

Handbook  
Perspective on Career Planning  
2016 – 2017

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## INTRODUCTION

Dear student,

Psychology is a broad area of study that opens up many opportunities on the job market. Our own Psychology programme is also broad in scope and offers many options, so students are able to optimally orient themselves to the job market and differentiate themselves from other candidates. Although this might sound very good, it can actually be quite difficult if you have to think everything through for yourself. For this structure to work to your advantage, it is important that you personally take conscious steps in this area. The second year of the programme is the ideal time to start taking these steps, and this course shows how you might go about it. Perhaps it feels much too early to reflect on this topic? Perhaps it even sounds rather alarming, or conversely quite unnecessary because you already know exactly what you want to do? In this course, you will work on what you regard as relevant, so it offers something for everyone to learn.

We wish you an instructive and inspiring year.

The POCP team

## PRACTICAL INFORMATION

### Contact

If you have any questions about assignments, deadlines, the grading system or mentoring issues: please contact your own seminar teacher. For problems with the poll invitation or with saving the poll results, and for other questions, please mail to: [pocp@fsw.leidenuniv.nl](mailto:pocp@fsw.leidenuniv.nl). For questions about Blackboard (registration, grade center, visibility of items, web lectures) and Turnitin (submitting polls and assignments), please mail to: [psyblend@fsw.leidenuniv.nl](mailto:psyblend@fsw.leidenuniv.nl).

### General information

*Semesters: 1 and 2; Blocks I and III*

EC: 5.0

Level: 200

### Entry requirements

We strongly advise students to first follow the first-year Academic Skills Tutorial.

### Teachers

- Coordinator: Esther van Leeuwen ([pocp@fsw.leidenuniv.nl](mailto:pocp@fsw.leidenuniv.nl))
- Lecturers: Jop Groeneweg, Simone Keijsers, Esther van Leeuwen
- Seminar teachers:

Group	Teacher	Group	Teacher
1 (IBP)	Anne van Giezen	16	Senem Fincan
2	Wouter Weeda	17	Anja Greeven
3	Joanne Mouthaan	18	William Verschuur
4	Jessy Terpstra	19 (IBP)	Sandy Overgaauw
5 (IBP)	Chris Verhoeven	20	Jolijn Drost
6	Charlie Ramsaran	21	Edwin Boezeman
7	Dieuwerke de Groot	22	Sylvia van Beugen
8	Wouter Weeda	23 (IBP)	Senem Fincan
9 (IBP)	Nina van Essen	24	Haza Rahim
10	Berit Brouwer	25	Esther Habers
11 (IBP)	Elise Dusseldorp	26	Yvette Edelaar
12	Berit Brouwer	27 (IBP)	Emma Ter Mors
13	Linda Jans	28	Haza Rahim
14	Sylvia van Beugen	29	Charlie Ramsaran
15 (IBP)	Elise Dusseldorp		

### Workload

The total workload of this course is 140 hours:

33 hours of contact time (lectures and seminars)

50 hours preparing for sessions

56 hours completing assignments

1 hour of mentoring interviews

## WHAT CAN YOU EXPECT FROM THIS COURSE?

### **Course contents**

Because your career develops over nearly your whole lifetime, this course focuses on skills that will enable you to shape your career in a flexible and active way. You will learn how to look for answers to questions about your career, yourself and the professional field. The emphasis here lies more on practising these skills than on finding answers.

### **Course objectives**

- Students will develop skills that enable them to orient themselves on their future professional field and career, now and in the future.
- Students will acquire scientific knowledge and understanding of career development, their own characteristics and qualities, the professional field and what the professional field will expect of them in the future.
- Students will take an active, problem-solving approach to questions that are relevant for their career.
- Students will be able to make informed decisions about their study programme.

### **Design of the course**

The course consists of three modules. Each module focuses on a number of career-related questions:

1. Career perspectives and orientation on the professional field: In this module, we examine how careers develop. Do they follow a continuous straight line ('linear') or are they more erratic and less predictable ('non-linear')? What does the answer to this question entail for my career planning and career orientation? What does the professional field involve? What opportunities are there for me in the professional field? How can I investigate these opportunities?
2. Self-knowledge: What am I able to do? What do I want to do? What is the best way to investigate my wishes and qualities in the area of work?
3. Expectations of the professional field: What will be expected of me in the professional field? What will my role in my future professional field be? What is ethical conduct? How can I ensure that my conduct is ethical?

In addition, this course fulfils a mentoring function during the whole academic year.

All the modules have the same structure. At the start of each module, you fill in a poll. There is at least one lecture per module. In the lectures, the lecturer explains the objectives of the module, discusses the underlying theories, and explains the assignments. In the seminar sessions, students work actively and practically with the themes. They engage in discussions, practise their skills and discuss the assignments. The module concludes with a module assignment. Every module includes relevant literature. Although the course is practical in its approach, it is also firmly embedded in the underlying theory. At the end of Block 3, there will be an exam on the theory. A diagram showing the structure of the various modules is given in Figure 1.

