Maastricht University

COMENIUS TEACHING FELLOW

Fostering students' employability: Representatives from the professional field acting as buddies

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School of Business and Economics

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1. Introductie

Dit document dient als eindverantwoording van het project dat gefinancieerd werd door het Comeniusprogramma. Dit rapport heeft betrekking op het volgende project:

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Ronde en thema	Teaching Fellows - Gepersonaliseerd leren
Naam projectleider	Dr. Simon Beausaert
Titel project	Fostering students' employability: Representatives from the professional field acting as buddies
Organisatie van uitvoering	Maastricht University – School of Business and Economics

In het Format Eindverslag Comenius Fellow hebben wij alle vragen ingevuld en de antwoorden toegelicht. Echter zouden wij graag een aantal documenten als bijlage willen toevoegen aan ons eindverslag. Vandaar dat wij dit document ook met u willen delen.

In dit document vindt u de volgende onderdelen:

- Tussenevaluatie: uitgewerkte focusgroepen met studenten
- Eindevaluatie: uitgewerkte focusgroepen met professional coaches
- Kwantitatieve data-analyse op basis van de vragenlijst
- Kwantitatieve data-analyse op basis van assessment interview formulieren
- Praktische opbrengsten

2. Focusgroepen tussenevaluatie 2018-2019

Voor de tussenevaluatie hebben wij meerdere focusgroep discussies gehouden met alle studenten van het studiejaar 2018/2019; het jaar met de nieuwe opzet van het SCT. Tijdens deze focusgroep discussies hebben wij het SCT als geheel, alsook de rol en waarde van de professional coach, de competentieontwikkeling en reflectie van studenten bevraagd. In dit hoofdstuk presenteren wij het interview leidraad als ook de uitgeschreven interviews.

Interview leidraad

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
    a) Why is this?
    b) What could have been triggers?
    c) How was this change facilitated/supported?

3. How did your competences develop since the start of the Study Coaching Trajectory?
    a) Which competences in particular?
    b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

Interview transcripten

Focusgroepen SCT – Groep 1

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

The quality of benefit of the professional coaches depends on the coach. I have learned much from a professional coach who was not mine. I think it is a great and learnful thing to use alumni, I think it is really great. I really liked my professional coach and I called her once, she talked to me for 2 hours and she took her time for me, but after these two hours we were like: and now? An idea would be to have multiple professional coaches to hear more stories, or that you can go for a day with them. But now I was a bit lost in this. I also do not know what to ask from my coach, but still the idea is good. For example, send your CV. Sometimes it felt awkward to email for a second meeting because I was not sure what to talk about. The students would like to have visited the professional coach at their company, but they were kind of afraid to ask this.

What did you discuss of why was he/she useful? What journey she went through, which jobs she had before, which competences you might need for certain jobs, how I could check for vacancies to see which personal skills they were looking for, both backgrounds, a bit about the courses, career prospects, things you want to develop during the program. Overall, the professional coach is very helpful. What are the people of your year of MoL now working in?

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

I think it changed from the start to now, but I am not sure if it is due to this course. Maybe partly, but it is a natural process where you go through anyway because of a new study and new environment. This course hasn't really changed much for me personally, because we have only met once per period. The course hasn't been really present in our weekly activities. Competences that are not really covered yet: negotiation skills, data analysis, agile working, scrum.

3. How did your competences develop since the start of the Study Coaching Trajectory?
    a) Which competences in particular?
    b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

Ask your fellow students to provide you with feedback on certain competences.

Focusgroepen SCT – Groep 2

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

I didn't really get how the professional coach fitted in the program. It was like: hé he had a job that was really interesting, thanks. I just found it a bit random. I like the idea but it needs to be tied in a bit better. It feels it depends on the coach a lot, so there should be some format or structure that involves more the coach from his/her side, because in the course it is told that you are contacting your coach with steps, but if you do that you just get a random conversation and you don't learn that much. Maybe there should be an incentive to be really committed to the course, otherwise if the coach is not that committed there is no added value of bringing in the coach. I went to Amsterdam to meet my coach and see the place and to have a face-to-face meeting to get a bit more out of it. It offered a nice way to see the Deloitte offices, see what kind of work they have there, and I thought it was good to kind of make the effort to go there and meet her there. But it is true, she is there and she is working so she is not really connected that much to what were are doing. It feels a bit separate still. But still I really enjoyed going there. The first meeting I really enjoyed, the first one was nice to hear about her story. I do think its useful, but I hope I get to talk to her more than two time to make it really useful.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
    a) Why is this?
    b) What could have been triggers?
    c) How was this change facilitated/supported?

At least I pay attention more, instead of just going through it. Normally you don't pay attention to it that much, you have a certain set of skills but you don't stop and think about it unless there is some kind of trigger of course. I don't work that much on it during the course, and only think about it at the beginning and end of the course. The looking back

part is really useful. Especially if I didn't achieve something, I ask myself why. Looking forward feels less useful. Sometimes it was difficult to reflect on my own, and therefore the meetings with the academic coach were helpful. It is good to have an external view on yourself. I feel that meeting once every two months is not enough; we could also have skype meetings of 30 minutes. More sessions, and then shorter.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

Focusgroepen SCT – Groep 3

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

I've had one phone call meeting with my professional coach, and I did really like it. I was able to ask some critical questions about the consultancy field. I do like it, but what I now have is that I would really like to be able to speak to an HR person. Now that I have shifted my interest, I would also be interested to see what HR functions there are. So maybe it would be an idea to have 2 professional coaches per student and have 1 phone call with each. I made notes during the phone call but to be honest I haven't really looked at it anymore. I do think that it is something that should be kept. Linking goals to the courses is a big challenge. It could be mandatory for the professional coaches to meet the students face-to-face.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

I feel more comfortable to talk about my weaknesses. I was not really used to do it and I was a bit afraid that someone might judge me for it. But I didn't feel that it was a critical judgement by the coach or anything. The portfolio makes it really explicit to see how you developed. Overall, the SCT helped me to look at myself. It definitely makes you aware of

things you need to work on, and especially the meetings were the times where I learned the most.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

There are 2 competences that I find really important and therefore I put more focus and effort to these competences. I have chosen 4, but I really wanted and needed to work on 2 (self-management) instead during this year because these are most important for me personally. We were not sure if we needed to choose competences that I needed now, or competences that I would need after graduation. I do think that I developed my competences to a certain extent. I knew I had these competences to work on and I had meetings to discuss how and if it worked.

Focusgroepen SCT – Groep 4

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

Working with the professional coach was so much fun. He responded to my emails really fast and he helped me with my CV and cover letter. If you would like to have some help after, you can just send me an email. It was really helpful to have a consultant as coach because he could explain to me what is a day of a consultant, what are strengths and weaknesses of consultants, it was really helpful. If I want to apply for a job, I could send my CV to her to see what I need to improve. It is more a link between the university and the job life, you get more confident about what is asked for. I do like the idea, but this far I struggle a bit with the experience itself. If it would be a bit more open and you could approach people yourself, I think that would maybe even work better. But I can imagine that for exchange students this might be harder. I understand the idea and I think it could be helpful for some people, but for me it is not that necessary. Maybe I am also not making use of it as I should, I think that the path she followed and the job she has that she cannot really help me with where I want to go and I have enough other people in my life who can do so. I think the academic coach is enough.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

I've always reflected a lot, maybe not writing it down, but it is something that I did daily. So I don't know if I necessarily changed the way that I look at myself, but I do think that reflecting is always a good thing to do. Looking back at how you improved or didn't improve or what you could do better is always useful. I believe that because you push the reflection you help to adapt faster to the new environment, because you ask a lot why, how and that helps you to reflect on yourself. I believe that without someone who asks how, why etc. you can adapt yourself to the new environment but in my opinion slower. I forced myself to open my eyes more often. At the beginning of the year because of my lack of English, I preferred to be more silent than now. I think that this course provided me with a new way of thinking about things, everyone has a weakness, but you don't want to be confronted with it. But from this course you have to know your weaknesses, and why you think this is your weakness, and also how to improve this step by step. It really is about using your weakness to become stronger. The team meeting was really good and that is one of the triggers.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

Yes I think so, because you have to reflect upon it and it helps you to really realize this. However, I also think that we are all quite young and you have so many goals so I also think it is really natural to develop yourself. Conditions: Actively thinking about it, paying attention to how you act in certain situations, consciously having it in your mind, push yourself to get out of your comfort zone, peers are role models.

Focusgroepen SCT – Groep 5

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

I did not have that much contact with my professional coach. I don't know if it is really useful and I think it should be more structured. I have a lot of contact with my professional coach and we have a meeting every month through Skype. And it is because he really wanted this and wanted for me to get the most out of this. I think I am the only one who has such frequent contact with my coach. And indeed I think it should be a bit more structured, because if you talk to the coach only once or twice it doesn't really add a lot of things.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

Because of the SCT, you are asked questions that make you think about yourself. I would say that I have changed my way of thinking. I also ask myself more questions on why is this?, or what is the problem behind it? Even though we did not have so many meetings, but I already felt it changed since the first meeting. To really define ways to act on it, the specific steps, is what I found really difficult but that really helped me to really act upon it. The SMART goalsetting helped me to set realistic and achievable goals and that is also facilitated by the questions in the e-portfolio and the meetings.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

No major changes yet I think, but in first half year my problem solving skills really improved due to the course content and the assignments. Also, team working because you work together and you also learn a lot about how teams work in the TML course. You can then really apply this in practice and you get the opportunity to put this in practice. Maybe also learning skills and self-management, because it is so busy and you need to make sure that you make efficient use of your time. I feel like I did improve already for some competences. Example: for the TML course we have to work in a group and I was a bit sceptical at first

because the experiences I had with groupwork in my bachelor were all terrible. And I already felt I was a bit dominant because I wanted to get the work done well and I wasn't really open to everyone's suggestions. I wanted to involve everyone in my individual assignment, that was actually what I was doing. But we were in the course also learning about teamwork and leadership, and I learned that I liked to be a leader in the group but maybe the perceptions I had about leadership were totally different from what was scientifically proven. I learned that you have to make people feel important, that they contribute and share their opinions, and feel safe and that really helped to apply this in the group. Sometimes I even tried to take a step back.

