Personal Development Centre FSW

Learning your way through the world

Universiteit Leiden
Social and Behavioural Sciences

Concept v0.87 - January 2022

Summary

Education is going through a paradigm crisis. Study programs no longer are a self-evident guideline for development. Students are offered a wealth of choices, but also prompted to get at the helm of their future as soon as possible. They take gap years, explore different contexts. They no longer automatically follow a pre-structured path of given curriculums. In support of this, *Learning My Way* (LMW) offers educational institutions a *meta-curriculum:* a new approach to student development and well-being, that no longer takes the programme, but the student as the principal unit. LMW is designed to offer students a long-term autonomous perspective at their fingertips. Accessible across time and study-phases. Helping them to maintain focus on their path toward a meaningful personal and professional future. It anchors learning from their *own* developmental perspective: offered within the context of a curriculum but offering skills transcending their time as a student, without the need for institutions to alter existing successful study programmes.

Students are confronted with a dilemma: 'Broaden your horizons!' meets 'Choose your track and future profession'. This translates into choice overload, fear of missing out, stress and depression, aggravated bij COVID. Students now lead multiple, parallel lives. Study, social contacts, online activities and work exist as separate 'bubbles', often with few connections between them. Teaching staff meet with fluctuating motivation levels, delay and drop-out in the study programs. We feel that finding and anchoring personal motive and choice are imperative for today's student during their entire career. Still, programmes rarely include sustainable inclusion of executive competences such as developing personal vision of the future, actionable self-knowledge, and professional identity. Many students therefore suffer from insufficient knowledge of their *own* vision and commitment. This renders our educational system into an expensive labyrinth of trial-and-error, where students must learn the hard (and costly) way what is -and isn't- right for them, resulting in more failure-experiences than necessary. Solution to this situation is offered by the *Learning My Way* approach. Our main mission is to:

- help students find a flexible learning path that leads towards realising their unique contribution to the world.
- support students in becoming healthy and engaged professionals in both life and work, who can deal autonomously with setbacks and uncertainty in different areas of life and profession.

Learning My Way (LMW) assists any student to become owner and designer of their own path in career and life, rather than educational consumer. It helps them light(en) their pathway toward making a real impact in the world. Assisted by smart IT and integrated intensive seminars, participants develop ownership in navigating by autonomous motives, developing their vision of the future, and anchoring their own talent and dysfunctional patterns. LMW interactive charts and 360^0 feedback instruments help them explore how their competences develop in relation to desired educational and professional profiles. The LMW approach enables intensive individual work in large student populations, paired to a relatively low staffing load (see also Figure 1). The meta-curriculum of Learning My Way is continually expanded and employing advanced educational principles. Currently, it is integrated in the Ba and Ma curriculum of Leiden University, at TU Delft, and Utrecht University as well as primary and secondary education.

The LMW programme was endowed with the 2018 Inter-University Leiden-Delft-Erasmus Henk Dekker Award for Educational Innovation. From 2022, it is an integral part of all Social Sciences Ma and Ba tracks in Leiden University.

Acknowledging the challenges of today's education

Students struggle with motivational questions and problems. Mental health issues are also on the rise (Boot, Vonk, & Meijman, 2007; Dopmeijer *et al.,* 2018; Gaspersz *et al.,* 2012; Gorter *et al.*, 2008). More than three-quarters experience pressure to perform and this number is increasing (RIVM, 2018). In addition, 50% report problems with anxiety and depression, and 25% experience burn-out symptoms (Dopmeijer *et al.*, 2018). Various sources (RVS, 2018) identify the cause as the increasing pressure on students to compete and complete their degree quickly. Cuts in student grants mean that they often need to take extra jobs to ensure sufficient income, which comes on top of the pressure of performing well academically and building up an impressive CV (RIVM, 2018). At both national and European level, there are urgent calls for more attention to be given to students' wellbeing. Increasingly so in the current COVID-19 situation (Super & van Disseldorp, 2020).

Pressure and insecurity are intensified by professional trends. Traditional careers are disappearing from the job market and uncertain careers are becoming the rule (Pryor & Bright, 2011; WEF, 2016; OCW, 2015). As a result, self-regulation is currently an essential ability. Professionals are expected to be responsible for their own career and to take charge of it themselves (Meijers, Kuijpers, & Winters, 2010). This requires not only self-*regulation* but also self-*knowledge* regarding ones' desired life direction and professional identity (Wijers & Meijers, 1996).