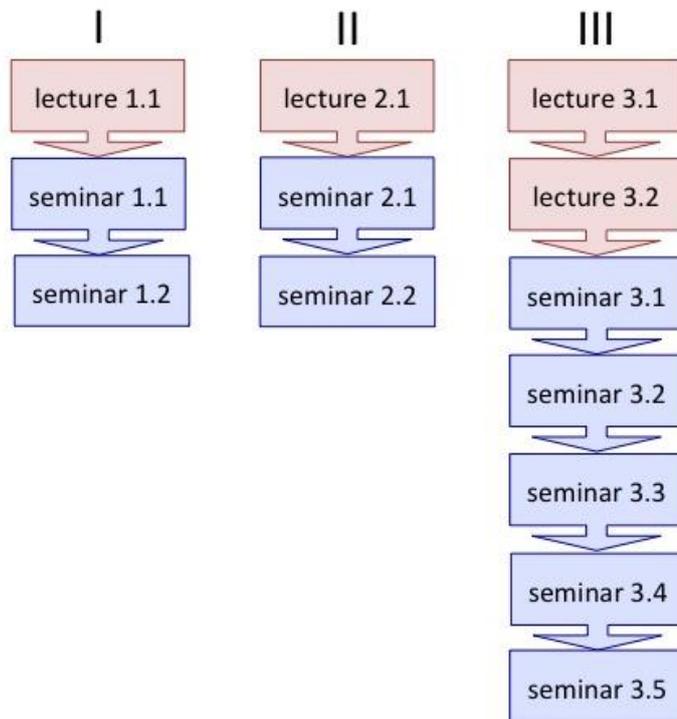


Figure 1 Structure of the three modules.

#### Structure per week

Module 1: Career perspectives and orientation on professional field		
Week 36, 37	Introductory interview	
Week 37	Lecture 1.1	Structure of the course, theories on career orientation
Week 38	Seminar 1.1	Getting to know one another, formulating wishes for this course
Week 39	Seminar 1.2	Presentation on job vacancies found by students
Module 2: Self-knowledge		
Week 40	Lecture 2.1	Self-knowledge and career development
Week 41	Seminar 2.1	Insight into competences
Week 42	Seminar 2.2	Profiling yourself
Week 47-1	Mentoring interview 1	
Module 3: Expectations of the professional field		
Week 5	Lecture 3.1	Problem analysis and intervention
Week 6	Lecture 3.2	Ethics
Week 7	Seminar 3.1	Allocation of problems, explanation of case study
Week 8	Seminar 3.2	Discussing progress with case studies, ethics
Week 9	Seminar 3.3	Draft presentation
Week 10	Seminar 3.4	Presentation to an external panel
Week 11	Seminar 3.5	Discussion of presentation, evaluation, explanation of final assignment

<b>Week 14</b>	<b>Exam</b>	On the literature and lecture material
<b>Week 15 - 22</b>	<b>Mentoring interview 2</b>	
<b>Week 25</b>	<b>Resit</b>	On the literature and lecture material

For an overview of all the important dates, please check Appendix C

### **Mentoring**

This course, which forms a continuation of the Academic Skills Tutorial, also has a mentoring function. The seminar teacher fulfils the role of your mentor and is therefore your first point of contact if you have any problems. Your mentor will invite you to attend three 20-minute interviews during this year.

The first interview is an introductory interview and takes place in week 36. You do not need to prepare anything for this interview.

The second interview takes place in Block 2, sometime during weeks 47 - 1. No seminars or lectures are given in this period, only this interview. In this interview, you will discuss how things are going with you, what you want to achieve within your study programme and with your career orientation, and how you would like to do this. In preparation for this interview, you are required to write a short report and formulate a study plan, which will form the basis for the interview. In this report you should consider the following questions:

- Where are you now?
- What ideas do you have about your future? (maybe you have no ideas yet, or only vague ideas, or maybe you have a full-fledged plan)
- What questions are still open at present?
- How are things going in relation to your wishes?
- What is your study plan for the rest of your bachelor's programme? For this, use the format given in Appendix B.

The seminar teacher will inform you about the deadline for submitting this report.

The third interview takes place a few weeks after you have submitted the final assignment. Your final assignment then forms the basis for the interview.

## WHAT IS EXPECTED OF YOU?

### **Rules of conduct**

The University uses uMail to communicate with its students (via email, Blackboard or uSis). Every student has a uMailbox (a 'web mailbox'). Your uMail address is [s0000000@uMail.leidenuniv.nl](mailto:s0000000@uMail.leidenuniv.nl) (with your student number instead of 0000000). *It is very important to check your uMailbox on a daily basis!* If you do not wish to use your uMailbox, you can forward all incoming mail from uMail to your 'normal' email address (such as your Hotmail or Gmail account). However, if you want to make sure your emails do not end up in a teacher's Spam folder, we advise you to use your uMail address when contacting him/her.

Email contact with teaching staff is not the same as with your friends. Here are some tips (based on <http://nl.wikipedia.org/wiki/Nettiquette>). Before you send an email, always ask yourself:

- Whether you can obtain this information by another means (by carefully reading BB, e-Prospectus)
- Whether this teacher is the right person to answer this question (or whether you should contact the Student Services Centre (SSC) or the course coordinator)

You should be aware that an email is very much like a letter. You should therefore *always* use an appropriate form of address and closure. Do not start your email with "Hello", or "Good morning", but use instead "Dear Mr / Ms Janssen". As a closure, you can use e.g. "Kind regards", followed by your name and student number. *Always* include the subject of your email in the *subject line* of your email.

### **Confidentiality**

Everything that is said in the seminars is confidential, just as in a therapeutic relationship, which means you may not discuss it with anyone else outside the seminars.

### **Attendance and participation**

You are expected to attend all lectures and seminars, on time and well prepared, and to have an active and open attitude to them. For a detailed explanation of what is expected of you in this area, see 'Assessment' and the grade elements below.

