

# Selection processes

Handout for coaching in Bachelor College by lecturer-coaches

By ensuring that there are more electives to choose from in the TU/e Bachelor's programs, the selection process will be transformed from a relatively discrete process into a continuous one. In order to supervise this continuous process, the cyclic selection process will need to be mapped out (see fig. 1).

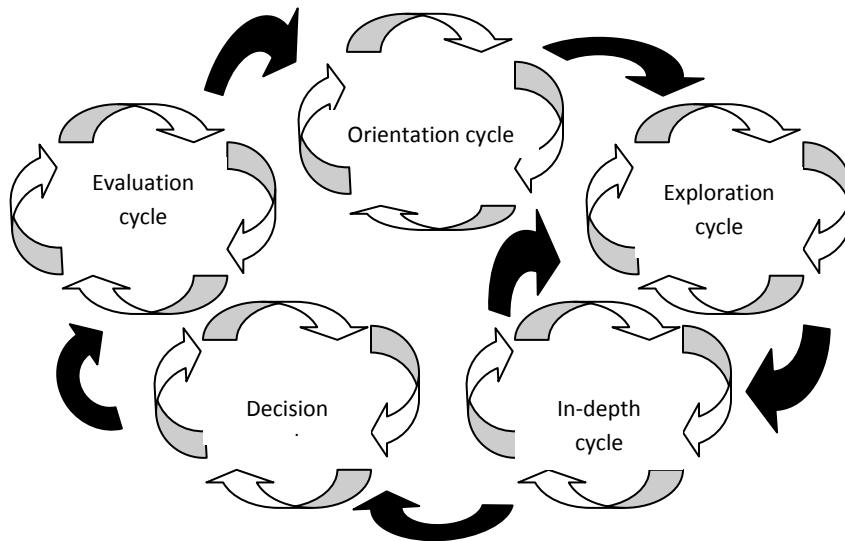


Fig. 1 Integrated study selection model

In the *orientation cycle*, potential students reflect on their interests and competencies, and also analyze themselves, possibly with the aid of their environment. This allows the student to become aware of his/her strengths and weaknesses.

Here are a number of example questions:

1. Which subjects interested you in your pre-university education (VWO)?
2. What truly fascinates you? What do you really enjoy doing (in your free time)? How did you take this into account in your study selection process? In other words, how does that passion influence your study choice?
3. What do you think you are good at? What would you consider a personal pitfall? (Offman's Core Quadrant)
4. What are you unsure about?

In the *exploration cycle*, the potential student explores various options (courses, professions, study programs) that correspond to the interests and competencies from the orientation cycle. It is important to have information about these options. Potential students select professions and study programs on the basis of a first feeling (gut feeling, intuition). They do this by compiling a list of potential choices, for example. People often reflect on these choices subconsciously. If a student or potential student actively reflects on what motivated him/her to select a specific profession or program, the student will gain insight into his/her motivators (specific and personal criteria that are of decisive importance in the selection process).

Here are a number of example questions:

1. Which courses appeal to you the most? Which courses appeal to you the least?
2. What do you find appealing about this option?
3. Why do you think this alternative is right for you?
4. What challenges do you think you might face when you study?
5. What do you think this study program is preparing you for?
6. Do you know what you want to be yet?
7. What do you think an average working day is like for someone who has completed this program?
8. Where do you want to be in 5 years? What do you want to learn?

These motivators play an important role in the *in-depth cycle*. By reflecting on specific criteria, the options from the exploration cycle are considered in greater depth. The required information is actively sought by the potential student. For example, potential students can make an appointment with an academic career advisor for a personal meeting, interview a student or research specific course material. The simplification process also continues in the in-depth cycle. In this cycle, options are either rejected or confirmed and strengthened on the basis of the information being collected. During their study selection process, potential students might switch between the exploration cycle and the in-depth cycle, or might even be active in both cycles.

The next phase after the interplay between initial exploration and in-depth exploration is the decision cycle. Potential students continue to reject or strengthen options until only one option remains. This option is then chosen. In other cases, the decision cycle can be characterized by doubt. For example, two or more options could resemble each other very closely, and all options could correspond to the interests and competencies of the potential student. The traditional, rational decision-making process may be the solution - compiling lists of advantages and disadvantages that are not limited to content. Preconditions such as time, testing methods and lecture rooms can play a decisive role in this.

Here are a number of example questions:

1. How will you attempt to choose one of these options? (formulate an action plan - for example, meet with academic career advisors and students who have already taken this course/elective package once, etc.).
2. When will you have enough information? In other words, when will you be able to make a choice?

In the *evaluation cycle*, the potential student critically reflects on the previous study selection process. The potential student's idea of the study option will be compared to the reality. Furthermore, potential students must ask themselves if certain actions or even entire phases have been skipped. This is a starting point for creating a new selection process.

Here are a number of example questions:

1. Describe how your study selection process went.
2. How do you feel about your previous selection process?
2. Which alternative study programs did you consider and why did you reject them?
3. Why did you choose this program?
4. How did you familiarize yourself with the TU/e (study program)?
5. What do you think the first year will be like?
6. Can you name some courses that you will take in your first year?
7. What do you think will be important to do in the first year of your study?