Reflection [1]Report for Product-Based Assignments

The Title of Your Project Assignment

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Group Number: 7

[1] Reflection is "the practice of periodically stepping back to ponder the meaning to self and to others in one's immediate environment about what has recently transpired" Raelin, J. A. (2001). "Public Reflection as the Basis of Learning." Management Learning **32**(1): 11–30. A reflective practitioner is a person capable of learning, acting and adapting to environments, someone who is constantly seeking to widen their experience and knowledge by adapting their manner of work in the profession. Someone who always learns through what they do, and who continually combines action with reflection on what has been done.

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1. Introduction

Nowadays there is plenty of information on the Internet about any topic. It seems easy to be connected and updated. Nevertheless, it is also not difficult to find misleading and confusing directions.

Our team is formed of four international students. Regardless of our nationalities and backgrounds, we found out that we all have struggled with similar situations during our arrival and integration into Trondheim student life. It is necessary to look up many different websites, sources, and organizations to be able to design a suitable lifestyle. However, students' lack of time is often one of the reasons why many of them are not able to get an idea of what to do in the city until they experience some weeks or even months of living in it. Unfortunately, international students miss many opportunities due to early deadlines and unawareness.

Our project's purpose was to allow students to live a more pleasant exchange experience by giving them the possibility of arriving in the city with as much confidence as possible. The project consisted of making a booklet gathering precise and indispensable information and tips for exchange students arriving in Trondheim. The focus of the document was to be complementary to the NTNU arrival checklist. We observed that in addition to the university and immigration procedures, students need to know about the main public means of transport, restaurants, sports opportunities, student organizations, shops, etc. In contradiction to our first plan, during our process, we decided to change our final product a bit. We choose to still make the booklet with all necessary information but to refer to a complementary website with more data on the same topics and information on extra topics. With this, we were able to keep the booklet compact with the most important information, but also have a website with more in-depth content to really give all information to new students. We believe our project's output now still satisfies these needs and provides reliable guidelines.

The outcomes expected after this project are:

- Better student organization.
- Decreasing the exchange students' stress.
- Improving the integration of the exchange students with the locals.
- Giving exchange students the possibility of getting to know the local culture.
- Minimize confusion during procedures.

2. Evaluation of Project management effort

2.1.1 Evaluation of the team

In the first paragraph the evaluation of the project group, distribution of the tasks, roles and responsibilities will be discussed.

In our project group, we met once a week as we discussed in the pre-report. At the meetings, we first discussed where we are at the moment with the project and if any struggles appeared. Afterwards, we shared our solutions for the tasks we split up the meeting before and discussed these. These tasks were designed to meet the next steps' expectations which also were discussed in the meetings. During the project management, we faced critical situations where we largely discussed key points of our project's output and main deliverables. (For future reference: critical gates). The next step was to find out what has to be done until the next meeting and split these tasks up again and set a time frame until when we should finish them. In the next meeting, we always controlled each other and made suggestions on what could be made differently.

The weekly meetings were a good approach to this project. We always tried to find a date when everybody was available so that there weren't any misunderstandings after the meeting. Sometimes this was not possible and things took a little bit more time. We tried to get the answers of the persons who were not attending beforehand, but we always had to check afterward the topics we discussed in the meetings with the persons who were not available.

As said before we distributed the tasks which we had to do each week and our roles have been assigned according to the Effective Intelligence Method in the pre-report. This model can be used to execute tasks more effectively. Each task was led by the most competent person in the team matching it to their skills. Celia was responsible for designing the booklet, because she already worked with the program we used for creating the booklet, but we still discussed the general design altogether. Franziska was responsible for the research and writing the texts according to our pre-report as she had a blog in her youth where she wrote texts. In the end, Luis worked on this too, because it was quite a lot of work and it was quicker with two persons working on this. Luis knew some of the topics in the book really well. Tjeerd was responsible for the website as he had some experience with creating one. These decisions were beneficial for the team management and motivation because everybody could focus on their strengths and the tasks didn't seem too hard for everybody. Sometimes there were also tasks that we didn't split up and everybody worked on them to get a different angle from everybody. A task that we distributed like this was for example when we thought of questions for the survey. This turned out really well because everybody thought of different questions and different things we can ask in the survey. Some general questions of course overlapped, but this way it was directly clear we should put them in. In the end, some of our roles were different than the roles in the pre-report, but in our opinion, it was for the better as we had a look again at our strengths and how we could solve our tasks best with these.