Conditions: the professors because you really learn from them. The way the courses are set up. It is mainly the coach and the e-portfolio, but the e-portfolio could be used differently or differently framed. But it is mainly because of the questions that are asked by the coach. A good coach is trying to put a mirror in front of you, and that is the most important thing because it stimulates you to reflect.

The self-management competence because I needed to be able to organize myself with the tasks that I had to do. Also with the writing skills. I think I have improved during this half year. With the planning and organizing, what helped is having clear what was expected from me. So having clear what I needed to do in certain weeks, and also asking to my peers like how do you do this? The whole process you do it by yourself, but taking the time to think about it for the SCT it helps you to see if you improved. Maybe if I wouldn't be in the SCT it would not even think about these things.

Focusgroepen SCT – Groep 6

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

The combination of both coaches totally makes sense. Helping to bridge the university with the job, maybe you get an opportunity for an internship for example. Or things like, how do I approach an interview, what could I expect, what should I do/say there? I struggle with the professional coach, because I have the feeling that I don't really 'need' her. I really don't know what to ask. Maybe the course could collect some ideas from our group to see what reasons you had to contact your professional coach. Also, there are only 2 options between consultancy and corporate, maybe create a bit more variety in this.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

It does help. I expect a lot from myself and also from others, which might not be correct, and what I've learned is to make your expectations clear and that you can avoid a lot of frustrations and miscommunications by doing so. And this setting helps me with that. Yes I do, but I am not sure if it is completely due to this course. The biggest impact on my difference is just going through this master in its total. The added benefit from this course is that I am sure that there is a reflection because I need to make it very explicit. The effect of this class is that it facilitates the change, but the change itself is not necessarily due to this class. Talking with your peers about each other's development also helps.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

I developed some of my competences. The way this course contributed to competence development is awareness. This course makes it a bit more explicit. Communication skills: reading. (speed, determining what is more important, pomodoro technique). Teamwork, awareness of the broader context (trying to see the practical applications, or relate it to my previous experiences).

Focusgroepen SCT – Groep 7

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

The professional coach is a really good idea and it is really great that you have the alumni that they want to do that. But in my case I am a bit stuck in how and what and I think I could have some more guidance in that. And of course it is about what I would like to have the professional coach for, but still I would like to have some guidance. During the first phone call she asked me how she could help me and I did not really know and then it even became a bit awkward. We should definitely keep the professional coach.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
   a) Why is this?
   b) What could have been triggers?
   c) How was this change facilitated/supported?

I am not sure if it is due to the SCT, but definitely through the master. As I am not really consciously working on it, I don't think it is because of the course. It could be that some questions that you (the coach) ask during the meetings that I learn things about myself, but I don't know if that is because of the SCT. But I do think that it plays a role. I think the way you (coach) ask questions that helps. Also today helped a bit on my view on life. I would even like to have a new team meeting at the end of the year. I think I reflect more also outside of the SCT. Also reflect on my whole way of studying, also outside of the SCT and reflecting on the competences.

3. How did your competences develop since the start of the Study Coaching Trajectory?
   a) Which competences in particular?
   b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

The hardest thing is to measure your competences. The more academic skills were not really part of the competences, but that was for me the most important and that I definitely developed. It would be useful to have some examples of how you could work on it, keep track of it or measure it. We would need more examples of the more specific aspects of the broader competences. The LES and the team meetings would work best to work on competence development. The meetings are the most important for our reflection and development.

Focusgroepen SCT – Groep 8

1. How do you experience having a professional coach in the course Study Coaching Trajectory?

I do like the professional coach, because as I said, my coach is also helping me with interviews and my resume and those kind of things and I do like that. I had two meetings with her so far, it was nice, we talked about my future interest, about my CV. It was nice and it helped me, sure, but maybe it would be nice to talk to more people. Not to stick to one professional coach. Now I am supposed to schedule a new meeting with her, but I am not sure what to talk about. I think its really good, but I didn't have much to ask. But by

the experience I got in interviewing, I cannot really have this as an added value. So we had more of an overall conversation of how work is in different environments, what I found interesting, and what could be potentially be interesting for me to look into further. It was just a nice discussion to have, maybe not so relevant for myself but I do think that it is totally a good idea for other people. But not as a must, I think people should have intrinsic motivation to talk to someone who is able to help them professionally. It should be your own thing to take care of and that you want to do yourself. I agree with the point about having multiple coaches. My professional coach also said like I also failed both exams in the first period, and after that everything was fine. So that also helped.

2. Since the start of the SCT, do you think you have changed the way you look at yourself and the environment?
    a) Why is this?
    b) What could have been triggers?
    c) How was this change facilitated/supported?

Not really. Well I think that for me the competences that I have chosen are the things that I was already aware of and aware of their importance for myself. It's a long journey that you are onto, it is just that now you have to write things down about it. And I think it is things that you do in your daily life that influence you gaining a certain competence or not, but it is not that we set a goal on paper and that I am now for example a better leader. For me for example, I already knew that I am not the one who takes the lead and it is difficult to change this in a short period of time. I do like that idea that you need to reflect on that, and I also makes you think more about why it is that way. But I think it's difficult to change that. I choose the competences I thought I should improve, but also those I was focussing on already. I just don't feel I am looking differently at myself. For me it was rather that I have become even more aware of my problems/weaknesses.

3. How did your competences develop since the start of the Study Coaching Trajectory?
    a) Which competences in particular?
    b) What are the main conditions to support this development and why? (coach, alumni coach, e-portfolio?)

Because it is kind of a long-term project, if it changed, not much. Maybe in a year I can see if I improved, but for now I don't think I improved that much. I was aware that I needed to work on teamworking skills, but that motivation came from our meeting and not from what I wrote down. Because we talked about it last meeting, that I thought okay that

is nice, I am going to think about it and then you asked how will you do that? So maybe if we set a goal and we meeting after two months and you ask me how did it go that will make me reflect better on it then writing it down because I have to. For me, I developed academic reasoning the most because of the papers I had to write. But that is more due to the courses than due to SCT.

3. Focusgroepen eindevaluatie 2018-2019

Voor de eindevaluatie hebben wij een tweetal focusgroep discussies gehouden met professional coaches in september 2019. In deze gesprekken is er vooral gekeken naar de rol, verantwoordelijkheden, taken, en vragen die zij hebben gesteld.

Interview transcripten

Experiences

I felt the first time the person had a few questions and the second meeting was repeating itself. I tried to give some input regarding what would the person wanted to do and what he was thinking about etc. but from the other side I could see no different questions or nothing new to ask. So I tried to trigger a little bit but yea. The experience was nice but I didn't feel it was changing or evolving during the meetings. Furthermore, I had access to the e-portfolio and the student never asked me to review it. And I don't know if this changed compared to my year or if the student didn't ask me to review it.
My students did actually ask for me to have a look at the portfolio but I found it hard to know when they published something, as we did not get any notification or something. And for my coachees, one of them really evolved throughout the year. At first she had no idea what she wanted to do and I asked her some coaching questions, stimulating questions to see if I could help her to think or look at things from a different perspective, and I met with her three times and also in person and I found that there every session we build upon what we spoke about earlier. But with the other one I just spoke once or twice via Skype and it was quiet basic as well. It just depended on the person really. And for the other person, he also extended his studying period but I had no idea what was going on with regards to academics.

It was not that easy to understand what they could get out of this. If you are then a bit more open to these kinds of coaching relationships and you know what you can ask

someone else then you can get a lot more out of it then if you are doing it as part of the program. I felt that my coachee did it because it was part of the program and we only met once, and after that, I didn't hear from her anymore. Which we talked about before and i was wondering if she dropped out or something bad happened. The first meeting was super nice and I invited her over to the office and she visited Unilever and all was nice and good, but then I just didn't hear back from her. And then I was wondering if it was clear to them what they could do with us or ask us, and if you are the kind of person who does that naturally then it could be different.

What I found that at the very beginning, the email said that the student would get in touch with me but that didn't happen. And I thought just leave it like that for the moment and nothing happened. And then we got an email from you that the student should have gotten in touch with us, and if that wasn't the case we could get in touch with them. And then I replied to you that I was not going to do that because it is the learning process of the student and if the student doesn't want to get in touch with the professional coach, because he/she should get in touch with the professional coach himself, because I believe that it should be question based and not that I need to force the student to have a coaching session. But then eventually the student approached me, but what then happened, is that we were already late with the planning. And I was actually a bit surprised, because the student didn't really have any expectations and I asked him like what do you want to learn. and I guess it would help if the students beforehand would prepare the first meeting better. What are their expectations, what are their questions, what do they want to achieve by having a professional coach, what do they want to get out of it. I had good meetings I guess and I also tried to set some goals and asked him to prepare some questions before the next meeting. There should also be a bit more commitment and more input on the meetings. They could also send for example a short reflection where they started and where they stand so far or what kind of information they managed to get out of the coach. It is too free for now.