Still, it is too uncommon that today's curricula include teaching on self-regulation and exploring one's own vision and professional identity. Guidance is mostly provided too late, when problems have grown into crises. For today's student, there is very little anchoring of their own long-term vision within the context of their study programme. The role of this omission should not be underestimated.

Having a clear picture of your own future vision is correlated with health, psychological wellbeing, and greater perseverance (Malin, Liauw, & Damon, 2017; McKnight & Kashdan, 2009; Pallant & Lae, 2002; Vignoles et al., 2006). We also know that students with a clear future vision display greater resilience, especially when they experience stressors, such as disappointing study results (Pallant & Lae, 2002). Aware students are more likely to use adaptive strategies, more committed to the study programme, perceive it as more meaningful, and achieve better results (Malin, Liauw, & Damon, 2017; Yeager & Dweck, 2014). Greater commitment to studying before starting out also was found in Leiden University students to be directly correlated with academic performance after the first year (Meijer, Cleiren et al., 2018). Projecting their specific, meaningful role for the future allows students also to redefine unappealing, difficult, or boring aspects of a study programme as (necessary) steps on their own path. Having self-knowledge leads to navigating by your own compass and the ability to motivate yourself to act and set priorities. Given the scale of the problem, we agree with Dopmeijer et al. (2018) that we should build online and blended structures that support the wellbeing of students.

The need for a meta-curriculum

The word *education* has a double Latin origin. It stems from both *educare*: to 'instruct' or to 'form', and from *educere*: 'to lead out' or 'to bring to light'. Emphasis in many of today's academic disciplines is mostly on the *educare* component: putting in the maximum of state-of-the-art knowledge necessary for students to become masters in their field and discipline. To bring out the inner qualities and talent of the student is, at a practical level, at best considered a supplemental effort. In view of current societal development this is an oversight. Although academic programs comprise aspects that address personal formation aspects, these are typically scattered around the curriculum, and often hardly integrated into daily study-life. An example are courses such as Designing Your Life (DYL, Burnett & Evans, 2016). Although such approaches are valuable in themselves, the fact that they are an (elective) addition to an already jam-packed curriculum rather than a continuous focus of the educational institution diminishes structural value and impact to the student.

Over the past ten years, we have developed state of the art interventions as the basis for a *meta-curricular, ongoing* programme that guards and anchors personal and professional development of the student. Attuned to, but independently from their current specific academic programme. This meta-curriculum enables each student to weave a meaningful thread through all the curricular beads that courses, study programmes and extra-curricular activities offer. The Learning My Way portfolio enables

them to develop, keep track of and remember their personal and professional goals and ideals throughout their academic career and beyond.

Core components of the *Learning My Way* program are a (repeated) exploration of one's current and future self-image, professional image, competence measurement, choices, 360^0 feedback, and their commitments to steps in the desired direction(s). All modules have been developed and evaluated in diverse training settings over the past twenty years. The modules have proven helpful in the context of different programmes in different disciplines (from humanities to hard science) universities. Exact timing and placement of LMW meta-curricular modules is carefully attuned to every specific regular academic programme (Ba, Ma, postmaster or PhD), in coordination with the coordinating and teaching staff.

Learning My Way: responding to the changing perspective

Learning My Way can be (and is currently) employed in student populations ranging from high school to post-PhD level, as well as post-initial and executive education. Our approach combines scientific insights from advanced training and coaching perspectives (e.g. De Dreu, 2003, 2020; Derkse, 1998, 2000; Dweck, 2008; Cleiren & Lindenbergh, 2008; Yaeger & Dweck, 2012; Burnett & Evans, 2016). With *Learning My Way*, participants explore, anchor, and monitor their own professional and personal development over time. This is encouraged by an inventive combination of provocative questions posed in (online) preparations, 360-degree feedback from the student's own social circle or trusted mentors, and processing and anchoring findings during intensive (online) seminars. It incorporates intensive peer interaction and reflection. Students additionally record their own competence development over time, and intelligent charts are used to compare their development with self-chosen professional goals and their personal vision(s) of their desired future.

Systematic online self-assessment, once implemented as a backbone in the curriculum, also allows to anonymously evaluate courses in terms of their impact on student competence. Pre- and post-measurement aggregate data can identify competence improvement profiles associated with specific courses by applying aggregated learning analytics. Current students thus indirectly provide future students with a picture of the contribution that a specific course may make to their own competence development.

