

2026-2027 PREMIUM STUDENT HANDBOOK

EXCELLENCE PROGRAMME
PREMIUM
MAASTRICHT UNIVERSITY

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THE MIGHTY PREMIUM CHECKLIST

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

Ready? Set? Go!

1. **Team Kick-Off Session** (Deadline: **Friday February 5th**)
   - ☐ Together with your Coach (and ideally mentor), schedule and attend your team's Team Kick-Off session to discuss how the team will work together.
   - ☐ Complete the *individual section* of the Team Charter beforehand and bring it to the Team Kick-Off.
   - ☐ Complete the *team section* of the Team Charter and the canvas together during the Team Kick-Off.
   - ☐ Send your filled out Team Charter to your Mentor and Coach after the meeting.

2. **Project Kick-Off Session** (Deadline: **Friday February 5th**)
   - ☐ Together with your Mentor and Client, schedule and attend your team's Project Kick-Off session to discuss the project's foundational elements, its content and objectives.
   - ☐ Set up a plan for your team meetings (when do we meet, how often, where?)

3. **Budget** (Deadline: **Friday February 5th**)
   - ☐ Set up a preliminary budget describing the costs you expect to make throughout the project.
   - ☐ Send a copy of your preliminary budget to your project mentor (and to your client in case of travelling costs) for approval.
   - ☐ In case your client approves your team's travelling costs, make concrete agreements on how your client will reimburse you (see section on reimbursement).
   - ☐ Assign one team member to email the approved preliminary budget to premium@maastrichtuniversity.nl, with your mentor in the CC.

4. **Set up the Instagram Page** (Deadline: **Friday February 5th**)
   - ☐ Read the chapter on Instagram in your student handbook (Chapter 6).
   - ☐ Set up a private Instagram profile for your PREMIUM student team.
   - ☐ Send the link to your Instagram page to premium@maastrichtuniversity.nl.
   - ☐ Follow the other PREMIUM teams as soon as you receive their profiles.

5. **Fill out the form "Project Scope, Success Criteria and Timeline** (Deadline: **Tuesday February 16th)**
   - ☐ Now that you have had time to meet with your client and Mentor, and have had a chance to dive a bit deeper into the proposed project at hand, fill out the form "Project Scope, Success Criteria and Timeline.
   - ☐ Send a copy of the form to your Mentor for feedback.
   - ☐ Revisit the form and timeline during PREMIUM whenever you need to.

6. **First Instagram post**: share on your team's Instagram page the following, in order to inform your fellow colleagues about your team's PREMIUM journey ahead. (Deadline: **Tuesday February 16th)**
   - ☐ Introduce your team members;
   - ☐ Introduce your client and your project (the scope, relevance of the project, what is asked of you).

7. **Register for, and attend, the mandatory workshops** (Deadline: **Tuesday February 16th)**
   - ☐ Attend the workshop 'Discover your Competences'.
   - ☐ Attend the workshop 'Helping Clients Succeed'.
   - ☐ Attend the workshop 'Building High-Performing Teams'.

Into the first stages of project execution…

8. **First meeting with Coach** (Deadline: **Friday February 26th**)
   - Schedule and attend your first meeting with your Coach.
   - Prepare your PDP Part 1A: Self-Assessment tools "where am I now?"
   - Prepare your PDP Part 1B: "Where do I want to be?"
   - Send your PDP to your Coach at least 48 hours before your session.

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

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

Halfway there…

11. **Midterm Presentations** (Deadline: **Monday March 15th, 09:00hrs.**)
   - Read the section on Midterm Presentations in the (online) student handbook.
   - Send in your PowerPoint presentation before the deadline.
   - Attend the Midterm Presentation session your team is assigned to (March 17th or 18th).

12. **Register for three more workshops of your choosing** (Deadline: **Thursday April 1st**)
   - Attend three of the elective workshops.
   - Complete the workshop evaluations.

13. **Midterm Project Review Meeting with Mentor** (**Between March 8th and April 16th**)
   - Schedule and attend the Midterm Project Review Meeting with your Mentor.
   - Fill out the Midterm Review Form individually, and send it to your Mentor at least 48 hrs before the meeting.

14. **Team Dynamics Session** (**Between March 8th and April 16th**)
   - Together with your Coach and team members, schedule and attend your Team Dynamics Session.
   - Each student fills out a Peer Feedback Form "Watering Flowers" for every member of their team.
   - Fill out one self-assessment form on your own performance.
   - Send the filled-out forms to both your Coach and Mentor, at least 48hrs before the session.

15. **Second meeting with Coach** (Deadline: **Friday April 16th**)
   - Schedule and attend your second meeting with your Coach.
   - Consult with your Coach which components of the PDP (or other logging method) they would like to receive from you, and by which deadline.

16. **Third meeting with Coach** (Deadline: **Wednesday May 19th**)
   - Schedule and attend your third (and final) meeting with your Coach.
   - Consult with your Coach which components of the PDP (or other logging method) they would like to receive from you, and by which deadline.

17. **Final Peer Feedback "Reflections for the future"** (Deadline: **Wednesday May 19th**)
   - Fill out a Peer Feedback Form "Reflections for the future" for every member of your team, or write it in an email, or any other creative format you want to use.

- Send each team member their form before the deadline.
- The goal is to reflect on what your teammate did well, where they can grow, what you learned from them, and to leave them with a warm wish for the future.
- This form is peer-to-peer only and will remain private between you and your team members.

Wrap it up!

18. **PREMIUM Closing Event** (Deadline: **Monday May 24th, 09:00 hrs.**)
    - Read the section on the Closing Event in the student handbook.
    - Email your final report, product, or other form of project outcomes to premium@maastrichtuniversity.nl and to your Mentor, before the Closing Event.
    - One member of the student team emails the digital file of the video premium@maastrichtuniversity.nl and to your Mentor.
    - *Attend the Closing Event on May 26th* and answer questions from the audience and jury.

19. **Closing session with the client and Mentor** (Deadline: **Friday June 4th**)
    - Schedule and prepare a closing session with the client together with your Mentor.
    - Present your final deliverable and reflect on the entire project experience.

20. **PREMIUM Evaluation** (Deadline: **Friday June 4th**)
    - Complete the PREMIUM overall programme evaluation.

21. **Finalized budget** as part of the reimbursement process (Deadline: **Friday June 25th**)
    - Together with your team, set up the finalized budget that describes expenses your team made throughout PREMIUM. Notify your mentor and client and ask them to approve the budget.
    - Read the section in your student handbook on the reimbursement process very carefully, so that you hand in the reimbursement forms correctly.
    - Hand in reimbursement forms and receipts to the PREMIUM Central Management Team. Note that UM takes 4-8 weeks to process your form.

Dear PREMIUM student,

It is our pleasure to welcome you to PREMIUM!

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

We are very proud to announce that this year, PREMIUM will be organized for the **16th consecutive year**! For more than a decade and a half, approximately 1600 UM master's students had the privilege to participate in PREMIUM.

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

Overall, PREMIUM aims to help you:

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

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

Warm regards,

The PREMIUM Central Management Team
Fabienne Crombach & Anna Ivanova

CHAPTER 1: IMPORTANT PROGRAMME INFORMATION

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

1.1 TIME INVESTMENT

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

- 150 hours for the project;
- 60 hours individual and team coaching and your Personal Development Plan;
- 15 hours for workshops and master classes;
- 25 hours for attending Central Events.

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

1.2 MANDATORY CHARACTER OF THE PROGRAMME

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

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

1.3 ADDRESS ISSUES TIMELY

When students encounter challenges with their client, Mentor, Coach, or team that they cannot resolve on their own, it is crucial to address these issues in a timely manner. While self-reliance is key (this is also part of the learning experience), and not every minor issue needs to be escalated, it is important not to let problems go unaddressed for too long. The PREMIUM Central Management Team (PCMT) are here to assist when situations become unmanageable or begin to affect your progress, development and experience negatively. By reaching out early, rather than waiting until the issue becomes critical, the PCMT 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.

Part of this honours-level learning is not just academic excellence, but also learning how to balance ambition with responsibility, and PREMIUM aims at teaching life readiness. But life may sometimes throw a roadblock your way. Therefore, if something impacts your ability to contribute, we expect you to communicate clearly, reflectively, and in a timely manner, just as you would in a professional setting. We do not expect perfection, but we do expect openness, follow-through, and awareness of the language used

when requesting flexibility. As part of this honours programme, we encourage honest, respectful, and reflective communication, and we'll meet you with the same. In PREMIUM we are also teaching life readiness.

1.4 Assessment

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

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

1.4.1 Assessment criteria

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

The student or the student team:

1. Student: attended the 3 mandatory workshops and at least 3 elective workshops.
2. Student: attended a least 2 out of the 3 mandatory Central Events: the Mix & Match, Midterm Presentations, and Closing Event;
3. Student: attended at least three separate coaching sessions, and has shown a genuine effort in (further) developing themselves personally and professionally;
4. Student team: presented at the Midterm Presentations event and prepared a video during the Closing Event;
5. Student team: documented their project progress by means of a regularly updated Instagram page;
6. Student team: submitted (a representation of) the final product/deliverable or end result to PREMIUM and the project mentor;
7. Overall, the student received a positive evaluation from 1) the project Mentor, 2) the Coach, and 3) their teammates.