### **Attendance**

- Every seminar starts at 15 minutes past the hour exactly.
- Please read the specified literature before the start of the module.
- Look carefully at what is expected of you in terms of preparing for the lecture or seminar, and do this on time.
- Make sure you bring all the required material with you to the lecture or seminar.
- You should be active, constructive, engaged, critical and open-minded during your participation in the seminars.
- Attendance is compulsory. If you are absent (even for a part of the seminar), this will be recorded as failure to attend the seminar session. If you fail to attend more than two sessions, you will not be able to pass the course and will have to follow the whole seminar part of POCP again next year.
- If you are unable to attend due to illness, you should inform your teacher of this in advance, but there are no substitute assignments and it will still count as absence. You are

responsible for making sure that you obtain all the important information you missed. You are expected to obtain this information from your fellow students.

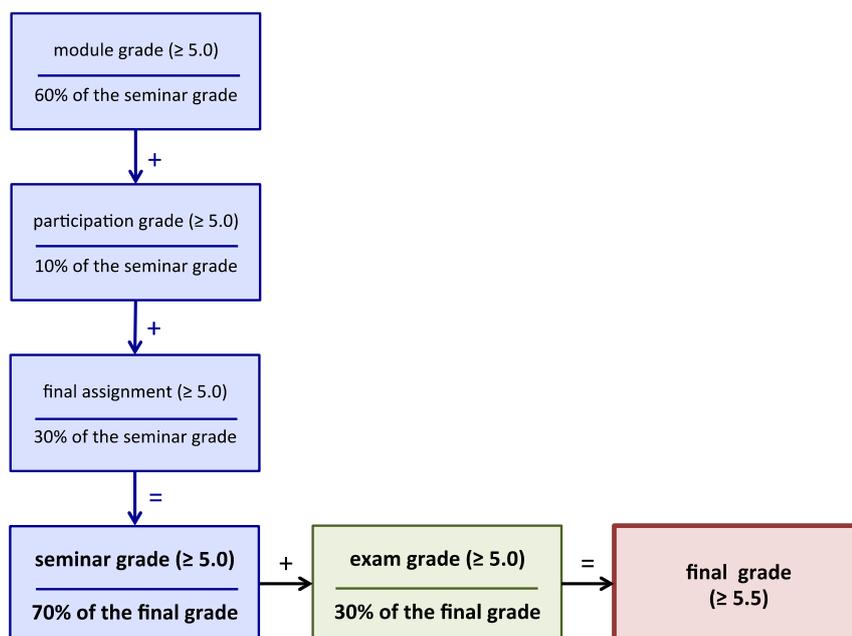
- It is not possible to switch seminar groups partway through the course, nor to catch up on a missed session with your own teacher at another time.

## ASSESSMENT

### Final grade for POCP

The final grade for POCP consists of a seminar grade (70%) and an exam grade (30%). The *seminar grade* consists of the module grade (60%), the participation grade (10%) and the grade for the final assignment (30%).

Figure 2 Weighting of the final grade.



The weighting structure of the final grade for the course is shown in Figure 2, and is explained below.

### Module grade

The three module assignments together constitute the *module grade*. You must complete the module assignments and submit them on time via Blackboard. Assignments that are not submitted on time will be graded as 0. Each module assignment has the same weighting within the module grade (33.3%). The grade for any of the module assignments may be lower than 5.0, as long as the average grade for the three module assignments is at least 5.0. The module grade accounts for 60% of the seminar grade.

### Participation grade

The participation grade consists of weighted scores of the four polls (10% each; 40% of the seminar grade in total) and the two career events (30% each; 60% of the seminar grade in total). The participation grade accounts for 10% of the seminar grade.

### **Polls**

A week before the start of each module, an invitation to fill in an online questionnaire (a poll) will be sent to your uMail address. The purpose of these polls is to encourage you to start thinking in advance about the theme of the module. You should fill in this poll as soon as possible, but no later than a week after the invitation was sent. After filling in the poll, you will receive a new mail containing a link, which you can use to download a summary of your responses. You must then submit this downloaded summary via Blackboard. You can find the Turnitin link for this in the relevant module folder via the option 'Assignments'. This assignment has not actually been completed until you have successfully submitted your summary via Turnitin. For a more detailed explanation of how to fill in the poll, see Appendix A. You will not be given a grade for the polls, but completion of the polls is included in the calculation of your participation grade.

### **Career events**

You must attend at least two career-related events between 1 September 2016 and 1 June 2017. These must be events that enable you to orient on the professional field, such as a career orientation day, a job market event, or a company information day. Select events that fit in with your phase of career orientation and that you think will help you to fulfil your current wishes. A calendar of numerous career-related activities is given on Blackboard under Career Events. This calendar includes more activities than just the events that can be used for this assignment. The events marked with a \* are suitable for this assignment. Master's Information Days are not marked with a \*. Although they are very useful, they mainly concern orientation on the study programme and not on the professional field. If you want to attend an event that is not listed (and would like it to count as a career event), you can request permission by sending an email to: [pocp@fsw.leidenuniv.nl](mailto:pocp@fsw.leidenuniv.nl). If the event is approved, it will be added to the list with a \*, so that other students can also benefit from it.

You must write a report for each event, including the following information:

- Why you chose this specific event
- How the event fits in with your formulated wishes
- What you learnt / experienced during your visit
- How it has affected your formulated wishes

Submit this report via Turnitin as soon as you have completed it, but no later than 1 June 2017.

You will not receive a grade for your report, but submitting it will be included in the calculation of your participation grade.

### **Final assignment**

The grade for the final assignment must be at least 5.0, and it accounts for 30% of the seminar grade.

