document your personal life, but as your project's professional online brand, although in a secure and safe manner by keeping your profile private and only available to the other PREMIUM teams.

Furthermore, Instagram is a platform more and more used by consultants and consultancy firms. Along with the Big Four, other reputed consulting firms like McKinsey & Company and Boston Consulting Group have a thriving Instagram page nowadays, and with PREMIUM students acting as consultants to their clients, this is a good way to start consciously thinking of networking via Instagram.

Once your team has set up the page you can start filling it together as a team. Instagram is originally used for posting and interacting, which means that there ought to be a consistent flow of contributions. We recommend you to make a plan during the first few weeks of PREMIUM, for how you will tackle this assignment. This will not only serve time management purposes, but also provides for a final Instagram page that includes your team's entire PREMIUM journey, from the kick-off to the Midterm presentations, to the Closing Event. We also encourage you to make your project mentor and client aware of this page, so that they are automatically and regularly updated about your team´s progress.

4.6.1 HOW TO USE INSTAGRAM SAFELY

- We ask our PREMIUM teams to set up an Instagram **private profile**, because contrary to business profiles, this allows you to make the profile private, allowing only approved followers to access the information your team shares onto this profile.
- Due to security reasons, we ask you to set up a **two-factor authentication** when logging-in to your account. This will protect your account in case of unrecognized login attempts. Please see how to turn on the two-factor authentication here: https://help.instagram.com/566810106808145.
- Since most of you will be working for clients who already have a presence on Instagram, we ask you **not to use your client's name as a user name, nor their logo as a profile picture,** as this might be a ground that your page is banned. Therefore, please come up with a creative name of your PREMIUM team, and turn it into a username, followed by "_premium", so your account is also easily recognizable by other teams, mentors, coaches and the client. Such an example is "iteam_premium".

We encourage you to comment on each other's posts as much as possible, because it is a good source for new input and insights into your project, will add to the feeling of a PREMIUM community, and is part of the networking of PREMIUM. However, again, make sure your profiles are private. No one can share specific profile's posts when these are private. This is how we ensure a safe environment on Instagram for the PREMIUM pages.

Instagram gives you great opportunities for self-expression and use of creative skills, which we highly value and encourage in our PREMIUM students. Instagram has specific guidelines, that can be very helpful understanding how the social networking service works and how it can be used at best. Via this link https://about.instagram.com/safety, you can find more information about the different features of the platform and how to safely manage your account.

4.6.2 What to post on your Instagram page?

One or more people in your team can manage the Instagram profile. In case no one in your team feels comfortable with using this specific platform, for any reason whatsoever, please contact the PREMIUM Central Management Team at premium@maastrichtuniversity.nl.

Your Instagram page:

- Set up a personal Instagram page for your PREMIUM team;
- Make sure to turn your Instagram page **private** and allow only the PREMIUM Central Management page and the other PREMIUM teams to follow you;
- Write an impactful bio about your PREMIUM project;
- You are allowed to use a variety of elements, like video, photo, polls, quizzes, reels: Feel free to be as creative as possible as long as the use of it is creative to an extent, effective and respectful of Instagram guidelines;
- Create a valid representation of your team process and assignment outcomes;
- Create an engaging storyline about your project throughout your profile;
- Your PREMIUM mentors and clients might also want to look at the page at a later stage – you can allow them to become part of the restricted group of followers, whenever it is needed. And make sure that the page looks as professional as possible;
- Assign one team member to send the link to your Instagram page to premium@maastrichtuniversity.nl, so that we can spread them among the other student teams, before the **deadline Friday, February 9th.**
- You may delete your page after PREMIUM is concluded.

What to post? How to best present your experience?

- Impactful bio about the aim of your project;
- Introduce the team and each team member's responsibility and expertise;
- Introduce your client and the purpose/relevancy of your project;
- Describe your project's objective, processes and outcomes, based on Sinek's Golden Circle (see section on Midterms);
- Elaborate on your experience of the PREMIUM central events: the Kick-off, Midterm Presentations, and the Closing Event.
- Report what you have learned from workshops you have considered specifically insightful.
- Report on team building activities, reflecting on how these specific activities made you individually and as a team.
- Report shorter and longer steps, milestones, and goals: it is advisable to create a timeframe of your project.
- Elaborate on the result, namely the deliverables of the project.
- Not to forget: mention the challenges! We believe every project might have its ups and downs and it is important to talk about both honestly and reflectively: it might also help you find potential solution without the PREMIUM community!
- ***!!Be careful not to use any of your client's confidential information or have the client approve it before you post it online.***

