

User Guide- VteCoach Tool

So now you're going to use our VteCoach tool to find out a little more about your skills and your competences, what your peers and mentors think and you're going to try and come up with some plans that might assist you in becoming a more creative and innovative part of a team.

So let's get started.

Step 1: Getting Yourself Registered

First things first- you need to go to the site <http://vtecoach.maristak.com/>

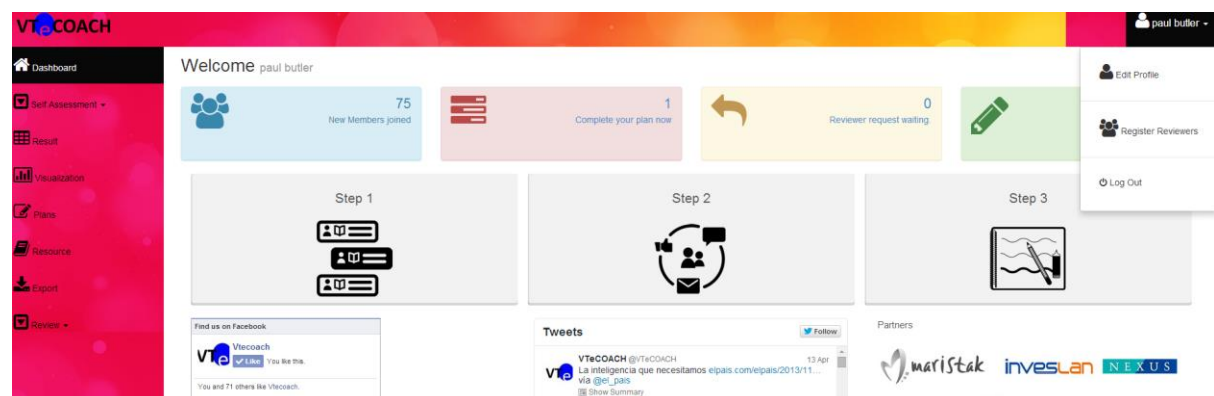
Select the appropriate language and then register yourself in the system.



Once you have completed a simple registration page, you can return to the main screen and log in.

Step 2: Inviting Your Peers and Mentors to Join You

Before you get started into the work of assessment and preparing a personal development plan, there is an important initial step to be taken. This involves going to the top right section of your dashboard and clicking on "Register Reviewers".



This will bring to the following screen, where you can view the status of the people who you would like to be part of your assessment process.

It is important to think of the most relevant people. So who should you be thinking of?

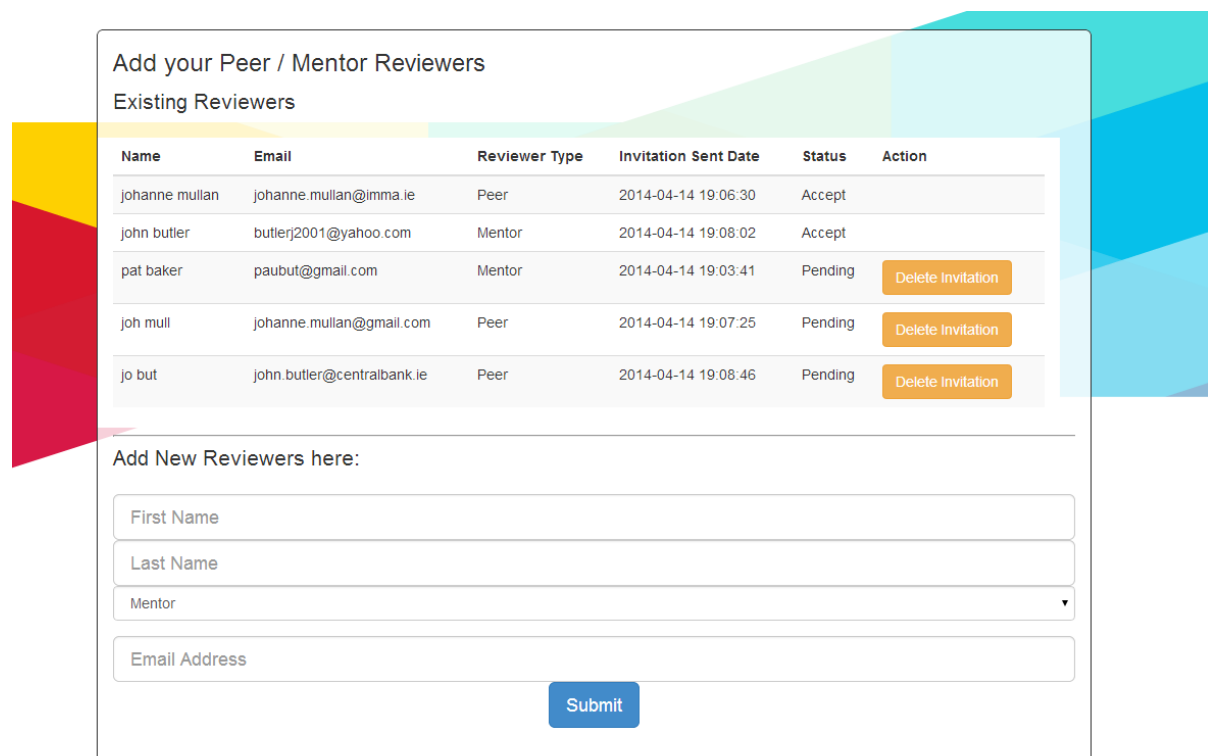
Firstly, you will want a selection of your peers, classmates, colleagues or team mates. You can invite as many of these as you like. Maybe think of up to 8 people who you believe can provide you with some insights as to

