





1 Short Version of all Tools



The tools are arranged into four main categories according to the cycle shown. This is only a rough classification because tools can be used for various aspects. For example, a portfolio can be used for planning but is of course also an integral part of your evaluation. It contains important results from your self-assessment and examples and results from your learning activities. Therefore the “portfolio” is presented as a category of its own.



Choose the appropriate tool for thinking about where you are, what you need, and what you want to achieve. Use the tools in your daily practice!







	 <p>Tool-01-01-Portfolio-Index-DIETS2.doc</p>	<p>Description</p> <p>A portfolio is a collection of all material important to your continuing professional development. This tool is supposed to give you an idea of possible items (like a checklist). It shows one example of structuring a portfolio in order to help you develop your own way of organising all the material of your learning and development.</p>
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	 <p>Tool-A-01-Mission-Statement-DIETS2.doc</p>	<p>Description</p> <p>What is your mission statement? This tool will help you to define an individual and inspiring personal mission statement by using a 5-step-template. This could be a good start for analysing your competences.</p>
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	 <p>Tool-A-02-SWOT-Analysis-DIETS2.doc</p>	<p>Description</p> <p>With a SWOT analysis, you can try to find out more about your strengths and weaknesses, both from an internal and an external point of view.</p>
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	 <p>Tool-A-03-General-Competences-DIETS2.pdf</p>	<p>Description</p> <p>This tool provides ideas about general competences like collaboration, initiative or innovation. Try to find the most relevant competences for your job and think about their performance indicators.</p>
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	 <p>Tool-A-04a-Spiderweb-EDC-DIETS2.xls</p>  <p>Tool-A-04b-Spiderweb-EDAC-DIETS2.xls</p>	<p>Description</p> <p>This tool deals with special competences of dietitians, either at the point of qualification and entry into the profession (EDC) or for advanced dietitians (EDAC). You have the opportunity to create a spiderweb graph, so you can visualise how well you perform in different areas.</p> <p>► Find more information on competences of dietitians in Chapter 4 (p 5).</p>
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	 <p>Tool-A-05-Job-Interview-DIETS2.doc</p>	<p>Description</p> <p>This tool is supposed to help you prepare for a job interview and to find out more about yourself. It provides a list of interview questions.</p> <p>► For more information on questions and answers see: About.com: Job searching</p>
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	 <p>Tool-A-06-Learning-Style-DIETS2.pdf</p>  <p>See online questionnaires in [1] or [2].</p>	<p>Description</p> <p>Use the online tests [1, 2] and/ or the survey in [3] to figure out which learning style you prefer. Do you favour one particular style or rather a combination?</p> <p>Being familiar with your learning style will help you to use those learning strategies which are most effective for you and to expand your learning style repertoire.</p>
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	 <p>Tool-B-01-Action-Plan-DIETS2.doc</p>	<p>Description</p> <p>A written plan enables you to see more clearly what you should focus on in order to stay up to date and to be confident in your job. A planning sheet provides help to coordinate your learning.</p> <p>► Your portfolio (p 21) is a base for your planning. And your action plan is part of your portfolio.</p>
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	 <p>Tool-B-02-Financial-LLL-Plan-DIETS2.xls</p>	<p>Description</p> <p>This tool is about money and is supposed to help you calculate the costs of your learning activities.</p> <p>Apart from direct costs for literature or courses, other aspects like unpaid day release, tax relief on fees, government grants or employer-paid fees should be taken into account.</p>
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	 <p>Tool-C-01-Reflecting-formal-L-DIETS2.doc</p>	<p>Description</p> <p>This tool might help to identify if your goals were fulfilled when choosing a course or conference and what kind of progress you have made. Moreover, it can add to the knowledge management in your organisation.</p> <p>► See Tool D-01 for managing your certificates of attendance (p 55).</p>
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	 <p>Tool-C-02a-Reflecting-informal-L-DIETS2.doc</p>  <p>Tool-C-02b-Questions-for-Reflection-DIETS2.pdf</p>	<p>Description</p> <ul style="list-style-type: none"> ■ Reflection is an active process and will help you to get a better understanding of all sorts of situations “on the job” and also in your private life. Tool C-02a provides a template for a detailed reflection. ■ The collection of questions in Tool C-02b supports you in finding the right questions to reflect on special situations and how to add new meaning to them.
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	 <p>Tool-C-03-Peer-Group-Supervision-DIETS2.pdf</p>	<p>Description</p> <p>Peer group supervision is an approach in which a group meets on a regular basis in order to review professional competence. It encourages participation, instructive feedback and self-monitoring. A clear structure is of high importance. So this tool offers you guidance on how to perform the supervision.</p>
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	 <p>Tool-C-04a-Self-directed-Learning-DIETS2.xls</p>  <p>Tool-C-04b-Journal-Club-Presentation-DIETS2.doc</p>	<p>Description</p> <p>Tool C-04a aims to help with organising and reflecting on self-directed learning such as reading peer-reviewed articles or books or carrying out an online research on a certain topic or updating knowledge by watching TV or other activities.</p> <p>Tool C-05b is on how to prepare a journal club presentation. The completed formula could go in your portfolio.</p>
