



# SUPERVISOR HANDBOOK

2024 - 2025

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# The mighty Honours+ Checklist for Supervisors

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Below, we provide you with an overall checklist that you can follow for every task, to ensure you and your students will remain on track. It will provide you with more direction into when certain deadlines are. In the appendix, you can find the checklist with deadlines your students need to take into account.

- 1. Honours+ Kick-Off (Deadline: Wednesday October 30th)**
  - Attend the Honours+ Kick-Off event, during which you will meet your student team;
- 2. Team Kick-Off Meeting: Before and during the first team meeting, complete the team charter (Deadline: Friday November 15th)**
  - Schedule your first team meeting together with your student team to set ground rules for teamwork;
  - Check that students complete the *individual section of the [team charter](#)* before the meeting and bring it to the actual team kick-off meeting.
  - Attend the team kick-off meeting; Check the [Kick-Off Meeting checklist](#) for this meeting to see if you discussed all important topics;
  - Complete the *team section* of the team charter together as a team.
- 3. Schedule regular team meetings throughout the programme.**
  - Together with your students, make clear agreements on how often they meet with you, when they meet with you and how you will be kept updated on their progress.
- 4. Step 1: Question formulation & clarifying research focus (Deadline: Friday January 17th, 23:59 hrs)**
  - Check that your students send in a draft of their literature review on the topic of the challenge and their final research question;
  - Review the draft and provide feedback to your students.
- 5. Honours+ Expert Consultation (Between Monday February 3rd and Friday March 28th)**
  - Check that your students have identified 5 potential suitable experts, and provide alternative options if necessary.
  - Keep track of your students' progress in securing a consultation with an expert and provide guidance on time when required.
  - Ask your students for a draft of their presentation for the expert, and provide them with feedback.
- 6. Step 2: Select research methods & collect data (Deadline: Friday March 28th, 23:59 hrs)**
  - Check that your students send in a draft on the design of the actual study and their chosen methodology;
  - Check with your students how they aim to collect the necessary data and if extra guidance is required;
  - Review the draft and provide feedback to your students.
- 7. Schedule the Midterm Challenge Review meeting (Friday April 18th)**
  - Schedule the Midterm Challenge Review meeting with your students;

- Check that each student has prepared for the meeting by filling out the [Midterm Review Form](#) and has submitted the filled out form to the Supervisor, at least 48 hours before the scheduled meeting.
  - Attend the actual meeting as a team, and make clear agreements for the second half of the team challenge and your team's functioning;
- 8. Step 3: Analysis & data interpretation** (Deadline: **Friday April 25th, 23:59 hrs**)
- Check that your students are progressing as planned with gathering and organizing the collected data and give extra guidance when needed;
  - Check that your students send in a draft of the data analysis and provide them with feedback;
- 9. Step 4: Conclusion** (Deadline: **Tuesday May 6th, 23:59 hrs**)
- Check that your students have send in a draft of their conclusions and provide them with feedback.
- 10. Step 5: Share your work** (Deadline: **Monday May 12th, 23:59 hrs**)
- Ensure that your students have send you their final report and that it includes your feedback to their drafts.
  - Request a draft of their slides and poster on time, in order to provide your students with some final feedback.
  - Ensure that you students have send you their PowerPoint slides and the digital file of their poster before the deadline.
- 11. Honours+ Closing Event**
- Attend the Closing Event on **Wednesday May 14<sup>th</sup>** to support your students.
- 12. Team Closing Session** (Deadline: **Friday June 6th**)
- Schedule a team closing session together to evaluate and discuss the results of the team challenge and the students' performance during the Closing Event.
  - Fill out the assessment form before the deadline (will be sent to you via email).

Dear Honours+ Supervisor,

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

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

Honours+ is organized by EDLAB, UM's Centre for Teaching and Learning. Besides the team Challenge, the students will partake in a series of workshops to work on their academic and professional skills.

Honours+ aims to enable students to:

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

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

We wish you an inspiring Honours+ experience!

More information about Honours+ can also be found on [www.edlab.nl/honoursplus](http://www.edlab.nl/honoursplus)

Warm regards,

The Honours+ Central Management Team





# 1: Important Programme Information

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

## 1.1 THE HONOURS+ STUDENT PROFILE

In our view, the ideal Honours+ student:

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

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

## 1.2 LEARNING OBJECTIVES

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

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

### 1.3 STUDENT TIME INVESTMENT HONOURS+

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

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

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

The breakdown of student's time investment:

- ±10 hours for attending mandatory Central Events;
- ±6 hours for attending (mandatory) workshops;
- Remaining hours (±124) for the team challenge.

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

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

### 1.4 MANDATORY CHARACTER OF THE PROGRAMME

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

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

#### 1.4.1 EXCEPTIONAL CIRCUMSTANCES

Students are expected to always be able to schedule their meetings with their team and supervisor. In case a student is unable to 1) attend the required number of workshops, or 2) attend a Central Event due to a serious personal situation or highly important prior engagement, they may make up for missing a workshop by submitting a substitute assignment. Students should email the Honours+ Central Management Team in case exceptional circumstances apply. Upon evaluation of their request, they may receive a substitute assignment.

## 1.5 ASSESSMENT

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

### The student or the student team:

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

To fulfil the requirements 3 and 4, each student will receive a grade (scale 1-10, with > 6 = pass) from their respective Supervisor, comprised of:

- 60% → The team's performance with regards to the final report;
- 40% → The student's own personal and individual contribution to the team

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

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

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

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

## 1.6 ADDRESS ISSUES TIMELY

When students encounter challenges with their Supervisor, or team that they cannot resolve on their own, it is crucial to address these issues in a timely manner. The same goes for when you as Supervisor feel you run into issues you cannot overcome, or when you feel that a student might be getting off-track towards a successful completion of their honours track.

While self-reliance is key and not every minor issue needs to be escalated, it is important not to let problems go unaddressed for too long. The H+ Central Management Team are here to assist when



situations become unmanageable or begin to affect you or your students' and team's progress, development and experience negatively. By reaching out early, rather than waiting until the issue becomes critical, we can intervene, mediate, and help get things back on track, preventing situations that could have been resolved from escalating to a point where they can no longer be turned around.

## 1.7 RESPONSIBLY USING AI DURING HONOURS+

At Honours+, we recognise the potential of generative Artificial Intelligence (AI) models. These models provide opportunities that, if harnessed correctly, can energise education. As we learn how to integrate generative AI models into our teaching and learning, we need to make sure we stay within the law and act ethically. We have provided our students with the following guidelines to take into account when using AI models during Honours+ (as is currently being used at several faculties):

- **Use generative AI as supportive learning tool:** AI can be a tool to enhance, not replace, the diversity of other common learning approaches. Do not only rely on AI tools; maintain a balance and use them as aids rather than replacements for critical thinking and academic writing.
- **Consider potential biases and/or flaws:** AI models generate texts that reflect their training data, which might be skewed and/or biased. Realise that answers generated by AI-models might not be reliable. Always make sure to double-check AI output, using other sources (such as scientific articles) to critically evaluate results.
- **Acknowledge and cite the use of generative AI in academic work:** when using AI Tools to generate content or insights for your assignments, make sure that you properly cite the tools or algorithms employed, following generally accepted citation guidelines.
- **Anonymise data:** always make sure to anonymise information you share with a generative AI model. This includes information relating to you, your peers, and other third parties that you interact with in the context of projects.
- **Take into account Intellectual Property laws:** it is your responsibility to ensure that your input and the AI's output are in alignment with the law (e.g. think of copy-, licensing-, and publicity- rights). If you share output that you generated using AI, be aware that you are accountable for it.
- **Familiarise yourself with criticisms on AI usage:** we encourage you to discuss the societal and environmental impact AI (potentially) has, together with peers and staff members. Consider for instance that fair access to AI tools is crucial for its positive societal impact. Moreover, be mindful of the large energy demands of data centres that support AI technologies.