- how you work on a daily basis within teams,
- how you use your creativity and innovation in dealing with problems and challenges
- how you use your learning and knowledge

Secondly, you will be inviting some teachers, mentors, leaders or coaches who know you well and would be willing to help you out in trying to gain some further insights into these same areas.

For the purposes of the system, we will be referring to both your peers and mentors as reviewers.

In order to invite a reviewer, you will need to input their name and their email address. Once you submit these details, an email will be sent to their address.



Add your Peer / Mentor Reviewers

Existing Reviewers

Name	Email	Reviewer Type	Invitation Sent Date	Status	Action
johanne mullan	johanne.mullan@imma.ie	Peer	2014-04-14 19:06:30	Accept	
john butler	butlerj2001@yahoo.com	Mentor	2014-04-14 19:08:02	Accept	
pat baker	paubut@gmail.com	Mentor	2014-04-14 19:03:41	Pending	Delete Invitation
joh mull	johanne.mullan@gmail.com	Peer	2014-04-14 19:07:25	Pending	Delete Invitation
jo but	john.butler@centralbank.ie	Peer	2014-04-14 19:08:46	Pending	Delete Invitation

Add New Reviewers here:

First Name

Last Name

Mentor ▼

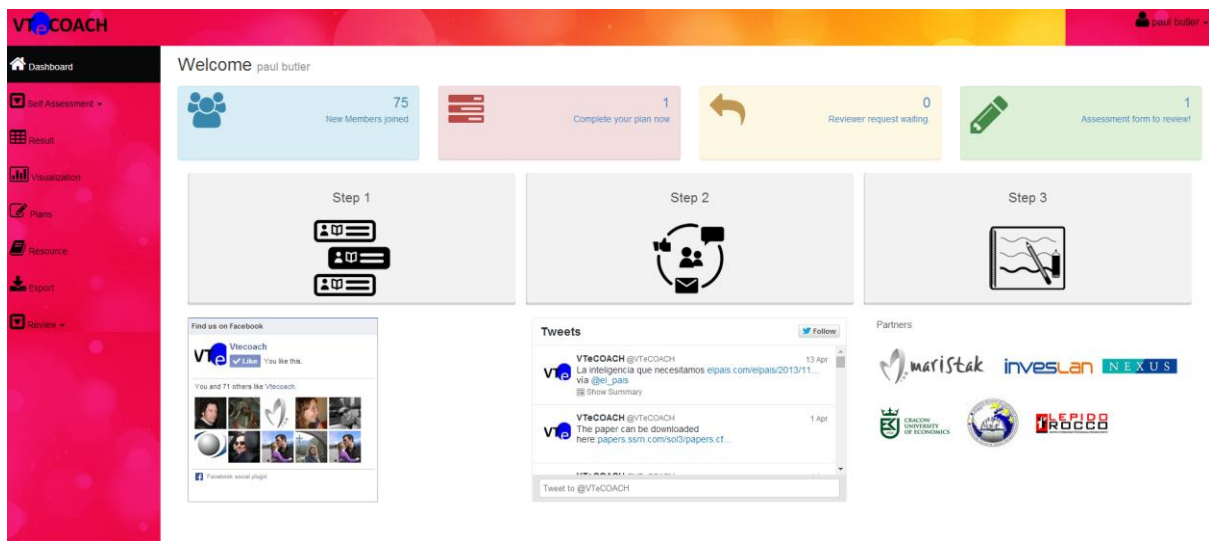
Email Address

Submit

You can remind them to check their mail and click on the link that they receive in the auto-generated email. Let them know that they will be asked to register themselves in order to be able to accept your invitation. This will take them at most 30 seconds to add their details on their registration page.

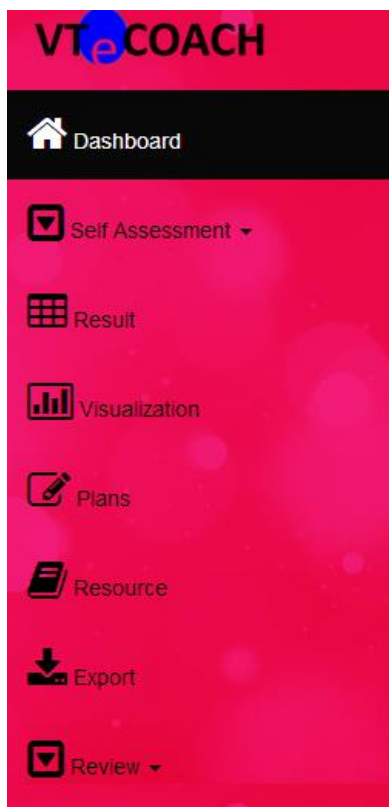
Okay, so now you have invited people to join you and they have accepted your invitations.

Step 3: Let's have a look at the Dashboard and Navigation Tips



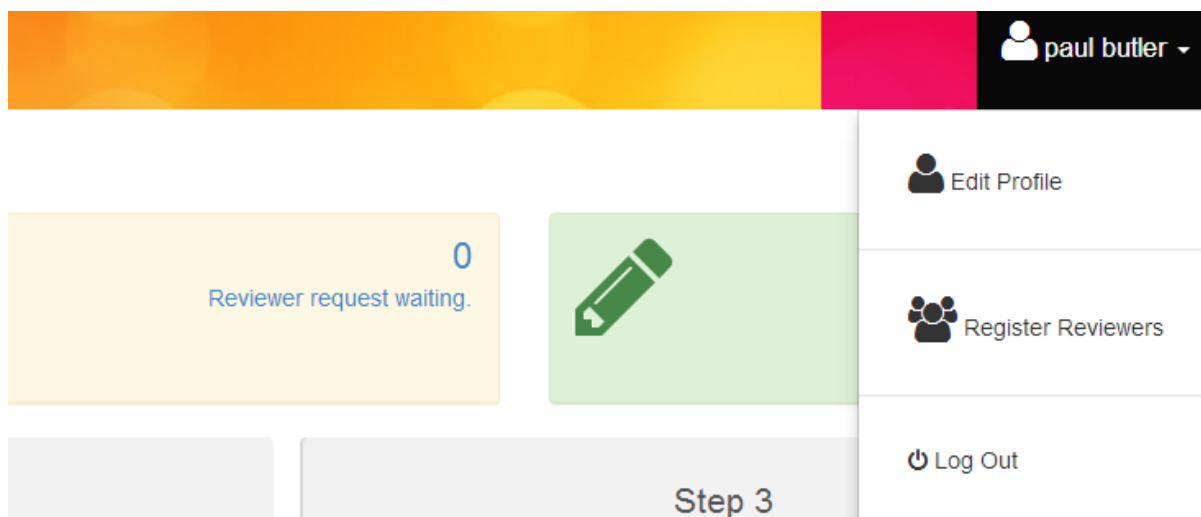
There are five separate sections to the main dashboard.