1.4.2 Exceptional circumstances

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

In case a student is unable to 1) attend the required number of workshops, or 2) attend a Central Event due to a serious personal situation or highly important prior engagement, they may make up for missing a workshop by submitting a substitute assignment. In that case, the student's attendance requirement is fulfilled if they attended 5 workshops and submitted 1 substitute assignment evaluated as satisfactory. Students should always email the PREMIUM Central Management Team in case exceptional circumstances apply. Upon evaluation of their request, they may receive a substitute assignment.

→ ***Timeliness*****:** *in any case, students are advised to contact the PREMIUM Central Management Team whenever private, personal circumstances (threaten to) get in the way of their participation in PREMIUM. We understand life can throw a roadblock at you, and we are always willing to look for a solution together if you inform us in a timely manner. We do expect openness, follow-through, and awareness of the language used when requesting flexibility. Saying you are unwell or are dealing with grave personal issues carries weight obviously, which we take seriously and we trust that you use such language responsibly.*

1.5 Responsibly using AI during PREMIUM

At PREMIUM, 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. If you are unsure, do not use it. If you do want to use it, it is important to take the following into account.

- **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.

1.6 Evaluations of the programme

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

CHAPTER 2: CENTRAL EVENTS

Over the course of the programme, PREMIUM organizes several central activities for all PREMIUM students, Mentors, Coaches, and clients. All events contain educational and/or assessment elements and offer opportunities for students, UM employees, and clients to meet, connect and network. At all central events, *attendance is mandatory* for all students. If you cannot attend a central event, please refer to section 1.4.2 'Exceptional Circumstances'.

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

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

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

2.1 THE MIX & MATCH

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

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

The PREMIUM Mix & Match Event will take place
on Wednesday January 6th, 17:00-22:30 hrs.
(Please check your student email for further instructions and the exact itinerary)

2.2 MIDTERM PRESENTATIONS

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

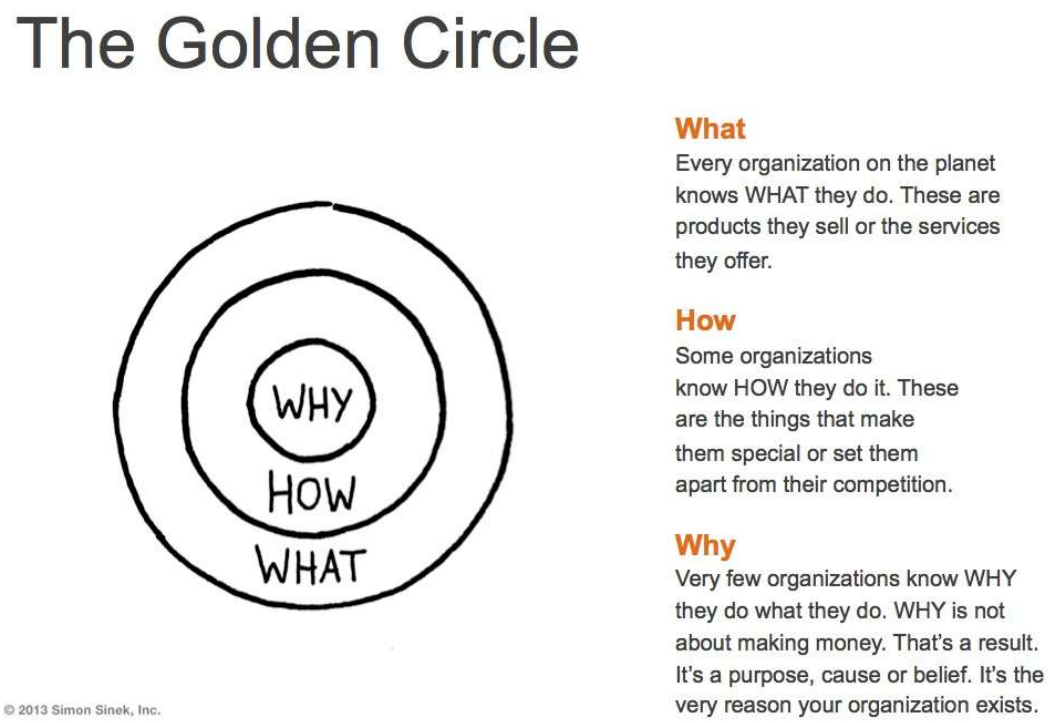
The PREMIUM Midterm Presentations sessions will take place
on March 17th and March 18th, after 17:00 hrs.
(Please check your student email for further instructions and the exact itinerary)

2.2.1 Pitch & Sinek's Golden Circle

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

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

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



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

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

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

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

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

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

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

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

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

2.2.2 PROGRAMME OF THE EVENING

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

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

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

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

2.2.3 Assessment criteria for the Midterm Presentations Pitch

- Your PowerPoint presentation is structured according to Sinek's Golden Circle, and clearly indicates the WHY, WHAT and HOW of your project.
- One member of the student team emails their PowerPoint file to premium@maastrichtuniversity.nl, before the deadline (**Monday March 15th, 09:00hrs)**
- Your pitch has a duration of max. 5 minutes, no more, no less.
- You can use picture, images, entire posts or screen shots. Feel free to be as creative as you want to. As long as it helps getting your message across and is relevant to the story, and in line with Sinek's Golden Circle.

2.3 The PREMIUM Closing Event

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

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

The PREMIUM Closing Event will take place
on May 26th after 14:00 hrs.
(Please check your student email for further instructions and the exact itinerary)

2.3.1 PREMIUM Video Pitches

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

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

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

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

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

Criteria for the video:

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

c) Make sure you explicitly touch upon the impact your project made, or its relevance to the client.
d) We recommend you add closed captioning to your video, and check that the volume of all speakers is high enough.
e) Suggestion: think about answering these questions:
    a. Someone says, "So, tell me about your project." What do you say? What would you tell them about your project in 2 minutes?
    b. What was your outcome and how did you achieve it?
    c. What have you learned from working on the project with your team?
    d. What challenges did you overcome, what successes did you celebrate?
f) One member of the student team emails the digital file of the video to premium@maastrichtuniversity.nl and the Project Mentor, before the deadline **(Monday May 24th, 09:00hrs)**

General guidelines and tips for your video:

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

2.3.2 PREMIUM Instagram Award

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

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

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

See also Chapter 6 for more information about documenting your project and team progress via Instagram

CHAPTER 3: THE ROLE OF THE CLIENT AND PROJECT OUTCOME

3.1 THE CLIENT

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

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

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

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

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

NON-DISCLOSURE AGREEMENT (NDA)

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

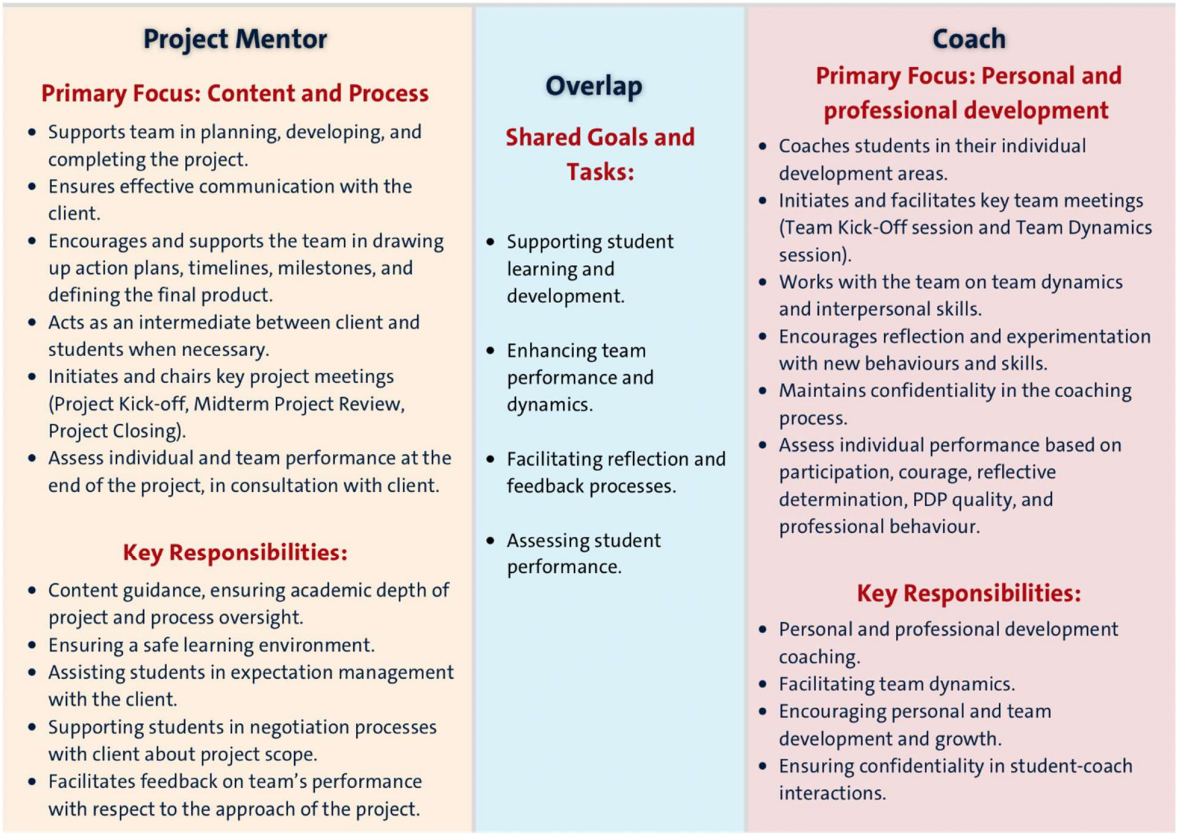
3.2 THE FINAL PRODUCT AND END RESULTS

Finishing the project should produce various types of outcomes. Your outcomes may include a final report, a final product, or a concrete plan for future development. Due to the variety of projects in PREMIUM, no generic guidelines are given for the final product/result of the project. This will be done in close interaction

between the Mentor, the client, and the team itself. In an early stage of the project, you will have to define the criteria, scope and the type of the final product/result together.