Figure 1: The Learning My Way Portfolio system (web based) with reflective online preparation (left) upload of seminar results (middle), here using web access via a smartphone (right)

Structure of Learning My Way

Learning My Way (LMW) uses an intensive form of blended personal and professional learning (if desired so: hybrid) either with *online* or *on campus* seminars, and knowledge clips, enveloped in clear pre- and post- portfolio tasks. This systematic approach reinforces the reflective process, as well as activates students to apply their acquired insights to their own study programme and social environment. The LMW intervention comprises face-to-face seminars, supported by online knowledge clips, small workgroups,

and individual (micro)coaching contact. Seminars are preceded by an Online Preparation assignment (reflection on yourself) often followed by a Transfer assignment (implementation of the learned insights in concrete activities) and finally an Online Integration assignment (consolidation of the insights).

Figure 2: International and Dutch Honours students during Seminar I in non-COVID times.
(March 2018, photo: M. Cleiren)

Students are automatically prompted to upload their reflective results before each seminar. Seminars themselves entail different educational methods, including breakouts for individual reflection (*Time-ins*) and interaction in pairs or larger subgroups (*Time-outs*). The LMW intervention has a modular structure (see also Figure 3 for an example) with a developmental sequence. Currently, a range of base modules are employed. Each module is preferably selected and combined according to the needs of the specific student context within a study programme (see 'Suggested curricular timing' in Table 1 for an overview).

Depth of embeddedness with the regular curriculum may vary, depending on needs and possibilities of the programme. The combination of LMW modules helps to explore, anchor, and monitor insights in several ways:

1. provides a *cognitive framework* to differentiate and understand one's own learning process
2. provides an *online memory* to retain and recollect important self-knowledge and narrative
3. applies a *temporal framework* to follow one's personal and professional development over time in the context of their own Ba or Ma program (such as monitoring personal competence development, 360^0 feedback and the effects of training on specific skills)
4. set up in such a way that initial training and baseline measurements can be followed up with *repeated measures* of personal and professional skills, offering view on ones developing insights, attitude, and vision of the future.

Optimal integration in a curriculum occurs when *Extraction points* are included in the programme, where personal (self-)knowledge is extracted from the existing courses within the programme (Table 1, Module O4). This helps the student to experience their Ba or Ma curriculum as an integral part of their personal and professional development.

Insights into optimal placement and specific contents of the LMW modules has matured over the past 8 years. We learned that LMW expert micro-coaching is a small, but essential part of each trajectory. Also, acknowledgement of the LMW meta-curriculum by Ba and Ma teaching staff is initially essential to fruitful participation and may lead to over 90% participation, even when no ECs are awarded (TU Delft, Ba 1 Applied Science, 2021). The continuous formative feedback system embedded within the LMW portfolio has allowed for agile didactic changes in very diverse curricular contexts. The list of modules (the currently most important ones listed in Table 1) is still expanding.

Table 1 Currently available meta-curricular modules and the proposed timing in a study programme