1. On the left of your screen is the main navigation menu. This will lead you to the various steps of assessment, analysis, resource materials and the planning sections.

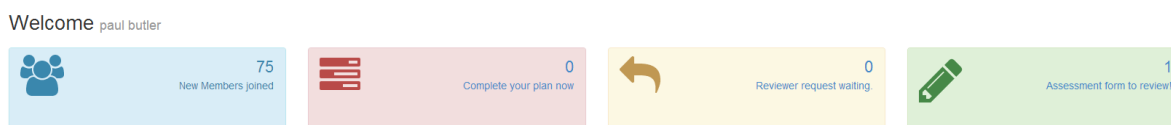


2. The top right corner of the screen displays your username. By clicking on this part of the dashboard, you can edit your profile, register reviewers and log out from the system.

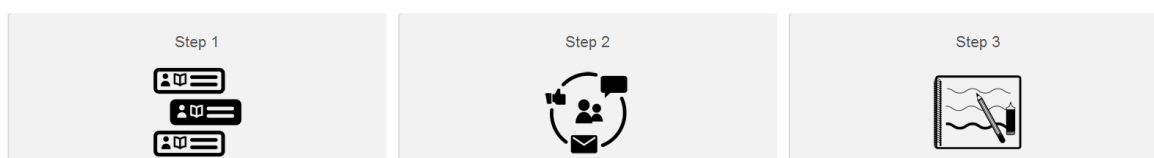




3. Across the top part of the dashboard, you can see some important information regarding usage of the application. You will see how many active users are working in the system across the 5 countries (Poland, Romania, Spain, Ireland and Italy). You are also given information on your planning work (are you due back to review your progress in completing some actions), information on whether you have been invited to become someone's reviewer or whether there is a friend's assessment waiting for your attention.



4. The centre of the screen provides clear and concise instructions and background information on the three core components to the application (i.e. the assessment, the resources and the planning). By clicking on each of the icons or panels, you will be taken to a new page that will assist you with a deeper understanding of the objectives and rationale for using the tool.



As each step is explained here, it will also lead you back to the dashboard or directly to the elements of the tool.

STEP 1

Self-knowledge is a term used in psychology to describe the information that an individual draws upon when finding an answer to the question "What am I like?" While seeking to develop the answer to this question, self-knowledge requires ongoing self-awareness and self-assessment.

This tool is focused on helping you to know yourself. If you follow the steps, you will gain a very clear understanding of "what you are like" in relation to:

- How you engage in teamwork
- How you approach learning
- How you use your creativity and innovation

The first step asks you to answer some questions about these competences. Then you need to ask some friends or peers, as well as teachers or mentors to answer these same questions about you. The results of this will help you to gain valuable insights and self-knowledge.

Becoming more self-aware requires this extra feedback. This is the 360 degrees idea. As well as looking at yourself in the mirror and answering questions, you are also collecting the views of those around you.

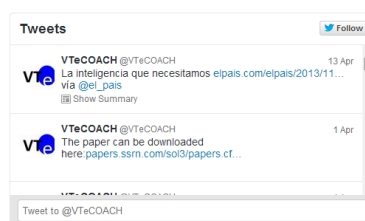
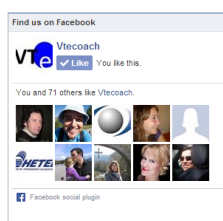
The tool will help you to understand what these results mean and will encourage you to move into the next step.


[Start Self Assessment Now](#)

- The fifth and final section of the dashboard contains links to the outside world... The VteCoach twitter feed and Facebook page are continuously updated by members of the project team and you are encouraged to "like" or "follow" these social media feeds.

It would also be great if you could add some comments to these accounts, all feedback and further links are most appreciated.

You will also find links to the partner websites. There is much more information available on the project team through these links.



Step 4: Self Assessment

By clicking on the Self assessment drop down icon in the left navigation bar, you will be presented with three separate options (Creativity and Innovative Thinking; Learn to Learn; Teamwork). Select which of these competences is of most interest to you and click on it.

This will bring you to a self assessment form or questionnaire that is broken down into a series of 20 questions.