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

CHAPTER 4: THE ROLE OF THE TEAM, MENTOR AND COACH



After the Mix & Match event, you will receive notification of which team you have been assigned to and who your teammates are, who your client is, and who your Mentor (and personal Coach) is. You will be embarking on the PREMIUM journey together. However, who is responsible for what? Their roles, responsibility and type of support are quite different, but at moments also overlap.

4.1. THE STUDENT TEAM

"Teamwork makes the dream work."

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

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

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

4.1.1 Peer Feedback "Watering Flowers" & "Reflections for the Future"

The art of giving and receiving feedback can be a difficult one to master. You may find it triggering or confrontational, but feedback is essential for development and growth.

Throughout your career, you will work in many teams. Being able to recognize others' contributions and point out where they can grow is essential to building effective, trusting relationships. By taking the time to reflect on each teammate's contribution and formulate your message thoughtfully, you practice an essential professional skill: giving feedback that is clear, kind, and constructive. Learning to express both appreciation and honest observations in a respectful way is a cornerstone of effective teamwork and leadership.

In PREMIUM, we encourage the use of both positive and constructive language to foster a learning environment built on trust and openness. Our aim is not to avoid what's difficult, but to express it with care. We use the "Watering Flowers" principle: a metaphor for nurturing someone's strengths and supporting their potential. By focusing on strengths and potential, this approach helps build self-esteem and confidence. People are more likely to take risks and try new things when they feel supported and encouraged. It also fosters a mindset of continuous improvement and growth. People are more motivated to develop their skills and abilities when they receive positive reinforcement. Lastly, encouraging and supporting each other, strengthens relationships and creates a positive environment where everyone feels valued and respected. But watering also means noticing which parts need more attention, structure, or challenge to grow well. Feedback is not just praise, it includes honest observations that help others move forward, though provided with good intentions.

This exercise also offers you the chance to look at your own growth more closely. By thinking about what you valued in others and what you learned from them, you gain insight into the dynamics that make teams successful, and you develop confidence in having meaningful conversations about performance and development.

For your team members, receiving this feedback gives them an outside perspective on how their presence and behaviour affected the team, and it may highlight aspects of themselves they were not yet aware of. It also shows them that their efforts and qualities were seen and appreciated, while offering them a suggestion or insight they can take forward into future teams. Finally, it lets them know what they taught or inspired in you, reinforcing the idea that teamwork is a shared learning experience.

Therefore, by taking this exercise seriously, you contribute not only to the growth of your peers but also to your own development as someone who can build strong, trusting and effective teams.

When offering feedback:

- Focus on specific behaviours, not personality;
- Be sincere, not flattering;
- Do not avoid areas that could improve, but phrase them constructively as opportunities for growth;
- Giving constructive feedback is not unkind; it is an investment in someone's development.

During PREMIUM, you will be required to provide your peers with open and constructive feedback on two occasions. Once halfway through the programme, and once at the end of the programme. On the website and in the appendices of this handbook, you can find the necessary information and forms to use.

INSTRUCTIONS MIDTERM PEER FEEDBACK "WATERING FLOWERS":

- Each students fills out a form "Watering Flowers" for every member of their PREMIUM team.
- Fill out one self-assessment form on your own performance.
- Focus on highlighting strengths and areas for growth in a constructive manner. Think of your feedback as providing the "water" that helps your peers' "flowers" grow.
- This feedback will not be shared back with your peers, but will be used to foster a positive and supportive learning environment.
- Send all forms to both your Coach and Project Mentor, at least **48 hours prior to the Team Dynamics Session** with the Coach. The Coach will discuss the generally provided feedback, patterns they notice based on your feedback, or luring conflicts, during the Team Dynamics session in a safe environment.

INSTRUCTIONS FINAL PEER FEEDBACK "REFLECTIONS FOR THE FUTURE":

- Fill out a form "Reflections for the Future" for every member of your PREMIUM team (or write it in an email, or any other creative format you want to use).
- Send each team member their form before the deadline of **Wednesday May 19th.**
- Be honest yet kind. Focus on specific behaviours, not personality.
- The goal is to reflect on what your teammate did well, where they can grow, what you learned from them, and to leave them with a warm wish for the future.
- This form is peer-to-peer only, and will remain private between you and your team members.
- You may also choose to share it with your Coach and/or Mentor, but this requires consent from both the giver and the receiver of the final peer feedback.

4.2. THE PROJECT MENTOR

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

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

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

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

Due to the variety of projects, no generic guidelines are given for the final product/result of the assignment. This will be done in close interaction between the Mentor, the client, and the team itself. In an early stage of the project, you will have to define the criteria, scope and the type of the final product/result together. Do not underestimate how much time this will require.

At the end of PREMIUM, your Project Mentor (in consultation with the client) will grade and assess individual and team performance based on at least the following and more criteria:

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

4.3 The Coach

PREMIUM includes a substantial personal coaching component. Each team and student are assigned a Coach with whom they will have individual and group meetings. The Coach is there to support students through the process of professional development throughout PREMIUM at an individual, as well as at a group level.
Where the **Project Mentor focuses primarily (with the client) on content and process**, the **Coach focuses on personal and professional development and team dynamics.**

During the coaching process, each student completes their own Personal Development Plan (PDP), in which they document their personal development throughout the programme. The PDP may serve as a guideline for future development.

There are certain areas where the role of Project Mentor and Coach overlap, but the key tasks of your Coach are the following:

- Coaching individual students in their personal development areas;
- Initiates and facilitates a Team Kick-Off session and Team Dynamics session;
- Works actively with the team on team dynamics and interpersonal skills;
- Encourages reflection and experimentation with new behaviours and skills;
- Maintains confidentiality during the one-on-one coaching process;

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

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

4.3.1 Individual Coaching meetings

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

You will plan 3 individual meetings with your coach. These meetings are to take place spread out over the course of the programme and thus before set deadlines. In the 1-hour long individual sessions with your coach, you will analyse your performance and development goals. There are different prescribed topics for

each meeting, but as coaching can be very dynamic the exact content of your meetings might slightly vary in practice.

- **Meeting 1** (to take place before Friday February 26th): in this meeting you will discuss your working relationship with your Coach, the topic(s) you wish to address during coaching, and your goals with regards to your development. The basis of the meeting will be the components of the PDP you completed before the meeting.
- **Meeting 2** (to take place before Friday April 16th): in this meeting you will discuss your progress.
- **Meeting 3:** (to take place before Wednesday May 19th): your last meeting will be used to reflect on your development during PREMIUM. After the last meeting, you will be able to complete your PDP.