### **Examination**

At the end of Block 3, your knowledge and understanding of the theory will be assessed on the basis of an exam with multiple choice questions. The examination material will consist of the literature that has been covered, and the theories that have been discussed in the lectures. The exam grade must be at least 5.0, and it accounts for 30% of the final grade.

### **Resits and compensations**

Successful completion of POCP results not only in a grade but also in five EC credits. POCP has only been successfully completed if the final grade is at least a pass. It is not possible to claim a proportion of the five credits. Final grades that are a pass (5.5 or higher) *cannot* be raised through 'resits' of partial grades (such as specific module assignments and/or the final assignment and/or the exam).

If the module grade is lower than 5.0 after all the *module assignments* have been completed, students may 'resit' a maximum of two module assignments with the aim of obtaining a module grade of 5.0 or higher. If you wish to resit a module assignment, the seminar teacher will give you feedback on (one or two) module assignment(s) that were graded as fails. You will then have two weeks in which to revise and resubmit your assignment(s). A revised assignment can never be given a grade higher than 6.

If your *final assignment* is graded lower than 5.0, or if the final grade is lower than 5.5 and it could theoretically be raised to a pass ( $\geq 5.5$ ) with a resit of the final assignment, you can resit the final assignment. If you wish to resit the final assignment, the seminar teacher will give you feedback on your final assignment. You will then have two weeks in which to revise and resubmit the assignment. A revised final assignment can never be given a grade higher than 6.

If the *exam grade* is lower than 5.0 or if the final grade is lower than 5.5 and it could theoretically be raised to a pass ( $\geq 5.5$ ) with a resit of the exam, you can resit the exam.

### **Format and regulations**

You must submit the assignments on time via the Turnitin link on Blackboard. Appendix C gives all the important deadlines of the course. Take careful note of the criteria for the layout and maximum number of words, and also of the criteria relating to academic writing, APA style, language and plagiarism (see: <http://media.leidenuniv.nl/legacy/plagiarism.pdf>)

Your seminar teacher will check the module assignments and the final assignment and will grade them on a scale from 1 to 10. The grade and feedback will be communicated to you two weeks after the submission deadline via Blackboard. A summary of the regulations relating to grade calculations can be found on the Faculty website:

<http://www.socialsciences.leiden.edu/psychology/students/regulations/regulations-on-grade-calculation-for-bachelors-courses-2015-2016.html>

## MODULE I

### Reading list

- Mitchell, K.E., Levin, A.S., & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling and Development*, 77, 115-124.
- Lent, R.W., Ezeofor, I., Morrison, M.A., Penn, L.T., & Ireland, G.W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, 93, 47-57.
- van Harreveld, F., van der Pligt, J., & de Liver, Y. N. (2009). The agony of ambivalence and ways to resolve it: Introducing the MAID model. *Personality and Social Psychology Review*, 13, 45-61.

### Objective of the module

The objective of this module is to help you orient on your future career. You learn how to formulate personal wishes about your own career orientation in this year of the study programme, and to concretise these wishes. You also learn where your own problems in this area may possibly be located. You discover how careers can develop, and how you can orient yourself on your future career. You also learn how to find out which jobs match which educational profile within psychology, and how you can learn more about what these jobs involve.

### Contents

This module consists of one lecture and two seminars. In the lecture, the lecturer explains what the course will cover, what you can expect, and what is expected of you. The lecturer then addresses a number of perspectives on career development and their implications for career planning. Finally, the module assignment is explained. In the seminars, you will get to know one another, and will formulate clear wishes with regard to your own career orientation in this year of the study programme.

### Sessions

This module consists of one lecture and two seminars:

Lecture 1.1 (week 37): Introduction to the course, career perspectives, theories on career orientation, explanation of module assignment 1

Seminar 1.1 (week 38): Getting to know one another, formulating wishes for this course, preparation for the module assignment

Seminar 1.2 (week 39): Presentations on job vacancies found by the students

### **Lecture 1.1 Career perspectives and explanation of module assignment 1**

*Lecturer:* Esther van Leeuwen

*Preparation:*

- Before the lecture, carefully read the articles by Mitchell et al. (1999), Lent et al. (2016) and van Harreveld et al. (2009).
- Fill in Poll 1 (deadline: 15 September 2016, 09.00).

*Contents:* This lecture provides an introduction to the course. It also addresses the importance of timely career orientation and possible problems you may experience in this context. The literature for this module is also discussed, and a student who took the course in a previous year will speak briefly about his/her experiences. Finally, the module assignment is introduced.

### **Seminar 1.1 Career orientation and professional field orientation**

*Teacher:* Your own seminar teacher.

*Preparation:*

- Think of a psychologist you would like to know more about, in terms of the content of his/her work or the development of his/her career. Contact this psychologist to ask whether he/she is willing to be interviewed. When making this request, you should remember the explanation and follow the instructions given in lecture 1.1 and in the module assignment.

*Contents:* In this session, you will get to know one another and make a number of practical agreements. You also reflect on what you yourself want to learn in this course. In addition, you prepare the interview with the psychologist for module assignment 1. The homework assignment for seminar 1.2, looking for job vacancies, (see description under *preparation* for seminar 1.2) is also explained and you will form a subgroup with one other student to do this assignment.

### **Seminar 1.2 Career orientation and professional field orientation**

*Teacher:* Your own seminar teacher.