In our pre-report, we said that we would use the 4 eyes responsibility method. It means that everyone is responsible for their own tasks and one extra person is responsible to check the task thoroughly. In this case, every task is checked in detail by only one extra person, who also feels responsible for the task. All the other team members can check in less detail to prevent spending too much time on every task. If both persons agree that the task is finished without needing extra help from the rest of the team, the other team members need to trust these two members. This worked for some tasks which we split up. An example where this method worked really well would be when Luis and Franziska wrote the texts for the booklet and then Tjeerd checked them over. The tasks that we didn't split up for example choosing the questions for the questionnaire we still had to do all together.

2.1.2 Effectiveness of the risk management

In the next paragraph the effectiveness of the risk management plan of your project will be evaluated. The risk management plan was effective in relation to getting an overview of what could happen. As we just had one critical risk which was “Gathering all the information”. We tried to act on this quite early and did first a survey to know which information is interesting for international students and then gathered everything from websites, etc. Our only struggle was that we didn't find a lot on some topics. For example on the topic “Supermarkets” and “Clothes”, but we could still gather the basic information. It was good that we acted early on our critical risks, but there was not so much information we could gather on some topics.

2.1.3 Effectiveness of the communication plan

In the third paragraph the effectiveness of the communication plan in your project will be discussed. Our communication went really well in our opinion. In our pre-report, we said that we would have close contact on WhatsApp for short questions to each other and for more in-depth communication, keep track of the process, and to tackle tougher problems we have a weekly physical meeting. We did exactly that during our project. To get quick answers to some questions we used WhatsApp and furthermore we met each other once a week. After each meeting, we directly set a date for the next one, which was really good. We also tried to meet in person, we just had to meet twice on teams as it was not possible otherwise, but even there we could work well together.

2.1.4 Evaluation of success criteria

Lastly the project results according to the originally stated success criteria will be evaluated. Our success criteria can be found in the pre-report. We definitely accomplished “Positive synergy between the team’s members”. The synergy in our group was quite good. We all had different strengths and weaknesses and they combined great together. The success factor “A reasonable and fair distribution of tasks between the members” was also managed really well. We always split our tasks and talked with each other, about who preferred which task and who could get the best solution out of each task. We created a reasonable time plan to achieve the planned deadline in the pre-report, but we weren't super strict with it. We always knew when our deadline for the product would be and always checked that we would still finish on time even if one task got moved to the next week. The fourth success factor was probably the toughest. We reached out to quite many other Erasmus students and got a great response there with our survey. Furthermore, we tried to reach out to the international office, but we didn't get a response. Because of this, we looked out for other possible ways to distribute our website and booklet and decided that it would be also possible to do that through for example Facebook. The success factor “Clarity of priorities” was also managed well. Directly in the first week, we discussed which are the things we have to do first and prioritize and did that. We finished these tasks first, for example doing the survey and contacting the international office as we knew that they would have to be finished early in the project. The sixth success factor is “Using our own experiences, since we are in the main stakeholder position.” was really easy for us to accomplish as we always used our own experience in creating the website and the booklet. We still did a survey to get other opinions. Lastly, “Selection of optimized deliverables” was also well managed. We decided in our progress that a website in addition to the booklet would be perfect as we don't want the booklet to be too long.

We evaluate our project management effort as successful:

Scale	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Your response					x

3. Evaluation of the impact

3.1.1 Target of the product

The target of the product is clear. It is a product developed exclusively for new international students. We aim to give them the best welcome possible in Trondheim and all the effort has been put into that.
Other stakeholders have been directly or indirectly influenced in the product development process, such as student organizations or local companies, but they aren't meant to be the target of the final product.

3.1.2 Evaluation of the quality of the product

The evaluation of the quality of our product was not easy due to the fact that new students won't arrive until January. We have developed our product based on the needs of the actual international students. Thanks to surveys that we distributed and investigation about the most common needs, our team acquired the necessary knowledge to answer the end users' demands.