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

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

4.3.2 The Personal Development Plan (PDP)

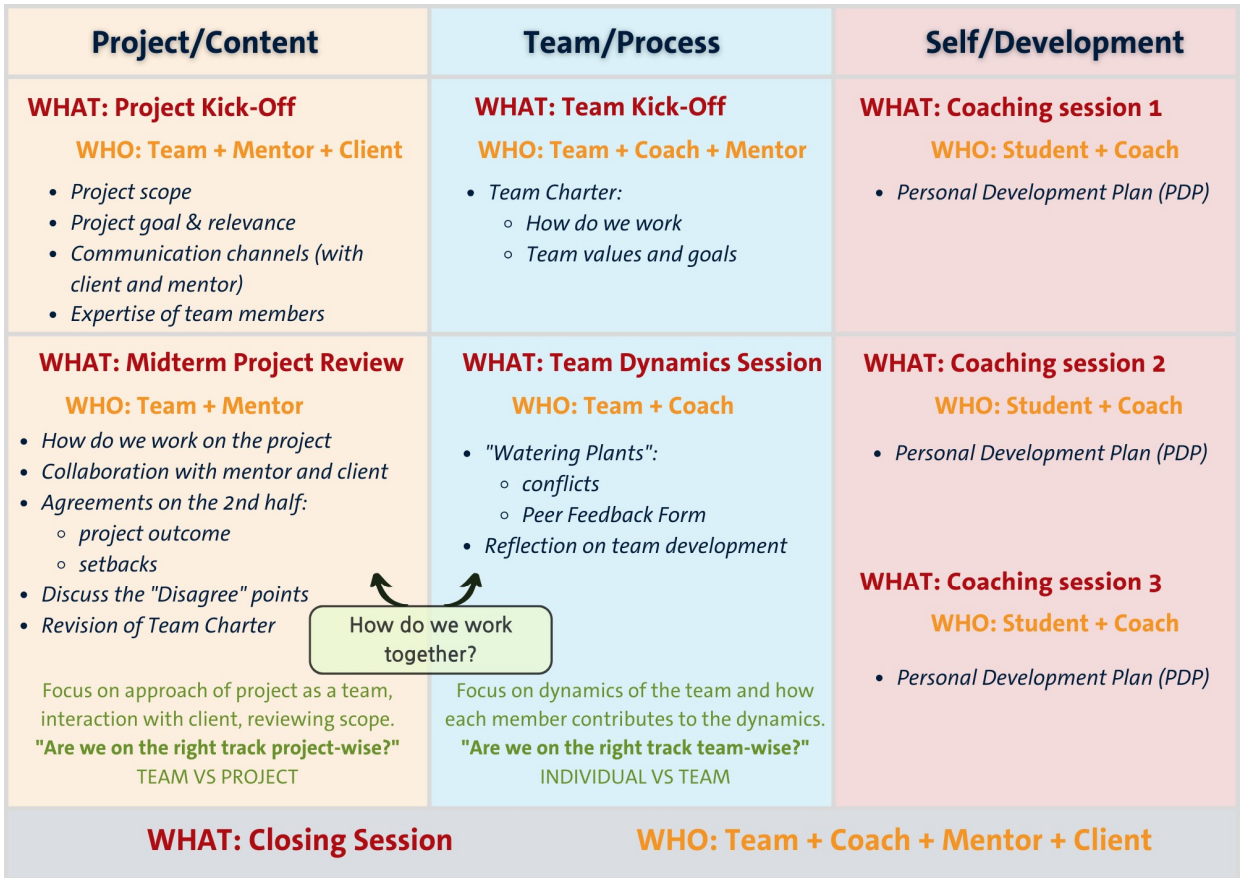
Over the course of the programme, you will complete a document chronicling and guiding your professional development under the guidance of your Coach. The PDP will serve as a journal to your development during PREMIUM, as well as the basis for future development undertakings.

A template for your PDP, including all different components, is available to you on https://excellence-edlab.maastrichtuniversity.nl/projects/premium-tips-tricks-documents . Before you start, go to the website and download the format. Then, you simply need to complete the document before meetings with your Coach.

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

CHAPTER 5: SET MEETINGS WITH PROJECT MENTOR AND COACH

During PREMIUM, students are expected to participate in a series of scheduled meetings at key stages of the programme: at the start, halfway through, and at the end. These meetings are designed to ensure smooth project management, foster effective team functioning, and support personal development. Your attendance and active participation are crucial, as these sessions provide opportunities to align on goals, address challenges, and reflect on progress, ultimately contributing to the success of both the project and your experience in the programme.



5.1 MEETINGS AT THE START OF PREMIUM

Once the PREMIUM teams are formed, the actual journey is about to begin; time to start working on the PREMIUM project. When starting your PREMIUM project, you will be invited by your Coach and Project Mentor to two Kick-Off sessions: The “Project Kick-Off” and the “Team Kick-Off”.

Each session serves a distinct purpose and focuses on different aspects critical to the project's success. Both sessions are crucial for the success of any project. The Project Kick-Off ensures that the team has a clear roadmap and goals, while the Team Kick-Off ensures that the team is equipped to work together effectively to follow that roadmap. By understanding and participating fully in both sessions, you will be better prepared to tackle your project with clarity and cohesion, maximizing your chances of success.

There is no fixed order to schedule these sessions. Pending on the availability of everyone involved, some teams might first have their Team Kick-Off session before their Project Kick-Off session and vice versa.

5.1.1 Project Kick-Off Session (Project Mentor, Client &Students)

The **Project Kick-Off** session (deadline: Friday February 5th) is a collaborative meeting where the project team, along with the client and Project Mentor, come together to discuss the project's foundational elements.
This session is primarily focused on the content and objectives of the project.

Your Project Mentor will initiate this meeting, inviting the client and the students. Pro-activity by students in reminding their Project Mentor to schedule the session, or proposing dates where the team members are available is appreciated.

The primary outcome of the Project Kick-Off session is a shared understanding of what the project entails, what the goals are, and how the team will leverage its collective expertise to achieve them. This session ensures that everyone is aligned on the project's objectives and expectations.

The Project Kick-Off meeting plays a crucial role in ensuring project success. It establishes clear project goals and scope, aligns team members and clients on expectations, facilitates effective planning of timelines and resources, and identifies potential risks early on. By providing a solid foundation and shared understanding, the Project Kick-Off is the starting point for coordinated efforts and successful project outcomes.
Key activities during this session include:

- **Identifying and exploring the core issue:** A first interaction with the client to understand the fundamental problem driving the project. A critical discussion helps ensure that the team does not base their project on assumptions, but instead, works towards a solution that addresses the actual problem.
- **Defining the project scope:** Discuss the project boundaries and proposed deliverables.
- **Setting goals:** Establishing clear, actionable goals that align with the client's needs and the project's objectives.
- **Exploring relevance:** Discussing the significance of the project in a broader context, such as its impact on the client's business.
- **Assessing team expertise:** Identifying the skills and expertise that each team member brings to the project, ensuring that the team can meet the project's demands or that the scope of the projects needs to be tailored to the expertise involved.

Form "Project Scope, Success Criteria and Timeline:

After your first meeting with your Project Mentor and client, your team can fill out the form "Project Scope, Success Criteria and Timeline" **(Deadline: Tuesday February 16th)**, which will help you and your team in this stage of project development and getting to a better understanding and definition of project and key milestones and deliverables. Make sure that during your first meeting with the client you come well prepared and ask questions that allow you to fill out the form. It is not uncommon that you may need to revisit the form and timeline during PREMIUM, but it is important that together with your client you clearly agree on the boundaries and limits of your project.

5.1.2 Team Kick-Off Session (Coach, Project Mentor & Students)

The **Team Kick-Off** session (deadline: Friday February 5th), on the other hand, is focused on how the team will work together to achieve the project goals, and emphasizes the process and dynamics of team collaboration.

Your Coach will initiate this meeting, inviting the Project Mentor and the students. Pro-activity by students in reminding their Coach to schedule the session, or proposing dates where the team members are available is appreciated.

Your PREMIUM team and its functioning are the foundation of your learning experience.
Being part of a well-functioning team is crucial for your personal and professional development, as well as for achieving high-quality project outcomes. A cohesive and effectively functioning team ensures efficient collaboration, leading to innovative and thorough solutions, and higher client satisfaction. Embracing strong team dynamics not only contributes to successful project outcomes but also builds valuable skills for your future career.

A poorly functioning team can have serious negative impacts on both individual development and project outcomes. Ineffective communication for example, leads to misunderstandings and errors, while conflicts and lack of coordination can decrease productivity and project quality. This environment increases stress and frustration, eroding trust and respect among team members. Ultimately, these issues result in delayed projects, lower quality results, and a less satisfying experience for everyone involved.

Ultimately, the success of your PREMIUM project and overall experience depends on the ability of your team to work together harmoniously and efficiently. Fostering a culture of trust, collaboration and mutual respect are essential to mitigating these risks and ensuring the project's success.

To facilitate this, you will start your PREMIUM team's journey with a session facilitated by your coach (and mentor) to guide you through establishing a strong team culture right from the start.

Key activities include:

- **Establishing team values:** Discussing and agreeing upon the values that will guide the team's interactions and decision-making processes.
- **Creating a team charter:** Developing a document that outlines the team's mission, roles, responsibilities, and ground rules for collaboration. Look upon your team charter as your team's "contract".
- **Discussing collaboration and communication:** Setting expectations for how the team will communicate, handle conflicts, and make decisions.
- **Fostering psychological safety:** Ensuring that every team member feels safe to express ideas, ask questions, and share concerns without fear of criticism.

5.2 Meetings Halfway of PREMIUM

Midway through PREMIUM, students are required to attend two important meetings. The first is a Midterm Project Review meeting, where you will evaluate your progress and realign project goals as needed. The second is a Team Dynamics session, focused on addressing feedback, resolving conflicts, and enhancing team functioning. Both meetings are essential for ensuring that your project stays on track and that your team works together effectively to achieve your objectives.

5.2.1 Midterm Project Review Meeting (Project Mentor & Students)

Halfway during PREMIUM, the Project Mentor will invite the students to a **Midterm Project Review Meeting** (ideally scheduled between March 8th and April 16th), which serves as a crucial checkpoint for your team's progress in PREMIUM. This meeting aims to make clear agreements on how to proceed in the second half of the project, both content-wise and process-wise.

Pro-activity by students in reminding their Project Mentor to schedule the session, or proposing dates where the team members are available is appreciated.

During this session, you will evaluate your team's progress, address any challenges that lie ahead, and refine strategies for the remainder of the project. The focus is on enhancing team collaboration and ensuring alignment with project goals.

