

# © Self-assessment exercise 1

- Exercise explained in 1st lecture
- Prepare for 1st workshop
- Follow-up in 2nd workshop

## Objective of the exercise

- Engage with the Skill Circle and build realistic view on current level
- Basis for discussion with peers and learning contract
- Basis for learning contract

## Skill Sheets

☉ Introduction, B4, introduction of each core skill section

## Exercise

This exercise is designed to make you reflect on your skills and will. It will also help you to understand better what the implications of each individual skill are. During the years before university you have deployed all skills with or without being conscious of doing so. To get the most out of the Skills Program it is essential to understand where you have to focus to improve your skills.

### *Step one*

Break down each core skill into five sub-skills that contribute to forming the overall skill as named in the Skill Circle. The core skill 'writing', for example, can be broken down into: spelling, layout, bibliography, style, and argumentation structure.

### *Step two*

Give yourself a score on a scale of 1-5 for each sub-skill (1=poor, 5=very good). Be honest in your rating. This course is not designed to present yourself as well as you can, but rather to identify those areas that you should focus on during the course. If you would compare the rating system with driving skills, keep the following in mind. A score of 1 means that you have seen other people driving a car, but that you have no idea how to do it. This is like when you were young and sat in the car, pulling the steering wheel and imitating the noise of the engine. A score of 5 means that you are as skilled as a Formula 1 driver. You master the car, you can read the road tracks, and driving the car is second nature to you, like walking.

Describe briefly how you perform in each of these sub-skills. For example, I have problems spelling in my native and English language. Another example is, I am good at making layouts for documents; users are attracted to the document, and can easily read through the documents because of the layout of the headings and paragraphs.

### *Step three*

Find an example for each skill that demonstrates that you have a strength or weakness. You do not have to find an example for each of the five sub-skills, one example per Skill is enough. You can decide yourself to which sub-skill the example relates. For example, bring a text that you have written for your final exams in which you made many spelling errors. If the example cannot be taken with you to the workshop (for example a presentation that you gave), make sure that you are prepared to describe it briefly in the workshop.

### *Step four*

Bring your document to the next workshop of your Skills Training program to discuss it with your peers.