We can not be certain about whether the purpose of our project will be fulfilled because our target group is not reachable yet. In our first survey, we wanted to make sure that the rationale of our product is grounded. Therefore we asked the question of how likely the international students who are already in Trondheim would read a booklet with all the information when preparing their Erasmus exchange. Out of our 48 results, students on average said that they would use the booklet with an 8.2 out of 10.

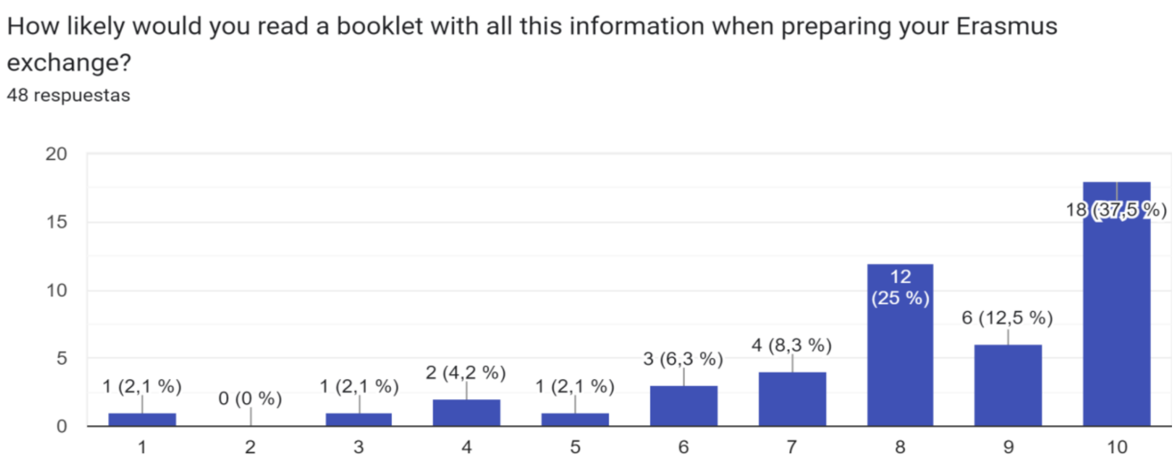

Figure 1: Results for the rationale

As the output of the project turned out to have a positive response from the end users, our project successfully overcame a critical gate and our team decided to keep the original fixed format: the online booklet. Because the booklet was not finished before the first survey, we wanted to confirm this number by asking some of the students again the same question. In this second survey, we asked about our finished product. The answers told us that the product had a lot of acceptance and the results were really good. Therefore we expect the new international students who will arrive in January and September will be helped by our project as well.

We evaluate the quality of our final results as outstanding:

Scale	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Your response				x	

4. Factors that have contributed to failure and to success

4.1.1 Success factors

During our project several success and failure factors can be pointed out which led to our final product. As can be read in the previous chapter, we think our project process was mostly a success. The main success factors for this were the *commitment, transparency, trust*, and *flexibility* of the team. In our group, we had weekly group meetings and during these meetings, we a.o. discussed the current status of the project. Because we had an open environment in the team, every member was transparent about their input and results of the last week. It was very important to have this kind of transparency because at the time there were problems, they arose in an early stage, and the plan could be adapted before the problem got bigger.

The commitment and trust in the team are probably a result of *a good working environment*. We made sure to also have fun with each other during the meetings, and while making the product. We all were probably more *motivated* to work a bit harder if necessary and to help each other if needed.

Furthermore, the early identification of the *skills, knowledge, and competence* of each individual team member led to *the clarity of roles and responsibilities* in the team. With the use of the “effective intelligence” method, we were able to assign tasks to members with the right knowledge and skills. With the proper division of tasks, everyone knew what to do and knew that they would probably fit best to the assigned task. While making the pre-report and making the time-planning and task division, we were able to create *a reasonable time planning* and also *a fair distribution of tasks* between our team members.

In addition, we all could use our own *experience*, because we all were part of our project’s main target group: new international students. As we advance through the semester, we are more experienced and can provide better answers to future new students.