The Midterm Project Review Meeting provides an opportunity to assess how well the team is working together, fostering a collaborative environment where members can share their experiences and identify areas for improvement. It also is a good moment to evaluate the effectiveness of the team's interactions with the Project Mentor and the client, ensuring that communication channels are clear and functional. Finally, it allows for a mid-course correction by addressing any issues highlighted in the Midterm Review Form and updating the Team Charter if needed.

Preparation: As preparation for this meeting, students are requested to each fill out a Midterm Review Form (in the appendix or on the PREMIUM website) and submit the filled out form to the Project Mentor, at least 48 hours before the scheduled meeting.

5.2.2 Team Dynamics Session (Coach & Students)

Around the same time as your Midterm Project Review meeting, pending on everyone's availability, the Coach will invite the students to a **Team Dynamics Session** (ideally scheduled between March 8th and April 16th). This session focuses on addressing feedback, resolving potential conflicts, and improving team functioning, which are crucial for the success of your project but most importantly for your individual process of growth.

Pro-activity by students in reminding their Coach to schedule the session, or proposing dates where the team members are available is appreciated.

Preparation: To prepare, we ask each student to fill out a Peer Feedback form "Watering Flowers" for every member of the team and one on self-assessment. This form is based on the *"Watering Flowers" principle*, focusing on highlighting strengths and offering constructive suggestions. This feedback will be discussed in a non-confrontational manner during the session to ensure a supportive environment. You can find the form in the Appendix or on the PREMIUM website under "documents".
The Team Dynamics session offers you a chance to reflect, communicate, and improve both personally and professionally, on an individual but also team level.

5.3 Closing Session of PREMIUM (Client, Project Mentor & Students)

All good things come to an end. The project and team component of PREMIUM is wrapped up with a separate session where the client, Project Mentor and students are present. Ideally, if their schedules allow, the Coach is also invited. It marks the completion of your project and teamwork.
During this closing session (not to be confused with the Central Closing Event) the team presents their final deliverable and reflects on the entire project experience.

For students, this session offers a platform to showcase the outcomes of their hard work and collaboration. It is an opportunity to demonstrate how the team's efforts have addressed the client's needs and to present the final deliverables in a professional and comprehensive manner. This presentation not only highlights the technical and creative aspects of the project but also underscores the value of interdisciplinary teamwork. The client's feedback can also serve as a testament to the success of the project and the team's ability to meet professional standards.

Students will be stimulated by the Project Mentor to discuss what they have learned throughout the process, challenges faced, and how these were overcome. This reflection helps consolidate learning and provides insights into team dynamics, problem-solving, and the application of theoretical knowledge in a practical setting.

CHAPTER 6: INSTAGRAM

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

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

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

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

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

6.1 HOW TO USE INSTAGRAM SAFELY

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

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

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

6.2 WHAT TO POST ON YOUR INSTAGRAM PAGE?

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

YOUR INSTAGRAM PAGE:

- Set up a personal Instagram page for your PREMIUM team;
- Make sure to turn your Instagram page **private** and allow only the PREMIUM Central Management page and the other PREMIUM teams to follow you;
- Write an impactful bio about your PREMIUM project;
- You are allowed to use a variety of elements, like video, photo, polls, quizzes, reels: Feel free to be as creative as possible as long as the use of it is creative to an extent, effective and respectful of Instagram guidelines;
- Create a valid representation of your team process and assignment outcomes;
- Create an engaging storyline about your project throughout your profile;
- Your PREMIUM mentors and clients might also want to look at the page at a later stage – you can allow them to become part of the restricted group of followers, whenever it is needed. And make sure that the page looks as professional as possible;
- Assign one team member to send the link to your Instagram page to premium@maastrichtuniversity.nl, so that we can spread them among the other student teams, before the **deadline Friday February 5th.**
- You may delete your page after PREMIUM is concluded.

WHAT TO POST? HOW TO BEST PRESENT YOUR EXPERIENCE?

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

MANDATORY POSTS

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

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

1. **First Instagram post**: share on your team's Instagram page the following information, in order to inform your fellow colleagues about your journey ahead.
   (Deadline: **Tuesday February 16th)**
   - Introduce your team members;
   - Introduce your client;
   - Introduce your project (the scope, relevance of the project, and what is asked of you).

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

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

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

CHAPTER 7: TEAM BUDGET AND SPENDING

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

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

At the end of PREMIUM, your team needs to hand in the reimbursement forms to PREMIUM, together with the **original receipts. Pin tickets are not receipts. Receipts show articles you purchased, VAT etc.**

Note: the PREMIUM Central Management Team always 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 obviously considered too extravagant for an educational programme.
Please be mindful and honourable about your spending. If you are unsure, whether something is appropriate to apply for reimbursement by PREMIUM, contact the PREMIUM Central Management Team.

7.1 REIMBURSEMENT OF TRAVELLING COSTS

Should a client request you to travel, they are requested to take charge of these costs and reimburse you. You need to know that your client has agreed to this when they submitted their project to PREMIUM. It is therefore important that your client agrees to your budget as well, where transportation costs are involved.

Once your client has approved to the proposed budget for transportation, you will need to make clear agreements with your client on how they will reimburse you, and keep PREMIUM informed about this:

Option 1 (PREFERRED): Your client reimburses you directly. Every organization has their individual way of arranging declarations of expenses, so make sure your client informs you how to go about this. PREMIUM will not be a part in this process.

Option 2: You declare your transportation costs by means of a UM declaration form “business trip” to PREMIUM, and include all your original train or bus tickets, or declare kilometres by car at Euro 0,23 p/km. PREMIUM will then send an invoice to your client for these costs. Your client however will need to inform you what the invoice details (name, address, email address, order number) ought to be, and you will need to let PREMIUM know.

7.2 REIMBURSEMENT OF OTHER COSTS

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

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

1) You have emailed a preliminary budget, approved by your project mentor (and client if need be) to the PREMIUM Central Management Team, before the deadline.
2) You have collected all original receipts (or scans of these receipts) over the course of PREMIUM.
3) Email the realized budget approved by your project mentor and client if transportation costs were made (include them in CC!) to the PREMIUM Central Management Team.
4) Download the reimbursement forms from the www.edlab.nl/premium website.
5) Fill out the forms correctly.
6) **Add the original receipts or tickets (no pin tickets)**.
7) **Parking tickets cannot be reimbursed by UM**!
8) Submit the forms and the original receipts to premium@maastrichtuniversity.nl.

7.2.1 The Reimbursement Form "Other Expenses"

Download the reimbursement form "other expenses". Fill out this form to be reimbursed for any and all necessary expenses made to enable project execution (excluding transportation fees).

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

1) Use the correct forms and fill them out appropriately;
2) Always include (scans or pictures of) *original* receipts, no bank statements or pin tickets. Check if your receipt shows what you purchased and has VAT included. Pin tickets are not receipts, and parking tickets will not be reimbursed due to UM policy.
3) No receipt = no reimbursement
4) ***Sign the form with an actual signature (it helps to convert the form first to pdf)***

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

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

Next, describe the costs. Refer to both what you paid for and the store/restaurant/company it was paid to. List the costs in chronological order.

The person who filled out the reimbursed forms (so whose name is stated at the top of the form) has to sign the forms in the area shown below.

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

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

Agreed by the budgetholder/Mandated

Name		Signature	
Budgetnumber		Faculty/Department	
Permanent position	50	Date	

7.2.2 Including your receipts

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

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

7.2.3 Submitting the forms

In order to hand in the forms, email them to premium@maastrichtuniversity.nl. The PREMIUM Central Management Team will check over your forms, sign them, and send them to the Finance department for processing.
If you do not hear from the PREMIUM Central Management Team or the UM's Finance department regarding your reimbursement application, you may assume that everything is O.K. and that you will be receiving the reimbursement soon. Generally, you will not hear from us, and the reimbursement will eventually show up in your account. **Please note that the entire reimbursement process may take up to 4-8 weeks.**

CHAPTER 8: THE WORKSHOPS

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

8.1 MANDATORY AND ELECTIVE WORKSHOPS

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

The mandatory workshops are specially designed for the PREMIUM programme to provide you with the basics for project- and consultancy work and the coaching trajectory. These workshops are considered fundamental to the programme and are therefore scheduled at particular stages of the programme. More specifically, the workshops 'Discover You Competences', 'Building High-Performing Teams, and 'Helping Clients Succeed; from Students to Consultants' are scheduled within the first two months of the programme because they will be most valuable the earlier in the programme you attend them. We advise all students to sign up for these workshops as soon as possible. All PREMIUM workshops are scheduled to take place at Tapijn building X.