Meta-Curricular Level (with depth of orientation)	Suggested curricular timing
Fundamental Level *Insight oriented modules*	*modules addressing self-reflection and self-regulation, supports basic operation of the LMW portfolio. Offering a framework for personal & professional development.*
F1 - **Core Purpose exploration & Competence inventory** *understanding the layered nature of purpose; exploring personal passion, mission, profession & vocation*	before important choices need to be made for specific directions within curriculum or for specific professional/internship choices
F2[1] - **Comfort Zone & Competing motives** *understanding one's self-protective & self-transcendent motives*	before trying out new behavioral contexts or exploring new possibilities is required, either in venturing into unknown professional domains or new social contexts (e.g. teams, collaborative products in study)
F3[1] - **Talent & DRAGon identification** *Tracing, identifying and naming one's unique talent/gift contribution and ones' currently most dominant self-protective pattern.*	needing to get to grips with one's typical stress-coping patterns (in or outside context of curriculum), facing study pressure; when career and specialization choices loom or when working in teams becomes important within the curriculum.
F4 – **Sea of Possibilities** *Identifying (based on preceding student insights) one's formalized motive and aim, recognizing personal qualities and pitfalls along the way to get to the ultimate goal.*	Transitions between study phases that involve a given curriculum, but require different student attitude, e.g. BSA or Ba1 -> Ba 2; Ba2 -> Ba3, PreMaster -> Master; Ma year 1 -> 2
F5 - **Future Self Exploration** *Projecting one's dream of the future as an anchor for choices in the here-and-now*	Transitions between different study phases where important personal and professional choices are involved, e.g. Bachelor-Master; Master - post Master/PhD/Profession.
Instrumental Level *'How-to', application-oriented modules*	*modules focused on offering concrete tools for self-monitoring and self-regulation in diverse educational and professional contexts. Offering compact real-life exercises.*
I1 – **Autonomous Learning** *Theory & practice to become and stay owner of one's quest for learning, regardless of the formal curricular context.*	Helps to maintain autonomous motivation in large classes and student populations, when compulsory curricular courses outweigh electives, or when limited personal choice or determination of direction within the study is possible. Focusses attention on ownership of learning in any situation.
I2 – **Commitment** *Theory & practice to fundamentally commit one's efforts and actions to a desired outcome, including support of trusted others.*	When a personal or professional choice/intention/ needs to be translated into concrete behavioral steps. Overcoming ones hesitations to venture outside ones comfort zone.
Operational Level *Curricular implementation modules*	*modules focused on integrated training of 'good habits', self-monitoring and self-regulation within the current curriculum (transferring to future educational and professional contexts). To be paired with curricular mentorate /tutorate/ study coaching. Requires staff involvement and some LMW training*
O1 – Learning plan – LMW integration (tailored to specific BA or Ma)	When the discipline chooses to base student-support/tutoring/mentoring on student insights from the LMW curriculum
O2 – Talents in Teams (tailored to specific BA or Ma)	Taking on personal leadership in concrete personal and professional situations, applying knowledge of one's own talent and DRAGon (prerequires Module F3)
O3 – Operational Blueprint (tailored to specific BA or Ma)	When taking up a specific role or roles in teams are required, employing ones talent within time and space constricted trajectories.
O4 – Extraction Points (tailored to specific BA or Ma, Graduate School)	Inception and Extraction of self-knowledge at the start and end of regular courses in the Ba, Ma or PhD curriculum

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[1] Best combined F2+F3, also saves some time

Since March 2020, prompted by COVID-19, the entire LMW programme has been successfully adapted and rewritten for hybrid online teaching at different universities. Seminars have been complemented with online knowledge-video clips, to enable spending valuable online contact time on interaction with- and between students. Audio-visual knowledge clips are embedded within the online system, so that watching is interspersed with self-reflective questions.

LMW instruments are based on current educational insights and have been developed specifically attuned to a longitudinal approach. The *Competence Sliders* instrument allows students to evaluate themselves (or be evaluated by 'buddies') by means of 'sliders' on the 32 competences in the classification used nationwide by the Association of Universities in the Netherlands (VSNU) for all academic and non-academic professions, thus offering a nationally applied definition and categorisation of competences. If desired, this VSNU system can also easily be replaced with other skills and competence-categorizations. *Puzzling on Purpose* is an open online questionnaire tool used for reflecting on the most central motives and ideals in one's own life. By exploring the issues, students will arrive at a provisional ranking, which is produced during the first seminar and can be consulted later via the LMW system with an option to update their views.