# 2. The Supervisor

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Before the Honours+ Kick-Off opening event on October 30th, you will have learned already which students have been assigned to you. At the Kick-Off Event, you will get an opportunity to get to know each other better.

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

## 2.1 THE ROLE OF THE SUPERVISOR

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

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

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

- i. The Supervisor is also responsible for **assessing the team challenge and as such, the team's performance** (see also section on "Assessment"). The final report will be assessed on relevance, creativity, logic, added value or novelty of insight and suggestions, applicability and communication. Students will be assessed by the Supervisor both on their team performance and their individual performance and input, to avoid freeloading within the teams as much as possible.

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

## 2.2 TRAINING FOR SUPERVISORS

It might be challenging to work with students from many different faculties, more specifically to work with honours students who come with a specific set of characteristics.

As a Supervisor, you might encounter issues based on (inter)cultural communication, scheduling issues, time management problems, trust in teams and different views on academic research within your team.

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

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

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

We will award an **official Honours+ certificate**, signed by UM's rector to all H+ Supervisors that have attended all parts of the programme.

Besides that, these trainings may count towards a Supervisor's CPD, depending on their personal development goals, in discussion with their supervisor or manager.

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

## 2.3 CHALLENGES A SUPERVISOR WILL COME ACROSS

Being a Supervisor for Honours+ will most likely be a pleasant experience, seeing students expanding their horizon and skill set under your supervision. However, there will also be challenges when working with such diverse teams that Supervisors need to be wary of. Most of these topics will also be covered in the training programme, but we would like to indicate certain often-occurring team issues here already.

- a. Honours students are extremely motivated, which leads them to dedicate their time to a lot of diverse activities to build up their curriculum. This might also lead to **stress and too much pressure**

for some students that a Supervisor will be faced with. We provide workshops on Stress Management, Wellbeing and Time Management within Honours+ that we recommend to these students. Besides that, we also offer free optional wellbeing sessions for students with a professional coach.

- b. For most of these students, it is the first time they are doing this type of research, and many of them are not familiar yet with different types of **methodologies**. Students might struggle with finding the correct methodology for their specific research, where they will also struggle in coming up with an adequate research question. We ask the Supervisor to be more steering in this part of the process where it will benefit the team. However, do know that students also should learn from this, so some level of discomfort in this stage is natural, but they might need a bit of reassurance. We support students with workshops on “Defining a good Research Question” and “Finding your Way through the Methods Maze”.
- c. Trying to **schedule team meetings** with students from 5 different faculties is a challenge in itself. While it is an excellent planning exercise for students, and we try to facilitate them by blocking a timeslot in their schedules, the reality is that many teams will find the planning aspect one of the greater challenges in the programme.
- d. Team members may have **different disciplinary backgrounds**, different motivations and aspirations, and different cultural backgrounds. Effective collaboration relies in large part on interdisciplinary communication. Communication across disciplines is not easy. For example, implicit misunderstandings may arise concerning what is deemed a valuable question, what are valid data, what kind of result should emerge from the project and so on (Menken & Keestra, 2016). When performing under pressure, these differences might be a cause for friction within the team.
- e. **Students’ participation during the team meetings may vary from time to time**. Some are very active, while others are silent (Roehling et al., 2010). We encourage Supervisors to use various techniques to encourage student communication, of which 3 examples are listed below:
  - **Connect:** Bring students together through their experiences or answers. For instance: ‘Maria, your idea of interdisciplinarity sounds as though it resembles what Oliver just called “integrative bridging”, do you recognise that? Oliver, what do you think?’ By building a connection between students, you forge links between their ideas and give them a platform to discuss similarities or discrepancies (Greef, Post, Vink, Wenting, 2017).
  - **Add:** By expanding on a student’s input, you allow other students to join in the discussion as well: ‘Alice, your experience with this issue is something that maybe some of us recognise. Who shares this experience; can I see a show of hands?’ You could then ask one or more students to share their experiences, thereby including elements identified by other students. This technique works best when students have different experiences and insights that are potentially complementary (Greef, Post, Vink, Wenting, 2017).
  - **Adjust:** This technique involves redefining or altering the way a concept is employed by the students in order to come to a commonly agreed meaning. This is helpful when students appear to be disagreeing because they are using the same concept in different ways. When a biology and a psychology student are discussing the concept of ‘system thinking’ and the latter starts to get irritated that the biology student does not grasp the definition of system thinking, you can pose the following question: ‘Maybe in biology, system thinking has a different meaning than in psychology?’ To the biology student you can ask: ‘Can you explain what is meant by “system thinking” in biology?’ And to the other student: ‘Can you do the same for your discipline? And where are differences?’ By letting students redefine certain concepts, you forge links between their ideas and stories, allowing them a

platform to discuss similarities and discrepancies (Greef, Post, Vink, Wenting, 2017).

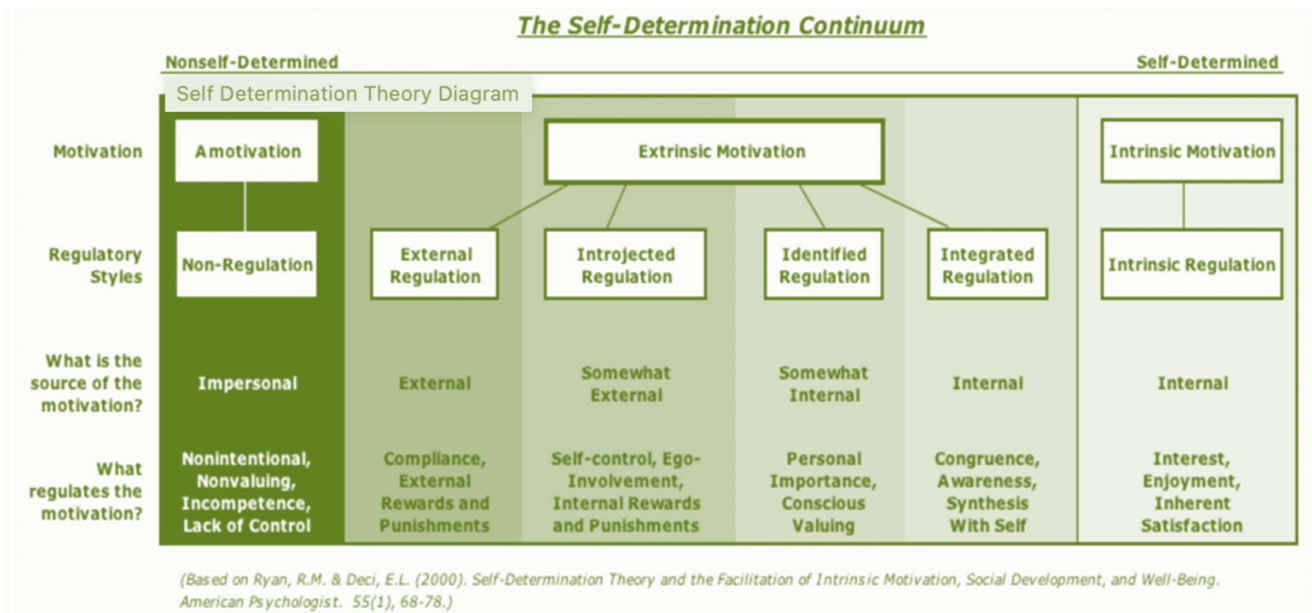
- f. Over time, **team members' roles may change** from being core (fully dedicated to the research goal) to peripheral (committed to this research goal, but also working in one or more other teams), and vice-versa. This may cause extra stress on students that stay fully committed. With Honours+, it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

