

Applied methods in coaching in Hungary

by the University of Pannonia

Annex 1 – Reflective Questions for Students (Samples)

Annex 2 – My learning portfolio – a sample learning portfolio of a student

During the two semesters when lecturers integrated problem-solving and critical thinking methods into their syllabi students who took part in the LELLE project were offered to be coached. For coaching activity we recommend institute to apply a qualified psychologist or a professional coach as this process may involve personal and sensitive problems.

The individual coaching session was optional, students could sign up for coaching at a qualified coach. Before coming to a 45-60-minute coaching they were contacted by the coach and were sent 2 documents to fill in and think about (see sample Reflective questions and my learning portfolio in Annex). The *Reflective questions* aim were to help reflecting on their own self-knowledge and self-esteem while *My learning portfolio* was applied to reflect on students experience on the skill development aimed activities. During the coaching session these documents were discussed together with further questions and dilemmas that might have occurred. The session ended with discussing future plans what and how to improve personality trait and problem-solving and critical thinking skills.

Students could also discuss their *My learning portfolio* with the seminar leaders individually or in groups.

Annex 1

Reflective Questions - Samples

1. Who are you? What describes you best?

According to my family I'm artistic, so I do not really like being in company and I prefer to be alone. Since I have a lot of disappointment in people, I am rather introvert and like to be alone.

2. What are your individual characteristics (strengths, weaknesses, needs, etc.)?

I am a conscientious and maximalist and I always want to come up to people's expectations. I'm honest and I never want to hurt anyone. If something is not the way I designed it, I'm really frustrated and sad... I find it very difficult to make a decision.

3. Set an individual learning goal:

I would like to be more understanding and more open to others. I would like to be more courageous and a better humanist. I wish I could talk more and if I were not afraid of people. I'm not lazy and I would not leave everything to the last minute. I think my learning goal is to learn how to interact with different people. As for university study I aim to achieve more than just the theory.

4. Why do you choose this one?

In my personality I think these are my bad characteristics that annoys me the most and which have a negative impact on my daily life. As a learning goal I'm ambitious to do more than just get a degree.

5. Determine the ways/strategy to reach your goal:

a. Where and how do you plan to learn?

In the morning after I wake up or the day before at home or in the hostel.

b. How do you plan to organise your time?

I set a time limit, and try to do my task within this frame. If I have a difficult task then I break it down to sub tasks and try to guess how much time I need for each sub tasks.

c. Which learning techniques do you apply?

I motivate and tell myself how good it will be when I finish my task. Then if I succeed I do something that gives me pleasure before I have the next learning task.

d. How do you track evidence? (Portfolio etc.)

I think back how I have done me task, reflect on what my aim was, how I completed the task and try to learn if it did not go the way I had planned. I think it is good to have a kind of measurement, so I was glad to be given the chance to be involved in this project and apply the LELLE portfolio. A tool and different new techniques can help to measure my improvement.

e. Which difficulties might show up? How to deal with them?

There is not enough time, but I need to devote time to everything, I have to get up early as I commute to the Uni. Come up to people's expectation (lecturers, peers, parents, friend, even those I do not know) Being afraid of committing mistakes, or I cannot correct something.

I should develop my social skills and try to be open, but it is not easy. I know I need help, but I'm afraid to ask for help. The mentor system is a good initiative, and I'm glad that the atmospheres (mentors, lecturers and peer-mentors) try to comfort, help but also challenge me. The portfolio helps me to reflect on my skill improvement during seminars and these reflective questions also help to think about solutions.

Annex 2

My learning portfolio

Task	Reflective summary	Evaluation
<p>1. Selling Veszprém to a headmaster-<i>problem solving activity skill</i></p>	<p>Interesting and fun activity, I got to know Veszprém better.</p>	<p>I gained braveness, my cooperation skill developed, We worked in groups which allow me to see the same problem from different angle. I could positively contribute to the group solution. Though I want to gain more self-confidence.</p>
<p>2. Communicate with different “problematic” potential clients through Chat at a travel agency. <i>Problem solving and critical thinking skills</i></p>	<p>It seemed a funny exercise but realised how practical and real it can be. The seminar atmosphere was very open and family like.</p>	<p>I could give lots of useful solution to the problems, the lecturer praise me for that which improved my self-esteem. I was encouraged that there are no bad answers and if I have an idea it is not at all silly. I think this class activities help to improve my problem solving and critical thinking as well.</p>
<p>3. Role-play at a front office of a hotel, <i>Problem solving skill</i></p>	<p>It was informative, I could learn that there behavioural requirements at the jobs that improve service quality. The seminar was very practical and open and fun as well,</p>	<p>Despite the fact that I hate acting in front of other people I was encored and “forced” to do so, but I did not regret if for a minute. I could gain even more confidence after this task, and it was a very good feeling that I did not just completed the tasks, but my peers liked the solution I presented and congratulated me on that. I do feel that this task help to improve my problem solving in this context.</p>
<p>4. Tourism statistics and information processing, <i>Critical thinking</i></p>	<p>Unfortunately I did not understand the aim and the content of the task and there were more students due to one of the lecturers’ illness.</p>	<p>I feel that this seminar did not help me to improve any of my skills, I got frustrated.</p>
<p>5. Have more guests in the restaurant and increase the number of returning, <i>Problem solving</i></p>	<p>I think the theoretical material was too much and I lost concentration. Due to the condense information I lost interest</p>	<p>I tried to process the information and could give some good ideas how to solve these problems but time was too short to feel any skill improvement.</p>