Teamwork Self Assessment

INSTRUCTIONS:
Indicate the extent to which each item applies to you using the following scale. Please complete each question associated with the chosen competence area. Once you have completed the question, you will learn how to improve your teamwork skill.

Not at all A little Somewhat More A lot

Communication Empathy Conflicts Self-Awareness

Communication

1. I am able to explain my ideas and opinions to the team, to say what I think.
2. I am able to listen without interrupting to the team members, pay attention when they are speaking and wait till they have finished before I say my opinion.
3. I am able to express my opinion to the team even if it is different.
4. I am able to listen and understand other people's point of view, both if it agrees with mine and if it does not.
5. I am able to network with the members of the team, show respect, mix with all the people, both if their opinions are the same as mine and if not.

You are asked to provide an assessment of each of these 20 statements in relation to yourself.

Imagine that you are looking in the mirror and trying to assess yourself.

For example, the first statement in relation to Teamwork asks you to consider “I am able to explain my ideas and opinions to the team, to say what I mean”. Now you have to try to be honest with yourself. Is this statement true for you? Do you find that you can very easily make your opinions clear when you are working on a team project? Or do you sometimes struggle to get your message across to your team mates?

How should I use the scale to measure myself?

You have five options between the lowest and the highest level of agreement with each statement. If I find myself very challenged with the idea of explaining myself clearly to my peers when working in a team, I will select the smallest “tree”. Alternatively, I will select the middle-sized “tree” if I find that I am generally understood by my classmates, not always as well as I would like, but we tend to get by okay. If I consider that I am always able to present my opinions clearly and that my peers are always clear as to my position, then I will select the largest “tree” on the scale.

You should continue along these lines as you address each of the other 19 questions or statements.

There is a resource available at the top of the screen in the instructions section to help you better understand the particular competence and the relevance of the statements.

Step 5: Analysis of your Results

Once you have completed your self-assessment work on one of the three competences, you will be able to view the results in two ways.









Firstly by clicking on the Results button in the left navigation bar, this will bring up a presentation of your assessment work that has been completed. At this initial stage, you will only be able to see your own results compiled. As you invite your friends, peers, team mates, as well as your teachers, mentors or team leaders to add their assessments, you will start to get a more detailed view of your competences.

Result Your Assessment Result

INSTRUCTIONS: Once your peers or mentors have completed their assessments, the results will appear below.

Creativity and Innovative Thinking Learn to Learn Teamwork

Creativity and Innovative Thinking

Question ↕	You ↕	Peer 1↕	Peer 2↕	Peer 3↕	Mentor1↕	Mentor2↕
Emotions Management						
1. I like to share my emotions with others.						
2. By looking at their facial expressions, I recognize the emotions people are experiencing.						
3. I have control over my emotions.						
4. I easily recognize my emotions as I experience them.						
5. When I am faced with a challenge, I give up because I believe I will fail.						
6. I use good moods to help myself keep trying in the face of obstacles.						
Self-Awareness						
7. I find it hard to understand the nonverbal messages of other people.						
8. Some of the major events of my life have led me to re-evaluate what is important and not important.						

Show all download

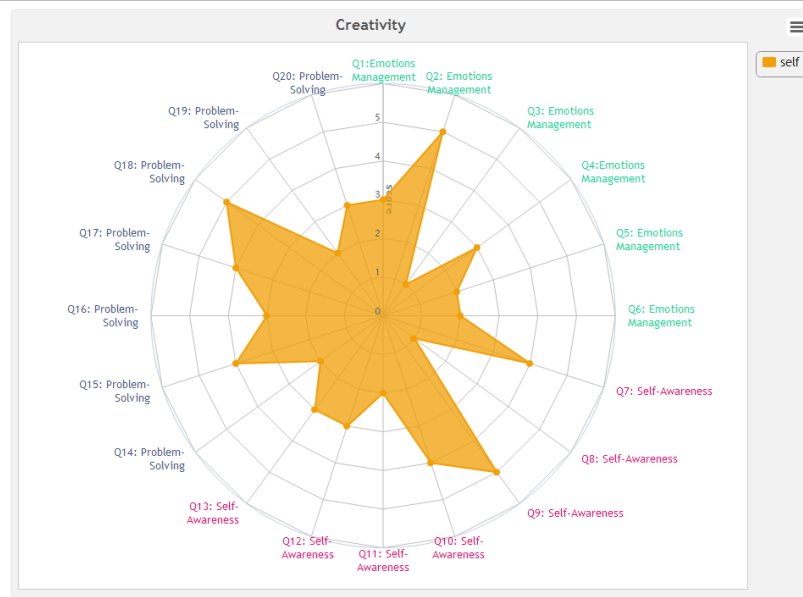
Secondly, by clicking on the Visualisation button in the left navigation bar, this will bring up an alternative more visual view of these results. Again, at this stage, you will only be able to see your own results presented in this more interesting way.