Mandatory posts

As mentioned above, the Instagram account will be your way to share with your peers your project updates but also a way to reflect upon your progress as a team and document your PREMIUM journey. Whereas in general we would like to give every team the freedom to decide on the content of their posts, we also want to emphasize that a minimum number of posts is required from each of the teams, in the light of a constructive feedback session during the Midterm Event. During this event, each presentation will be followed by a short session in which the presenting team receives a question, positive feedback and a point of improvement from the other teams. Whereas the presentation should be comprehensive enough to give everyone an idea on what your project is about, and your approach to it, the Instagram account should be an additional tool that will help the feedback-providing teams in formulating some in-depth comments and questions beforehand.

Therefore, we have set a timeline for **3 mandatory posts** that should be on each team's Instagram profile before the Midterm Event. The content of these posts will be the main point of reference for the teams providing feedback.
However, please note, <u>that we are expecting you to go beyond this minimal required number of posts, and document your PREMIUM project's journey more extensively.</u>

1. **First Instagram post**: share on your team's Instagram page the following information, in order to inform your fellow colleagues about your journey ahead.
   (Deadline: **<u>Monday February 19th)</u>**
   - Introduce your team members;
   - Introduce your client;
   - Introduce your project (the scope, relevance of the project, and what is asked of you).

2. **Second Instagram post**: share on your team's Instagram page the preliminary timeline for your project. In your post, don't forget to include the following information:
   (Deadline**: <u>Friday March 1st</u>**)
   - Explain what is your first approach to the issue at hand;
   - Present the main steps that you have agreed to follow in tackling the problem;
   - Present your preliminary methodology.

3. **Third Instagram post**: share on your team's Instagram page your progress so far and any relevant updates regarding your project. This post will be the main point of reference for the teams providing you feedback during the Midterm Presentations
   (Deadline**: <u>Friday March 15th</u>**)

The PREMIUM Central Management Team also maintains an Instagram page for you to follow, and regularly posts about topics considered relevant to that stage of your project execution, such as project-based working, expectation management, teamwork, pitfalls to avoid together with information regarding the programme and its deadlines.

4.7 TEAM BUDGET AND SPENDING

Project execution might require you and your team to spend some money throughout the programme. For example, you might have costs for printing a poster to do a client presentation. Additionally, your team might benefit from a teambuilding activity, or perhaps project execution requires you to purchase specific materials, or pay for a service.

All PREMIUM teams can be reimbursed up to a maximum of € 150 project-related costs after the programme (transportation costs not included), see section 7.3 for specific information about reimbursement. Should a client request you to travel, they are requested to take charge of these costs and reimburse you through PREMIUM. It is therefore important that your client agrees to your budget as well, where transportation costs are involved.

At the end of PREMIUM, your team needs to hand in the reimbursement forms to PREMIUM, together with the **original receipts, no scans, nor pin tickets.** (***For train tickets, you will need to hand in the actual ticket or "vervoersbewijs" and a receipt. Probably you will specifically need to request these receipts at the desks or ticket machines.)*** PREMIUM will then send an invoice to the respective client for the transportation fees.

Note: the PREMIUM Central Management Team 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 by PREMIUM, contact the PREMIUM Central Management Team.

CHAPTER 5: COMPETENCE COACHING

PREMIUM includes a substantial personal coaching component. During PREMIUM, each team will be assigned to a competence coach, with whom all students will have a) three one-hour long individual sessions and b) one 2-hour long group session on team dynamics. Coaching will mainly focus on the development of a competence the student wishes to improve. This can be a competence related to PREMIUM, but does not necessarily have to be.

During the coaching process, each student completes their own Personal Development Plan (PDP), in which they document their personal development throughout the programme. The PDP may serve as a guideline for future development and may be used as a basis for the Quick Career Service offered to PREMIUM students at the end of the programme by UM Career Services (see section 7.2).

5.1 THE ROLE OF YOUR COMPETENCE COACH

Each team is assigned to a competence coach with whom they will have individual and group meetings. Accordingly, the competence coach is there to support students through the process of professional development throughout PREMIUM at an individual as well as at a group level.
Please note that all the information shared with your coach and put in your PDP is strictly confidential.

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

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

5.2 COACHING MEETINGS

Over the course of PREMIUM, you will meet with your coach on several occasions. Whether or not you meet physically or virtually with your coach, is up to you and your coach's preference.