*Preparation:*

- The module assignment: Interview the psychologist that you have found (if you are already able to do so). Also bring the results of your Thought Listing exercise and your wish list.
- The homework assignment: Look for three different job vacancies for which someone could be eligible if they have a university psychology degree with the specialisation that your subgroup chose in seminar 1.1. For each job vacancy, look at the job description (what does it involve?), the required profile (“we are seeking...”) and the employer (type of sector, size of company, commercial or otherwise, etc.). Then search online, for each job vacancy, for a person who already does this kind of job. You should search for a person or in a place (such as LinkedIn) that will give enough background information, such as a CV or career description. Look at the career development of these three people you have found. Look carefully at all the interesting, remarkable and unexpected things that you have discovered. You will be explaining this to your seminar group in the next session. In preparation for the next seminar session, produce a poster for each job vacancy, clearly showing the following elements:
  - psychology specialisation for which you conducted your search
  - job title of the vacancy that you found
  - employer who advertised the vacancy, and its most important characteristics
  - concise summary in your own words of the job description of the vacancy
  - required profile of the vacancy
  - profile of the person who currently works in the job
  - concise description of the broad outlines of this person’s career development

The poster must be readable from a distance of 2 metres. Bring the three posters to the session, printed on A3 or A4 and also on a USB stick.

### **Module assignment 1**

With your subgroup, look for someone who works in the professional field of psychology. Contact this person and ask whether he/she is willing to be interviewed about his/her work. If so, make an appointment for this interview. Prepare the interview thoroughly by finding out in depth about this person, his/her work, the organisation and the professional field, in all possible ways.

Each group member must formulate for him/herself, on the basis of the wish list produced in seminar 1.1, two or three *personal* goals of the interview. What do *you* want to gain from this interview? What do *you* want to know? Then translate these personal goals into a number of interview questions. Make sure that these are questions to which the answer is not easily available (for instance, online). This would not only be a waste of time, it also makes a bad impression if you ask a question whose answer can be read, for instance, word-for-word on the interviewee's personal website. Now combine the interview questions within your group and arrange them in an appropriate order, so that you have a flowing, well-structured interview. Make clear agreements about the allocation of roles within your subgroup (for example, who asks which question? Who takes which notes?). Make sure that you arrive on time for the interview, and that it does not take longer than the pre-agreed time. Introduce yourself (again) at the beginning, and briefly state the purpose of the interview. Make sure that you are well-prepared, pleasant and polite: at that moment, you are representing Leiden University, and this involves responsibilities.

Then produce an *individual*, smooth-flowing report of the interview, covering the following points:

- Describe your personal interview goals and say how these are connected with your wishes for your own career orientation, which you formulated in session 1.1.
- Explain why you chose precisely this person, and how you thought this would help you to achieve your interview goals.
- Give a clear summary of the findings that gave you relevant new insights. This means you do not need to give a full summary of the interview. Focus only on the information that was useful for you.
- Explain how the obtained information is related to your interview goal.
- Discuss why the obtained information is helpful for you and whether / how it brings you closer to fulfilling your previously formulated wishes for your own career orientation.
- Say whether you want to change your wishes on the basis of the new insights, or conversely want to leave them unchanged, and explain why. Formulate any changes that you want to make.
- Make a clear, *substantive* connection between your findings and the academic literature (such as Mitchell et al., 1999; Lent et al., 2016; van Harreveld et al., 2009; but you may also look for relevant academic literature yourself).

The report must be between 1000 and 1250 words, Times (NR) 12 point, double line spacing. At the top of the report, state your name, student number, the number of the assignment, the number of your seminar group and the word count. Submit the assignment via the Turnitin link on Blackboard. The deadline is 10 October 2016, 9.00.

## MODULE II

### **Reading list**

- Eccles, J. (2009). Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. *Educational Psychologist*, 44:2, 78-89.
- Further literature will be announced on BB.

### **Objective of the module**

In this module you learn skills that will help you to increase your self-knowledge, and you learn how to decide, on the basis of the insights gained, how you want to present yourself (e.g. on your LinkedIn profile or in your CV).

### **Contents**

This module consists of one lecture and two seminar sessions. The lecture will focus in more detail on the importance of self-knowledge in shaping your career. Which aspects are important, and how can you gain more insight into yourself? A number of career tests are discussed. Current developments on the job market are also covered in the lecture.

In the seminars, you practise with gaining insight into your own competencies, and acquire skills in identifying / acknowledging these personal competencies and translating them into an idea of how you want to present yourself.

### **Sessions**

This module consists of one lecture and two seminar sessions:  
Lecture 2.1 (week 40): Self-knowledge and career development  
Seminar 2.1 (week 41): Insight into competencies  
Seminar 2.2 (week 42): Profiling yourself

### ***Lecture 2.1 Self-knowledge and career development***

*Lecturer:* Simone Keijsers (Student Career Service)

*Preparation:*

- Before the lecture, carefully read the articles by Eccles (2009) and further literature (BB).
- Fill in Poll 2 (deadline: 6 October 2016, 09:00). The poll is the input for your module assignment 2, so it is important you fill it in. You will receive an email from the POCP team with a link and instructions. Instructions can also be found at the description of the module assignment 2.

*Contents:* In the lecture, the lecturer explains why it is important to have self-knowledge when shaping your (study) career and developing your work identity. Which aspects of self-knowledge are important and how can you acquire these insights? In line with this, a number of tests are discussed and the lecturer explains how to interpret the results of these tests. In addition, recent developments on the job market are discussed, together with the competencies and skills that employers look for. The lecturer also outlines what the Student Career Service can do for students. Finally, the lecturer explains how you must prepare for seminar 2.1; in this context, the STAR method and the homework assignment for seminar 2.1 are discussed.