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	 <p>Tool-C-05a-Learning-Memo-DIETS2.pdf</p>  <p>Tool-C-05b-Learning-Memo-DIETS2.pdf</p>	<p>Description</p> <p>For beginners of LLL, these small notices can be used as a Learning Memo. Writing down your ideas could help you to be more consistent in your learning activities. Have a look at your notes regularly once a week or once a month. C-05a provides questions and categories; C-05b has more space for own writing.</p> <ul style="list-style-type: none"> ▶ Use Tool C-02a for detailed reflections (p 37).
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	 <p>Tool-C-06a-Checklist-Research-Paper-DIETS2.pdf</p>  <p>Tool-C-06b-Research-Projects-DIETS2.xls</p>	<p>Description</p> <ul style="list-style-type: none"> ▶ Tool C-06a is a checklist for students starting to write research papers. It helps to consider all important tasks and to reflect on the learning progress. ▶ Tool C-06b can help record experiences and new skills from activities in research, projects and innovations.
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	 <p>Tool-C-07a-Teaching-Portfolio-DIETS2.doc</p>	<p>Description</p> <p>This tool provides a detailed list of examples that could be part of a teaching portfolio, with the possibility to take notes.</p> <ul style="list-style-type: none"> ▶ See p 3 in Tool C-02b which contains questions for reflection specifically for teachers.
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	 <p>Tool-C-07b-Peer-Observation-DIETS2.doc</p>	<p>Description</p> <p>The tool provides a template for preparing a visit of a lesson for taking notes when a teacher visits her/his colleague</p> <ul style="list-style-type: none"> ▶ See Tool C-03 for peer group supervision, a form of leaderless peer group counselling, which could also be useful for teachers.
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	 <p>Tool-C-08-Placement-DIETS2.xls</p>	<p>Description</p> <p>Student dietitians need to practise and perfect their abilities under supervision. This tool will help you to record and think about your daily tasks and your daily experiences during your practice placement.</p>
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	 <p>Tool-C-09-Placement-Teacher-DIETS2.xls</p>	<p>Description</p> <p>This tool will help you to recall the most important information about your work as a dietetic practice placement teacher.</p> <ul style="list-style-type: none"> ▶ See Chapter 13.2 for tools about reflection on informal learning (p 36).
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	 <p>Tool-C-10a- Volunteer-Work-Planning-DIETS2.doc</p>  <p>Tool-C-10b-Volunteer-Work-Recording-DIETS2.doc</p>	<p>Description</p> <ul style="list-style-type: none"> ▶ Tool C-10a provides helpful questions to be asked before you start volunteer work for a specific organisation, ideas for official proof of your active participation and help on reflecting your learning outcome. ▶ Tool C-10b provides a table for documenting volunteer work. For a more detailed documentation and reflection you can use Tool C-02a (p 37).
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	 <p>Tool-D-01-Documenting-Certificates-DIETS2.xls</p>	<p>Description</p> <p>This tool aims to help you to organise your certificates of attendance from formal and non-formal learning activities. You can also calculate the sum of lessons and/or ECTS, manage scans of the documents and add a short reflection.</p> <p>► See Tool C-01 for detailed reflection (p 35).</p>
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	 <p>Tool-D-02a-CV-DIETS2.doc</p>  <p>Tool-D-02b-CV-DIETS2.doc</p>	<p>Description</p> <p>The CV is a way to market yourself! Two different templates of a CV are presented. Tool D-02a is more detailed; Tool D-02b just contains the most important headlines.</p> <p>► Find more examples of CVs in [1] and [2].</p>
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	 <p>Tool-D-03-Own-publications-DIETS2.xls</p>	<p>Description</p> <p>This tool will help beginners to organise and reflect upon their own publications.</p> <p>► Check if special software (see Chapter 13.4, p 41) for managing your own publications and all other sources would be an improvement for your working field.</p>
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	 <p>Tool-D-04-Memberships-DIETS2.xls</p>	<p>Description</p> <p>With this tool you can record memberships and affiliations, the date of entry (and termination), your duties and responsibilities and what you learned from this experience.</p>
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	 <p>Tool-D-05-Scholarships-Awards-DIETS2.xls</p>	<p>Description</p> <p>Scholarships and awards are milestones in one's personal career. If applicable, they should be mentioned in the CV. Recall and keep all information you used in the application and reflect on your learning results from the application process.</p>
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Information on this document

This document is a summary of the tools explained in the DIETS2 LLL-Guide.

► See there for more information: www.thematicnetworkdietetics.eu

► DIETS2 LLL-Guide

Brehme U et al: Guide to Lifelong Learning for Dietitians in Europe. How to develop your professional competence. First Edition: October 2013

► DIETS2

The Thematic Network 'Dietitians Ensuring Education, Teaching and Professional Quality' was an EU Socrates funded 3-year project (October 2010 to September 2013) spread over 31 countries. The European Federation of the Associations of Dietitians (EFAD) was a prime partner representing some 30,000 dietitians across Europe.

► EFAD website

<http://www.efad.org>

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