- **Individual meetings**: You will plan 3 individual meetings with your coach. These meetings are to take place spread out over the course of the programme and thus before set deadlines. In the 1-hour long individual sessions with your coach, you will analyze your performance and competence development goals. There are different prescribed topics for each meeting, but as coaching can be very dynamic the exact content of your meetings might slightly vary in practice.
    - **Meeting 1** (to take place before Friday February 23rd): in this meeting you will discuss your working relationship with your coach, the competence you wish to address during coaching, and your goals with regards to the development of that competence. The basis of the meeting will be the components of the PDP you completed before the meeting.
    - **Meeting 2** (to take place before Friday April 12th): in this meeting you will discuss developments with regards to your chosen competence. The basis of the meeting will again be the PDP components you completed before the meeting.
    - **Meeting 3:** (to take place before Friday May 17th): your last meeting will be used to reflect on your competence development during PREMIUM. After the last meeting, you will be able to complete your PDP.

- **Team dynamics meeting**: You will plan one team dynamics meeting with the whole team and the coach around the time of the Midterm Presentations (preferably after the Reflective Practitioner team meeting with your mentor). In this meeting, the coach will guide you and your teammates in a reflection on team performance, roles, communication, and if necessary, conflict resolution.

Coaching can be a very valuable and rewarding experience and we advise you to make clever use of this exclusive opportunity. The coaching component of PREMIUM is carefully designed to not only support project execution, but mainly support your professional development. A good dose of self-insight and self-confidence can be very useful when entering the competitive job market and is highly appreciated by that same job market.

It is up to the students to schedule all meetings with their coach, besides the Team Dynamics session. Please note that all meetings described here are **mandatory** and have to take place before the set deadlines. **PREMIUM coaches are UM employees with very busy schedules**, so be sure to schedule your meeting early on in order to ensure you are able to meet the deadline.

5.3 The Personal Development Plan (PDP)

Over the course of the programme, you will complete a document chronicling and guiding your professional development under the guidance of your coach. The PDP will serve as a journal to your development during PREMIUM, as well as the basis for future development undertakings. More specifically, you may use your PDP as the basis for your Quick Career Service meeting at the UM Career Services (see section 7.2).

A format for your PDP, including all different components, is available to you on www.edlab.nl/premium. Before you start, go to the website and download the format. Then, you simply need to complete the document before meetings with your coach.

Please note that this format is a mere guideline, not every section may apply to you, although the first components are required to get you off to a good start of your coaching. Your PDP is a document for you and your competence coach's eyes only!

Self-knowledge is essential for the development of generic skills. For this reason, the first weeks of PREMIUM will focus on gaining insight into your current stage of development. Accordingly, the emphasis of the first components of the PDP is on self-analysis and processes of team formation. These activities help you narrow down the areas you want to focus on within your coaching trajectory as well as get you and your team started on the road towards fruitful collaboration. Throughout the rest of the PREMIUM programme, you and your coach will focus on a few learning goals relating to competences you wish to develop further.

Chapter 6: The Workshops

PREMIUM offers you the opportunity to attend various, practical, educational workshops and masterclasses hosted by experienced, external professionals. All workshops will be conducted in English, take approx. 2 to 3 hours, and take place at EDLAB (visit www.edlab.nl/premium for address and directions). Masterclasses resemble lectures, while workshops have a more interactive character. Either way, students are expected to actively participate.

6.1 Mandatory and Additional Workshops

All PREMIUM students are **required to attend the 3 mandatory workshops and 3 additional elective workshops of choice**. Attendance is registered using signup sheets at the workshops. Please make sure to **always sign the sheet,** because your attendance cannot and will not be verified otherwise. Attending more workshops than the required amount is allowed, provided there are spots open.

The mandatory workshops are specially designed for the PREMIUM programme to provide you with the basics for project work and the coaching trajectory. These workshops are considered fundamental to the programme and are therefore scheduled at particular stages of the programme. More specifically, the workshops 'Discover You Competences', 'Teamwork & Functioning Optimally', and 'Introduction to Project-Based Working' are scheduled within the first two months of the programme because they will be most valuable the earlier in the programme you attend them. We advise all students to sign up for these workshops as soon as possible. All PREMIUM workshops are scheduled to take place at Tapijn building X.

Mandatory workshops:

- *Discover Your Competences*, by UM Career Services
- *Project-Based Working*, by Marcel Stolk (Mast Creativiteit)
- *Teamwork*, by Jean-Paul Stijnen (Team Focus)

In order to supplement your development, project work, or future ambitions, PREMIUM offers you the chance to attend additional elective workshops. All students should choose 3 from the options below.