I very much recognize your experiences. At least when I see myself when I did the masters, I was always very proactive and always curious to hear experiences from others, and that is what I missed a bit in both students. One of them already had a job in and it felt she didn't really need me. I told them that I was maybe a bit different from the other coaches as I recently graduated, but that I could share knowledge with them about how I experienced things, but in the end they didn't really make use of it and that is a pity for them. And I think it is really cool that you organize it as a master and if you make the expectations clear and have some input what they could ask, it would also be a lot better.

Ideas/suggestions

- Maybe a little bit more a link between how the student is performing academically in the path the student is following and it helps to get a better perspective what is going on.
- Maybe if you come up with more guidelines for us to what extent we have to go and which things they have to discuss with their academic coach. These boundaries could have been a bit more clear.
- Would it be an idea to get to know the academic coach of my coachee? Then you could also discuss together what you see in their development. Because two people can have a totally different view on a person, yes because the lens is different, but also because we have different backgrounds. It would also be interesting to have 1 meeting with the tree of us, maybe only for 15 minutes.
- The first session you create the rules that you want to live by. The first meeting should also be about contracting. What do I need from you and what do you need from me. How often do you intent to meet? What do you want to talk about? What do you want to get out of this? What is the goal you want to have achieved within a year from now with the professional coach?
- There should always be an agreement about what to discuss, what to prepare, a challenge. I always need to come prepared to a meeting, and otherwise we reschedule.
- An adequate introduction, with the contracting terms, with how to go among the relation with the professional coach.
- Maybe if we make the network of the coaches a bit tighter as well, and the coachee does express the need to talk to someone else, then the coach could easily make that connection to another coach to talk to. It gives us a nice professional network as well. And given that most of us still live in the Netherlands, maybe you could invite everyone once to create this community of coaches. For example, we could make a LinkedIn group with the professional coaches.
- I would also strongly recommend it to meet at least once face-to-face with your coach. And ideally the first if possible.
- It would be a good idea to try to match the coach and coachee a bit better to get more out of the coaching relationship.
- There was not really a driving document about how we should talk with our students.

- Provide all coaches with an account to ODIN before the start, as it can provide guidance on how to approach coaching. So maybe you could have some kind of short intro course for the coaches so that we are in the right mindset.
- The students should prepare the first meeting better in terms of expectations, questions etc.
- They should also understand why it is valuable to have someone who can give them guidance. Like: what can we as professional coaches bring. Giving them a clearer hint on why is this valuable to you and what can you get out of it. Why would it be useful to talk to someone from the workplace. Maybe we could even formalize it with personal testimonials.
- If a student doesn't think it is valuable to get coaching, it should also be an option to opt out of the coaching after the first meeting.
- Explain the importance to start networking and the professional coach can become part of your own network and they have their network too.

Mandatory/optional

Even if you are interested in it and you would be happy to sign up for it, that doesn't mean that you know how to start doing this stuff. It is a different type of skill, and about how do you set up such a relationship. About how can you contract between you and your coach, and how can you do that in a good way. Or at least that they get some more guidelines on how they could approach everything.

Make the first meeting mandatory and allow them that if they really feel it is not valuable to them, then they should also explain why they do not see the value in this and then they could opt out of the rest of the coaching process. They need to see the value of it, otherwise it is a forced thing and it will probably be a waste of time for both the student and the coach. Making it really clear to the students why this could potentially be a very valuable addition to the program.

Support for coaches

It was really hard to get some answers to get an idea of the person, because the person was pretty quiet. He was not giving arguments to his explanations, so whatever info about the background I could kind of think about questions in that specific field to get the conversation a bit deeper. But I also think that this is also the responsibility of the students. We are an external party that they can discuss anything with, and if a student is not doing well, and wants to talk about that it is up to them. I think it's the students responsibility. I also think that the student is in the lead, but with regards to how you supported is, is

that the emails were clear. We relied a bit too much on the initiative of the students themselves. I really pulled information out of the students and asked like what is it that you need at this point. We needed to figure out where the role of one person ends and the other begins.
To me it was not really clear what the student could expect from me. Is it about the process with studying? And then it became a totally different story as I was coaching him for studying and not for his professional career. And then he even asked me to provide him with feedback on his papers. So I was a bit like what is my role here and what am I supposed to do? What are the topics that we should focus on and what not, also making clear to the student how it is important that they take ownership of their own needs.

What happened?

Maybe I got too emotionally attached, like why isn't he talking to my anymore? What did I do wrong in this whole thing? Because you start caring for the person. That is how it felt. But to be honest, it is also out of our hands. There are going to be coachees again that don't desire the professional coach and will also have only limited contact. I think it is not something you should be feeling bad about. It is the students' responsibility. I do it because I like to coach, but now I didn't get the change to practice what I like and this is what I dislike about it. But again, it is their responsibility. But if you make it a bit more solid and provide more guidelines, why is there a professional and academic coach? And maybe a link between the two coaches would already help to make it a bit more solid and they feel more responsibility for it.

What was discussed?

The most 'basic' information. What my journey was, what her journey was, why she chose MoL. What kind of industry they would want to work in. I think they start sending out CVs for certain job titles, but the business in which you are going to work is also really important. It is not only about the activities that you are doing, but also about the customers that you have. I also discussed conversation techniques. For example for job applications.

The student told me what he wanted to do and what I found interesting is that he wanted to become a manager. And then later on he described what kind of person he was and what he liked and dislike and I as like, maybe you should reconsider getting in a management position. And I also thought it was quite funny that they think they will become a manager after they graduate. They have this odd picture of how the labour

market and the world looks like. We could have a good talk on setting the wide perspective of how the world really works. And then we discussed like do you know what all the responsibilities are of a manger etc.

Access to 2/more professional coaches

If they are willing to initiate two working relationships, it might definitely benefit them. Then it will be more of a getting to know the job relationship that a real coaching relationship. It depends on the needs of the student. If they don't have a clue, then it might make sense to assign them to more professional coaches. If they already have an idea, the can really deep dive. I would be open for both, depending on their need. I would say to keep it at once coach per person. My coachee made the remark at some point that she wanted to talk to someone else in a different field, and at that point I reached out to a friend who had that position. Maybe if we make the network of the coaches a bit tighter as well, and the coachee does express the need to talk to someone else, then the coach could easily make that connection to another coach to talk to.

Company visit

For a Spanish person, I would be very interesting to visit me for example during the holidays. I think it is perfectly fine to ask for it as a student. It just makes coaching a lot easier as well to meet your coachee in person. Everyone should be feeling okay to ask it. And if it is not possible in the office for whatever reason, there are always other possibilities to meet for example in the city where your coach lives. But I would strongly recommend to meet at least once face-to-face. And also the skill for a student to ask for those kind of things is pretty important in the workplace as well.

Matching coach-coachee

Would it be possible to match coach and coachee or to work with preferences? I think it is not about them choosing. What we do within Unilever we ask everyone to write down a couple of things about themselves like: what do you expect of a mentor? What do you expect of a mentee? It really helped us to make matches. And the question of corporate and consultancy would also already help. But there are some other things that you might have a preference for. For example male/female coach. You could have for example 4 criteria that can help you to get quality matches. And also based on my personality and experience I would be a good coach to some, but a horrible coach to others. And then the coaching would be less effective. One idea could be the questions that they would want to ask their professional coach.

In the work field you can first have a meeting to see if there is a click, and if that click isn't there you are going to find another coach. And I understand it is difficult to manage that within your setting, but maybe if you give them a choice and indicate 3 of the coaches that would have your preference and mix and match it from there. And that the coaches themselves tell something about themselves who they are and what they do. Or only have this option if we do not have match, and then that the students have the option to talk to someone else.

ODIN

When we got the link to the CK site; that is actually very useful and excellent. And you could consider making a condensed version of it, as I had a look at some of the competences that are on there. But I was thinking is that a lot of the guidance that are on there on how to approach coaching I hadn't thought about that before when talking to Sem. So maybe you could have some kind of short intro course for the coaches so that we are in the right mindset.