Supporting LMW blended learning is the online workbook that contains more theoretical substantiation for the assignments and acquired insights. Core to continuity is the *Learning My Way* IT environment that accommodates the personal online portfolio. This contains the student's own insights and assignments, next to the peer feedback, personalised profile scores (i.e. Competence score development) and the student's own competence reflection on course efficacy.
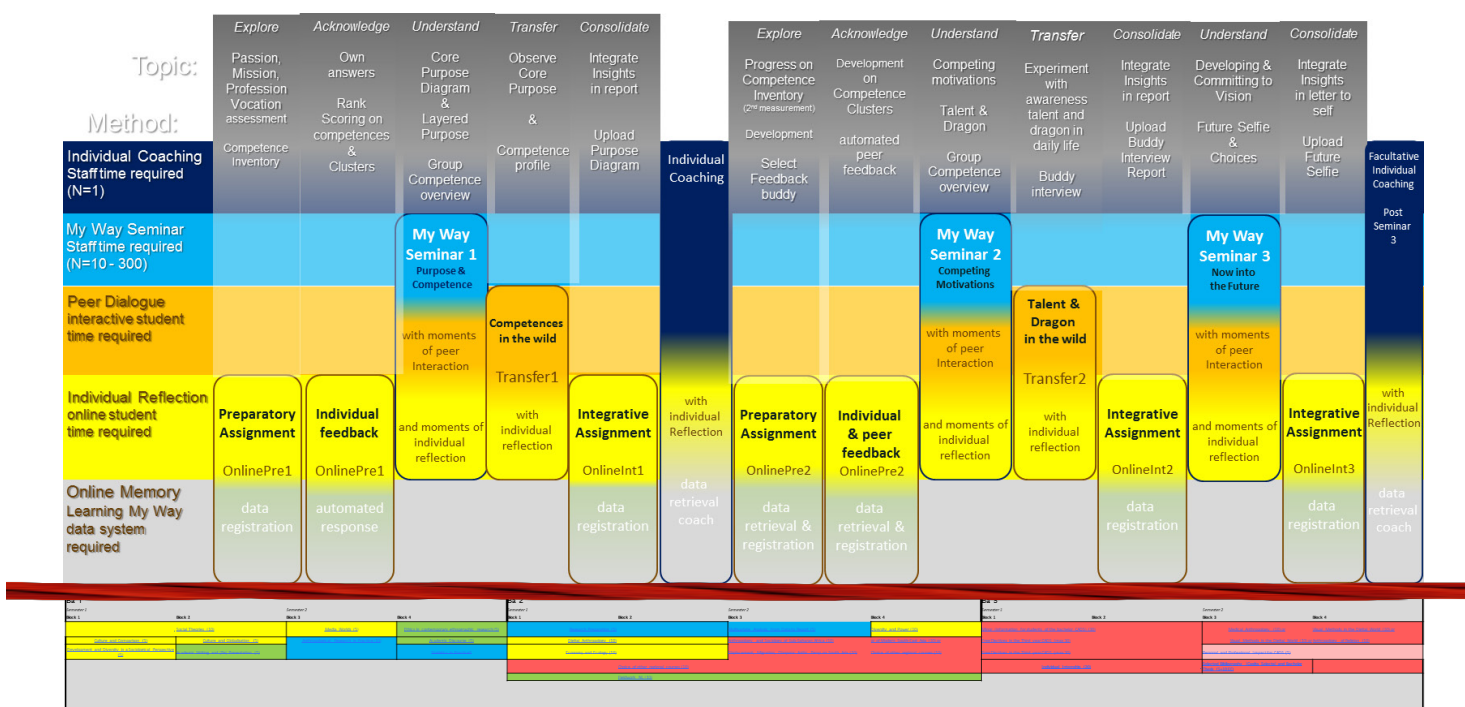

Figure 3: Example of a Ba curriculum (underneath the red line, with courses requiring student choice in red) combined with a tailored Learning My Way meta-curriculum (above the red line).

Fundamental to the LMW approach is that students obtain and retain ownership of their learning trajectory. The set of instruments therefore often focuses on self-reflection and development (intrapersonal). LMW is explicitly not designed for comparative and competitive use. This means that students can reflect and communicate honestly (and more validly) on their own situation. This maximally reduces social desirability influences or masking for social reasons, or embellishment with a competitive frame of mind. If desired so, the disciplinary curriculum of course may ask for papers or exercises that

request the student to reflect on self-knowledge obtained in the LMW trajectory, but not the data themselves. In this way, fruitful integration is accomplished between personal insights and study related activities (e.g. in tutoring and mentoring, career choice, or curriculum planning).

Our LMW 2.0 IT web-application is GDPR- (AVG) proof. In addition, advanced logging of data-access can be used, based on the worldwide ground breaking E-Estonian approach (see e.g., Priisalu & Ottis; 2017) enabling participants obtain transparency in who assessed their data. Students themselves also determine explicitly whether and/or when data are disclosed to third parties outside the LMW teaching context. They can do this by downloading any specific information/graphs/other visuals that they can share with trusted people of their choice (e.g., friends, coaches within and outside the study programme, lecturers, tutors, or mentors), enabling them to get specific feedback, or discuss their insights.

