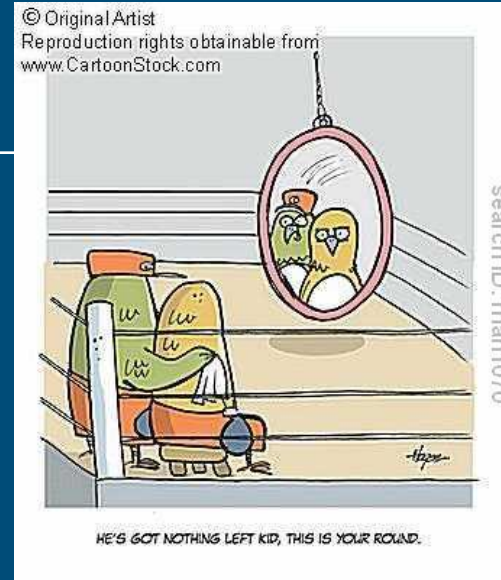


# Reflective learning in RGIC

Coach: group meetings + personal interviews

Self assessment dossier:

- Application letter: motivation project choice + CV
- Expectation paper: self-assessment + learning goals
- Reflection paper: reflection on outcomes and progress
  
- Once in a lifetime experience!
- Try to find a balance



# Preparation of expectation paper

## 4.3 Expectation paper

You will have to write an expectation paper (two A4 minimum) before the end of the second week of the RGIC course. Send the expectation paper to your team coach and set a date and time for the personal starting interview with your coach.

The expectation paper should contain at least a short self-assessment focussing on the questions:

What do I know and do I not know about myself in relation to:

- Functioning in a team
- Communication with a client or commissioner
- Oral presentation skills
- Communicating about my own functioning in a team
- Communicating about the functioning of a colleague in a team
- Written reporting of meetings
- Chairing of meetings
- Functioning in multidisciplinary or multicultural teams
- Writing of reports with a team
- The disciplinary content needed for the execution of this project

What are your expectations (hopes and fears) about the team functioning?

What are the five personal learning outcomes you want to reach in the domain of personal skills? These will have to be formulated in such a way that they are specific enough to enable both you and your coach to assess the progress later during the course. Information on how to formulate learning outcomes is given in this document.

# Formulate personal learning goals

- Think about experiences so far: both strong and weak points
- Formulate what you want to learn
- Formulate your goals positively
- Goals can be formulated in different domains: knowledge, skills, attitude
- Indicate the way you want to achieve your goals (actions)
- Indicate at which level you are now and what level you want to achieve (concept of rubrics)

# Formulate personal learning goals: examples

- “I want to know more about accepted negotiating strategies in a professional context”.
- “I want to learn and practice to be a chairperson in a decision making meeting”.
- “I want to feel more confident during a meeting”:

## Activities

- having sufficient knowledge about the topic of the meeting
- putting my potential input on paper on beforehand
- active interventions during a meeting
- trying to realize why I feel so nervous and by doing this, try to overcome the nerves
- communicating to the meeting that I have this problem of nervousness and asking them to assist me in one way or the other

# Formulate personal learning goals: inspiration

- “I” domain mainly: Keeping of appointments; Listening; Pro-active approach to process coaching and reflective learning; Self reflection; Accepting and using feedback; Pro-active execution of assigned team function (controller, member, manager, secretary); Pro-active execution of team tasks;
- “I-We” domain mainly: Quality of oral feedback on group process; Collaboration; Persuasion; Application of Belbin team role model to a project team; Commitment to the group; Stimulation; Communication within the group;
- “I-It” domain mainly: Pro-active approach to content coaching; Output orientation; Flexibility in approach to the project; Contribution during discussions on the basis of own disciplinary background;

# Formulate personal learning goals: inspiration

- “I-We-IT” domain mainly: Approach to procedural side of team work; Quality of oral feedback on products; Quality of written feedback on products
- “It” domain mainly: Academic attitude in contribution to report; Written contribution on the basis of own disciplinary background; Commitment to the product; Commitment to the commissioner; Ability to separate means and goals while executing a project proposal; Ability to compile and select relevant information; Ability to integrate contribution with total project perspective; Contribution to written presentation of product(s) (lay-out)
- “We” domain mainly: Team roles, Team thinking
- “We-It” domain mainly: Academic attitude/contribution in discussions; Quality of written feedback on group process; Communication with external people; Cross disciplinary contribution to report; Cross disciplinary contribution in discussions

# Formulate personal learning goals: level

## Keeping of appointments

6 Always delivers or present well within appointed time also when additional charges are accepted at short notice, very clear and on time to indicate when appointments are not feasible

5 Keeps most appointments independently also when under some time pressure, may have some problems to communicate about delays

4 Keeps appointments generally though at times there may be need to remind

3 Fails to keep appointments independently, though may at times improve temporarily

2 Fails to keep appointments also after repeated requests to improve

1 Does not show an interest in keeping appointments

## Pro-active approach to content coaching

6 Independent formulation of the personal need for information and choices and appreciative when and from who to demand feedback, both as an individual and for the group

5 In general makes a sound analysis of information need and necessary choices asking for feedback at times chance of wrongly assessing if feedback is needed, mistaking overconfidence for independence or asking for directions rather than feedback on self formulated choices.

4 Starts by listening to the expert or resources persons for suggestions and translates these into working strategies but gradually becomes more pro-active by asking feedback on own text or analyses. May also regularly be overconfident or too self-propelled not timely checking for feedback from coach, expert or peers.

3 Listens to the expert or resources person for directions and implements most suggestions, at times asking for directions on the basis of self defined choices and analysis. Or Works completely independently not considering the option for feedback from peers, coach or expert could be relevant to avoid in-efficiencies

2 Listens to the expert or resources person for directions and implements at least some suggestions

1 Completely passive towards content coaching by either peers, coach or expert