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

## 2.4 SELF-DETERMINATION THEORY; ENHANCING OR UNDERMINING MOTIVATION

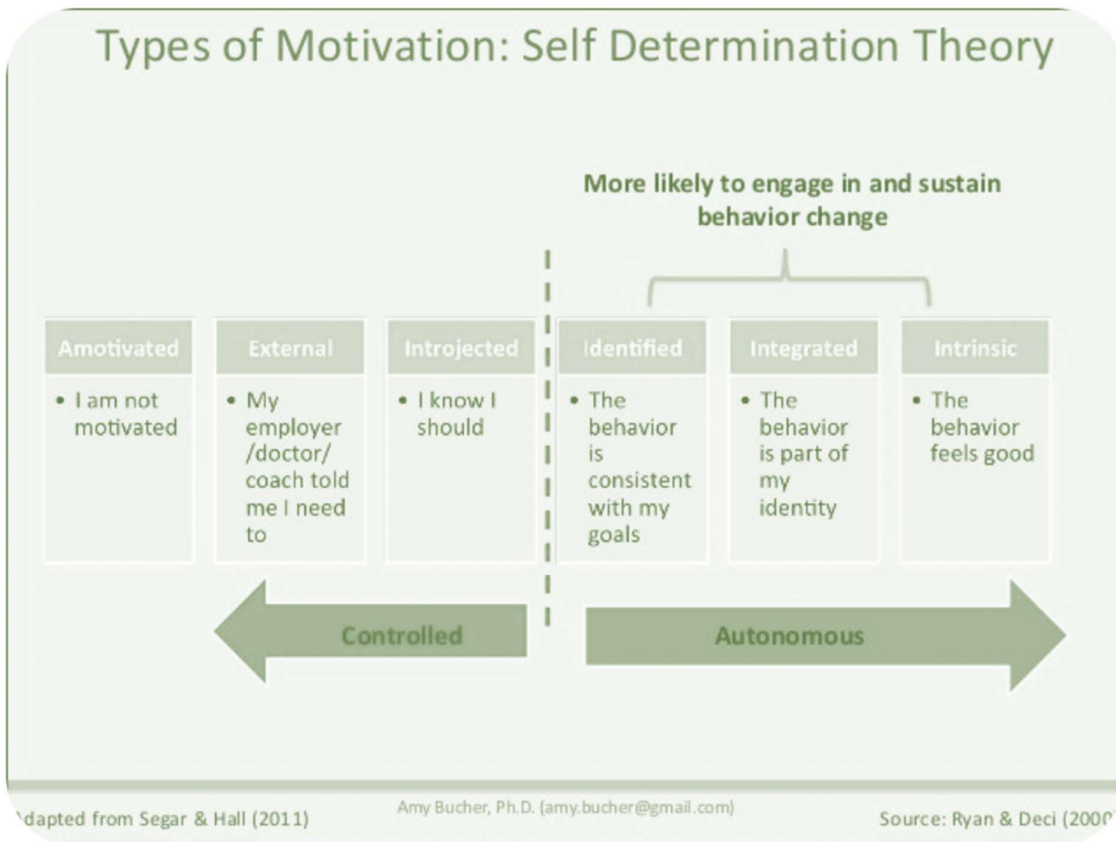
Honours+ students, as any human being, can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function.

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



[https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf)

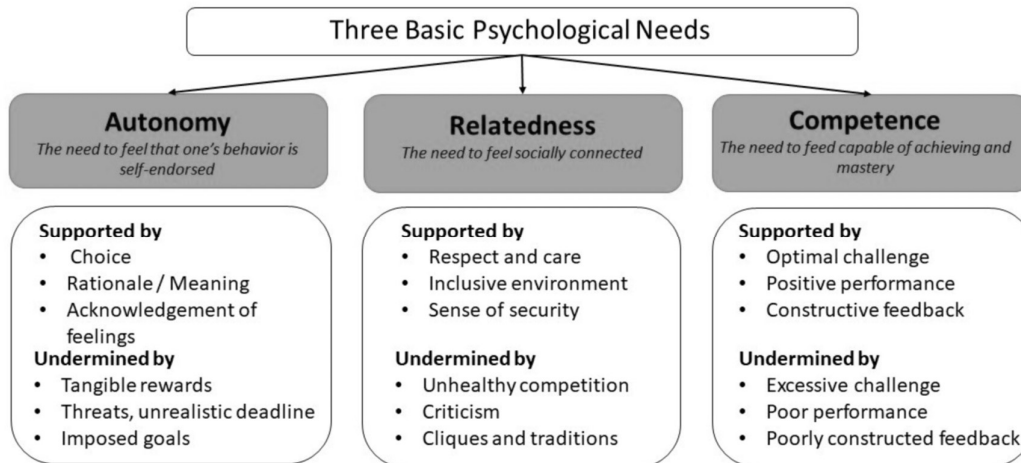
These figures shows the types of motivation that you might potentially encounter in your students somewhere during the programme. This Self Determination Theory is a tool to help you in signaling issues related to motivation, and to influence motivation in team members



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

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

At the far right of the continuum is the classic state of intrinsic motivation, the doing of an activity for its inherent satisfactions. It is highly autonomous and represents the prototypic instance of self-determination (Ryan, Deci 2000). Motivation can be stimulated by fulfilling three basic psychological needs.





## 2.5 LENCIONI'S THE FIVE DYSFUNCTIONS OF A TEAM

The [Five Dysfunctions of a Team](#) is a business book by consultant and speaker Patrick Lencioni first published in 2002. It describes the many pitfalls that teams face as they seek to "grow together". This book explores the fundamental causes of organizational politics and team failure, and might give practical guidelines on how to steer the process within your Honours+ team by enhancing trust in your team.

The image below gives you practical suggestions on how to act when problems occur within your team, and how to adopt your style of supervising accordingly.