Innovative elements in *Learning My Way*

Learning My Way has become a reliable, scalable, blended, and transferable set of educational instruments (GDPR-proof by design), that students use to identify, validate, and monitor their developmental track over a longer period during their studies, with partly automated portfolio creation. Innovative elements combined in LMW are:

- Identification and application of personal mission, competence, and vision development as a core element of promoting wellbeing, self-knowledge and grounded choice and commitment.
- A clear theoretically and empirically substantiated educational approach centred on *Purpose in life & profession*, with a focus on both personal processes and professional development.
- A blended learning IT anchored portfolio system that:
    o chairs ownership of personal data with the student
    o facilitates, visualises, and anchors personal insights relating one's own (professional) future vision, and actively helps to remember them
    o is suitable for large-scale, transdisciplinary, and (student) life-long learning.
- Subjective and intersubjective competence profile analysis in graphs, used for personal monitoring of ones' progress over time, always accessible via the personal LMW Portfolio system.
- Interactive charts of a student's own competence profile (see Figure 4 for an example) that can be dynamically compared with the views of others (built in 360^0 feedback instruments with graphic representation), course profiles, professional profiles, or study programmes (VSNU-NOA or defined in other, discipline specific ways). This also serves as the basis for priority setting during the study programme.
- Potential for signalling problematic development to students themselves, or study counsellors, offering specific assistance propositions and possibility to obtain (one click) support (under development, possible future integration with the Caring Universities initiative).
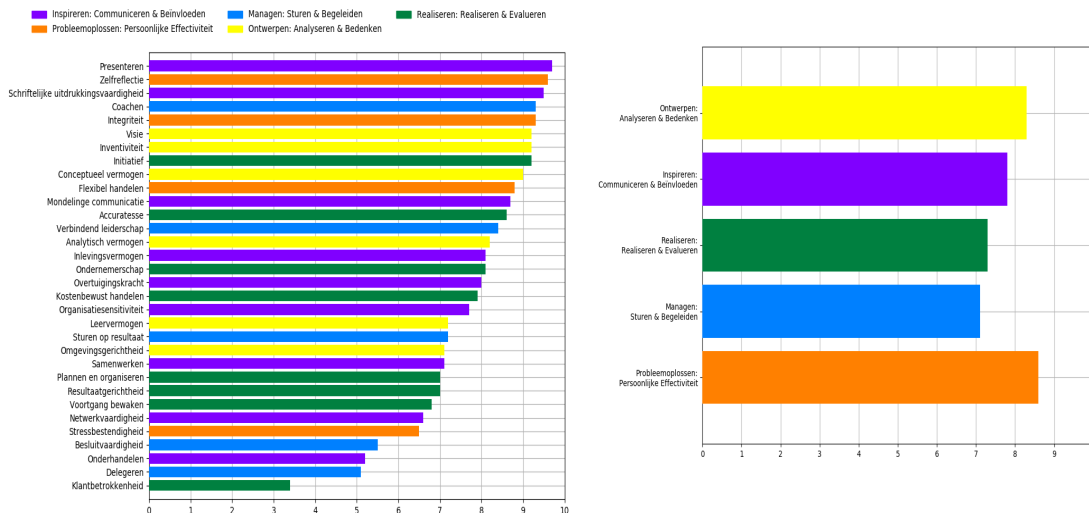
Figure 4: Examples of charts generated by the LMW system, showing the competence profile and cluster scores, reported to the individual student.

Educational programs integrating *Learning My Way*

Over the past decade, *Learning My Way* has matured and successfully applied in diverse contexts. Currently it is being implemented as part of regular curriculums in secondary and higher (post initial) education.

Some examples:

- TU Delft – Ba Applied Science (Technische Natuurkunde) – Learning My Way embedded in tutoring trajectory Year 1 & 2 (from 2020);
- Utrecht University – Masters *Management van Publieke Vraagstukken* (from 2019); *Opleiding Strategisch Management (2007-2018)*
- Leiden University – Honours College Faculty of Social & Behavioural Sciences. 3-year course: *Personal & Professional Development* (PPD: NL and ENG) integral part of the 3-year Honours track;
- Leiden University – Law & Criminology Masters *De Ongebaande Weg* (LMW summer course for Ma students finishing their studies).
- Leiden University – Faculty of Social & Behavioural Sciences *Skills Academy* extracurricular course (ENG, bachelor's Years 2 and 3, and master's).
- Leiden University – Cultural Anthropology *Personal & Professional Impact (PPI)* 5EC elective (bachelor's) course (ENG, bachelor's Years 2 and 3, and master's).
- Haagse Scholen – Samen10+ track for head teachers of schools working within the Samen10+ collaboration in the Schilderswijk neighbourhood of The Hague (Modules I and II).
- Kopklas (extra year between primary and secondary school) Leiden – LMW variant of Module I in a class of mostly refugee children (see Figure 5).
- Leiden University – Law & Criminology *Learning My Way* (LMW stand-alone). [1]
- Leiden University – Psychology (bachelor's Year 2) course *Perspectief op Carrière Planning* (NL) and *Perspective on Career Planning* (ENG): N=±700 (PoCP Module II).