Choose 3:

- *Advanced PBW; Design Thinking* by Marcel Stolk (Mast Creativiteit)
- *Public Speaking,* by Key2Advance
- *Contract Negotiation Skills,* by Bibi Linssen
- *7 Habits of Highly Effective People,* by Michelle van Eijk (Franklin Covey Benelux)
- *Masterclass Current Themes in Leadership*, by Eric Koenen (Doorwerthgroep)
- *Time Management,* by Patrick Stastra (TijdWinst)
- *Sustainable Career Development,* by Adina Petre (My Insights)
- *Stress Management,* by Key2Advance
- *The Art of Effective Networking,* by Key2Advance

A more elaborate explanation of what each workshop entails, the learning goals and when they are scheduled, can be found on the website: https://edlab.nl/excellence/premium/current-premium-students/premium-workshops/

6.2 How to sign up

To sign up for workshops, go to www.edlab.nl/premium and navigate to the ‘Current Students’ page. There you will find, amongst other useful information for your PREMIUM journey, the link to the workshop registration page. This page includes the workshops’ description, preparation material if applicable, and a link to the online signup sheet.

Please note that once you are signed up it is not possible to cancel your registration yourself. If you must cancel your registration, please email premium@maastrichtuniversity.nl with your request. Registration or cancellation of a registration is allowed up to 24 hours in advance of the workshop date and time. Not showing up without prior warning is considered unprofessional and might lead to trainers not accepting you to sign up for their sessions.

CHAPTER 7: WRAPPING UP PREMIUM

All good things come to an end. We hope you have thoroughly enjoyed participating in the programme and that you were able to learn and develop yourself. It is our aim to send you out onto the competitive job market with a good dose of self-insight, self-confidence, and the practical skills to succeed. We look forward to seeing you at the Closing Seminar, and send you off after one last festive PREMIUM event.

7.1 LAST COUPLE OF THINGS TO TAKE CARE OF

Before we send you off into your bright futures, there are a couple last things to take care of:

- Together with your project mentor, schedule and prepare your closing session with the client.
- Email your project outcomes to the PREMIUM Central Management Team and your project mentor.
- Apply for reimbursement of project costs.
- Evaluate the PREMIUM programme.
- Attend the PREMIUM Closing Event.
- Schedule an optional Quick Career Service meeting with UM Career Services.

7.2 QUICK CAREER SERVICE

The career counsellors from UM Career Services can provide you with in-depth guidance on how to further develop the competences you discussed with your competence coach.
They can also offer career advice if you:

- want to find out which career options fit you best, and would like to discuss your options with a professional;
- know exactly what you want, but need support in reaching your goal, for instance with the application process;
- want to gain more insight into your career values, learning style, motivation and drives to help you find your own way on the labour market.

You can make use of their services and facilities for up to 6 months after your graduation!
You can make an appointment for a free consultation with a career counsellor by phoning the Career Services call centre, on 043 388 5388. This programme element is voluntary but highly encouraged!

7.3 REIMBURSEMENT

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

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

1) You have emailed a preliminary budget, approved by your project mentor (and client if need be) to the PREMIUM Central Management Team, before the deadline.
2) You have collected all original receipts over the course of PREMIUM.

3) Email the realized budget approved by your project mentor and client if transportation costs were made (include them in CC!) to the PREMIUM Central Management Team.
4) Download the reimbursement forms from the www.edlab.nl/premium website.
5) Fill out the forms correctly.
6) **Add the original receipts and "vervoersbewijzen" or tickets (no pin tickets)**.
7) Submit the forms and the original receipts at EDLAB.

7.3.1 The forms

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

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

7.3.2 How do I fill out the reimbursement forms?

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

1) Use the correct forms and fill them out appropriately (travel expenses separated from everything else).
2) Always include *original* receipts, and when declaring train costs, include the ticket and the receipts.
3) *No original receipt = no reimbursement*
4) *Sign the form with an actual signature*

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

Personal details:

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

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

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

Description of other expenses

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

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

Travel expenses own transport:

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

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

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

Other cost:

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

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

Again, we advise you to fill out this part of the form on a computer to avoid mistakes due to unclear handwriting. The person who filled out the reimbursed forms (so whose name is stated at the top of the form) has to sign the forms in the area shown below.