### The FIVE Dysfunctions of a Team *by Patrick Lencioni*

Members of dysfunctional teams ...	Dysfunctions and ways to Overcome each one	Members of trusting teams ...
<ul style="list-style-type: none"> <li>Stagnates/fails to grow</li> <li>Rarely defeats competitors</li> <li>Loses achievement-oriented employees</li> <li>Encourages team members to focus on their own careers and individual goals</li> <li>Is easily distracted</li> </ul>	<p><b>Inattention to <u>Results</u></b></p> <ul style="list-style-type: none"> <li>✓ Public declaration of results</li> <li>✓ Results-Based rewards</li> <li>✓ Setting the tone for a focus on results from the leader</li> </ul>	<ul style="list-style-type: none"> <li>Retains achievement-oriented employees</li> <li>Minimizes individualistic behavior</li> <li>Enjoys success and suffers failure acutely</li> <li>Benefits from individuals who subjugate their own goals/interests for the good of the team</li> <li>Avoids distractions</li> </ul>
<ul style="list-style-type: none"> <li>Creates resentment among team members who have different standards of performance</li> <li>Encourages mediocrity</li> <li>Misses deadlines and key deliverables</li> <li>Places an undue burden on the team leader as the sole source of discipline</li> </ul>	<p><b>Avoidance of <u>Accountability</u></b></p> <ul style="list-style-type: none"> <li>✓ Publication of goals and standards</li> <li>✓ Simple and regular progress reviews</li> <li>✓ Team rewards</li> <li>✓ Ability of leader to allow the team to serve as the first and primary accountability mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that poor performers feel pressure to improve</li> <li>Identifies potential problems quickly by questioning one another's approaches without hesitation</li> <li>Establishes respect among team members who are held to the same high standards</li> <li>Avoids excessive bureaucracy around performance management and corrective action</li> </ul>
<ul style="list-style-type: none"> <li>Creates ambiguity among the team about direction and priorities</li> <li>Watches windows of opportunity close due to excessive analysis and unnecessary delay</li> <li>Breeds lack of confidence and fear of failure</li> <li>Revisits discussions and decisions again and again</li> <li>Encourages second-guessing among team members</li> </ul>	<p><b>Lack of <u>Commitment</u></b></p> <ul style="list-style-type: none"> <li>✓ Cascading Messaging</li> <li>✓ Deadlines</li> <li>✓ Contingency and Worst-case scenario analysis</li> <li>✓ Low-risk exposure therapy</li> <li>✓ Ability of leader to not place too high of a premium on consensus or certainty</li> </ul>	<ul style="list-style-type: none"> <li>Creates clarity around direction and priorities</li> <li>Aligns the entire team around common objectives</li> <li>Develops an ability to learn from mistakes</li> <li>Takes advantage of opportunities before competitors do</li> <li>Moves forward without hesitation</li> <li>Changes direction without hesitation or guilt</li> </ul>
<ul style="list-style-type: none"> <li>Have boring meetings</li> <li>Create environments where back-channel politics and personal attacks thrive</li> <li>Ignore controversial topics that are critical to team success</li> <li>Fail to tap into all the opinions and perspectives of team members</li> <li>Waste time and energy with posturing and interpersonal risk management</li> </ul>	<p><b>Fear of <u>Conflict</u></b></p> <ul style="list-style-type: none"> <li>✓ Mining for conflict</li> <li>✓ Real-Time Permission</li> <li>✓ Personality style and Behavioral Preference tools</li> <li>✓ Demonstration of restraint by leader when people engage in conflict</li> </ul>	<ul style="list-style-type: none"> <li>Have lively, interesting meetings</li> <li>Extract and exploit the ideas of all team members</li> <li>Solve real problems quickly</li> <li>Minimize politics</li> <li>Put critical topics on the table for discussion</li> </ul>
<ul style="list-style-type: none"> <li>Conceal their weaknesses and mistakes from one another</li> <li>Hesitate to ask for help or provide constructive feedback</li> <li>Hesitate to offer help outside their own areas of responsibility</li> <li>Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them.</li> <li>Fail to recognize and tap into one another's skills and experiences.</li> <li>Waste time and energy managing their behaviors for effect</li> <li>Hold grudges</li> <li>Dread meetings and find reasons to avoid spending time together</li> </ul>	<p><b>Absence of <u>Trust</u></b></p> <ul style="list-style-type: none"> <li>✓ Personal Histories Exercise</li> <li>✓ Team Effectiveness Exercise</li> <li>✓ Personality and Behavioral Preference Profiles</li> <li>✓ 360-Degree Feedback</li> <li>✓ Experiential Team Exercises</li> <li>✓ Demonstration of vulnerability first by leader</li> </ul>	<ul style="list-style-type: none"> <li>Admit weaknesses and mistakes</li> <li>Ask for help</li> <li>Accept questions and input about their areas of responsibility</li> <li>Give one another the benefit of the doubt before arriving at a negative conclusion.</li> <li>Take risks in offering feedback and assistance</li> <li>Appreciate and tap into one another's skills and experiences</li> <li>Focus time and energy on important issues, not politics</li> <li>Offer and accept apologies without hesitation</li> <li>Look forward to meetings and other opportunities to work as a group</li> </ul>

## 2.6 COMPENSATION FOR SUPERVISOR

For supervising the team of students, the supervisor will receive 30 hours. The standard compensation fee is € 75 per hour. The financial administrator of EDLAB will contact your department's controller to accommodate the transfer of the compensation to the right UM budget numbers at the end of Honours+, following the faculty regulations in this. We require an honours mentality of our students, and needless to say, we ask the Supervisors to display exemplary behavior. Meaning that you partake in the training programme, supervise the students to your best knowledge and communicate regularly with the H+ Central Management Team.

## 2.7 TOOLS AND GAMES AVAILABLE AT EDLAB

Always try to prevent any issues from escalating within the team. Give each other constructive feedback and respect each other's (cultural) differences. This goes for the students, but also for example for your client. Most issues arise when there is no clear communication and a good conversation and clear agreements more often than not will help to clear the air. Sometimes a proper feedback session is needed to get the team back on track, clear the air, or just to see where you all stand as a team. Making time for such a session shows reflective skills and professionalism in teamwork.

In order to facilitate such a session, EDLAB has a large variety of tools, games and instruments available that you may use or borrow for a session. Below two examples, but we have many more!

- [Feedback<sup>3</sup>](#) 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.
- [Beeld & Box](#): Each image card contains a photo that evokes associations and thoughts. The strength of this tool lies in its many application possibilities. Working with the image cards is recommended for anyone looking for a way to visualize thoughts and processes and share them with others.
- [New Perspective Game](#): You are probably familiar with the situation where an existing issue could use a fresh, new perspective. What if you can achieve this by playing a fun card game together? 'The new perspective game' contains cards in different categories, creating new twists in the game. The game always ends with a new perspective. On to a fresh start!

# 3. Set Team Meetings

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In order to successfully work on the Honours+ team challenge, we advise students to regularly meet up as a team (at least once a week). It is also advisable to meet with the Supervisor at least once every 2 or 3 weeks (preferably in person or online), and for the Supervisor to be otherwise updated on the team's progress. The initiative to schedule these meetings lies with the students primarily.

We encourage everyone to try to be creative with these meetings as much as they can. Schedule a meeting over dinner, for example. It is not just beneficial for the execution of your challenge, but for team dynamics as well. When scheduling meetings with your Supervisor, we advise students to be sensitive towards the times of the meetings.

We would like to facilitate you to meet up, as much as we can. All participating faculties were requested by the Executive Board and Management Team to block a timeslot especially for Honours+ in every participating student's schedule. **This time-slot is blocked every Wednesday, between 18:00-20:00 hrs.** We encourage students to make use of this timeslot for team meetings, as much as possible. In case you do not see this timeslot in your students' schedule, please let us know.

Besides these team meetings that students plan themselves, the programme has certain pre-set meetings that students and Supervisors need to take care of.

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

## 3.1 TEAM KICK-OFF MEETING & TEAM CHARTER

### TEAM KICK-OFF MEETING

The actual working on the Team Challenge starts with a **Team Kick-Off Meeting** with the entire Honours+ team (Supervisor and students) present. During this meeting you will not only get to be more acquainted with your students, but you will also need to discuss at least the following issues as a team, to make sure you are off to a good start:

- 1) **Introduction:** Make sure each student introduces themselves and explains their academic background and what added value their discipline could potentially bring to the challenge.
- 2) **Expectation management:** What do you expect from each other, what can the students expect from their Supervisor and the challenge? The team can also set rules for behaviour, how to proceed if someone last-minute cannot attend a scheduled meeting, how often the team wishes to meet to work on the challenge etc.
- 3) **Team roles:** In addition to knowledge, experience and skills, individuals have different behavioural traits or characteristics they bring to the way they carry out their work and these can be aligned to particular roles in the team: some are very good at seeing a big picture, others very good at detailed work. Some are very oriented towards action - good at just getting things done; others are natural communicators and networkers. The need for these different roles will emerge at different times and it is worth considering the composition of your team to ensure you have a balance of strengths.

- 4) **Communication:** Discuss and agree upon how you as a team will work together during the Honours+ programme. This can vary from practical issues (use of email, phone, dates of meetings, etc.) to the way you will interact with your Supervisor (how often do they expect an update and in which way) and how to provide each other with feedback (how to deal with conflicts, free-riding etc.)

A [checklist](#) was drawn up in order to facilitate this meeting, and to use to support the Supervisor and the team. You can find the checklist on the [website](#) or in the Appendix.

### THE TEAM CHARTER

Before the first team kick-off meeting we would like the students to think about their ideas with respect to the performance of their team, and fill in the **individual part** of the team charter. During that meeting, they will fill out the **rest of the team charter together as a 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. 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 the Honours+ website (documents) or as Appendix to this handbook.