Visualization Display your assessment result in an interesting way

Creativity

Learn to Learn

Teamwork



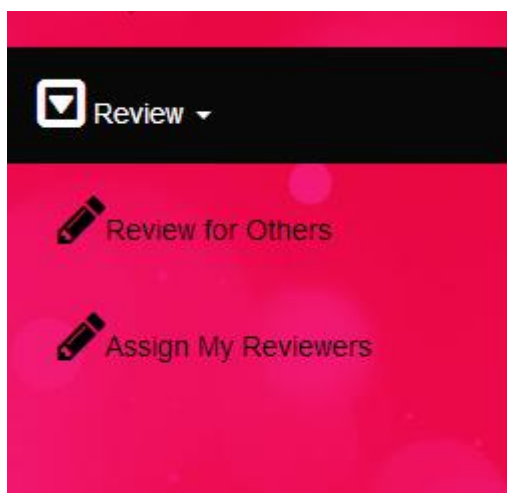
Step 6: Now Let's Turn these Initial Assessment Results into a 360 Degree Assessment

As we now know, you have looked at yourself in the mirror and carried out some detailed analysis as to how you see yourself as a team worker, as a creative and innovative person and as a learner. You have been able to view your results in a straightforward and a more visually interesting manner.

Now we need to bring in your invited reviewers.

We want them to help us build up a more rounded picture. What do they think of you as a peer on the team? How do they think you use your creativity? How do they see you in terms of your ability to learn and use knowledge?

We need to go to the bottom of the left navigation bar and click on the Review drop down button and then on "Assign My Reviewers".



Once we have entered this section, we are now going to select from our panel of reviewers (Remember from **Step 2: Inviting Your Peers and Mentors to Join You**- you have already invited a group of your peers and mentors to help you out in the 360 degree assessment process).

From the drop down menu, you will select the most relevant peers and mentors for the particular competence that you are currently focusing on.

In the example below, the user has selected Johanne as a peer reviewer and John as a mentor reviewer.

Assessment Form	Reviewer Role	Name	Status	Action
Teamwork	Peer Reviewer	<input type="text"/>		
Teamwork	Peer Reviewer	<input type="text"/>		
Teamwork	Peer Reviewer	<input type="text"/>		
Teamwork	Mentor Reviewer	<input type="text"/>		
Teamwork	Mentor Reviewer	<input type="text"/>		
Learn to Learn	Peer Reviewer	<input type="text"/>		
Learn to Learn	Peer Reviewer	<input type="text"/>		
Learn to Learn	Peer Reviewer	<input type="text"/>		
Learn to Learn	Mentor Reviewer	<input type="text"/>		
Learn to Learn	Mentor Reviewer	<input type="text"/>		
Creativity and Innovative Thinking	Peer Reviewer	johanne m	Pending	Cancel Invitation
Creativity and Innovative Thinking	Peer Reviewer	<input type="text"/>		
Creativity and Innovative Thinking	Peer Reviewer	<input type="text"/>		
Creativity and Innovative Thinking	Mentor Reviewer	john butler	Pending	Cancel Invitation
Creativity and Innovative Thinking	Mentor Reviewer	<input type="text"/>		

[Send Assessment Request](#)

An assessment request is now sent to these people and will appear on their dashboards as soon as the request is sent.



This peer reviewer will click on the link and see the following request for “assess now”.

Pending Assessment

Student Name	Category	
paul butler	creativity	Assess Now

Once the peer reviewer (in this instance Johanne M) has completed their assessment of their friend’s competence, the results will be submitted.

