**Self-Assessment | CareerDesign@TUM | TUM Learning Professional**

## **GUIDELINE**

Thank you for your interest in applying for the qualification program TUM Learning Professional (1st level).[[1]](#footnote-1) A self-assessment is part of the application process. Of course, the content remains confidential and is only accessible to you.[[2]](#footnote-2)

This guideline aims to support you in carrying out a systematic self-assessment prior to your application in order to gain clarity about your motivation, interests, and abilities in relation to the qualification goal TUM Learning Professional (1st level).

The self-assessment will help you to

* identify your motivation for applying to CareerDesign@TUM
* find out whether this program (currently) represents a suitable qualification goal for you
* to elaborate a foundation for the definition of your professional development goals

This guideline includes four sections that can be worked on independently of each other:

1. motivation
2. values and attitudes
3. interests
4. skills and competencies

Please remember that there is no ‘right’ or ‘wrong’ answer the questions. The guideline is more about your own personal opinion. Since it is up to you to decide how deeply you want to deal with the questions, the time needed to complete the survey may vary. According to our experience, you will need about 60-90 minutes.

**Before you start working on the questions, please inform yourself about the qualification program TUM Learning Professional (1st level), if you have not already done so [**[**here**](https://www.tum.de/en/lifelong-learning/all-employees/career-design-at-tum/learning-professional)**].**

## MOTIVATION

In order to identify your **motivation** for applying to CareerDesign@TUM and to find out whether the TUM Learning Professional (1st level) is (currently) the right qualification goal for you, please ask yourself the following questions:

* What is my first impression of the TUM Learning Professional qualification program? What attracts me to participate? What does not?

* Why do I want to apply for the TUM Learning Professional qualification program? To what extent is my motivation based on internal factors (e.g. fun, enjoyment, curiosity, interest) and external factors (e.g. salary, better job opportunities)?

* In case of an application and acceptance: How does it feel to decide for the qualification program TUM Learning Professional and to do the program in the course of the next 1-2 years?

* Who or what would support me while doing this qualification program (professional and personal) and what would that support look like?

* Who or what would prevent me from doing this qualification program (professional and personal) and what strategies do I have to overcome possible obstacles?

* To what extent does my current work situation motivate or hinder me to apply for the program?

* How high is my current motivation to apply for the qualification program?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1  very  low | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  very  high |

1. VALUES AND ATTITUDES

Your **values** determine what is important and meaningful to you. If you can act according to your values at work, you will be more motivated and more likely to overcome obstacles.

Therefore, please reflect: What is particularly important to me personally at work?



To what extent do I think that the TUM Learning Professional qualification program fits my beliefs? Would my family, friends, colleagues and supervisors say that this qualification program suits me?

The following **attitudes** could be useful to go through the qualification program and to work successfully as a TUM Learning Professional. Please think about the situations in which you have already been able to show these attitudes.

|  |  |
| --- | --- |
| **Attitudes** | **I have already shown this attitude in the following situation** |
| Entrepreneurial thinking & acting |  |
| Openess to new experiences |  |
| Flexibility |  |
| Dedication |  |
| Motivation to perform |  |
| Goal orientation |  |
| Learning orientation |  |
| Self-reflection |  |

1. INTERESTS

**Interest** in certain topics can be an important indicator of how satisfied you are or will be in a job. Therefore, it makes sense to choose a qualification goal that fits the topics that you enjoy.

Therefore, please ask yourself to what extent you would like to work on the following topics professionally in the future.

|  |  |  |  |
| --- | --- | --- | --- |
| **Working on this topic would be for me...** | **very**  **desirable** | **okay** | **not**  **desirable** |
| Adult Learning & Educational Psychology  Innovative Designs in Teaching  Communication (among others also self-marketing)  Didactics & Presentation  Counseling and Coaching of Learners  Digital Learning Technologies  Learning Analytics (use of learning-based indicators)  Quality Management & Evaluation  Trends in Knowledge Transfer (e.g. learning apps, etc.)  Learning Ecosystems & Learning Organizations  Diversity & Interdisciplinary Collaborations |  |  |  |

In the context of the qualification program TUM Learning Professional (1st level), the topics mentioned above are addressed and developed as competence fields. Therefore, reflect on your assessment above and answer the following questions:

* What conclusions do I draw from my evaluation? How interesting do I find the qualification goal TUM Learning Professional now?

* To what extent can I imagine developing competencies in the topics that I would rather not work on?

1. SKILLS AND COMPETENCIES

In this section, you reflect on your **skills and competencies** in relation to the TUM Learning Professional. The aim is to identify, document and evaluate your professional development status in the following **five steps.**[[3]](#footnote-3) Please ask yourself the following questions:

|  |  |
| --- | --- |
| **Step** | **Question** |
| REMEMBER | What tasks have I already performed in the professional field of academic teaching and further education?   * **Professional tasks:** tasks typical of the profession, e.g. in the areas of teaching, learning consulting, coaching, training or further education      * **Management tasks:** planning, implementation and control of (learning-)processes as well as project management in the area of academic teaching and further education      * **Leadership tasks:** personnel selection and talent management, leading teams and strategic leadership |
| COLLECT | * What skills and competencies have I already acquired in the professional field of academic teaching and further education?[[4]](#footnote-4) |
| ANALYZE | * Which of my professional, methodological, social and personal skills and competencies are already particularly well developed?      * For which skills and competencies am I particularly valued? |
| SET GOALS | * What position am I pursuing in the long term?      * Which of my professional skills and competencies do I need to develop in order to do this? |
| DRAW CONCLUSIONS | * Which current and expected professional tasks could I better manage by participating in the TUM Learning Professional qualification program?      * What are my expectations of the program and are these expectations realistic? |

**Thank you,** for taking the time to complete a self-assessment. This analysis is intended to help you make a conscious decision on whether the TUM Learning Professional (1st level) is a desirable qualification goal for you, which skills and competencies you need to develop for this, and whether participation in the qualification program would make sense for this purpose.

You are welcome to arrange a **consultation** with us following this analysis [[contact](https://www.tum.de/en/lifelong-learning/all-employees/career-design-at-tum/learning-professional)]. We will be happy to support you in your decision-making process on whether the TUM Learning Professional (1st level) is the right qualification program for you.

**Tip:** It may be helpful to discuss your self-assessment with colleagues, family, or supervisors to get a more thorough assessment.

1. Please find more information about the qualification profiles and levels here: [*https://www.tum.de/en/lifelong-learning/scientific-staff-members/career-design-at-tum/*](https://www.tum.de/en/lifelong-learning/scientific-staff-members/career-design-at-tum/) [↑](#footnote-ref-1)
2. Please find more information about the application process here: *https://www.tum.de/en/lifelong-learning/all-employees/career-design-at-tum/learning-professional* [↑](#footnote-ref-2)
3. Based on Dehnbostel, P.; Hiestand, St.; Gillen J. (2017): Der Kompetenzreflektor – ein Verfahren zur Analyse, Reflexion und Validierung von Kompetenzen. In: Erpenbeck, J. u. a. (Hrsg.): Handbuch Kompetenzmessung. 3. Auflage, Stuttgart: Schäffer-Poeschl, S. 82–98. [↑](#footnote-ref-3)
4. Please keep in mind that skills and competencies can be acquired both formally (e.g. through degrees, certificates, etc.) and informally (e.g. through learning-on-the-job, volunteer work, etc.). Provide concrete examples of competencies that have been acquired informally. [↑](#footnote-ref-4)