## 3.2 MIDTERM CHALLENGE REVIEW MEETING

Halfway during your Honours+ experience, we request that each student team schedules a **“Midterm Challenge Review Meeting”** with their Supervisor. This meeting serves as a formal checkpoint to review the team dynamics, the progress, reflect on the expert consultation the students had prior to this meeting, and refine their approach to their research project. The aim of this meeting is to ensure that as a team you are on track to meet your research objectives and to address any challenges you may be facing collaboratively. This meeting consists of 2 parts:

- **[Part A: Reflection and debrief on the expert consultation:](#)**  
This session provides an opportunity for the students to debrief with their Supervisor on the insights gained from their consultation with an expert (see chapter “The Expert Consultation”). Reviewing their progress allows the team to make necessary adjustments to the research plan, in consultation with the Supervisor. This ensures that the Challenge remains focused, methodologically sound, and capable of achieving high-quality results.
- **[Part b: Enhancing team collaboration and facilitating constructive feedback:](#)**  
This meeting also focuses on evaluating your team's dynamics and effectiveness in working together on the research challenge. Discussing your team's performance and addressing any issues is crucial for maintaining a productive and cohesive working environment. During this meeting, there is also opportunity for students to receive feedback from their peers and Supervisor, on both content and process.

## INSTRUCTIONS FOR THE MIDTERM CHALLENGE REVIEW MEETING

1. Preparation for the meeting:
  - a. Schedule the Midterm Challenge Review Meeting together with your students (**Deadline: Friday April 18, 23:59 hrs.**).
  - b. Each student fills out the Midterm Review Form (you can find it in the Appendix or on the H+ website) and submits the filled out form to their Supervisor, at least 48 hours before the scheduled meeting.
2. Reflection and debrief of Expert consultation:
  - a. The students prepare a concise presentation that summarizes their consultation with the expert, the key takeaways, suggestions, and how they plan to integrate the expert's feedback or insights into their research.
  - b. The team, in consultation with the Supervisor, updates their research plan to reflect any changes or new directions discussed. The Supervisor ensures that the team is clear on the next steps and responsibilities.
3. Discussing team dynamics and collaboration:
  - a. The Supervisor facilitates a discussion of the outcomes of the Midterm Review Form. We suggest you focus on the topics where team members indicated, "*disagree*". Highlight both positive aspects and areas where as a team you could improve.
  - b. Encourage your students to develop a plan for addressing any team challenges identified. This may include improving communication strategies, redefining roles, adapting agreements made in the Team Charter, or addressing any conflicts that have arisen.

### 3.3 TEAM CLOSING SESSION

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

# 4. The Team Challenge

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## 4.1 THE TEAM CHALLENGE

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

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

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

The challenges the students will be working on are based upon and linked to the Dutch National Research Agenda, and the UN 2030 Agenda for Sustainable Development.

Furthermore, the setup of the Honours+ Challenge is aimed at building bridges between education and research, at fostering closer links between researchers, students and disciplines.

### **A true Honours+ Team Challenge:**

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



## 4.2 APPLIED RESEARCH OR THEORETICAL RESEARCH

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

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

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

## 4.3 RESEARCH PROCESS

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

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

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

## 4.4 TEAM BUDGET & SPENDING

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

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

#### IMPORTANT:

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

## 4.5 TEAM CHALLENGE OUTCOME

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

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

These formats aim at teaching students how to present results to non-expert audiences and peers. This process of transfer of knowledge begotten during the Honours+ programme, and using it to make an impact and impression, is something we wish our Honours+ students to gain further experience in.

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

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

#### OUTCOME:

##### 1) Academic report, that:

- displays an interdisciplinary understanding of the researched subject, reflecting all involved disciplines and clearly shows what the added-value was of every discipline involved in tackling the challenge;
- includes a proposed potential solution to the problem (applied research challenges); or
- includes new and value-adding knowledge to the already existing knowledge on this topic (theoretical research challenges);
- contains between 6000-8000 words;
- is written in accordance with the APA guideline;
- is sent to the Supervisor and [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl), before the deadline **(Monday May 12<sup>th</sup>, 23:59hrs)**.

## 2) Poster:

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

### Criteria for the poster:

- a) The standard format of a poster follows that of an oral scientific presentation and includes Introduction, Methods, Results, Conclusions; Recommendations/New knowledge, Names authors. A poster, like an oral presentation, cannot (and should not) contain all information you have on the topic. Scientific posters should stimulate interest rather than provide a detailed presentation. More detailed information ought to be provided in your presentation of the poster.
- b) One member of the student team emails the digital file of the poster to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) and the Supervisor, before the deadline **(Monday May 12<sup>th</sup>, 23:59hrs)**.
- c) One member of the student team hands in the printed poster at EDLAB, Tapijn Building X, room 0.003, before the deadline **(Tuesday, May 13<sup>th</sup> 16:00)**
- d) A0 format (118,9 cm x 84,1 cm).
- e) Consistent and aesthetically pleasing layout;
- f) Effective use of images, colours, and fonts;
- g) Limited use of large text-boxes;
- h) Source citations in proper APA-style.
- i) Honours+ will reimburse printing costs for the poster. In order to do so, **keep the original receipts**, and download and fill out the reimbursement form on the H+ website (current students, documents section). Then hand in the signed form and the original receipt (no scans) at EDLAB.

### General guidelines and tips for your poster:

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

## 3) Presentation:

Based on the outcome of the scientific exploration of the team Challenge, each team presents their outcome during a **5-minute** presentation during the Closing Event, in front of a jury and other Honours students.

*Your poster, will be the basis of your presentation, and will be the basis of your PowerPoint slides (slides zooming in on parts of the poster).*

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

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

The best presentation within every Challenge topic will win a prize.

**Submitting the slides:**

- Your presentation should not cover more than 7 slides in **PowerPoint**.
- Each slide zooms in on a separate part of your poster.
- One slide may be dedicated towards an introduction of your team members.
- One member of the student team emails their **PowerPoint** file to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl), and the Supervisor before the deadline **(Monday May 12<sup>th</sup>, 23:59hrs)**.
- When submitted, your presentation has a duration of **max. 5 minutes**.

# 5: The Midterm Expert Consultation

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Midway during your research project, we require each Honours+ student team to arrange themselves a so-called “**Midterm Expert Consultation**”, which involves students identifying and reaching out to an academic expert who can provide valuable insights and guidance on the chosen research topic, during an in-depth consultation.

Engaging with such an academic expert allows our students to access specialized knowledge that can significantly enhance the depth and quality of your research. Experts can provide critical perspectives, identify potential pitfalls, and suggest innovative solutions that they might not have otherwise considered. This interaction ensures that the students’ research is not only comprehensive but also aligns with the latest developments and best practices in the field. Experts can introduce the students to new theoretical frameworks or methodologies that they may not have encountered, enriching the academic rigor of their project. By discussing methodological hurdles with an expert, students can explore alternative strategies and refine their approach to overcome these challenges.

Scheduling such an expert consultation midway through their research project is strategic. At this stage, the team will have identified their research question, have made a first design for the methodology, and even have gathered some preliminary data. Most likely, they will also have encountered specific challenges or questions that need external input. Having an in-depth consultation with an expert in this stage of their H+ journey, allows them to refine their research direction, while there is still ample opportunity to incorporate the expert's feedback effectively.

By undertaking this expert consultation, students are not only enhancing their research but also building a suite of professional skills (networking, communication, agency, problem solving) that will serve them throughout their future studies and career. We kindly request your help as a Supervisor here, to stimulate your students to embrace this opportunity to learn, grow, and connect with the broader academic community.