Mandatory workshops:

- *Discover Your Competences**, by UM Career Services
- *Helping Clients Succeed; from Students to Consultants*, by Leon van Melick
- *Building High-Performing Teams*, by key2advance

**it might be that you have attended this workshop already at your faculty, as part of the Master Career Track. In that case, if you can submit proof of this, you are exempt from attending this workshop.*

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

Choose 3:

- *Managing your Client like a Pro,* by Fabienne Crombach (EDLAB)
- *Time Management,* by Patrick Stastra (TijdWinst)
- *Managing Difficult Conversations*, by Mona Shair-Wloch (key2advance)
- *Culture-smart collaboration*, by Klara Strecker
- *Public Speaking,* by Karolin Biewald and Mona Shair-Wloch (key2advance)
- *Stress Management*, by Karolin Biewald and Mona Shair-Wloch (key2advance)
- *Blended Leadership: Rethinking How We Lead*, by Richard Ayling (key2advance)
- *Rethinking Perfectionism*, by Rena Gatzounis (Dr. Gatzounis Coaching)
- *The Art of Effective Networking,* by Mona Shair-Wloch (key2advance)
- *Perfecting your CV & writing a convincing Cover Letter,* by Mariana Batista (key2advance)
- *Preparing for Job Interviews,* by Mariana Batista (key2advance)
- *Sustainable Career Development,* by Adina Petre (My Insights)
- *Contract Negotiation Skills,* by Susanne Maris (Maris et al)
- *Neurodiversity in the workplace*, by Adina Petre (My Insights)

8.2 HOW TO SIGN UP

To sign up for workshops, go to https://excellence-edlab.maastrichtuniversity.nl/premium-workshops . This page includes the workshops' description, preparation material if applicable, and a link to the online signup sheet.

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

CHAPTER 9: ADDITIONAL SUPPORT

PREMIUM is a learning experience, but learning and personal development do not happen in isolation. As you move through the programme, you may encounter challenges in your project, your team or your collaboration with a client. At the same time, you are navigating your studies, your future, your relationships, your personal life and your own development. Sometimes these areas overlap, and sometimes something happening in one part of your life affects another.

PREMIUM can also make you discover new things about yourself. You may become more aware of how you work with others, what matters to you, what you find difficult, what you want from your future, or what you would like to do differently. Those insights do not necessarily stay within the boundaries of the programme, and they don't have to.

That is why we are offering two additional opportunities to **pause, talk things through and gain perspective**: **Open Office Hours with the PREMIUM Coordinators** and **Real Talk Labs with your peers**.

The two initiatives offer different forms of support, but share the same principle: **you do not always have to figure things out on your own**. Whether you are dealing with a PREMIUM-related challenge, something happening in your studies or professional development, a personal situation, or a combination of these, you are welcome to use these spaces to reflect and get another perspective.

You do not need to have a major problem or a clearly defined question. Sometimes it is enough to have something on your mind and want to think it through with someone else. You might be looking for practical advice, a fresh perspective, reassurance that others experience something similar, or simply a space to make sense of a situation.

Both initiatives are voluntary and designed to complement the formal learning and support already available within Maastricht University. They are an invitation to make use of the experience, perspectives and community around you when you feel that doing so could help you move forward.

9.1 PREMIUM REAL TALK LAB

Real Talk, Real Support

On 3 separate occasions throughout PREMIUM, we offer voluntary, entirely optional, two-hour **Real Talk Lab** sessions. Because who does not sometimes need a fresh perspective or just some extra peer support?

These are structured peer group sessions based on the intervision method, where students support each other by discussing real situations from both their professional and personal lives. You can bring in any topic you would like to explore with peers. This may include PREMIUM related topics, such as for example project challenges, teamwork, client communication, but also non-PREMIUM issues, like study-related stress, decision-making towards your future, or other situations you are currently navigating and would like to gain input from your peers on.

The sessions follow a structured format that helps the group reflect, ask questions, and offer perspectives in a focused and constructive way. The goal is not an abstract discussion, but actual practical input and solutions you can actually use.

Real Talk Lab is designed to create a space for honest exchange, shared learning, and peer support. It is voluntary and open to all students who want to think through challenges together and leave with clearer next steps or new ideas.
Since we will need to know if we have enough students present to make it a valuable session, we ask you to register for it in advance.

9.2 Open Office Hours with PREMIUM Coordinators

We listen. We think with you.

Every Thursday from 09:30 to 12:30 (excluding fixed holidays and exam weeks), students are welcome to drop in at EDLAB (Tapijn X, room 0.003) for open office hours with PREMIUM coordinators Fabienne and Anna.

This is your space to talk things through. You can come in with anything that's on your mind. Topics can range from project work and client collaboration to communication challenges, team dynamics, or things going on in your personal or professional life outside the programme. We have gained quite some professional and life experience throughout the years. If you would like to pick our brains on certain matters, feel free to come and see us.

We'll listen, ask questions, and share perspective based on years of experience working with students and in professional practice. The goal is to help you make sense of what's going on and think it through in a way that feels clearer for you.

You can join individually or with others. Conversations take place in person, and in some cases online if arranged in advance. We recommend informing us beforehand if you would like an online conversation, so we can make to send you a Teams link.

Think of it as an open door when you need someone outside your immediate circle to talk things through with.

CHAPTER 10: WRAPPING UP PREMIUM

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

10.1 LAST COUPLE OF THINGS TO TAKE CARE OF

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

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

10.2 STAY CONNECTED IN THE ALUMNI NETWORK OR BE A PREMIUM AMBASSADOR

We sincerely hope you have found PREMIUM a valuable experience that has given you many ready to use skills. We never like to say goodbye, and if you feel the same way and would like to stay involved, then think about joining our alumni community on LinkedIn, and follow our @premium_alumni Instagram account.

In addition, if you are thinking of staying in Maastricht a little longer, and would like to help PREMIUM to recruit and select a new generation of students, you can also be a ***PREMIUM ambassador*** during September-December. This position will expand your network, will look good on your CV and it's just a lot of fun, and a paid position to boot. Just indicate your interest as a reply to our email that we will send you after the Closing Event.

10.3 QUICK CAREER SERVICE

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

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

You can make use of their services and facilities for up to 6 months after your graduation!
You can make an appointment for a free consultation with a career counsellor via the SSC website. This programme element is voluntary but highly encouraged!

CHAPTER 11: CONTACT INFORMATION

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

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

PREMIUM CENTRAL MANAGEMENT TEAM

EDLAB		Fabienne Crombach, Senior Coordinator premium@maastrichtuniversity.nl
EDLAB		Anna Ivanova, Coordinator premium@maastrichtuniversity.nl

PREMIUM FACULTY COORDINATORS

Faculty Coordinator		Email
LAW		Ronan Riordan ronan.riordan@maastrichtuniversity.nl
SBE		Sabine Nievelstein s.nievelstein@maastrichtuniversity.nl
FPN		Sanne ten Oever sanne.tenoever@maastrichtuniversity.nl
FASOS		Elissaveta Radulova e.radulova@maastrichtuniversity.nl
FHML		Jascha de Nooijer j.denooijer@maastrichtuniversity.nl

APPENDIX I: FORM "PROJECT SCOPE, SUCCESS CRITERIA AND TIMELINE"

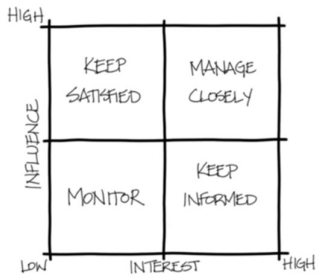
Step 1: Define the scope of your project.

Origin of your project: a problem or an ambition?	
What needs to be solved? Is there a question behind the question?	
What needs to be realized?	
What has already been tried to solve the question?	

Project Goals	
Why is this important for the client right now?	
What do they want to achieve with your deliverables?	

Deliverables	
What do you need to give to your client by the end of PREMIUM?	
How to best present your results? What suits best within the type of organization of the client?	
What IS or IS NOT part of the assignment? Define what's inside your project, what you will be working on, and what is not part of your project.	

What are the constraints the client puts on time, money, people or resources?	

Stakeholders	
Identity and differentiate stakeholders based on their interest and influence.  	
Decide within your team the role of the stakeholders. (Are you going to research them, or actually involve them in the project? Also discuss the communication to stakeholders during and/or at the end of the project.)	

Step 2: Indicate success criteria.

Success criteria	
By the end of PREMIUM, what would make you happy as a team to have accomplished?	
By the end of PREMIUM, what does your client see as a successful end result?	

What are the quality standards of the client and the project team? How will you check the quality during the project?	

Step 3: Indicate potential risks

Identify the project's risks	
What risks are involved in achieving the desired results?	
Which are the most important and have the highest priority, and which the lowest?	
What measures will be taken?	

Project Planning:

- Make a list of all necessary activities to finish your project
- Place these activities in the timeline
- Think of parallel activities (what can be done at the same time?)
- Think of the most important 'moments' (milestones) in your project. Draw these in your **timeline**.

Timeline:

Project midterm
../..

Project deadline
../..



Roles & Responsibilities:

- Who will be the project leader?
- Make agreements on **who** will be in charge of **what**
- Make agreements on **how** you will keep each up to date
- Make agreements on **how** you will keep each other focused and **how** you will work together

Evaluate in your team:

- **Thumb:** What are we proud of as a team?
- **Index Finger:** What asks our attention the coming days?
- **Middle Finger:** What bothers us (or one of us)?
- **Ring Vinger:** What do I / We feel connected to?
- **Pinky:** What do I / We need to grow / learn during this project?