### **Seminar 2.1 Insight into competencies**

*Teacher:* your own seminar teacher

*Preparation:*

- Think of the things you have done in your life (big things or small things, recent or from a long time ago: anything can be included) that gave you a good feeling, such as being proud of them, or pleased with the result etc. Describe at least 3 things using the STAR method.
- Bring this assignment with you to the seminar, and also the results of your Thought Listing exercise and your wish list (from seminar 1.1).

*Contents:* There are many different aspects that you can look at in the area of self-knowledge. In this seminar, you will do exercises that give you an insight into your own competencies. These competencies are only one of the aspects of self-knowledge. They are a good aspect to look at because they are open to change and training. The module assignment is also explained.

### **Seminar 2.2 Profiling yourself**

*Teacher:* your own seminar teacher

*Preparation:*

- For this seminar, you need either a Curriculum Vitae (CV) or a LinkedIn public page. If you do not have these yet, spend a short time producing a *simple and concise* CV, or creating a *basic (accessible to everyone)* LinkedIn profile. Bring a print-out of your CV or public LinkedIn page to the seminar.
- Also bring the results of your Thought Listing exercise and your wish list.

*Contents:* In this session, you are going to look at CVs and LinkedIn profiles to see what competencies they reveal and what message they convey. After this, you will consider for yourself what competencies you would like to display in these forms of presentation. The focus will therefore not be 'how do I write a CV?' but 'what competencies or what message do I want to convey?'.

### **Module assignment 2**

Part 1: Tests and dialogue (max. 750 words)

Go to <http://www.easy360.nl/en/360-degrees-feedback-free/>, choose your preferred language at the top and do the Personal Effectiveness test. At the end of the test, enter your details so that the results can be sent to you. You will immediately receive an email with a link to your personal report and the opportunity to invite other people to complete the test with you in mind.

Invite at least one person who knows you well and whom you trust (one of your parents, your brother / sister, or a good friend) and ask him/her to complete the test about you.

If you have invited several people to complete the test, choose just one of them for the rest of this assignment. Arrange a time when you can discuss the results of the test with this other person. You can do this in a personal meeting or by telephone / Skype, if necessary, but *not* by email.

- Examine the results together and look at the similarities and differences.
- Discuss how each of you arrived at these results, on the basis of concrete examples (in what situations do you display – or fail to display – these competencies?). The aim is not so much to agree on everything as to enter into a dialogue.
- Write a report of this discussion, in which you present your own results and the other person's results, and reflect on the similarities and differences. Explain these on the basis of

what you discussed, and state what insights you have gained from both the test results and the discussion.

- Attach your personal report (containing your own results and those of the other person / people) as Appendix 1.

#### Part 2: From tests to CV (max. 750 words)

In Poll 2 you completed a personality test. Look at the results of this, and compare them with the results of the Personal Effectiveness test (competencies test) from Part 1. These tests give you information about yourself from different angles: personality traits and competencies.

- State the results of your personality test.
- Select some of the aspects from the tests that you would like to display – or not display – in your CV and/or LinkedIn profile and explain why you have selected them.
- Create a CV and/or LinkedIn profile in such a way that it conveys what you want to display.
- Describe how you have made this evident. Attach your CV and/or LinkedIn profile as Appendix 2.
- Finally, discuss what you have gained from doing this assignment (both Part 1 and Part 2) and whether/how this brings you closer to fulfilling your previously formulated wishes for your own career orientation.
- State whether you want to change your wishes on the basis of the new insights, or conversely want to leave them unchanged, and explain why. Formulate any changes that you want to make.

Write a personal, smooth-flowing report. The report (without appendixes) must be between 1000 and 1500 words, Times (NR) 12 point, double line spacing. At the top of the report, state your name, student number, the number of the assignment and the number of your seminar group. Submit the assignment via the Turnitin link on Blackboard. The deadline is 31 October 2016, 09:00.

## MODULE III

### Reading list

- Buunk, A.P., & van Vugt, M. (2007). Applying Social Psychology (Chapter 1). In: A.P. Buunk & M. van Vugt (Eds.). *Applying Social Psychology: From Problems to Solutions* (2<sup>nd</sup> edition). London: Sage. (Available on Blackboard)
- NIP Code of Ethics (Dutch ethical guidelines for psychologists), <http://www.psypip.nl/beroepsethiek/de-beroepscode/de-beroepscode.html>
- APA Ethical Principles and Code of Conduct (American ethical guidelines for psychologists), <http://www.apa.org/ethics/code/principles.pdf>.

### Objective of the module

The objective of this module is to obtain more understanding of the question: what will be expected of me in future? You will be able to form a clearer picture of what it means to use psychological knowledge and insights to address practical problems. In addition, you will gain knowledge of the ethical aspects of applying psychological theories to practical problems.

### Contents

This module consists of two lectures and five seminar sessions. In the first lecture, you will learn how to apply psychological theories to practical problems, and how to develop theory-driven interventions. The second lecture deals with the ethical aspects of diagnosis and intervention. In the seminar sessions, you will work on actually applying theories to practical problems. In subgroups of three, you are asked to formulate a plan for solving a 'real problem' in the 'outside world' and to present your solution to a panel of experts from this outside world. The case studies are allocated in the first session. The subgroups then independently gather relevant information and formulate a draft analysis and intervention. In the second session, the process model and approach are presented, and consideration is also given to ethical aspects of the case study. The ultimate design is then presented and discussed in the third session. In the fourth session, the subgroups' problem analyses and intervention plans are presented to a panel of experts. In the fifth session, the presentations are discussed and the panel session is evaluated. The final assignment of the course is also introduced. As the module assignment, you are asked to write individual reports on your problem analysis and intervention plan, using the feedback you received in the second and third seminar sessions.