Now we are in a position to see an extra layer of feedback in the your results section. Instead of just being able to look at your own assessment, you now have some further analysis from your peer.

As another 2 peers and 2 mentors also give their feedback, you will begin to get a full 360 degree picture. You can start to see where there may be discrepancies between how you view a particular way or approach that you commonly take and how other view this way or approach.

Result Your Assessment Result

INSTRUCTIONS: Once your peers or mentors have completed their assessments, the results will appear below.						
<div>Creativity and Innovative Thinking</div> <div>Learn to LearnTeamwork</div>						
Creativity and Innovative Thinking						
Question ↕	You ↕	Peer 1↕	Peer 2↕	Peer 3↕	Mentor1↕	Mentor2↕
Emotions Management						
1. I like to share my emotions with others.						
2. By looking at their facial expressions, I recognize the emotions people are experiencing.						
3. I have control over my emotions.						
4. I easily recognize my emotions as I experience them.						
5. When I am faced with a challenge, I give up because I believe I will fail.						
6. I use good moods to help myself keep trying in the face of obstacles.						
Self-Awareness						
7. I find it hard to understand the nonverbal messages of other people.						
8. Some of the major events of my life have led me to re-evaluate what is important and not important.						

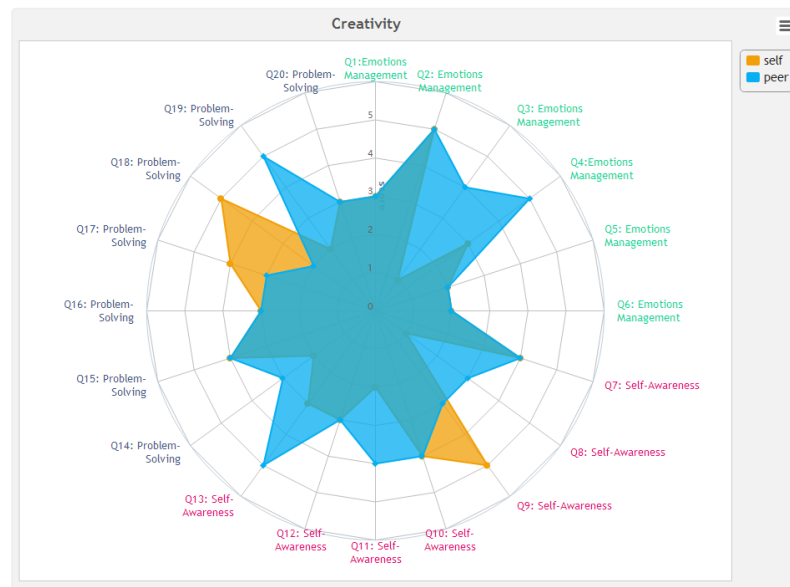
You can go into the visulisation section and compare how the various assessments overlap and are consistent or indeed inconsistent.

Visualization Display your assessment result in an Interesting way

Creativity

Learn to Learn

Teamwork



This should prompt some self analysis. For example, why do my peers agree with me on certain statements or disagree with me on others? Why does my mentor or teacher see things differently from my peers?

Furthermore, it may cause you to reflect on specific aspects of the assessment process, where you feel that you might be able to improve your abilities or change a particular aspect of your approach to teamworking or creativity or learning. This is where the next steps become more important.

Step 7: Making Use of the Resources

Click on the Resources section on the left navigation bar.

Here you will find a series of videos and some documents that aim to make you think about these three competence areas in a wide range of new ways.

Watch these videos. Many are from the Ted Talk series, where educators, scientists, writers and other thinkers from around the world set out to provoke you into thinking differently about many of the things that you may take for granted. For example, the talk by Ken Robinson on creativity involves a very funny discussion about why we need to value our creativity, why our artistic concerns are just as important if not moreso than our focus on maths subjects. A talk by skateboarder Rodney Mullen explores how he applied innovation to his craft.

These resources are placed here to help you to look at your team-working, your creativity and learning in new and valuable ways, so that you can take these refreshing insights and apply them to your own situation.

This is especially important as you move onto the next step in the tool, whereby you set out to plan for some changes in your life.