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

Agreed by the budgetholder/Mandated

Name		Signature	
Budgetnumber		Faculty/Department	
Permanent position	50	Date	

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

7.3.3 Including your receipts

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

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

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

7.3.4 Submitting the forms

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

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

CHAPTER 8: CONTACT INFORMATION

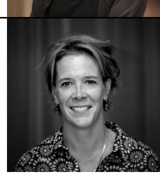
For information that cannot be found in this handbook, please refer to the website and in specific the FAQ page. For other questions, you can contact the PREMIUM Central Management Team.

www.edlab.nl/premium
→ go to "I am a current PREMIUM student"

PREMIUM Central Management Team

EDLAB		043 388 41 73	Fabienne Crombach, Senior Coordinator premium@maastrichtuniversity.nl
EDLAB			Tania Topa, Coordinator premium@maastrichtuniversity.nl

PREMIUM Faculty Coordinators

Faculty Coordinator		Email
LAW		Carolina Cicati c.cicati@maastrichtuniversity.nl
SBE		Bas van Diepen b.vandiepen@maastrichtuniversity.nl
FPN		Sanne ten Oever sanne.tenoever@maastrichtuniversity.nl
FASOS		Ike Kamphof i.kamphof@maastrichtuniversity.nl
FHML		Jascha de Nooijer j.denooijer@maastrichtuniversity.nl

APPENDIX I: TEAM KICK-OFF MEETING CHECKLIST

Description	Done!	Remarks
Mentor introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background;	☐	
Coach introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background;		
Students' introduction: • Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits). • Provide some information on your academic background; • What would you like to learn/improve? • What strengths do you have that can contribute to the functioning of your PREMIUM team? • What do you believe to be your added value to the team and project? • What do you need from your team members/mentor/client in order to thrive in this team?	☐	
Expectations: • What does the mentor expect from the students? • What does the competence coach expect from the students? • What do the students expect from this project and programme and the Mentor? • What do the students expect from the competence coach? • What do you all consider to be the criteria/elements of a perfect team? • What does every individual need from the team to improve/optimise their individual contribution? • Set basic rules for behaviour within the team; • How to proceed if someone last-minute cannot attend a scheduled meeting; • How will you all ensure an equal division of tasks? • How will the team ensure expected contributions and performance levels? • How will the team deal with free-riders? • How will the team deal with members who perform poorly?	☐	
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 mentor, coach and client; • The frequency of communication; • Provision of feedback (how to do it).	☐	

APPENDIX II: GUIDELINE FOR SETTING UP A BUDGET

(Preliminary) Budget

Team:		
Expense:	**€**	**Remarks:**
Team building	….	Costs for activity (dinner with team)
Printing	….	Poster for end presentation
Catering	….	Providing catering for client meeting
Unforeseen	….	
Total Budget:	**€ 150,00**	

Date:……………………………………

Approved by project mentor:

……………………………………………….

Transportation Expense:	**€**	**Remarks:**
Travel expenses client	….	Meeting client, forth and back x 2
Travel expenses other	….	
Total Budget:	**€ …..**	

Date:……………………………………

Approved by client:

……………………………………………

APPENDIX III: TEAM CHARTER

Research on team performance shows that high-quality team charters (written plans for how the team will manage its activities) are positively related to team performance.[2]

Drafting a team charter increases team members' knowledge of the strengths and weaknesses within the team, helps to create shared expectations, and facilitates the establishment of effective group practices for dealing with high and poor performance.

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 PREMIUM 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 PREMIUM 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 competence coach and project mentor** directly after the meeting.
- *Note: we advise you to refer back to your initially made agreements throughout the course of your project, 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[3] via the PREMIUM documents page, 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.

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

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

- 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 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**.
During the 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? Please refer to the Belbin team roles.
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 PREMIUM etc)
5. **Purpose:** Why did you prefer this particular project? 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 PREMIUM project 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 and/or professional development would you like to work on during PREMIUM?
9. **Weaknesses & Development areas:** What do you feel your team members, coach or mentor 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?
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, turning off mobile phones, indicating when members will miss a meeting, equal contribution.
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 all stakeholders 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.

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

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

Version 1.0 | English | theteamcanvas.com

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

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?