(Photos: Taco van Erb)

Figure 5: Working with the LMW Purpose in Life diagram in kopklas (11- to 12-year-olds).

Teaching & Development team

To accommodate the growing demand for LMW trajectories, we employ a specialized team of trained psychologist-trainers and coaches. Professional expertise training is provided in the Learning My Way Academy programme at the Personal Development Centre of the Faculty of Social Sciences of Leiden University.

The 2022 Learning My Way team

How do students experience LMW?

LMW interventions are closely monitored. Routinely (after each seminar) all students complete a so-called *Reflection Point* in the Online Integration assignment where they report both quantitatively and in free text statements what they found of value in the seminar and the various instruments. Student evaluations of the seminars and trajectory are usually highly positive (on average above 4 on a scale up to 5), with a particular high score given for relevance (usually around 4.5 on average). Student appreciation

for the individual micro coaching offered by LMW coaches averages between 8.0-9.5. More information about student evaluations can be supplied on request.

> *"The structure of the teaching was very good. The alternation between listening and being busy yourself worked very well. I found it difficult to fill in the purpose diagram at the beginning, but it got better once you got started. The discussions with fellow students were also very helpful."*
>
> Law student, Leiden University 2018

> *"I look back on a valuable day. A pity that we had to do this online, but your enthusiasm made it easy to keep your attention. Thank you!*
>
> Professional in one-day seminar
> Utrecht School of Business & Organization - Utrecht University 2020

> *"I was very pleased I got to know myself a lot better in several areas. I am very happy with the way the seminars were given, approachable and informal. The coaching conversation was also very useful to me."*
>
> Law student, Leiden University, 2019

> *"I think the Dragon and Talent approach is great and really made me think about myself in a different way. By this I mean I often try to not think about my patterns and things that make me uncomfortable. Through these exercises, I was able to not only pinpoint my patterns but also how to address them and use them."*
>
> Honours student, Leiden University 2019

> *"Learning My Way has given me many insights."*
>
> pupil of Pre-University College, The Hague, 2020

Future of Learning My Way

The *Learning My Way meta-curricular* approach is currently being widely accepted in todays' Dutch educational contexts. In alpha, beta, and gamma academic programmes, as well as in secondary education and professional post-initial master trajectories. The LMW 2.0 IT system can now be seamlessly integrated in education contexts through simple, single sign-on SURFconext /eduID integration (seeking assimilation with higher education systems internationally). LMW offers clear dashboards with a high level of staff- and student side manageability. Because LMW is student, instead of study programme focussed, this enables students to take their online personal insight portfolio *with* them across different programmes, trajectories, and institutions. It thus can serve as a regular backbone for any study programme, answering to the call for a solid basis to attending to student well-being, career preparation as well as meta-cognitive skills development.