4. Kwantitatieve data-analyse op basis van de vragenlijst

Naast focusgroep discussies zijn er ook meerdere vragenlijsten afgenomen bij de studenten. De studenten van zowel de BISS (zonder professional coach) als MoL (met professional coach) master hebben aan het begin en eind van het academiejaar een vragenlijst ingevuld over hun competentieontwikkeling, reflectie en coaching. Middels het statistische programma SPSS zijn meerdere analyses uitgevoerd, zoals descriptives, ANOVAs, en correlaties. De output tabellen hebben we opgenomen in dit document op de volgende pagina's.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
SocCap	1.00	71	3.9592	.39878	.04733	3.8648	4.0535	2.40	5.00
	2.00	52	4.1019	.59754	.08286	3.9356	4.2683	1.00	4.80
	Total	123	4.0195	.49550	.04468	3.9311	4.1080	1.00	5.00
SelfKnow	1.00	71	3.2183	.57930	.06875	3.0812	3.3554	2.13	4.38
	2.00	52	3.6755	.77145	.10698	3.4607	3.8903	1.00	5.00
	Total	123	3.4116	.70197	.06329	3.2863	3.5369	1.00	5.00
Crea_Init	1.00	71	3.8486	.45705	.05424	3.7404	3.9568	2.50	4.88
	2.00	52	4.1250	.56664	.07858	3.9672	4.2828	1.00	5.00
	Total	123	3.9654	.52237	.04710	3.8722	4.0587	1.00	5.00
Learn_IT	1.00	71	3.4683	.68781	.08163	3.3055	3.6311	2.00	5.00
	2.00	52	3.7067	.79632	.11043	3.4850	3.9284	1.00	5.00
	Total	123	3.5691	.74197	.06690	3.4367	3.7015	1.00	5.00
Comm	1.00	71	3.7380	.57925	.06874	3.6009	3.8751	2.40	5.00
	2.00	52	3.9577	.65719	.09114	3.7747	4.1407	1.00	5.00
	Total	123	3.8309	.62043	.05594	3.7202	3.9416	1.00	5.00
Ant_Opt	1.00	71	3.6676	.56563	.06713	3.5337	3.8015	2.60	5.00
	2.00	52	3.9077	.64164	.08898	3.7291	4.0863	1.00	4.80
	Total	123	3.7691	.60816	.05484	3.6606	3.8777	1.00	5.00
HabAct	1.00	71	3.1373	.56504	.06706	3.0036	3.2711	1.75	4.25
	2.00	52	2.5962	.70737	.09810	2.3992	2.7931	1.00	4.25
	Total	123	2.9085	.68148	.06145	2.7869	3.0302	1.00	4.25
Underst	1.00	71	4.0493	.55036	.06532	3.9190	4.1796	2.75	5.00
	2.00	52	3.8413	.69492	.09637	3.6479	4.0348	1.00	5.00
	Total	123	3.9614	.62153	.05604	3.8504	4.0723	1.00	5.00
Refl	1.00	71	3.9507	.52376	.06216	3.8267	4.0747	2.75	5.00
	2.00	52	4.0385	.71467	.09911	3.8395	4.2374	1.00	5.00
	Total	123	3.9878	.61057	.05505	3.8788	4.0968	1.00	5.00
Crit_Refl	1.00	71	3.6021	.61612	.07312	3.4563	3.7479	1.25	5.00
	2.00	52	3.5721	.85080	.11799	3.3353	3.8090	1.00	5.00
	Total	123	3.5894	.72154	.06506	3.4606	3.7182	1.00	5.00
Engage	1.00	71	3.5176	.45380	.05386	3.4102	3.6250	2.25	4.75
	2.00	52	3.3558	.61506	.08529	3.1845	3.5270	1.25	4.50
	Total	123	3.4492	.53174	.04795	3.3543	3.5441	1.25	4.75
Harm	1.00	71	3.0282	.72451	.08598	2.8567	3.1997	1.40	4.60
	2.00	52	3.0308	.73285	.10163	2.8267	3.2348	1.00	4.60
	Total	123	3.0293	.72505	.06538	2.8999	3.1587	1.00	4.60

Correlaties voor experimentele groep

		SelfKnow	Crea_Init	Learn_IT	Comm	Ant_Opt	Engage	Harm	SocCap	HabAct	Underst	Refl	Crit_Refl
SelfKnow	Pearson Correlation	1	.352**	.358**	.256*	.341**	.320**	.361**	.281*	.005	.110	.033	.169
	Sig. (2-tailed)		.003	.002	.031	.004	.007	.002	.018	.965	.361	.784	.158
	N	71	71	71	71	71	71	71	71	71	71	71	71
Crea_Init	Pearson Correlation	.352**	1	.335**	.435**	.325**	.273*	.339**	.586**	.204	.238*	.269*	.203
	Sig. (2-tailed)	.003		.004	.000	.006	.021	.004	.000	.087	.046	.024	.089
	N	71	71	71	71	71	71	71	71	71	71	71	71
Learn_IT	Pearson Correlation	.358**	.335**	1	.056	.149	.008	.165	.197	.193	-.055	.085	-.100
	Sig. (2-tailed)	.002	.004		.643	.216	.950	.169	.100	.107	.650	.482	.408
	N	71	71	71	71	71	71	71	71	71	71	71	71
Comm	Pearson Correlation	.256*	.435**	.056	1	.266*	.037	.328**	.343**	.103	.041	.352*	.220
	Sig. (2-tailed)	.031	.000	.643		.025	.760	.005	.003	.394	.734	.003	.065
	N	71	71	71	71	71	71	71	71	71	71	71	71
Ant_Opt	Pearson Correlation	.341**	.325**	.149	.266*	1	.343**	.133	.071	.064	.345**	.342*	.072
	Sig. (2-tailed)	.004	.006	.216	.025		.003	.268	.558	.594	.003	.004	.550
	N	71	71	71	71	71	71	71	71	71	71	71	71
Engage	Pearson Correlation	.320**	.273*	.008	.037	.343**	1	.029	.379**	-.124	.375**	.086	-.035
	Sig. (2-tailed)	.007	.021	.950	.760	.003		.811	.001	.301	.001	.474	.770
	N	71	71	71	71	71	71	71	71	71	71	71	71
Harm	Pearson Correlation	.361**	.339**	.165	.328**	.133	.029	1	.358**	.299*	-.063	.248*	.109
	Sig. (2-tailed)	.002	.004	.169	.005	.268	.811		.002	.011	.604	.037	.367
	N	71	71	71	71	71	71	71	71	71	71	71	71
SocCap	Pearson Correlation	.281*	.586**	.197	.343**	.071	.379**	.358**	1	.057	.138	.187	.170
	Sig. (2-tailed)	.018	.000	.100	.003	.558	.001	.002		.637	.252	.119	.157
	N	71	71	71	71	71	71	71	71	71	71	71	71
HabAct	Pearson Correlation	.005	.204	.193	.103	.064	-.124	.299*	.057	1	-.295*	.041	.000
	Sig. (2-tailed)	.965	.087	.107	.394	.594	.301	.011	.637		.013	.732	.999
	N	71	71	71	71	71	71	71	71	71	71	71	71
Underst	Pearson Correlation	.110	.238*	-.055	.041	.345**	.375**	-.063	.138	-.295*	1	.154	.130
	Sig. (2-tailed)	.361	.046	.650	.734	.003	.001	.604	.252	.013		.199	.281
	N	71	71	71	71	71	71	71	71	71	71	71	71
Refl	Pearson Correlation	.033	.269*	.085	.352**	.342**	.086	.248*	.187	.041	.154	1	.301*
	Sig. (2-tailed)	.784	.024	.482	.003	.004	.474	.037	.119	.732	.199		.011
	N	71	71	71	71	71	71	71	71	71	71	71	71
Crit_Refl	Pearson Correlation	.169	.203	-.100	.220	.072	-.035	.109	.170	.000	.130	.301*	1
	Sig. (2-tailed)	.158	.089	.408	.065	.550	.770	.367	.157	.999	.281	.011	
	N	71	71	71	71	71	71	71	71	71	71	71	71

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. PRE_POST = 1.00

Correlaties voor controlegroep

		SelfKnow	Crea_Init	Learn_IT	Comm	Ant_Opt	Engage	Harm	SocCap	HabAct	Underst	Refl	Crit_Refl
SelfKnow	Pearson Correlation	1	.540**	.533**	.512**	.598**	.514**	.038	.607**	.218	.266	.264	.404**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.789	.000	.121	.057	.058	.003
	N	52	52	52	52	52	52	52	52	52	52	52	52
Crea_Init	Pearson Correlation	.540**	1	.494**	.779**	.632**	.552**	.031	.791**	.277*	.689**	.723**	.478**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.829	.000	.047	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52
Learn_IT	Pearson Correlation	.533**	.494**	1	.457**	.468**	.260	-.031	.457**	.242	.419**	.307*	.095
	Sig. (2-tailed)	.000	.000		.001	.000	.063	.826	.001	.083	.002	.027	.502
	N	52	52	52	52	52	52	52	52	52	52	52	52
Comm	Pearson Correlation	.512**	.779**	.457**	1	.567**	.564**	.024	.701**	.266	.657**	.553**	.349*
	Sig. (2-tailed)	.000	.000	.001		.000	.000	.866	.000	.056	.000	.000	.011
	N	52	52	52	52	52	52	52	52	52	52	52	52
Ant_Opt	Pearson Correlation	.598**	.632**	.468**	.567**	1	.495**	-.019	.581**	.214	.536**	.512**	.425**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.894	.000	.127	.000	.000	.002
	N	52	52	52	52	52	52	52	52	52	52	52	52
Engage	Pearson Correlation	.514**	.552**	.260	.564**	.495**	1	.278*	.576**	.100	.562**	.417**	.404**
	Sig. (2-tailed)	.000	.000	.063	.000	.000		.046	.000	.480	.000	.002	.003
	N	52	52	52	52	52	52	52	52	52	52	52	52
Harm	Pearson Correlation	.038	.031	-.031	.024	-.019	.278*	1	.226	.134	.170	.001	.168
	Sig. (2-tailed)	.789	.829	.826	.866	.894	.046		.108	.343	.229	.992	.235
	N	52	52	52	52	52	52	52	52	52	52	52	52
SocCap	Pearson Correlation	.607**	.791**	.457**	.701**	.581**	.576**	.226	1	.390**	.611**	.524**	.374**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.108		.004	.000	.000	.006
	N	52	52	52	52	52	52	52	52	52	52	52	52
HabAct	Pearson Correlation	.218	.277*	.242	.266	.214	.100	.134	.390**	1	.044	.048	.218
	Sig. (2-tailed)	.121	.047	.083	.056	.127	.480	.343	.004		.756	.734	.120
	N	52	52	52	52	52	52	52	52	52	52	52	52
Underst	Pearson Correlation	.266	.689**	.419**	.657**	.536**	.562**	.170	.611**	.044	1	.617**	.374**
	Sig. (2-tailed)	.057	.000	.002	.000	.000	.000	.229	.000	.756		.000	.006
	N	52	52	52	52	52	52	52	52	52	52	52	52
Refl	Pearson Correlation	.264	.723**	.307*	.553**	.512**	.417**	.001	.524**	.048	.617**	1	.396**
	Sig. (2-tailed)	.058	.000	.027	.000	.000	.002	.992	.000	.734	.000		.004
	N	52	52	52	52	52	52	52	52	52	52	52	52
Crit_Refl	Pearson Correlation	.404**	.478**	.095	.349*	.425**	.404**	.168	.374**	.218	.374**	.396**	1
	Sig. (2-tailed)	.003	.000	.502	.011	.002	.003	.235	.006	.120	.006	.004	
	N	52	52	52	52	52	52	52	52	52	52	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. PRE_POST = 2.00