The Team Canvas by TheTeamCanvas.com
Alexey Ivanov

This work is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported License.
To view a copy of this license, visit: http://creativecommons.org/licenses/by-sa/3.0/

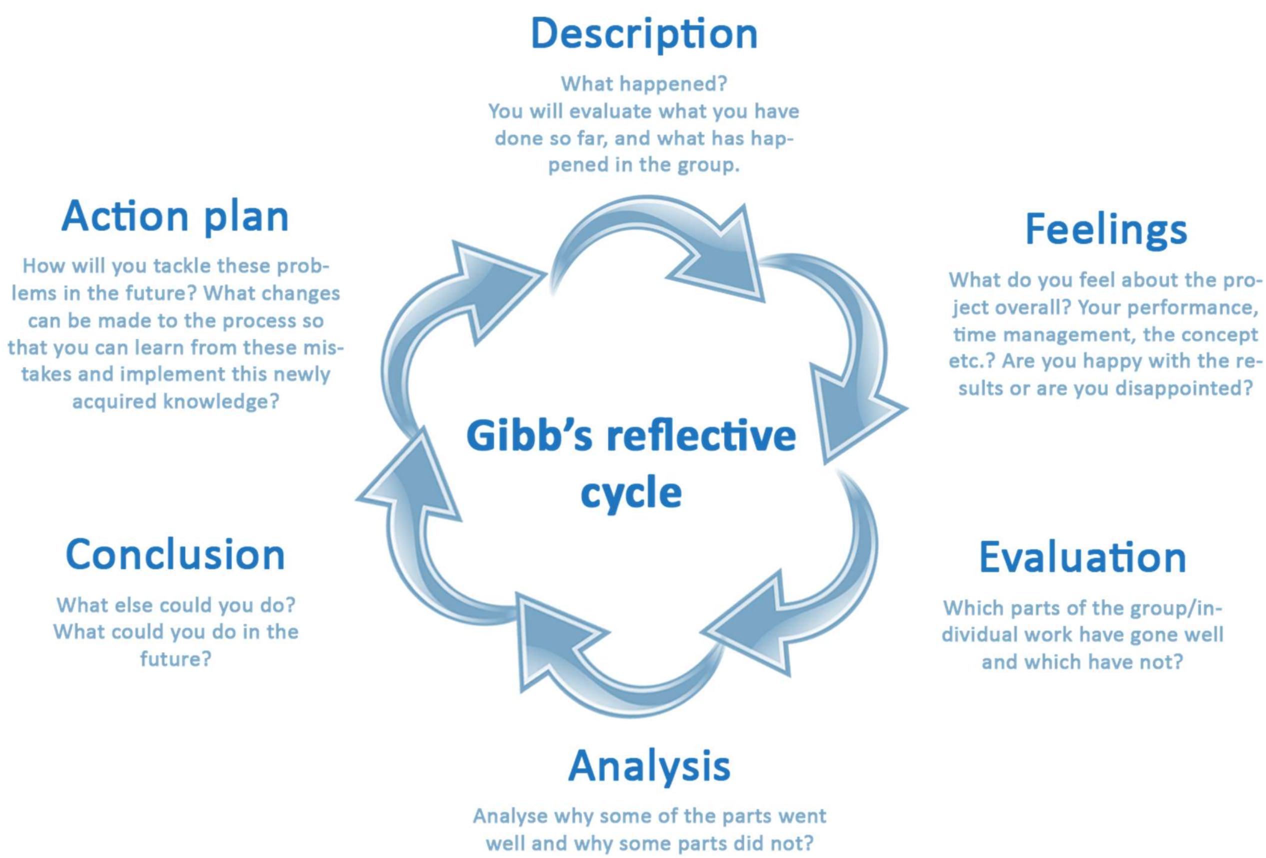
APPENDIX IV: GIBB'S SELF-ASSESSMENT FORM ON REFLECTIVE PRACTICES

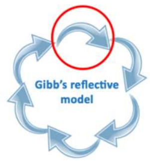
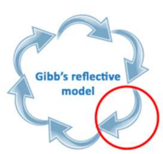
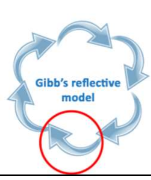
Please, fill out this form individually and send it to your project mentor before the midterm and closing evaluations meeting. Do not forget to reflect on your process of reflection in the PDP.

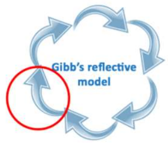
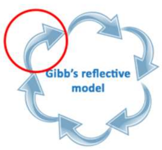
Note: this reflection form is focused on your work on the content of the project and the process of completing your project.