Learning My Way is currently embedded as a meta-curricular approach in Ba and Ma programmes at the Faculty of Social Sciences at Leiden University and will be an integrative system that combines programs for career coaching and personal development (in the *Leiden My Way* approach). Other educational institutions adopt and co-develop the approach. TU Delft (Faculty of Applied Physics) is integrating it in the basic 'Study climate' approach of their Ba program. Next to the online interactive tools, a modular *Learning My Way* workbook and online mini-video classes are also available for most modules.
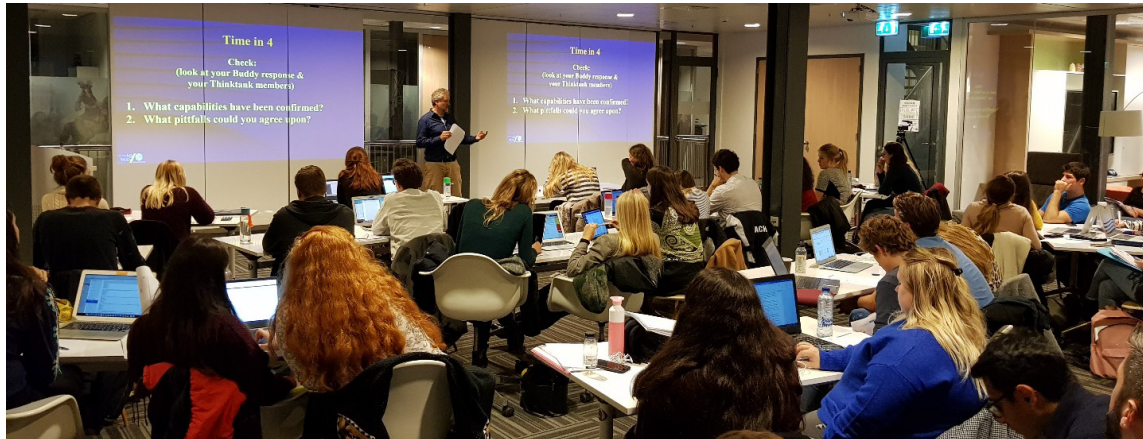
Figure 6: Example of a Time-in during Seminar II, international students Honours College, November 2018. Individual moment for self-reflection based on earlier buddy interview (reviewed here online).
(Photo: Justin Sijtsma)

Learning My Way implementations

Not all organizations will be able to apply LMW entirely immediately. Due to restraints of curricular programming and administrative possibilities, the change needs time for institutions to accommodate. The LMW approach therefore is offered in several flavours to enhance the chances for future integration within old-school practices.

Levels of autonomy in implementing *Learning My Way*

LMW is designed in such a way that institutions can gradually explore the meta-curricular trajectory to be used in their current study programme. The FSW Personal Development Centre (PDC, the home of *Learning My* Way) offers training and guidance aimed at increasing autonomy in application of the LMW tools. Training depends on the organization's desired ultimate level of independency (primarily outsourced or primarily autonomous application). With more involvement of staff at the institution's side (e.g. student-deans, tutors, mentors, study-advisors, career coaches, internship coordinators), extra training and professional guidance is offered. An indication of some options:

- Option A (outsourcing oriented): the PDC provides the full LMW trajectory, with no requirement for training or workshops for staff at the side of the client organization/discipline. Here, trained and certified PDC coaches and teachers cover all teaching and coaching at the student level during the entire trajectory.
- Option AB (collaboration oriented): the PDC provides the LMW trajectory, and also includes a professionalisation or *train-the-teacher* curriculum in the first run. This is aimed at educational institutions that already employ high level skills teachers / coaches and want to create a structural place for LMW in their curriculum. Individual coaching of students is still provided by specialized PDC - LMW coaches.
- Option ABC (autonomy oriented): the PDC provides a LMW trajectory, with inclusion of a train-the-teacher, as well as a train-the-coach curriculum. Curricular application of LMW is preceded by workshops for all staff involved (e.g. teachers as seminar leaders and study advisers as coaches). This option is only warranted when client-side qualified personnel is available, and it suffices to update knowledge and skills on LMW. Client organizations in the ABC variant will ultimately be able to implement modules within their own curriculum/organization in the future, with access to LMW software as a service for the student portfolio. Whether ABC is a viable option is always to be examined in cooperation with PDC.

Other *Learning My Way* applications

For many institutions, the decision to integrate LMW in their programmes needs to be slowed down and broken up in smaller steps. We therefore also offer introductory small scale interventions, in a more intensive trajectory (such as an elective course/ summer course). This also enables institutions that lack

regular personal-development infrastructure to provide support to advanced Ba and Ma students in their care. In addition, workshops and training programmes are offered to university staff to personally get acquainted with the LMW meta-approach. These trajectories are likewise available to teaching staff in organizations that decide to implement LMW on a large scale as a meta-curriculum for their students.

Finally, the LMW approach has been tailored for use at a managerial level. We offer a solid scientifically based intervention for educational staff (to HRM purposes, and leadership training contexts) in one- or several day seminars, as well as individual, life-long development oriented trajectories.

For more information:
please contact the FSW Personal Development Centre at
LearningMyWay@fsw.leidenuniv.nl

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