### Sessions

This module consists of two lectures and five seminar sessions:

Lecture 3.1 (week 5): Problem analysis and intervention

Lecture 3.2 (week 6): Ethical aspects of diagnosis and intervention

Seminar 3.1 (week 7): Allocation and explanation of case studies, explanation of module assignment

Seminar 3.2 (week 8): Discussing progress of case studies; ethics

Seminar 3.3 (week 9): Draft presentation

Seminar 3.4 (week 10): Presentation to an external panel

Seminar 3.5 (week 11): Discussion of presentation within own seminar group, evaluation, explanation of final assignment

### **Lecture 3.1**

*Lecturer:* Esther van Leeuwen

*Preparation:*

- Before the lecture, carefully read the chapter from Buunk & Van Vugt (2007).
- Fill in Poll 3 (deadline: 31 January 2017, 09:00).

*Contents:* This lecture deals with the technique of analysing practical problems using psychological theories. You are given a glimpse of the diversity of cases facing psychologists. You will also learn how to systematically break down these problems into symptoms, underlying problems, causes and consequences. On the basis of this analysis, you learn how to formulate an intervention plan to tackle the problem, and how to present this plan succinctly and to-the-point.

### **Lecture 3.2**

*Lecturer:* Jop Groeneweg

*Preparation:*

- Before the lecture, carefully read the APA Ethical Principles and Code of Conduct and the NIP Code of Ethics for Psychologists.

*Contents:* This lecture deals with the ethical aspects of diagnosis and intervention. On the basis of general and psychology-specific ethical principles, insights are offered into the 'rules' that must be obeyed by psychologists in practising their profession. A number of dilemmas are presented to help you learn how to make your own ethical judgements, and how to deal with these ethical dilemmas in your own work.

### **Seminar 3.1**

*Teacher:* your own seminar teacher

*Preparation:*

- Bring the results of your Thought Listing exercise and your wish list.

*Contents:* In this session, the module assignment is explained. The five case studies that are part of the module assignment are explained. For this assignment, you are divided into subgroups of three, and each of these is allocated its own case study. This case study contains a description of a practical problem. The objective for the next few weeks is to analyse this problem, and to offer a practical solution or intervention.

### **Seminar 3.2**

*Teacher:* your own seminar teacher

*Preparation:*

- Together with your subgroup, prepare a short presentation, in which you present the theoretical analysis of the case study and consider possible ethical aspects of the case study. The presentation will *not* yet include plans for the intervention. The emphasis lies on understanding the problem and identifying ethical aspects.
- Also bring the results of your Thought Listing exercise and your wish list.

*Contents:* In this session, your progress will be discussed with respect to analysing the case studies. As a subgroup, you will present your case study, theoretical analysis and ethical aspects.

### **Seminar 3.3**

*Teacher:* your own seminar teacher

*Preparation:*

- Together with your subgroup, prepare your panel presentation. The presentation must last no more than 5 minutes, in which you present the most important elements of your problem analysis and intervention to a panel of experts. Remember that the panel members are experts from various professional fields, with extensive knowledge of their own field, but not necessarily much knowledge of psychological theories concerning the case study. Take this into account in your presentation. No more than 3 PowerPoint slides may be used for the presentation. Your objective is to convince the panel that you have really understood the problem and have formulated an appropriate intervention that is feasible and has a good chance of success. The presentation must contain at least the following elements:
  - Problem analysis. What exactly is the problem? For whom is it a problem? Why is it a problem? Are there ethical aspects that appear to be relevant?
  - The goal. What is the outcome variable that you want to change? What is the intervention aimed at?
  - A theoretical foundation, in which the problem is described using one or more psychological theories.
  - A process model, which includes the (relevant for the intervention) predictors, mediators, moderators and outcome variable(s).
  - An intervention plan, in which the intervention is described and explicitly explained.
- Also bring the results of your Thought Listing exercise and your wish list.

*Contents:* In this session, your progress will be discussed with respect to analysing the case studies and developing appropriate interventions. Students present their analysis and solution, with the aim of obtaining as much feedback as possible from both their fellow students and the teacher. The objective is to help the subgroups improve their presentation as much as possible for the next 'round', i.e. the presentation to the external panel.

### **Seminar 3.4**

*Teacher:* your own seminar teacher and panel members

*Preparation:*

- Prepare your definitive presentation. Practise it a few times with your subgroup, taking particular note of the timing. Make sure you arrive at the room in plenty of time, and put your PowerPoint presentation on the computer before the session begins.

*Contents:* In this 2-hour session, the subgroups give their presentation to a panel of two or three external experts. This means a total of five presentations of 5 minutes each, followed by about 10 minutes of questions and responses from the panel and the other students.

### **Seminar 3.5**

*Teacher:* your own seminar teacher

*Preparation:*

- Fill in Poll 4 (deadline 13 March 2017, 09:00).
- Also bring the results of your Thought Listing exercise and your wish list.

*Contents:* In this session, you discuss the presentations that were given to the external panel, and reflect on the POCP course as a whole. How have your wishes for this year developed? Have they changed as the course progressed? To what extent have they been fulfilled? How did you achieve

this, or conversely not achieve it? If they were not fulfilled, would you like to do something about this for the future and, if so, what is this? In Poll 4, you also look at how you now view career orientation. This poll contains the same questions as the first poll that you did at the beginning of the course. After filling in Poll 4, you will be able to see how your knowledge and attitude about career orientation have changed in comparison with Poll 1. In the final assignment, you will reflect on (the difference between) these scores. In this last session, the teacher can help you make a start on this by pointing out a number of ways to interpret these results. Finally, the teacher explains the module assignment and final assignment.