APPENDIX II: GUIDELINE FOR SETTING UP A BUDGET

(Preliminary) Budget

Team:	

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

Date:……

Approved by project mentor:

……

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

Date:……

Approved by client:

……

APPENDIX III: TEAM CHARTER

Research on team performance shows that high-quality team charters (written plans for how the team will manage its activities) are positively related to team performance.[1]

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

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

THE PREMIUM TEAM CHARTER HAS TWO PARTS

Part 1: The individual part: In which you answer a number of questions about yourself and your expectations with respect to the performance of your PREMIUM team. Part 1 is to be filled out by each team member individually prior to the "Team Kick-Off" session.

Part 2: The team part: In which you discuss together your team roles, expectations and processes. You fill out the team charter as a group during your "Team Kick-Off" session.

PART 1: INDIVIDUAL PREPARATION

Please fill out this part of the team charter **individually, before your "Team Kick-Off" session**.

YOUR INDIVIDUAL PROFILE
People & Roles: Please provide some information on your personal background (e.g. where you grew up, what courses you have followed, hobbies, personality traits).
People & Roles: What are your preferred working styles, particularly in relation to teamwork? Please refer to the Belbin team roles.
Goals: What do you consider the criteria/elements of a perfect team?
Personal Goals: What aspect of your personal agenda would you like to open up? (Examples: availability conflict during certain period, motive for joining PREMIUM etc.)
Purpose: Why did you prefer this particular project? What expertise and knowledge can you see that might be of use here?

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

Strengths & Assets: What strengths do you have that can contribute to the functioning of your PREMIUM project group?
Needs & Expectations: What do you need from the team to improve/optimise your individual contribution?
Weaknesses & Development areas: What aspect of personal and/or professional development would you like to work on during PREMIUM?
Weaknesses & Development areas: What do you feel your team members, coach or mentor should know about you?
YOUR EXPECTATIONS REGARDING THE TEAM
Goals: What would you ideally like to achieve as a team in this project?
Values: What are values that you would like to be at the core of your team? (examples: honesty, relationships, teamwork, profitability, and passion)
Purpose: What do you feel is the purpose and relevance of your team in this project?
Needs & Expectations: What would make this team successful? How is that measured?
Needs & Expectations: What would you expect from your team member's work ethic? For example, showing up on time, turning off mobile phones, indicating when members will miss a meeting, equal contribution.
Rules & Action points: What rules would you introduce as standard in your team with respect to accountability? (examples: how do we address free-riding, what is considered free-riding, how do we hold each other accountable)
Rules & Action Points: How do you prefer to make decisions in your team, even when working under stress?
Rules & Action Points: How do you prefer to communicate in a team and ensure all stakeholders and team members are updated?

Weaknesses & Developments areas: What obstacles for your team do you believe your team might likely come to face?

PART 2: TEAM ROLES, EXPECTATIONS AND PROCESSES

In Part 1, each student answered the questions individually. During the "Team Kick-Off" session, the idea is to come up with collective answers/decisions for all questions/themes.

TEAM PERFORMANCE
People & Roles: Team name
People & Roles: Roles we have in the team
Purpose: Why are we doing what we are doing in the first place?
Goals: What do we want to achieve as a group?
Goals: What are our key goals that are feasible, measurable and time-bounded?
Personal Goals: What are our individual personal goals?
Personal Goals: Are there personal agendas that we want to open up?
Values: What do we stand for, what are our guiding principles?
Values: What are our common values that we want to be at the core of our team?
Needs & Expectations: What does each of us needs to be successful in this team?
Needs & Expectations: What are our personal needs towards the team to be at our best?

Needs & Expectations: What work ethic do we expect from each other?
Needs & Expectations: How do we ensure our team is a safe space for all team members? How do we build trust? How do we go about holding each other accountable without compromising the safe space?
Rules & Action Points: What are the exact rules we want to introduce after doing this session?
Rules & Action Points: How do we communicate and keep everyone up to date?
Rules & Action Points: How do we make decisions?
Rules & Action Points: How do we execute and evaluate what we do? Think of celebrating achievements, overcoming setbacks. What is considered a success, a setback etc.?
Strengths & Assets: What are the skills we have in our team that will help us achieve our goals?
Strengths & Assets: What are interpersonal/soft skills we have?
Strengths & Assets: What are we good at, individually and as a team?
Weaknesses & Development Areas: What are the weaknesses we have?
Weaknesses & Development Areas: What should our team members, client, coach or mentor know about us?
Weaknesses & Development Areas: What are some obstacles we see ahead of us that we are likely to face, and how do we propose to overcome them?

The Team Canvas

Version 1.0 | English | theteamcanvas.com

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

TEAM NAME _____ **DATE** _____

PEOPLE & ROLES

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

GOALS

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

VALUES

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

RULES & ACTION POINTS

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

PURPOSE

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

PERSONAL GOALS

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

NEEDS & EXPECTATIONS

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

STRENGTHS & ASSETS

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

WEAKNESSES & DEVELOPMENT AREAS

What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead us that we are likely to face?

The Team Canvas by TheTeamCanvas.com
Alexey Ivanov

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APPENDIX IV: PREMIUM MIDTERM PROJECT REVIEW FORM

Fill out this form (one form per student) and submit the filled out form to your Project Mentor**, at least 48 hours before the scheduled Midterm Project Review Meeting.**

During this meeting, as a team you will discuss the outcomes of this form with your Project Mentor. 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 PREMIUM 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 out project plans and goals incorporate expertise from all different disciplines represented in the group.	☐Agree, because: ……	☐Disagree, because:…..
I feel that our team's goals are clear, useful and appropriate to my current academic or professional development.	☐Agree, because: ……	☐Disagree, because:…..
I feel that our team is supported by sufficient resources (skills, knowledge, guidance from Project Mentor and Client, time, materials, etc.).	☐Agree, because: ……	☐Disagree, because:…..
I feel that all team members are committed equally and/or sufficiently to the team, and have a desire to work collaboratively.	☐Agree, because: ……	☐Disagree, because:…..
I feel that all members of our team have a good understanding of our joint plans and goals.	☐Agree, because: ……	☐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.	☐Agree, because: ……	☐Disagree, because:…..
I feel that all team members assume a shared responsibility for team decisions and outcomes.	☐Agree, because: ……	☐Disagree, because:…..
I feel that we have a clear understanding of who in our team is responsible for which aspects of the project.	☐Agree, because: ……	☐Disagree, because:…..
I feel that within our team we can safely and constructively hold each other accountable for their work.	☐Agree, because: ……	☐Disagree, because:…..
I feel that within our team all team members can freely and safely express their opinions (to peers and Project Mentor) about the project and progress.	☐Agree, because: ……	☐Disagree, because:…..
I feel that our team experiences sufficient autonomy.	☐Agree, because: ……	☐Disagree, because:…..

COMMUNICATION

I feel that concerns are addressed effectively through regular team meetings and open discussions (also with Project Mentor).	☐Agree, because: ……	☐Disagree, because:…..
I feel that our team has developed effective communication strategies to share knowledge and progress throughout the project.	☐Agree, because: ……	☐Disagree, because:…..
Our team effectively uses the tools agreed upon to support communication (email, WhatsApp, etc.).	☐Agree, because: ……	☐Disagree, because:…..
I trust the accuracy of information reported among team members.	☐Agree, because: ……	☐Disagree, because:…..

DECISION-MAKING AND CONFLICT MANAGEMENT

I feel that as a team we can quickly identify and respond to a problem or issue.	☐Agree, because: ……	☐Disagree, because:…..
I feel that when team members disagree, all points of view are considered equally and without bias before deciding on a solution.	☐Agree, because: ……	☐Disagree, because:…..
I feel that disagreements and conflicts are promptly and constructively addressed.	☐Agree, because: ……	☐Disagree, because:…..
I feel that in our team, important decisions are agreed upon by all team members	☐Agree, because: ……	☐Disagree, because:…..
I feel that in our team, problems can be constructively addressed and solved without external guidance (such as from the Coach, Project Mentor or Central Management)	☐Agree, because: ……	☐Disagree, because:…..

CLIENT INVOLVEMENT

I feel that we have sufficient meetings with the client and enough information, guidance and feedback has been provided.	☐Agree, because: ……	☐Disagree, because:…..
Information relevant to project planning and execution is shared with the client.	☐Agree, because: ……	☐Disagree, because:…..
I feel that communication with client is smooth, efficient and constructive.	☐Agree, because: ……	☐Disagree, because:…..

PROJECT MENTOR INVOLVEMENT

I feel that our Project Mentor assures/oversees that roles and responsibilities in the project are clearly and equally defined.	☐Agree, because: ……	☐Disagree, because:…..
I feel that our Project Mentor helps us in reaching our goals and helps to facilitate the interdisciplinary aspect of the project.	☐Agree, because: ……	☐Disagree, because:…..
I feel that overall communication with our Project Mentor is smooth, efficient and constructive.	☐Agree, because: ……	☐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	☐Agree, because: ……	☐Disagree, because:…..
I feel that the agreements in the Team Charter are still in line with our goals and overall team functioning.	☐Agree, because: ……	☐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.	☐Agree, because: ……	☐Disagree, because:…..

APPENDIX V: MIDTERM PEER FEEDBACK FORM, "WATERING FLOWERS"

The art of giving and receiving feedback can be a difficult one to master. You may find it triggering or confrontational, but feedback is essential for development and growth.