Analysis of variance (ANOVA) – Voor en nameting op groepsniveau

		Sum of Squares	df	Mean Square	F	Sig.
SocCap	Between Groups	.612	1	.612	2.523	.115
	Within Groups	29.341	121	.242		
	Total	29.953	122			
SelfKnow	Between Groups	6.274	1	6.274	14.098	.000
	Within Groups	53.843	121	.445		
	Total	60.117	122			
Crea_Init	Between Groups	2.293	1	2.293	8.952	.003
	Within Groups	30.997	121	.256		
	Total	33.291	122			
Learn_IT	Between Groups	1.706	1	1.706	3.154	.078
	Within Groups	65.456	121	.541		
	Total	67.163	122			
Comm	Between Groups	1.448	1	1.448	3.850	.052
	Within Groups	45.514	121	.376		
	Total	46.963	122			
Ant_Opt	Between Groups	1.730	1	1.730	4.825	.030
	Within Groups	43.392	121	.359		
	Total	45.123	122			
HabAct	Between Groups	8.791	1	8.791	22.221	.000
	Within Groups	47.868	121	.396		
	Total	56.659	122			
Underst	Between Groups	1.298	1	1.298	3.427	.067
	Within Groups	45.831	121	.379		
	Total	47.129	122			
Refl	Between Groups	.231	1	.231	.618	.433
	Within Groups	45.251	121	.374		
	Total	45.482	122			
Crit_Refl	Between Groups	.027	1	.027	.051	.821
	Within Groups	63.489	121	.525		
	Total	63.516	122			
Engage	Between Groups	.786	1	.786	2.822	.096
	Within Groups	33.709	121	.279		
	Total	34.495	122			
Harm	Between Groups	.000	1	.000	.000	.984
	Within Groups	64.134	121	.530		
	Total	64.135	122			

Analysis of variance (ANOVA) – Experimentele groep

		Sum of Squares	df	Mean Square	F	Sig.
SocCap	Between Groups	.025	1	.025	.086	.770
	Within Groups	16.175	55	.294		
	Total	16.200	56			
SelfKnow	Between Groups	4.091	1	4.091	10.056	.002
	Within Groups	22.377	55	.407		
	Total	26.469	56			
Crea_Init	Between Groups	1.544	1	1.544	4.413	.040
	Within Groups	19.242	55	.350		
	Total	20.786	56			
Learn_IT	Between Groups	.007	1	.007	.012	.913
	Within Groups	32.217	55	.586		
	Total	32.224	56			
Comm	Between Groups	.293	1	.293	.651	.423
	Within Groups	24.782	55	.451		
	Total	25.075	56			
Ant_Opt	Between Groups	1.981	1	1.981	4.956	.030
	Within Groups	21.979	55	.400		
	Total	23.959	56			
Engage	Between Groups	.099	1	.099	.536	.467
	Within Groups	10.125	55	.184		
	Total	10.224	56			
Harm	Between Groups	1.408	1	1.408	2.641	.110
	Within Groups	29.334	55	.533		
	Total	30.742	56			
HabAct	Between Groups	2.402	1	2.402	6.118	.016
	Within Groups	21.592	55	.393		
	Total	23.993	56			
Underst	Between Groups	.320	1	.320	.749	.391
	Within Groups	23.492	55	.427		
	Total	23.811	56			
Refl	Between Groups	.024	1	.024	.055	.815
	Within Groups	23.569	55	.429		
	Total	23.592	56			
Crit_Refl	Between Groups	.696	1	.696	1.372	.247
	Within Groups	27.898	55	.507		
	Total	28.594	56			

a. Study program = 1

Analysis of variance (ANOVA) – Controlegroep

		Sum of Squares	df	Mean Square	F	Sig.
SocCap	Between Groups	.680	1	.680	3.515	.065
	Within Groups	12.385	64	.194		
	Total	13.065	65			
SelfKnow	Between Groups	2.552	1	2.552	5.276	.025
	Within Groups	30.954	64	.484		
	Total	33.506	65			
Crea_Init	Between Groups	.973	1	.973	5.536	.022
	Within Groups	11.255	64	.176		
	Total	12.228	65			
Learn_IT	Between Groups	3.553	1	3.553	7.546	.008
	Within Groups	30.134	64	.471		
	Total	33.687	65			
Comm	Between Groups	1.343	1	1.343	4.183	.045
	Within Groups	20.544	64	.321		
	Total	21.887	65			
Ant_Opt	Between Groups	.382	1	.382	1.239	.270
	Within Groups	19.741	64	.308		
	Total	20.124	65			
Engage	Between Groups	.898	1	.898	2.461	.122
	Within Groups	23.359	64	.365		
	Total	24.258	65			
Harm	Between Groups	1.306	1	1.306	2.608	.111
	Within Groups	32.045	64	.501		
	Total	33.350	65			
HabAct	Between Groups	6.586	1	6.586	16.352	.000
	Within Groups	25.777	64	.403		
	Total	32.364	65			
Underst	Between Groups	.952	1	.952	2.755	.102
	Within Groups	22.110	64	.345		
	Total	23.062	65			
Refl	Between Groups	.187	1	.187	.563	.456
	Within Groups	21.256	64	.332		
	Total	21.443	65			
Crit_Refl	Between Groups	1.324	1	1.324	2.588	.113
	Within Groups	32.730	64	.511		
	Total	34.054	65			

a. Study program = 2

5. Kwantitatieve data-analyse op basis van assessement interview

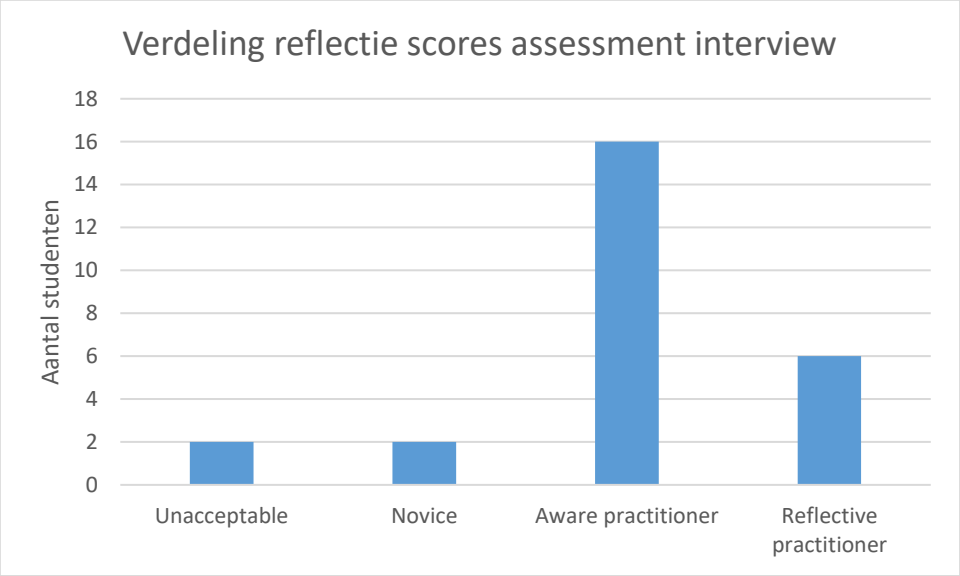
Assessment rubric

Criteria	Unacceptable	Novice	Aware practitioner	Reflective practitioner
	0	1	2-3	4-5
Clarity	Situations and reflections are described in an unclear way. It is difficult to follow the student's line of reasoning.	There are frequent lapses in clarity and accuracy when describing situations and reflections.	As a reader/listener, it is possible to follow almost all descriptions of situations and reflections.	The reader/listener can easily follow the student's line of reasoning. The reader/listener can create a mental picture of the situation being described.
Relevance	The situations and the reflections described are irrelevant to the learning goal.	The student attempts to show the relevance of the situation and reflection but the relevance remains unclear to the reader/listener. Most of the situations and reflections remain unclear to the reader/listener.	Most of the situations and reflections described are relevant for the learning goals.	The situations and reflections are relevant and meaningful for the learning goals.
Analysis	No reflection is taking place. Description does not go beyond the description of a learning situation.	The student reflects on the learning situation but this does not lead to a new understanding of himself/herself.	The student reflects on the learning situation and shows that this has led to a new understanding of himself/herself but the reflection lacks depth.	The student reflects on the learning situation and shows that this has led to a new and deeper understanding of himself/herself.
Inter-connections	The student's reflections do not demonstrate any connections to previous learning or experiences.	The student's reflections demonstrate little connections to previous learning or experiences.	The student's reflections demonstrate clear connections to previous learning or experiences.	The student's reflections demonstrate clear connections to previous learning or experiences. The student is able to connect these reflections to goals for further professional development.
Self-criticism	The student does not demonstrate self-criticism.	The student attempts to self-criticize but fails to demonstrate new awareness of personal biases etc.	The student is able to question own biases, stereotypes and preconceptions.	The student is able to question own biases, stereotypes and preconceptions, and derives new modes of thinking as a result.