### **Module assignment 3**

The module assignment is an individual paper, consisting of three parts. In Part 1 (max. 750 words), the case study is described: the problem description with the theoretical background, the process model that follows from this (also describe the different elements: predictors, mediators, moderators and outcome variables) and the chosen intervention plan with theoretical background, in three separate sections. Comments and feedback that you received on your presentation can also be incorporated in this part. In Part 2 (max. 500 words), you provide a reflection on the presentations given to the panel in general. This is therefore not only about the comments that you received on your own presentation, but also about the feedback that was given during the session in general. What stood out about the comments of the external panel, and what aspects of their comments can you personally take into account in the future? In Part 3 (max. 500 words), you reflect on your wish list for your own career orientation, and state whether and how your experiences during this module have contributed to fulfilling your wishes and/or whether and how you want to change your wish list for next year.

The maximum length is 1250 to 1750 words, excl. reference list (A4, double line spacing, Times NR 12 point, 2.54 cm margins). Submit the assignment on time via the Turnitin link in your own seminar folder on Blackboard. The deadline is 13 March 2017, 09:00.

## **FINAL ASSIGNMENT**

### **Objective of the final assignment**

To conclude the course, you will do a final assignment that brings together everything you have learned in the previous modules. The separate modules do not function independently, but are closely related to one another. In the final assignment, you can show how connections can be made to combine all this information.

### **Contents of the final assignment**

In the final assignment, you are asked to reflect on your development with respect to career orientation during this course. We will send you the exact text of this assignment after you have completed Poll 4 and submitted it via Blackboard. The deadline for the final assignment is 27 March 2017, 09:00.

## APPENDIX A: INSTRUCTIONS FOR POLLS

### **The polls in POCP**

During the course, you will be asked on four occasions to fill in an online questionnaire (a 'poll'). It is compulsory to fill in the polls and upload your responses in Blackboard.

How does it work?

- About 1 to 2 weeks before the start of a new module, an email will be sent **to your uMail address**, containing a link to the poll.
- Click on the link to open the poll. Although in principle it is possible to also do all the polls on a smartphone, we advise you to use a larger screen (such as a computer or tablet).
- The first screen will tell you approximately how long it will take to fill in the poll. Please make sure that you have this length of time available. If you don't, you should fill it in later when you do actually have enough time.
- Read the instructions carefully and fill in the poll completely.
- At the end, continue to click until the poll closes itself. **This is important:** if you don't keep clicking to the end, you will *not* receive a summary of your responses, to then submit on Blackboard. In that case, you will not be able to proceed through the subsequent steps.
- When you have filled in the poll completely, it will close itself. Within a few minutes, you will receive an email **at your uMail address**, containing a link to a summary of your responses in this poll.
- Click on the link to open this summary. This will open a webpage. Save this page as a PDF by clicking on the red Adobe Acrobat icon () in the top right-hand corner (in some systems you can also save the page via File > Print > Save as PDF). Please make sure that you save the entire summary of your responses (i.e. do not use a screenshot or something similar).
- Now go to Blackboard, and submit the PDF file containing the summary of your responses via the Turnitin link for the relevant poll in your own seminar group folder.

If you have any problems with the invitation to fill in a poll and with saving the poll results, please mail to: [pocp@fsw.leidenuniv.nl](mailto:pocp@fsw.leidenuniv.nl). If you have any questions about submitting the polls (and assignments), please mail to: [psyblend@fsw.leidenuniv.nl](mailto:psyblend@fsw.leidenuniv.nl).

## APPENDIX B: STUDY PLAN

<u>Year 2</u>	<u>Block 1</u>	<u>Block 2</u>
<u>Sem 1</u>		
<u>Sem 2</u>		

<u>Year 3</u>	<u>Block 1</u>	<u>Block 2</u>
<u>Sem 1</u>		
<u>Sem 2</u>		

## APPENDIX C: IMPORTANT DATES

Introductory interviews	Week 36 - 37
Deadline for Poll 1	15 September 09.00
Lecture 1.1	15 September
Seminar 1.1	Week 38
Seminar 1.2	Week 39
Deadline for Poll 2	6 October 9.00
Lecture 2.1	6 October
Deadline for module assignment 1	10 October 9.00
Seminar 2.1	Week 41
Seminar 2.2	Week 42
Deadline for module assignment 2	31 October 9.00
Information session for 2 <sup>nd</sup> year students	17 November 17.00 – 18.00
Deadline for preparation of mentoring interview	In consultation with mentor
Mentoring interviews 1	Week 47 – 1; no later than 6/1/17
Deadline for Poll 3	31 January 9.00
Lecture 3.1	31 January
Lecture 3.2	2 February
Seminar 3.1	Week 7
Seminar 3.2	Week 8
Seminar 3.3	Week 9
Seminar 3.4	Week 10
Deadline for module assignment 3	13 March 9.00
Deadline for Poll 4	13 March 9.00
Seminar 3.5	Week 11
Deadline for final assignment	27 March 9.00
Exam	7 April
Mentoring interviews 2	Week 15 - 22
Deadline for career event assignments	1 June 9.00
Exam resit	22 June

Exam weeks: 45, 3, 4, 13, 14, 23, 24, 25, 26, 27

Blue: important deadlines for students

Black: teaching and information on POCP

Red: Mentoring interviews