In PREMIUM, we encourage the use of both positive and constructive language to foster a learning environment built on trust and openness. Our aim is not to avoid what's difficult, but to express it with care. We use the **"Watering Flowers"** principle: a metaphor for nurturing someone's strengths and supporting their potential.

By focusing on strengths and potential, this approach helps build self-esteem and confidence. People are more likely to take risks and try new things when they feel supported and encouraged. It also fosters a mindset of continuous improvement and growth. People are more motivated to develop their skills and abilities when they receive positive reinforcement. Lastly, encouraging and supporting each other strengthens relationships and creates a positive environment where everyone feels valued and respected.

But watering also means noticing which parts need more attention, structure, or challenge to grow well. Feedback is not just praise, it includes honest observations that help others move forward, though provided with good intentions.

When offering feedback:

- Focus on specific behaviours, not personality;
- Be sincere, not flattering;
- Do not avoid areas that could improve, but phrase them constructively as opportunities for growth;
- Giving constructive feedback is not unkind; it is an investment in someone's development.

This form is your chance to help your teammates, and yourself, understand where they are already blooming, and where more "watering" might help.

INSTRUCTIONS:

- Fill out a form for every member of your PREMIUM team.
- Fill out one self-assessment form on your own performance.
- Focus on highlighting strengths and areas for growth in a constructive manner. Think of your feedback as providing the "water" that helps your peers' "flowers" grow.
- This feedback will not be shared back with your peers, but will be used to foster a positive and supportive learning environment.
- Send all forms to both your Coach and Project Mentor, at least **48 hours prior to the Team Dynamics Session** with the Coach. The Coach will discuss the generally provided feedback, patterns they notice based on your feedback, or luring conflicts, during the Team Dynamics session in a safe environment.

MIDTERM PEER FEEDBACK FORM:

Filled out by …..*(insert your name)* for ……*(insert your team member's name)*

NURTURING STRENGTHS

	✿ Flourishing	❀ Thriving	❦ Growing	❧ Needs More Watering
1. How did this team member's contributions help the team achieve its goals?	☒ Exceeded expectations with outstanding contributions	☐Consistently met expectations with solid contributions.	☐Made valuable contributions with room for further development.	☐ Struggled to meet expectations, needs more support.
Share an example of how this team member's contributions supported the team's success.				
2. How effectively did this team member apply their expertise and knowledge to the project?	☐ Demonstrated exceptional knowledge and application.	☐ Applied knowledge effectively in most cases.	☐ Applied knowledge with some guidance needed.	☐ Needs more support in applying knowledge.
Highlight an instance where their knowledge made a significant impact.				

SUPPORTING TEAM DYNAMICS

	✿ Flourishing	❀ Thriving	❦ Growing	❧ Needs More Watering
3. How did this team member contribute to a positive and collaborative team environment?	☐ Exemplified outstanding collaboration and communication.	☐ Communicated and collaborated effectively most of the time.	☐ Showed good collaboration, with room for improvement.	☐ Needs more support in team interactions.
Share an example of effective communication and teamwork.				
4. How reliable and accountable was this team member in fulfilling their responsibilities?	☐ Highly reliable and always accountable.	☐ Generally reliable with minor areas for improvement.	☐ Reliable with occasional lapses.	☐ Needs more support to meet responsibilities.
Share an example of their reliability and accountability.				
5. How proactive was this team member in taking initiative and solving problems?	☐ Frequently took initiative and solved problems creatively.	☐ Often took initiative with effective problem-solving.	☐ Showed initiative occasionally, needs more encouragement.	☐ Needs more support to take initiative.
Share an example of their proactive behavior and problem-solving.				

6. Identify areas where this team member can further develop and suggest how they can nurture these aspects.	
7. Share something you admire about this team member. Highlight their potential and what you see as an admirable quality.	
8. How has working with this team member helped you grow and develop? What could you learn from this team member?	
9. What can the team as a whole do to nurture each other's growth more effectively?	

SELF-ASSESSMENT FORM

Filled out by …..*(insert your name)*

1. How would you describe your overall individual performance in PREMIUM and within this team? *(Consider your contributions, collaboration, and engagement.)*	
2. What is something your team members could learn from you? *(Reflect on your biggest potential and how this helps the team. Knowing your strength has nothing to do with arrogance!)*	
3. What is an important lesson you have learned about yourself or about teamwork during this project that you want to remember for future collaborations? *(Think of a moment that challenged or surprised you. What did it teach you about how you work with others—and how will you carry that insight forward?)*	
4. What impact do you think your presence has on the team dynamic? *(Consider how your energy, behavior, or way of working influences the group. This is not about judging yourself but about becoming aware of your role and how you shape collaboration.)*	

APPENDIX VI: FINAL PEER FEEDBACK "REFLECTIONS FOR THE FUTURE"

At the end of your PREMIUM journey, we invite you to write one final, personal message to each of your team members. This is more than just a nice gesture to conclude your time together, but you should see it as an important part of your own learning process as a future professional.

Throughout your career, you will work in many teams. Being able to recognize others' contributions and also point out where they can grow is essential to building effective, trusting relationships. By taking the time to reflect on each teammate's contribution and formulate your message thoughtfully, you practice an essential professional skill: giving feedback that is clear, kind, and constructive. Learning to express both appreciation and honest observations in a respectful way is a cornerstone of effective teamwork and leadership.

This exercise also offers you the chance to look at your own growth more closely. By thinking about what you valued in others and what you learned from them, you gain insight into the dynamics that make teams successful, and you develop confidence in having meaningful conversations about performance and development.

For your team members, receiving this feedback is equally valuable. It gives them an outside perspective on how their presence and behaviour affected the team, and it may highlight aspects of themselves they were not yet aware of. It also shows them that their efforts and qualities were seen and appreciated, while offering them a suggestion or insight they can take forward into future teams. Finally, it lets them know what they taught or inspired in you, reinforcing the idea that teamwork is a shared learning experience.

By taking this exercise seriously, you contribute not only to the growth of your peers but also to your own development as someone who can build strong, trusting and effective teams.

INSTRUCTIONS:

- Fill out the form below for every member of your PREMIUM team (or write it in an email, or any other creative format you want to use).
- Send each team member their form before the deadline of **Wednesday May 19th**
- Be honest yet kind. Focus on specific behaviours, not personality.
- The goal is to reflect on what your teammate did well, where they can grow, what you learned from them, and to leave them with a warm wish for the future.
- This form is peer-to-peer only, and will remain private between you and your team members.
- You may also choose to share it with your Coach and/or Mentor, but this requires consent from both the giver and the receiver of the final peer feedback.

FINAL PEER FEEDBACK FORM:

Filled out by:	For team member:
WHAT I APPRECIATED ABOUT YOU Write one or two sentences about what you admired or valued in this person's contribution and presence in the team. *(What have you admired about this person during this project, which of their qualities will stay with you, how did they make the team or collaboration better?)*	
WHERE YOU CAN GROW EVEN MORE Write one suggestion or reflection about something they could pay more attention to or develop further in future teams. Phrase it constructively. *(Did you notice a quality your team member can develop further to reach their full potential? What could they do to collaborate even better, what habits might hold them back? What would help them succeed at the next level?)*	
A WISH FOR YOUR FUTURE Write a short, positive thought, something encouraging or inspiring you would wish for your peer. *(What do you hope your team member keeps doing because it is inspiring? Which of their strengths do you hope the world gets to see more of? What kind of role would really suit them? What do you wish for them in their next steps?)*	
WHAT I LEARNED FROM YOU Share one thing you learned from this person that you will take with you into your own future teamwork or professional life.	
CLOSING THOUGHT As a final note, please share in one sentence how would you describe your team member to someone who hasn't met them yet?	

APPENDIX VII: FEEDBACK GUIDELINES

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

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

Content
Content is what you say in the constructive feedback.

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

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

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

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

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

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

Feedback should describe the effect of the person's behaviour on you. After all, you do not know the effect on anyone or anything else. You only know how it made **you** feel or what **you** thought. Presenting feedback as your opinion makes it much easier for the recipient to hear and accept it, even if you are giving

negative feedback. After all, they have no control over how you felt, any more than you have any control over their intention. This approach is a blame-free one, which is therefore much more acceptable. Some useful phrases for giving feedback include: “When you did X, I felt Y”. “I noticed that when you said X, it made me feel Y”. “I really liked the way you did X and particularly Y about it”. “It made me feel really X to hear you say Y in that way”.

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

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

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

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

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

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

RECEIVING FEEDBACK: USEFUL TIPS

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

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

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

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

APPENDIX VIII: FROM STUDENT TO PROFESSIONAL

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

THE PREMIUM STUDENT PROFILE

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

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

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

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

PROFESSIONAL BEHAVIOUR

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

Guidelines for professional behaviour:

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

Examples of unprofessional behaviour:

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

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

EMAIL ETIQUETTE

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

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

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

instead of having to look up the document first. Even if the document was sent or exchanged with your mentor earlier as well, it is often considered very thoughtful to include it once more.

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


EXCELLENCE PROGRAMME
PREMIUM
MAASTRICHT UNIVERSITY