Data-analyse

In totaal hebben er 25 van de 30 studenten deelgenomen aan de assessment interviews van het SCT. In totaal konden de studenten een maximum score van 25 punten halen. Er waren minimaal 14,5 punten nodig om een pass te krijgen voor het assessment interview.

Van de 25 studenten hebben 2 studenten een fail gehaald en 23 studenten een pass. Een verdeling van de scores is te zien in onderstaande staafdiagram.

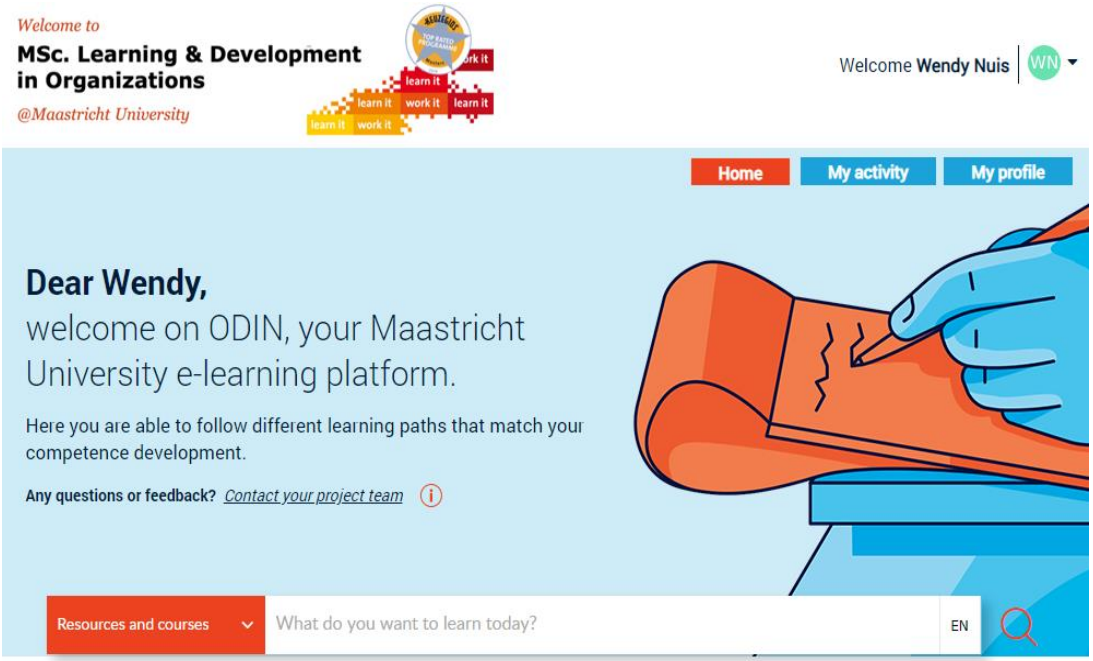


De gemiddelde score van alle studenten was: 17,92.
De standaard deviatie was: 2,42.

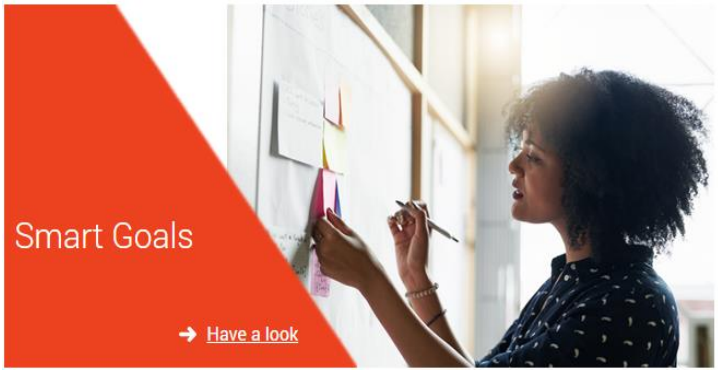
6. Praktische opbrengsten

ODIN

Tijdens het project hebben wij in samenwerking met CrossKnowledge ons eigen Learning Experience System gebouwd als aanvulling op het Study Coaching Traject. Wij hebben alle professional coaches toegang gegeven tot dit LES zodat zij niet alleen zien aan welke competenties de studenten kunnen werken, maar ook zelf een coaching skills module kunnen volgen.











Self-management skills

Keep reading



Learning ability

Keep reading



Interpersonal and teamworking skills

Keep reading



Project management skills

Keep reading



Leadership skills

Keep reading



Academic skills

Keep reading

Additional workshops:

Offered by Career Service:

- Discover your competences
- Personal Branding
- Job interview
- CV & job application letter
- Job applications in the Digital Era
- Crash course in Decision making

To discover more click here!

Offered by Student Psychologists:

- Assertiveness training
- Mindfulness Meditation (in English)
- Stress management (in English)
- Workshop Boost your self-confidence
- The art of imperfection
- Fear of failure training

To discover more click here!

My discussions

Do you define yourself as a leader?

WF WEIYUAN FU *11/09/19 19:04*
Interesting video. I think only you set up your role as a leader then you will start to think about what traits that leader should have and put yourself in the position of a leader. It's also a ...

theory

SIMON BEAUSAERT *28/03/19 12:49*
Do you know other theoretical frameworks on coaching, next to the GROW model?