Step 8: Planning for Self Improvement

By clicking on the Plans section on the left navigation bar, you will be brought to the space where you can lay out plans and ideas for action that are based on the learning that you have undertaken through the assessment process and through accessing the range of resources available.

Plans [Create / View Your Plans](#)

INSTRUCTIONS FOR THE USER:

Answer all questions in sections 1-3, and then move onto Section 4, where you can add a date to indicate when you will return to review your actions. At this point, you can submit your plan. Once you have returned at this later stage to complete the review questions in Section 4, then this plan is completed.

Your Existing Plans:

Plan Objective	Create Date	Review Date	Status	Action
Public Speaking First Steps	2014-04-11 14:42:57	2014-04-30	Waiting	Complete this Plan

Step 1: Goal Setting Step 2: Feasibility Analysis Step 3: Naming Your Actions Step 4: Reviewing Your Progress

Q1. Give your objective a name:

Q2. Describe the "Big Picture"

Q3. Do you see yourself in this picture with someone else?

Q4. What skills do you think are needed in order to make that Big Picture come true?

The first task is to name your plan- what is your main objective- do you want to work towards a goal with regard to becoming a better team player, have you a goal to improve your public speaking skills, are you interested in innovation and creativity, do you think that you could improve your abilities to learn. Name this objective in Q1 and then move through the following tasks and questions to identify how you might make these changes.

You need to have a go at each question. For some, you will have a lot to add, for others you might want to be brief. For instance, you are asked to think back to a problem that you have managed to deal with in the past- what did you learn from this, what skills did you need to draw on, how can this learning help you right now as you attempt to address a new challenge...

The idea is that you are using these questions and the text boxes as an open means for you to make some plans. There are no right or wrong answers, you can edit and make changes as you work through these planning sections.

When you get to Step 4, you will be asked to set a date as to when you will have completed these actions. You don't want to set this date as too far into the future, you want to make sure that the actions that you are planning to undertake are practical and possible to achieve in the intervening time.

When you set the timeframe for your plan and set this date, you can then submit your plan.

You can edit it and make changes as you are working on the actions.

BUT, the system expects you to return to answer the final set of questions before the planning process is completed.

Step 1: Goal Setting

Step 2: Feasibility Analysis

Step 3: Naming Your Actions

Step 4: Reviewing Your Progress

Reviewing Progress

Review Date:

2014-05-14

< May 2014 >

at you had set?

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

by next time?

Q17. What did you learn?

Submit

Clear

Once you have reached your end point for the plan (the date that you have selected), it is important that you return to the system and review how you got on. Did you make the progress that you had hoped for? Were there any issues that came up that set you back? Were there real learning points for you as you worked on the planned actions?

The system will allow you have 2 plans running in parallel. No more... The idea is that you try to focus on the clear sets of actions as set out, then come back and review the progress and sign off on a completed planning process. Every time a plan is fully completed, you can then begin another.

You will see on the top part of the screen the status of your current and completed plans.

Plans Create / View Your Plans

INSTRUCTIONS FOR THE USER:


Answer all questions in sections 1-3, and then move onto Section 4, where you can add a date to indicate when you will return to review your actions. At this point, you can submit your plan. Once you have returned at this later stage to complete the review questions in Section 4, then this plan is completed.

Your Existing Plans:

Plan Objective	Create Date	Review Date	Status	Action
Public Speaking First Steps	2014-04-11 14:42:57	2014-04-30	Waiting	<div>Complete this Plan</div>

You will also be reminded on your dashboard if you still have to return to complete a particular plan.

Welcome paul butler



75
New Members joined



1
Complete your plan now

Step 9: Exporting Your Results

The final section on your navigation bar relates to the export options.

When you click on the Export section, you will see the three competence areas outlined, as well as your plans.

Export Download your data here.

Creativity and Innovative Thinking

Learn to learn

Teamwork

Plan

By clicking on the dropdown button associated with each of these four elements, you will be able to view a full set of results (including the visualisation results for each competence).

These results can be printed by clicking on the Export button and sending this to your printer.

Thank you for using the tool and for your engagement with the assessment and planning processes included within.

If you have any specific or more general feedback, we would love to hear from you. Use the social media links or send a direct email to paul@nexus.ie