## 5.1 INSTRUCTION TO STUDENTS ON HOW TO GO ABOUT THE EXPERT CONSULTATION

### FINDING EXPERTS:

1. Consult with your H+ Supervisor about potential experts that they might know in or out of their network.
2. Use also academic databases (such as <https://cris.maastrichtuniversity.nl/en/publications/>), different university directories, Google and professional networks to find experts.
3. Identify at least 5 potential experts in your chosen topic, and check with your H+ Supervisor if these experts are suitable options.
4. Aim to schedule your expert consultation **between 03.02.2025-28.03.2025** to gain the best possible result for your Challenge.

### REACHING OUT TO EXPERTS:

1. Write a professional email to potential experts:
  - a. Use the email template below as a basis for your correspondence. Adapt it where you see fit.

- b. Tip: Start by reaching out to 2 experts, give them 3 working days to reply, then contact the 3<sup>rd</sup> expert on your list etc. Do not sit back and wait too long, pro-activeness is rewarded.
2. Agree on a date and location with your confirmed expert (**Deadline: Friday 28.03.2025**):
  - a. Define if you will meet your expert on site, or online.
  - b. In-person sessions with an expert are only possible for experts that need to travel < 50km to Maastricht. Otherwise, opt for an online session.
  - c. If you need to meet your expert at Tapijn X, contact [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) to book a room.
  - d. Experts receive a financial compensation from Honours+ for their time and effort, to serve as an incentive and make this process easier for you. That is why **you will need to inform [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) of which expert you are meeting, and when.** So that we can take care of this admin after you had your session.
  - e. Be professional, polite and meticulous in all of your correspondence with (potential) academic experts. Make sure you reply promptly, efficiently and correctly.  
You are representing UM and its honours students.
3. Two days before your scheduled session, send your expert a reminder or reconfirmation with practicalities, such as location of your meeting or Zoom link, additional information related to your research topic etc.
4. **If by Sunday 23.02.2025** you were not yet able to arrange for a session with an expert, please contact [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) to see how we can support you further in this.

#### PREPARING FOR THE MIDTERM EXPERT CONSULTATION:

- Prepare a 10-15 minute presentation detailing:
  - Your research topic, progress, and findings.
  - The specific problem or question for which you need expert input.

#### POST- MIDTERM EXPERT CONSULTATION ACTIVITIES:

- As a team, reflect on the insights gained and discuss how to integrate them into your project.
- Schedule your team's "**Midterm Challenge Review**" meeting with your Supervisor which serves partly as a debrief as well (**Deadline: Friday April 18, 23:59 hrs.**):
  - Share what you have learned from the expert, including new insights, perspectives, and approaches that were highlighted.
  - Critically assess the expert's feedback in relation to your research aims and methodologies.
  - In close consultation with your Supervisor, you can adjust your research plan and approach based on the expert's feedback.

## 5.2 E-MAIL TEMPLATE TO EXPERTS

Dear *[Expert's Name]*,

I hope this message finds you well. My name is *[Your Name]*, and I am a second-year bachelor student at Maastricht University, participating in an extracurricular honours programme, named [Honours+](#). The Honours+ programme focuses on interdisciplinary research and aims to address complex, current issues aligned with the Dutch National Research Agenda and the UN 2030 Agenda for Sustainable Development.

As part of this programme, our team of *[no. of students]* students is currently exploring the topic of *[Brief Description of Topic]*. Our research question is: *[Research Question]*.



We are reaching out to you as we are nearing an important moment in our research, namely a consultation with an expert in the field of our research question. We are seeking to gain deeper insights into our topic and would be honored if you could share your expertise with us.

If you accept our invitation, we would like to schedule a 1.5-2 hours consultation with you at your earliest convenience, though preferably before 28.03.2025 due to the deadline in our research project. Such a consultation would include:

- A 30-minute presentation/lecture from you about yourself, your research and its relation or relevance to our research question;
- A presentation by our team on our current progress and findings;
- An in-depth consultation session to discuss our specific questions and gain your insights.

### Practicalities

- When: *[your proposed timeslots]*
- Where: *[insert location and potentially instructions how to get there / online, via Zoom etc.]*

### What would we request of you?

We would highly appreciate if you could open the session with a 30-minute lecture to our team, touching upon the following:

- Brief introduction of yourself, and your background/field of research;
- Explanation of how your expertise is connected to our research;
- Brief explanation of the methodology you are specialized in and how this can be helpful to our research.

### What can we offer you?

To show our gratitude and because we understand academic staff is very busy, the Honours+ programme would like to compensate your time by:

- A financial compensation of € 150.
- Additionally, we can cover any travel expenses if you are located within 50 km of Maastricht.

We are looking forward to receiving your reply.

## 6. Central events

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

At all central events, attendance is mandatory for all students. The attendance of Supervisors is required and highly appreciated.

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

### 6.1 HONOURS+ KICK-OFF EVENT

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

We hope to inspire you to go into the Honours+ experience with an enthusiastic approach and a good foundation for pleasant and effective teamwork.

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

Mark your calendars!

The Honours+ Kick-off event will take place on **Wednesday October 30, at Brasserie Tapijn**.

When?	What?	Where?
18:00-18:15	Walk-in for students	Brasserie Tapijn
18:15-18:30	Welcome by H+ Central Management	
18:30-19:00	Dinner and possibility for icebreaker activity	
19:00-19:50	Interactive lecture on Interdisciplinary Teamwork, by Roosmarijn van Woerden (University of Utrecht)	
19:50-20:00	Break	
20:00-22:00	Pubquiz	

### 6.2 THE HONOURS+ CLOSING EVENT

The Honours+ programme is concluded with a Closing Event, focused on bringing the Honours+ experience to a close together.

During the Closing Event, each student team will present their findings concerning the team Challenge to the other Honours+ students, and a jury. The best presentation within every Challenge topic will win a team

prize. We challenge our students to inform the H+ community what potential solution they found (applied research Challenges) or what new and value-adding knowledge to the already existing knowledge on this topic their team uncovered (theoretical research Challenges).

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

Mark your calendars!

The Honours+ closing event will take place on **Wednesday May 14, at StayOkay Maastricht.**

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



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

# 7. Contact






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

## HONOURS+ CENTRAL MANAGEMENT TEAM

EDLAB		043 388 4173	Fabienne Crombach Senior Coordinator  <a href="mailto:honoursplus@maastrichtuniversity.nl">honoursplus@maastrichtuniversity.nl</a>
EDLAB			Tania Topa Coordinator  <a href="mailto:honoursplus@maastrichtuniversity.nl">honoursplus@maastrichtuniversity.nl</a>

## HONOURS COORDINATORS AT FACULTY LEVEL

LAW		Kate O'Reilly  <a href="mailto:kate.oreilly@maastrichtuniversity.nl">kate.oreilly@maastrichtuniversity.nl</a>
SBE		Paulo Rodrigues  <a href="mailto:p.rodrigues@maastrichtuniversity.nl">p.rodrigues@maastrichtuniversity.nl</a>
FPN		Michael Capalbo  <a href="mailto:m.capalbo@maastrichtuniversity.nl">m.capalbo@maastrichtuniversity.nl</a>
FASOS		Georgi Verbeek  <a href="mailto:georgi.verbeek@maastrichtuniversity.nl">georgi.verbeek@maastrichtuniversity.nl</a>
FHML		Juanita Vernooij  <a href="mailto:j.vernooy@maastrichtuniversity.nl">j.vernooy@maastrichtuniversity.nl</a>