Start a new discussion

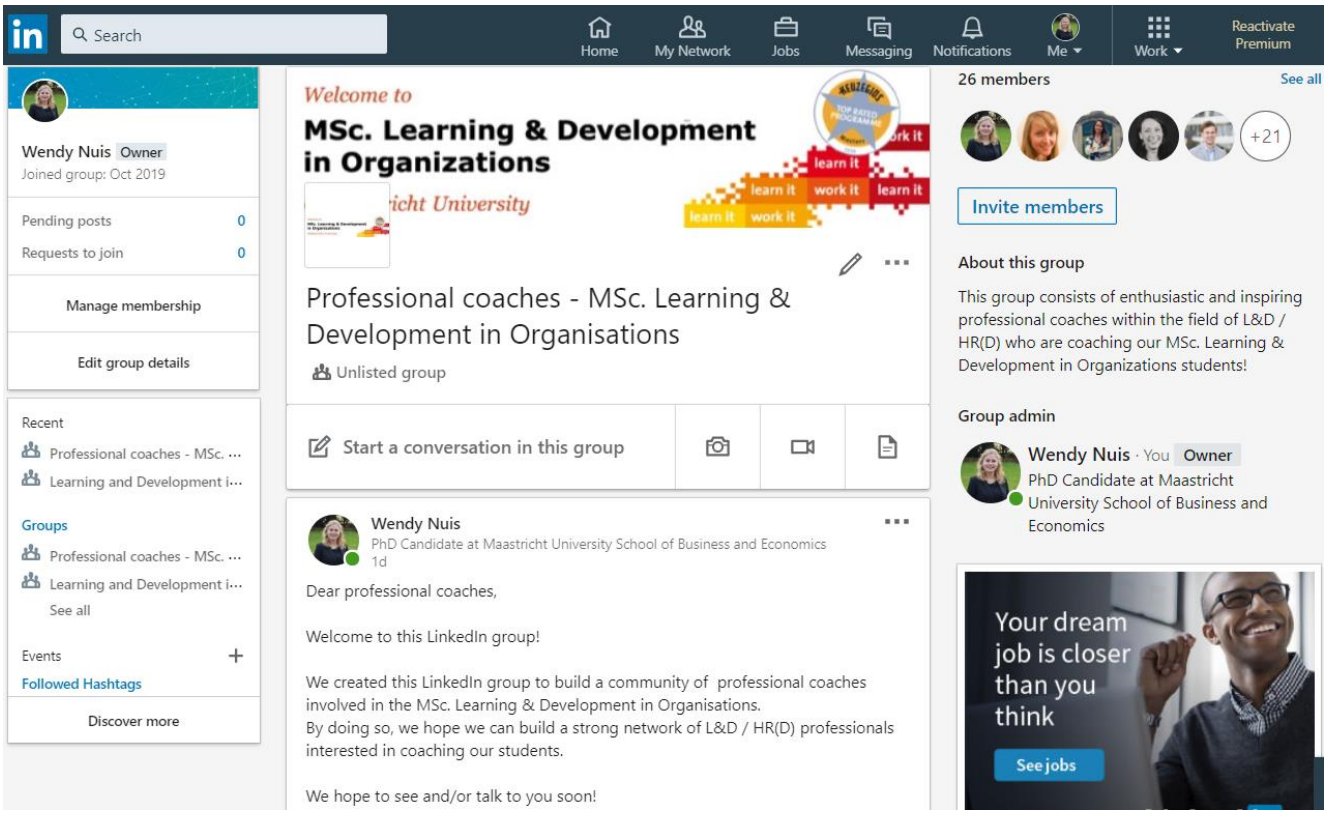


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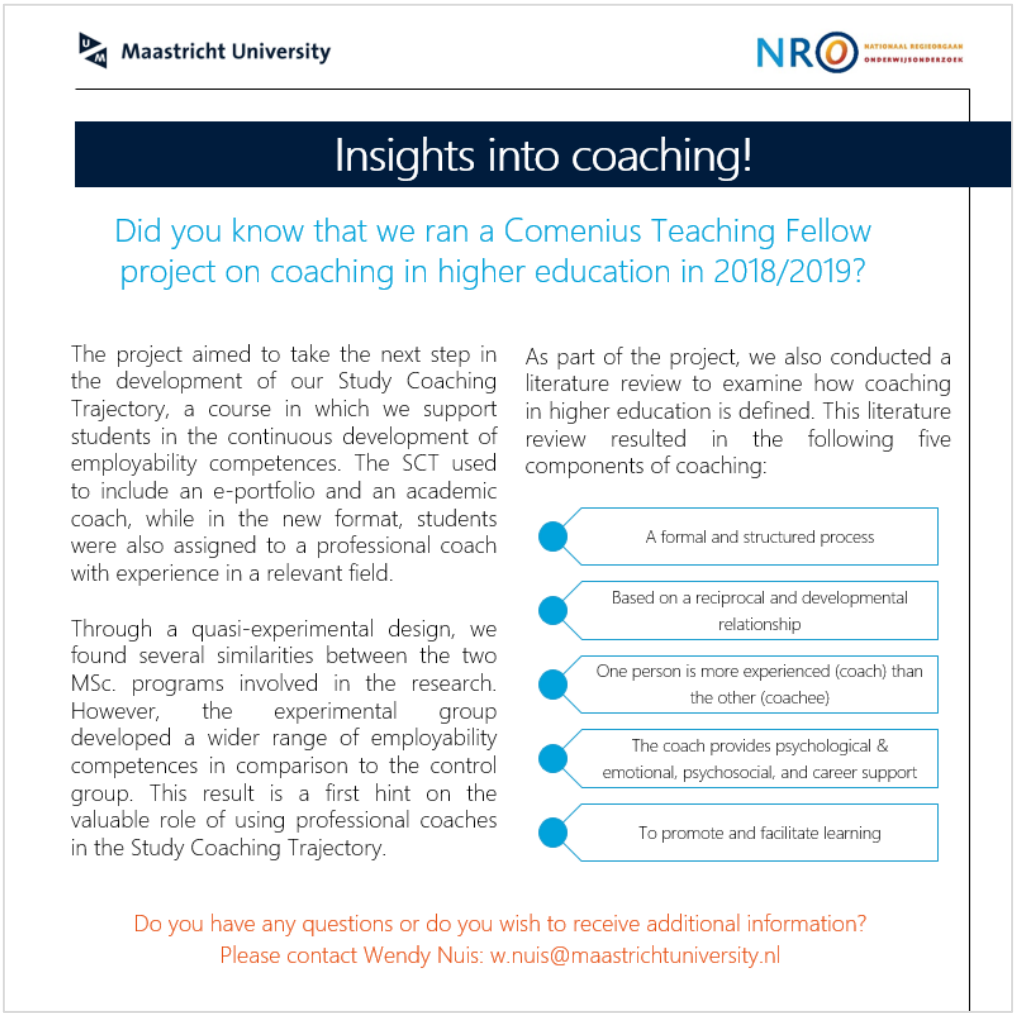
LinkedIn group

Deze LinkedIn-groep is gemaakt voor de groep van professional coaches van het academisch jaar 2019-2020. De groep bestaat uit enthousiaste en inspirerende professional coaches op het gebied van Learning & Development / Human Resource (Development) die onze studenten coachen in het Study Coaching Trajectory.



Verspreiding van flyer op sociale media

Om ons Comenius project onder de aandacht te brengen op sociale media hebben wij een compacte flyer samengesteld. In deze flyer wordt er uiteengezet wat coaching precies inhoudt op basis van de literatuurstudie, en wordt er ingegaan op de evaluatie van het Comenius project. Deze flyer is gedeeld op onze MSc. Learning & Development in Organisations Facebook en LinkedIn pagina.



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NRO

Insights into coaching!

Did you know that we ran a Comenius Teaching Fellow project on coaching in higher education in 2018/2019?

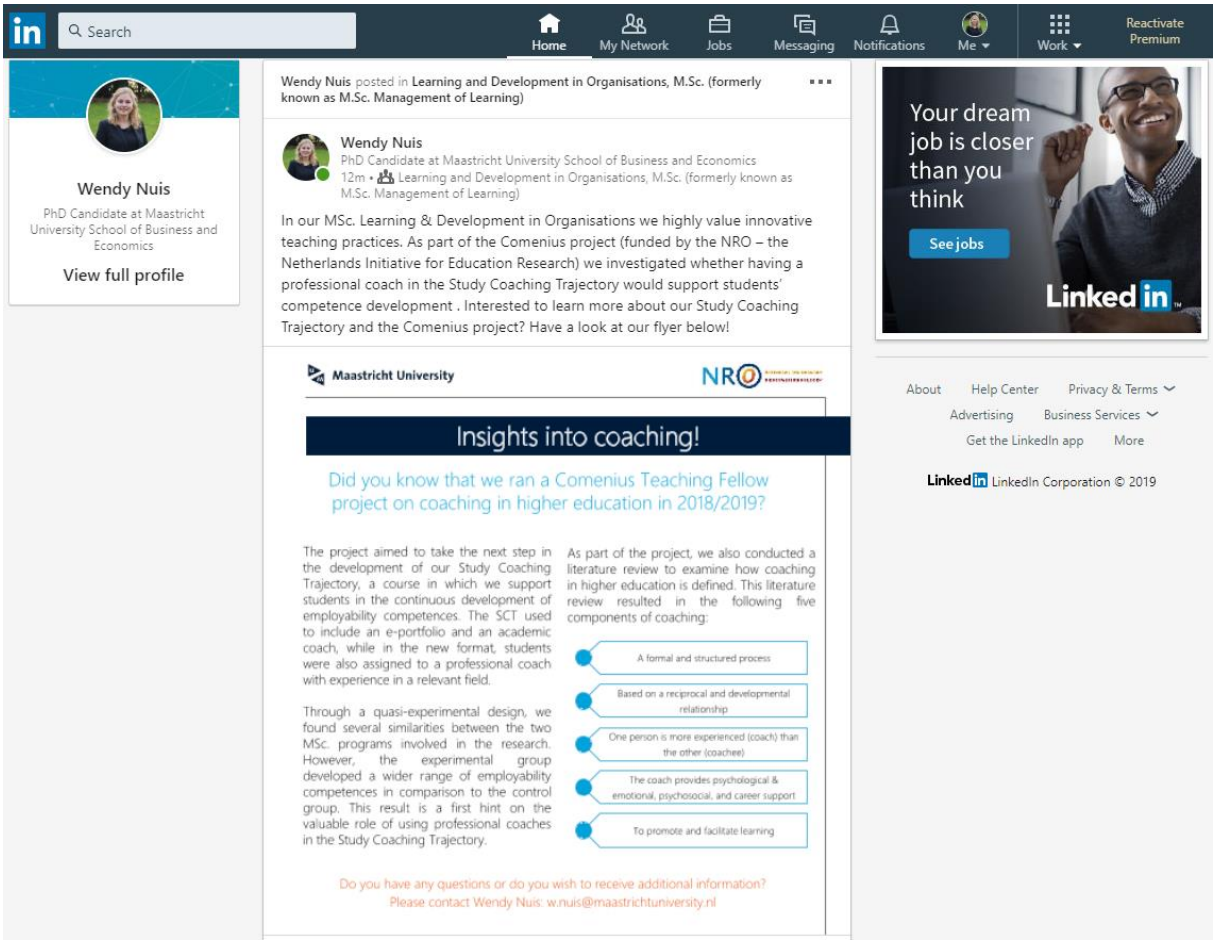
The project aimed to take the next step in the development of our Study Coaching Trajectory, a course in which we support students in the continuous development of employability competences. The SCT used to include an e-portfolio and an academic coach, while in the new format, students were also assigned to a professional coach with experience in a relevant field.

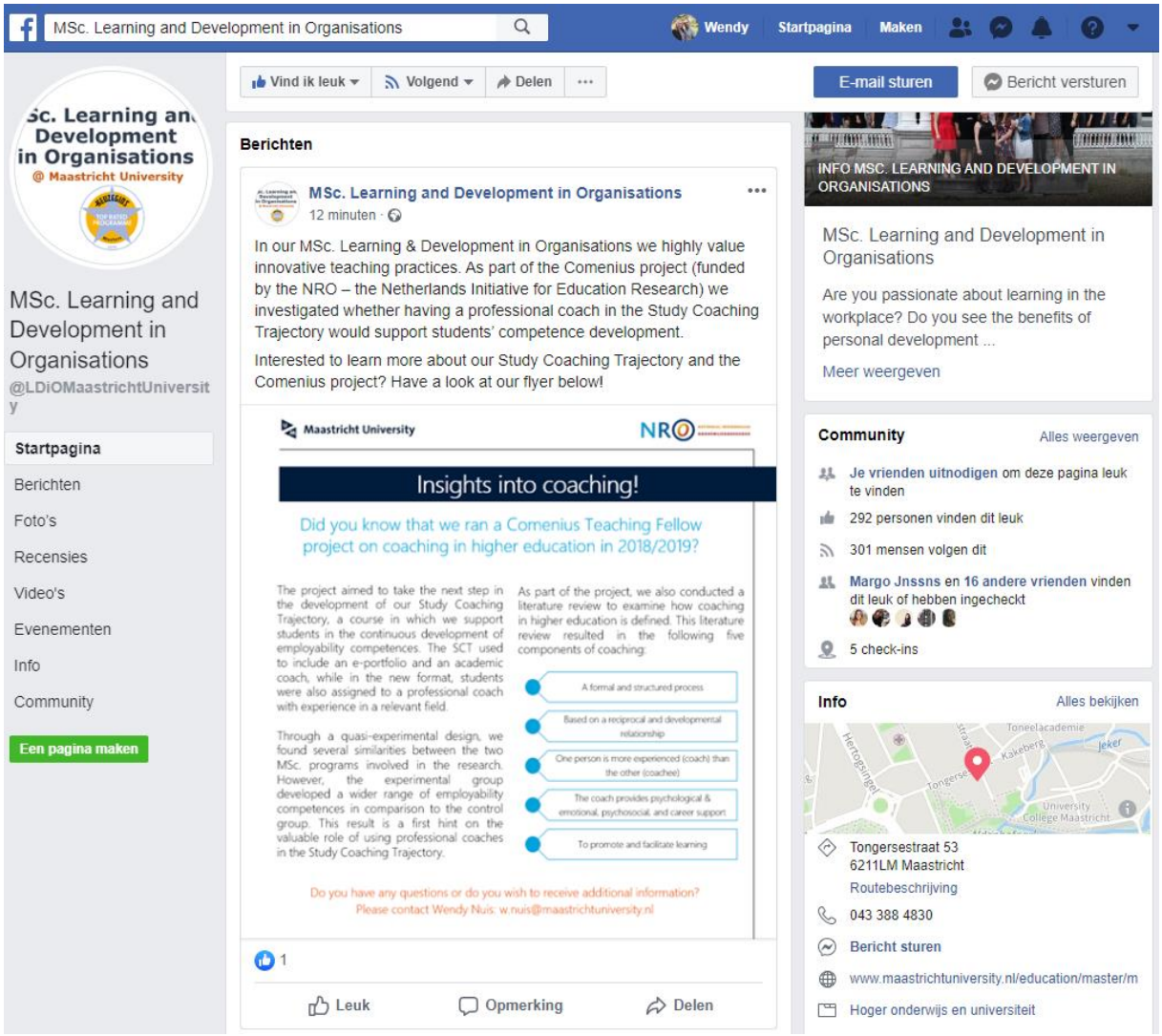
Through a quasi-experimental design, we found several similarities between the two MSc. programs involved in the research. However, the experimental group developed a wider range of employability competences in comparison to the control group. This result is a first hint on the valuable role of using professional coaches in the Study Coaching Trajectory.