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

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



	Individual part	Team part
Description  	Midterm Reflective Practitioner Meeting: What have you done so far? What happened with your project within the first half of the programme? Closing Meeting: What has your added value been to the project? What happened with your project during the second half of the programme? What happened with your action plan as defined in the previous meeting?	
Feelings  	How do you feel about the project overall? About your performance, contribution to the project etc.?	How do you feel about the team performance and the development of the project from the team's perspective?
Evaluation  	Which parts of the individual work have gone well and which have not? If everything went well, evaluate what factors contributed to this success.	Which parts of the group work have gone well and which have not? If everything went well, evaluate what factors contributed to this success.
Analysis  	What analysis have you done based on your evaluation? Which parts went well, which parts didn't and why?	What analysis have you done based on your evaluation? Which parts went well, which parts didn't and why?

Conclusion 	What could you have done in order to prevent certain matters? What qualities do you appreciate in your team members and what can you learn from them?	What could have been done by your team in order to prevent certain matters? What qualities do you appreciate in your team members and what can you learn from them post-PREMIUM?
Action plan 	<u>Midterm Meeting:</u> What are you going to do next? How will you tackle these problems in the future? How will you take into account the feedback you received during your Midterm presentation? <u>Closing Meeting:</u> How will you tackle these problems in the future?	<u>Midterm Meeting:</u> What is your team going to do next? How will you tackle these problems in the future with your team? How will you take into account the feedback you received during your Midterm presentation? <u>Closing Meeting:</u> How will you tackle these problems in the future within a team setting?

APPENDIX V: PEER EVALUATIONS

In PREMIUM, we try to provide students with an individual learning process aimed towards growth and development. Both the project mentor and competence coach assess students as individuals on not just the outcome of the project, but even more so on the process. However, since students work in teams on their project, it may result difficult for a mentor or a coach to get a clear insight into the individual performance and development of each individual team member within a team.

Therefore, in PREMIUM, we request students to participate in peer evaluations on set moments.
These peer evaluations may reveal participation issues, but also personal achievements of individual group members, that the coach or mentor might not otherwise know about. Completing peer evaluations allows groups to assess how they can improve and develop during their time in their PREMIUM 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 mentors and coaches 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 for every team member. 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 that is PREMIUM, 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 mentor and the coach 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 **both your PREMIUM project mentor and competence coach**, before the stated deadlines in the handbook
6. Your mentor 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 team meeting, the reflective practitioner meeting with the mentor, or the Team Dynamics session with the coach.

Part 1: Fill in this rubric for each team member and yourself

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 basic information that relates to the topic.	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 little information that relates to the topic.	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.
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 mentor anonymizes these answers, and sends them back to the corresponding team members, to reflect upon and discuss in a team meeting, the reflective practitioner meeting with the mentor, or the Team Dynamics session with the coach.

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 VI: FROM STUDENT TO PROFESSIONAL

In order to help you get the most out of your PREMIUM experience, we wish to provide you with guidelines and an explanation of assets we believe will enable you to go from being a student to being a professional. At PREMIUM, we believe that facilitating *a learning environment closely resembling the professional work environment* is the most effective way to get you ready for entering the job market and starting your professional career soon. However, this only works if PREMIUM students make use of this simulated environment adequately.

THE PREMIUM STUDENT PROFILE

While PREMIUM offers you a unique development opportunity, the level at which you benefit from participating in PREMIUM relies heavily on your own input and motivation.

Apart from having strong academic capabilities, the ideal PREMIUM student:

- is serious about their commitment and ready to go the extra mile;
- has impeccable time management skills or the drive to develop them;
- is able to adopt and internalize a highly professional attitude;
- is a flexible, exceptionally reliable, and people-oriented team player;
- is eager to learn, grow, and work on personal/professional development;
- sees complex problems as an exciting challenge;
- is result-oriented and able to form views, ideas, and concepts based on complex information and has the capability to construct conceptual frameworks or models;
- is able to present ideas and information concisely and convey them appropriately to the target group.

We realize this list may be somewhat daunting, but no worries! As you have been selected to participate in PREMIUM, Central Management believes you fulfil the requirements to become a PREMIUM student. To clarify, this means we either believe you possess the above mentioned qualities, or possess the drive to put effort into developing them. Perhaps the PREMIUM student profile may also inspire your goals for your competence coaching trajectory.

PROFESSIONAL BEHAVIOUR

Throughout PREMIUM, you will be meeting and working with external clients, UM employees, fellow master's students, the PREMIUM Central Management Team, and other (external) professionals. All PREMIUM students are expected to behave in a polite and professional manner towards all parties involved with PREMIUM. Think of PREMIUM as your introduction to the professional work environment and use every available opportunity to hone your professional skills. You will soon find that maintaining a courteous and professional demeanor in both concord and conflict will go a long way and always enable you to achieve the desired results.