# APPENDIX I: Checklist Team Kick-Off

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

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

Description	Done!	Remarks
<p><b>Supervisor's introduction:</b></p> <ul style="list-style-type: none"> <li>• Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits).</li> <li>• Provide some information on your academic background;</li> </ul>	<input checked="" type="checkbox"/>	
<p><b>Students' introduction:</b></p> <ul style="list-style-type: none"> <li>• Provide some information on your personal background (e.g. where you grew up, hobbies, personality traits).</li> <li>• Provide some information on your academic background;</li> <li>• What is your reason for doing honours?</li> <li>• What would you like to learn/improve?</li> <li>• What strengths do you have that can contribute to the functioning of your Honours+ challenge team?</li> </ul>	<input type="checkbox"/>	
<p><b>Topic exploration:</b></p> <ul style="list-style-type: none"> <li>• Why this topic/issue/problem?</li> <li>• Some preliminary sources, directions etc.</li> </ul>	<input type="checkbox"/>	
<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• What does the Supervisor expect from the students?</li> <li>• What do the students expect from this challenge and the Supervisor?</li> <li>• What do you all consider to be the criteria/elements of a perfect team?</li> <li>• What does every individual need from the team to improve/optimize their individual contribution?</li> <li>• Set basic rules for behaviour within the team;</li> <li>• How to proceed if students/Supervisor last-minute cannot attend a scheduled meeting;</li> <li>• How will you all ensure an equal division of tasks?</li> <li>• How will the team ensure expected contributions and performance levels?</li> <li>• How will the team deal with free-riders?</li> <li>• How will the team deal with members who perform poorly?</li> </ul>	<input type="checkbox"/>	

<p><b>Team:</b></p> <ul style="list-style-type: none"> <li>• 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.)?</li> <li>• What are your preferred working styles, particularly in relation to teamwork? An example of working styles is listed below as a guideline (Belbin 1996): <ul style="list-style-type: none"> <li>○ <i>Leader</i>: clarifies goals, coordinates resources.</li> <li>○ <i>Completer/Finisher</i>: searches out errors, keeps a feeling of urgency in the team, and delivers on time.</li> <li>○ <i>Implementer</i>: translates concepts into practical plans.</li> <li>○ <i>Monitor/Evaluator</i>: sees all options, evaluates ideas, judges correctly.</li> <li>○ <i>Plant</i>: proposes new ideas, solves difficult problems.</li> <li>○ <i>Resource investigator</i>: explores opportunities, handles external contact.</li> <li>○ <i>Shaper</i>: gives coherence to team work, overcomes obstacles.</li> <li>○ <i>Specialist</i>: provides scarce knowledge and skills.</li> <li>○ <i>Team worker</i>: builds bridges, fosters team spirit, and calms rough waters.</li> </ul> </li> <li>• Discussion of the potential schedule for the meetings and planning.</li> </ul>	<input type="checkbox"/>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Discussion of the ways of communication with each other and the Supervisor;</li> <li>• The frequency of communication with the Supervisor;</li> <li>• Provision of feedback (how to do it).</li> </ul>	<input type="checkbox"/>	

# APPENDIX II: Team Charter

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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.<sup>1</sup> Drafting a team charter increases team members' knowledge of the strengths and weaknesses within the team, helps to create shared expectations, and facilitates the establishment of effective group practices for dealing with high and poor performance.

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

## The Honours+ team charter has two parts

- **Part 1: The individual charter**  
In the individual part you answer a number of questions about yourself and your expectations with respect to the performance of your H+ team. Part 1 is to be filled out by each team member individually prior to the first team meeting.
- **Part 2: The team charter**  
In the team part, you discuss together your team roles, expectations and processes. You fill out the team charter as a group during your first team meeting, and submit it to your H+ Supervisor directly after the meeting.
- *Note: we advise you to refer back to your initially made agreements throughout the course of your Challenge, to see if you are still as a group adhering to these agreements and values.*

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

- Duration: 30-45 minutes
- Materials:
  - Download a Team Canvas<sup>2</sup> via the [Honours+ 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.
- Go through each step with the team, making sure you ask the questions for each segment. Encourage people to write their answers on stickies and talk about them with the team. Make sure to agree on all fields. Your individual answers will provide input for these answers.
- Use timer for each step (max 10 minutes per step) to apply some time pressure so the team really focuses on getting to the point in each section discussion. If some conversations take rather long

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<sup>1</sup> 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

<sup>2</sup> <https://theteamcanvas.com/learn/>



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

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

**Part 1: Individual preparation**

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

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

<p><b>8. Weaknesses &amp; Development areas:</b> What aspect of personal development would you like to work on during Honours+?</p>
<p><b>9. Weaknesses &amp; Development areas:</b> What do you feel your team members or Supervisor should know about you?</p>
<p><i>Your expectations regarding the team</i></p>
<p><b>1. Goals:</b> What would you ideally like to achieve as a team in this project?</p>
<p><b>2. Values:</b> What are values that you would like to be at the core of your team? (examples: honesty, relationships, teamwork, profitability, and passion)</p>
<p><b>3. Purpose:</b> What do you feel is the purpose and relevance of your team in this project and potential research question?</p>
<p><b>4. Needs &amp; Expectations:</b> What would make this team successful? How is that measured?</p>
<p><b>5. Needs &amp; Expectations:</b> What would you expect from your team member's work ethic? For example, showing up on time, indicating when members will miss a meeting, equal contribution, meeting deadlines.</p>
<p><b>6. Rules &amp; Action points:</b> 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)</p>
<p><b>7. Rules &amp; Action Points:</b> How do you prefer to make decisions in your team, even when working under stress?</p>
<p><b>8. Rules &amp; Action Points:</b> How do you prefer to communicate in a team and ensure the Supervisor and team members are updated?</p>
<p><b>9. Weaknesses &amp; Developments areas:</b> What obstacles for your team do you believe your team might likely come to face?</p>

## 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.

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

13. <b>Needs &amp; Expectations:</b> 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. <b>Rules &amp; Action Points:</b> What are the exact rules we want to introduce after doing this session?
15. <b>Rules &amp; Action Points:</b> How do we communicate and keep everyone up to date?
16. <b>Rules &amp; Action Points:</b> How do we make decisions?
17. <b>Rules &amp; Action Points:</b> How do we execute and evaluate what we do? Think of celebrating achievements, overcoming setbacks. What is considered a success, a setback etc?
18. <b>Strengths &amp; Assets:</b> What are the skills we have in our team that will help us achieve our goals?
19. <b>Strengths &amp; Assets:</b> What are interpersonal/soft skills we have?
20. <b>Strengths &amp; Assets:</b> What are we good at, individually and as a team?
21. <b>Weaknesses &amp; Development Areas:</b> What are the weaknesses we have?
22. <b>Weaknesses &amp; Development Areas:</b> What should our team members, client, coach or mentor know about us?
23. <b>Weaknesses &amp; Development Areas:</b> 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](http://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 \_\_\_\_\_

<p><b>PEOPLE &amp; ROLES</b></p> <p>What are our names and the roles we have in the team?</p>	<p><b>GOALS</b></p> <p>What we want to achieve as a group? What are our key goals that are feasible, measurable and time-bounded?</p>	<p><b>VALUES</b></p> <p>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?</p>	<p><b>RULES &amp; ACTION POINTS</b></p> <p>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?</p>
<p><b>PERSONAL GOALS</b></p> <p>What are our individual personal goals? Are there personal agendas that we want to open up?</p>	<p><b>PURPOSE</b></p> <p>Why are we doing what we are doing in the first place?</p>		<p><b>NEEDS &amp; EXPECTATIONS</b></p> <p>What each one of us needs to be successful? What are our personal needs towards the team to be at our best?</p>
<p><b>STRENGTHS &amp; ASSETS</b></p> <p>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?</p>	<p><b>WEAKNESSES &amp; DEVELOPMENT AREAS</b></p> <p>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?</p>		

# APPENDIX III: Midterm Review form

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Fill out this form and submit the filled out form to your Supervisor, at least 48 hours before the scheduled Midterm Challenge Review Meeting.