As part of the project, we also conducted a literature review to examine how coaching in higher education is defined. This literature review resulted in the following five components of coaching:

- A formal and structured process
- Based on a reciprocal and developmental relationship
- One person is more experienced (coach) than the other (coachee)
- The coach provides psychological & emotional, psychosocial, and career support
- To promote and facilitate learning

Do you have any questions or do you wish to receive additional information?
Please contact Wendy Nuis: w.nuis@maastrichtuniversity.nl


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In our MSc. Learning & Development in Organisations we highly value innovative teaching practices. As part of the Comenius project (funded by the NRO – the Netherlands Initiative for Education Research) we investigated whether having a professional coach in the Study Coaching Trajectory would support students' competence development . Interested to learn more about our Study Coaching Trajectory and the Comenius project? Have a look at our flyer below!
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Fan shaped manual for professional coaches

Tevens hebben wij een fan shaped manual voor de professional coaches ontwikkeld om hen meer richtlijnen en structuur te bieden met betrekking tot de coaching meetings. In deze manual wordt meer achtergrond informatie gegeven over het SCT als vak, de uitkomsten van de literatuurstudie, en de rol en taken van de professional coach. Bovendien vinden zij hier een aantal voorbeeld onderwerpen en voorbeeldvragen die zij kunnen gebruiken tijdens de coaching meetings.

De fan shaped manual wordt weergegeven op de volgende pagina's.

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Study Coaching Trajectory

Manual for professional coaches

Are you interested in becoming a professional coach?

Please contact: w.nuis@maastrichtuniversity.nl

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Welcome to the Study Coaching Trajectory!

Dear professional coach,

Welcome to the Study Coaching Trajectory, a mandatory course for our Learning and Development in Organizations' students.

Personal growth and continuous professional development have become extremely important in today's ever-changing labour market. People who are able to deliberately develop themselves, improve their professional competences, and critically reflect on their actions and learning experiences are much more likely to succeed in the workplace.

During this course, the students will go on an individual professional development journey during which they will work on specific competences. In doing so, they will be supported by an academic coach and by you! Together with you, the students will share their experiences throughout their journey and reflect on their competence development. In addition, you are asked to picture the field of Learning & Development outside of academia, share your own experiences in the field of L&D etc.

In this folder, we have summarized information about the Study Coaching Trajectory and your role and tasks as a professional coach. We hope this information makes you enthusiastic about fulfilling this important role!

'You get the best effort from others not by lighting a fire beneath them, but by building a fire within them' – Bob Nelson.

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What is in this manual?

- The Study Coaching Trajectory
- What do we know about coaching from research?
- The role of the professional coach
- Example topics to discuss
- Example questions to ask
- Links & Contact

The Study Coaching Trajectory

The Study Coaching Trajectory runs throughout the entire master year and needs to be worked on parallel to the other courses. The course can be divided into 3 phases:

1. Me and my future job
2. Deliberate competence development
3. Evaluation phase

The goal of the Study Coaching Trajectory is to support students' competence development and to foster their reflection on the development of these competences. In this way, we hope to stimulate both professional and personal development.

Within the course, the students will make use of different learning resources:

- An academic coach; who is a staff member who will coach the student throughout the year.
- A professional coach; who is a professional currently working in the field of Learning & Development.
- A buddy; who is a fellow student with whom the students are working together throughout the year.
- Competence documentation; a tool to monitor ongoing professional growth.
- ODIN; an online Learning Experience System to support students' competence development.

What do we know about coaching from research?

Today, lots of articles have been written on coaching in various settings. In order to grasp how coaching in higher education looks like, an extensive literature review was conducted that resulted in the following five components of coaching.

- A formal process that is purposeful, structured, frequent, and accompanied by activities
- Based on a reciprocal relationship between two persons
- One person is more experienced (coach) than the other (coachee)
- The coach provides psychological & emotional, psychosocial, and career support
- To promote and facilitate learning (student success, competence & career development)

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The role of the professional coach

The professional coach is one of our alumni or business contacts who is currently working in the field of Learning & Development / Human Resource Development.

The main responsibility of the academic coach is to support the students' competence development. The main focus of the professional coach will be to bridge the gap to the labour market. The main responsibilities and tasks of the professional coach are divided in 3 areas:

1. Picturing the labour market

Our students often have difficulties understanding what the labour market and potential jobs look like. Therefore, we hope the professional coaches can:

- Picture the field of L&D outside academia
- Share their own experiences in the field of L&D

2. Discuss ideas about future jobs

The professional coaches are also best suited to discuss the student's ideas about their future job. You can assist them during their orientation on their future job, and share your own experiences in your search for jobs.

3. Skill development

Within the SCT, our students will focus on their competence development. The professional coach can support students by discussing with them which competences are needed in certain types of jobs. (e.g. what are the most important competences that an L&D consultant should have?)

The role of the professional coach

It is also important to inform you about the practical issues of your role as professional coach. The most important issues are:

- The students will need to schedule at least 2 meetings with their professional coach during the academic year.
- It is the responsibility of the students to contact the professional coach and to come up with particular questions.

Regarding the timeline, we recommended the students to:

- Have the first, start-up meeting in November or December in order to get to know each other.
- Have a final meeting in April or May to prepare their final pitch and to discuss their ideas for their future job or job search.

Meetings can be Skype calls, phone calls, or face-to-face meetings, also depending on the location of the professional coach. It is the responsibility of the student to fit your schedule.



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Example topics to discuss

In order to give you an impression of what you could discuss with your student, we will provide you with a short overview of possible topics to discuss during the coaching meetings.

Getting to know each other

- Share your own background, job search, daily work
- Setting goals (e.g. what do they want to get out of the meetings?)
- Contracting: setting agreements to live by (e.g. how often to meet, what to prepare etc.)

Labour market related

- Setting a wider perspective of how the labour market looks like
- Discussing different functions / positions
- Discussing different industries and companies
- Arranging a company visit (when feasible)

Job related

- Jobs they are interested in and why
- How to go on a job search
- Discussing CV and/or cover letter
- How to prepare well for a job interview

Personal and professional development

- How they are doing in the master
- Their competence choices
- Their competence documentation / professional development
- Conversation techniques

Example questions to ask

To facilitate you well during your coaching meetings, we collected possible coaching questions based on experiences of previous professional coaches:

Setting the stage

- What do you want to learn?
- What are your expectations?
- What do you want to achieve by having a professional coach?
- What do you want to get out of this relationship?
- What is the goal you want to have achieved within a year from now with the professional coach?
- What do you expect of a coach?
- What is it that you need from me?

Labour market and job related

- What kind of industry do you want to work in? Why?
- Do you already have a certain job or organization in mind? Why?
- How do you picture a job as … (e.g. L&D consultant)?
- Do you have an idea what the tasks and responsibilities of a … are?

Probing questions

- What would be the next step?
- Wat action could you undertake?
- What are you thinking about now?
- What question do you have in mind?
- Wat is it that you need from me at this point in time?

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Links & Contact

For more information about the Study Coaching Trajectory, visit our website:
https://studycoachingtrajectory.wordpress.com/

To support you in developing your coaching skills, we created a coaching skills learning path on ODIN; our Learning Experience System. Please use the following link to visit ODIN:
https://student-maastrichtuniversity.eu.crossknowledge.com

If you have any questions, please do not hesitate to contact Wendy Nuis:

Email: w.nuis@maastrichtuniversity.nl
Phone: +31 43 38 83771

Maastricht University
School of Business and Economics
Tongersestraat 53, 6211 LM Maastricht
PO BOX 616, 6200 MD Maastricht



We hope to see you soon!

The Study Coaching Trajectory Team