Guidelines for professional behaviour:

- Communicate politely and respectfully with everyone at all times.
- Take your commitments seriously and be a reliable team player.
- Give and receive feedback in a strictly constructive manner.
- Always aim to resolve any sort of conflict in a fair, constructive and effective manner.
- Be honest and ethical.

Examples of unprofessional behaviour:

- Showing up late (or not at all) or unprepared at (team) meetings, or cancelling on the last minute.
- Cancelling workshops last minute without a valid reason.

- Letting conflicts escalate, get out of hand, or arguing in a disrespectful manner.
- Lying, making excuses, or talking about someone behind their back.
- Informal or rude communication.

EMAIL ETIQUETTE

While email has most likely not been the most essential means of communicating as a student, it is very likely it will soon become very important to your daily interchanging of important information. Most jobs come with an inbox that is prone to fill up every single day. Email often simply is the easiest and most reliable way to communicate in many cases. Likewise, email is also very important in PREMIUM. You will have contact with your teammates, mentor, coach, client, and the PREMIUM Central Management Team over email. Please take the guidelines for email etiquette into account when communicating through email.

- **Check your inbox every single day.** Preferably several times a day. Often, your immediate response is appreciated or even required. Manage your time wisely by blocking specific moments in your agenda for checking your email.
- **Always address your recipient appropriately** (Dear ...). Sometimes it is good to address your recipient according to the specific role you wish to address them in. For example, when we email you, we might address you with "Dear PREMIUM student". That way you immediately know the following message pertains to you being a PREMIUM student.
- **Be sure to finish your email with a polite and friendly sign off**, such as kind regards, sincerely, etc.
- **Always include a clearly defined subject.** For example, don't put "question" in the subject line, but shortly describe what your question is about or other important features of your message. Your recipient should immediately get an idea of what your email is about. If a response is requested, it sometimes helps the recipient respond faster if you mention it in the subject.
- **Try not to forget to actually attach an attachment.** The operative word being "try", because it sometimes still happens to the best of us!
- **If you are replying, write a reply**. When replying to a message that was sent to you, reply to that email in an actual reply to that email instead of a new or old email to that person. That way, it is easier for both parties to remember what was discussed or asked before and how your reply relates to it.
- **Use the CC and BCC functions, but use them appropriately.** If a message to your project mentor might be interesting to your team members add them in the CC. That way, you are all (quite literally) on the same page. That being said, be selective and try not to bother anyone with information that is not necessarily important for them. Also, be aware not to expect or ask an answer from people you added in the CC. If you do, you should send the message to them directly to avoid confusion. The BCC email function is reserved for when you wish to include someone to your recipient list but you do not want any other recipients to see the email was sent to your BCC recipient. For example, this comes in handy when emailing a large group of people.
- **Create an email signature in outlook.** In your signature, include your name, student ID, contact information, and other important information that might help the person you are emailing identify or contact you.
- **Introduce yourself.** Imagine that the person you are emailing has 100 emails coming in each day. It saves them a lot of work if you *communicate clearly*. Introducing yourself is not only important when contacting someone for the first time, but also in continued contact.

Generally, the most important piece of advice we can give you with regards to email etiquette (and other aspects of professional communication and cooperation) is to **not only refrain from causing another more work, but to spare them work if you can, especially when requesting something**. If you send somebody an email with a request, make sure they have all the information they need to fulfil your request. For example, if you email your mentor about a certain document your client provided you with, simply attach the document to the email once more so that your mentor can simply click to open it and answer your question instead of having to look up the document first. Even if the document was sent or exchanged with your mentor earlier as well, it is often considered very thoughtful to include it once more.

Another example is to suggest some date/time/place options when trying to plan a meeting with someone. That way, the other person simply has to check their availability for your suggestions. While it might not seem like a big deal to quickly look up some information in order to reply to your email, seconds spent looking things up add up quickly in the day. What is also beneficial is that the easier your question is to answer, the faster you will likely receive a reply. Lastly, your recipient will appreciate you for being concise, clear, and thoughtful, and that is always a good thing!

APPENDIX VII: FEEDBACK RULES

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

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

Content
Content is what you say in the constructive feedback.

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

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

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

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

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

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

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

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

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

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

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

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

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

RECEIVING FEEDBACK: USEFUL TIPS

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

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

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

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


EXCELLENCE PROGRAMME
PREMIUM
MAASTRICHT UNIVERSITY