During this meeting, as a team you will discuss the outcomes of this form with your Supervisor. We suggest you focus on the topics where team members indicated, “disagree”. Highlight both positive aspects and areas where as a team you could improve. By the end of the meeting, you will have made clear agreements on how to proceed working as a team. You have identified what has been working well in the team, and you have addressed what can be improved or adjusted in order to increase productivity, communication, or to adapt to the new working style or the project goals

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The following statements address relevant elements for your interdisciplinary collaborative practice within your Honours+ team. Please indicate whether you agree or disagree with each of the statements, and provide a **short** explanation to your answer (*use keywords that serve as a reminder for yourself during the session*).

## PURPOSE, GOALS

I feel that our approach and goals for the Challenge, incorporate expertise from all different disciplines represented in the group.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our team’s goals are clear, useful and appropriate to my current academic or professional development.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our team is supported by sufficient resources (skills, knowledge, guidance from Supervisor, time, materials, etc.).	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that all team members are committed equally and/or sufficiently to the team, and have a desire to work collaboratively.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that all members of our team have a good understanding of our joint plans and goals.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

## RESPONSIBILITIES, AUTONOMY

I feel that all team members acknowledge each other's skills and expertise. We divide tasks in accordance, while keeping in mind personal development goals.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that all team members assume a shared responsibility for team decisions and outcomes.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that we have a clear understanding of who in our team is responsible for which aspects of the Challenge.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that within our team we can safely and constructively hold each other accountable for their work.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that within our team all team members can freely and safely express their opinions (to peers and Supervisor) about the Challenge and progress.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our team experiences sufficient autonomy.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

## COMMUNICATION

I feel that concerns are addressed effectively through regular team meetings and open discussions (also with Supervisor).	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our team has developed effective communication strategies to share knowledge and progress throughout the project.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
Our team effectively uses the tools agreed upon to support	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....



communication (email, WhatsApp, etc.).		
I trust the accuracy of information reported among team members.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

**DECISION-MAKING AND CONFLICT MANAGEMENT**

I feel that as a team we can quickly identify and respond to a problem or issue.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that when team members disagree, all points of view are considered equally and without bias before deciding on a solution.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that disagreements and conflicts are promptly and constructively addressed.	<input checked="" type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that in our team, important decisions are agreed upon by all team members	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that in our team, problems can be constructively addressed and solved without external guidance (such as from the Supervisor, or H+ Central Management)	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

**SUPERVISOR INVOLVEMENT**

I feel that we have sufficient meetings with the Supervisor, and enough information, guidance and feedback has been provided.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our Supervisor assures/oversees that roles and responsibilities for the Challenge are clearly defined.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that our Supervisor helps the team in reaching our goals	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

and helps to facilitate the interdisciplinary aspect of the Challenge.		
I feel that overall communication with our Supervisor is smooth, efficient and constructive.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

**AGREEMENTS MADE IN THE TEAM CHARTER**

I feel that as a team, we still respect and uphold the agreements made in the Team Charter	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that the agreements in the Team Charter are still in line with our goals and overall team functioning.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....
I feel that the roles agreed upon in the Team Charter are respected, and they are still suitable for the team's way of working.	<input type="checkbox"/> Agree, because: .....	<input type="checkbox"/> Disagree, because:.....

# APPENDIX IV: The mighty Honours+ Checklist for Students

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Below, we provide you with an overall checklist for every task your student team needs to complete in order to successfully complete Honours+.

**13. Honours+ Kick-Off** (Deadline: **Wednesday October 30th**)

- Attend the Honours+ Kick-Off event, during which you will meet your team and Supervisor;

**14. Team Kick-Off Meeting:** Before and during the first team meeting, complete the team charter (Deadline: **Friday November 15th**)

- Schedule your first team meeting together with your Supervisor to set ground rules for teamwork;
- Complete the *individual section of the [team charter](#)* and bring it to the team meeting.
- Attend the team meeting; Check the [Kick-Off Meeting checklist](#) for this meeting to see if you discussed all important topics;
- Complete the *team section of the team charter* together.
- Send the completed team charter to your Supervisor.

**15. Schedule regular team meetings throughout the programme.**

- Schedule weekly sessions with your student team;
- Schedule sessions with your Supervisor and keep them updated on your progress on a regular basis.

**16. Step 1: Question formulation & clarifying research focus** (Deadline: **Friday January 17th, 23:59 hrs**)

- Complete your team's literature review on the topic of the challenge;
- Define your final research question;
- Send a draft to your Supervisor for feedback.
- Send an email to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) with your team's research question.

**17. Attend 2 workshops of your choosing.**

- Sign up on time for two [workshops](#) (limited spaces);
- Attend two workshops;

**18. Honours+ Expert Consultation** (**Between Monday February 3rd and Friday March 28th**)

- Identify min. 5 potential experts in your chosen topic, and check with your H+ Supervisor if these experts are suitable options.
- Write a professional email to potential experts using the template provided by Honours+.
- Agree on a date and location with your confirmed expert.
- Send an email to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) of which expert you are meeting, and when.
- Two days before your scheduled session, send your expert a reminder with practicalities, such as location of your meeting or Zoom link, additional information related to your research topic etc.
- If by Sunday 23.02.2025 you were not yet able to arrange for a session with an expert, please contact [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl) to see how we can support you further in this.

- Prepare a 10-15 minute presentation detailing your research topic, progress, findings and the specific problem or question for which you need expert input.
- 19. Step 2: Select research methods & collect data** (Deadline: **Friday March 28th, 23:59 hrs**)
- Design the actual study, define the methodology;
  - Collect the necessary data;
  - Send a draft to your Supervisor for feedback.
- 20. Schedule the Midterm Challenge Review meeting** (**Friday April 18th**)
- Schedule the Midterm Challenge Review meeting with your Supervisor;
  - Preparation for the meeting by filling out the [Midterm Review Form](#) and submit the filled out form to your Supervisor, at least 48 hours before the scheduled meeting.
  - Prepare a concise presentation that summarizes your consultation with the expert, the key takeaways, suggestions, and how you plan to integrate the expert's feedback or insights into your research.
  - Attend the actual meeting as a team, with the Supervisor present, and make agreements for the second half of the team challenge and your team's functioning;
- 21. Step 3: Analysis & data interpretation** (Deadline: **Friday April 25th, 23:59 hrs**)
- Organize the collected data;
  - Analyze the results;
  - Send a draft to your Supervisor for feedback.
- 22. Step 4: Conclusion** (Deadline: **Tuesday May 6th, 23:59 hrs**)
- Generalize your results. Relate what you have learnt on a small scale to the bigger picture;
  - Provide potential suggestions for further research;
  - Highlight the potential solution you are offering (applied research challenges), or the new knowledge you added to the already existing knowledge on this topic (theoretical research challenges);
  - Send a draft to your Supervisor for feedback.
- 23. Step 5: Share your work** (Deadline: **Monday May 12th, 23:59 hrs**)
- Send the final report to your Supervisor and to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl);
  - Send your PowerPoint slides for your pitch to your Supervisor and to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl);
  - Send the digital file of the poster to your Supervisor and to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl).
- 24. Honours+ Closing Event**
- Hand in the printed poster at EDLAB, TAPX, room 0.003 (Deadline: **Tuesday May 13th, 16:00 hrs**);
  - Attend the Closing Event on **Wednesday May 14th**;
- 25. Team Closing Session** (Deadline: **Friday June 6th**)
- Schedule a team closing session together with your Supervisor to evaluate and discuss the results of the team challenge.
- 26. Reimbursement of costs** (Deadline: **Friday June 6th**)
- Send in the filled out reimbursement form of your team's spending. Attach original receipts, sign the form and send it to [honoursplus@maastrichtuniversity.nl](mailto:honoursplus@maastrichtuniversity.nl), or drop it off at EDLAB.



**Honours+**