4.1.2 Failure factors

Besides the success factors mentioned above, we also have factors that led to failure. For example, the *adequate and timely information flow between our team and certain stakeholders.* In our stakeholders’ classification, we defined several stakeholders and adapted our communication strategy to their position in the influence-interest graph. With certain stakeholders, the communication strategy worked very well, for example with the “senior students”. We were able to get the right information by sending the survey in personal messages to a lot of international students and this led to many good submissions. However, with other stakeholders, it did not really work, for example with the International Office. We contacted the international office via several ways and we got a response from some of their staff members, but in the end, we did not receive a proper response from the responsible person. We probably failed to convince them about the importance of our product to increase their interest in our product. However, this possibility was previously addressed in the project's risk analysis. Therefore, with the *flexibility, motivation,* and *commitment* of the team, we quickly fixed this problem by looking for other possibilities to work around the cooperation of the international office, by making a supplemental website to the booklet so the distribution of the product is easier. As our project was supposed to be distributed mainly by the international office we had to find different ways to do it, such as Facebook and Erasmus reports.

All the factors above which are written in italic are retrieved from the book "The Road to Success: Narratives and Insights from Real-Life Projects, Fagbokforlaget" (Hussein, 2018) on page 92.

5. Most important lessons from your project

5.1.1 Lessons learned

This semester we have been determined to successfully finish our project. Even though it is not the first one for any of us, studying project management simultaneously has made us more aware of our work environment and our decision-making skills.

When developing a new information source for students, the first challenge is to decide the type of format the information will be displayed. We compared previous attempts like the NTNU document and other individual websites. After our research and taking into consideration our background, we decided to make a booklet and a website. Thus, we have more possibilities to get to our target: printing the booklet and giving it away at the campus, being accessible on the internet, and having our pdf as an easy document to share. Nowadays, people expect to have an abstract of information and invest less time in reading. We learned that it is key to make attractive online layouts and clear but summarized texts to catch and keep the reader's attention.
An important challenge for us was to determine our project's stakeholders. We addressed the International Office as a potential ally in the distribution. We contacted them by email. Some of us knew some people from the Norwegian Summer Course by NTNU. We received a warm answer from them. They sent us a more suitable person to talk to, since our distribution request fit more in the international office's communication team. However, we did not receive an answer from this new person. Therefore, our experience suggests that when talking to institutions or company stakeholders the best idea is to contact someone already known as a first safe step to start networking. Even though we could not get the International House's help to distribute the booklet to the students, our first contact helped us to orientate and address the student's needs.

During the execution of the project, we set weekly meetings. Our advice is to already discuss the next meeting date and tasks so the team members can organize themselves as soon as possible. When we started to do this, instead of discussing via chat, we felt a considerable improvement in our effectiveness.

6. Reflection on learning and unlearning

6.1.1 What did we need to learn

- Designing a booklet in Canvas
- Establishing a website
- Focusing on our project
- You should establish several solutions for your main risks

First of all we had to get the knowledge on how to create and design a booklet for our target group as this is our main product. As we decided to also develop a website with information for our users we had to gain knowledge on this topic too. If we would not have learned these two things we would not be able to finish our project.

6.1.2 What did we need to unlearn

- change of mindset
- willingness to get more and more information
- biases

At the beginning of our project we had a tunnel vision on our solution to create a booklet. After a few meetings, we discussed if it would be better to change our previous solution and add a website. This change of mindset was really helpful to get the best out of our product and make it more accessible to our target group.

In addition, it was very helpful to have been in the position of our target group, but it could also be a pitfall. We all had our own opinion on what we missed out on in the beginning, but that does not necessarily mean that that was true for the majority of the students. Therefore, we had to be really careful with our own biases in the processing of the survey and to keep an objective look at the results.

Another important skill to unlearn was the will to get more and more information. At first, we thought it was important to gather as much as possible. Later in the project, we figured out that it was impossible to put all the helpful information in a booklet. This unlearning came at the same point in the process as the change of the project. It was therefore important to not completely stop gathering more information because we could still use it on the complementary website, but for the booklet, it was important to filter only the most important parts.

7. Acknowledgments

Thanks to the people that participated on the surveys, because without them creating the product would not have been possible.

8. References

Hussein, B. (2018). The Road to Success: Narratives and Insights from Real-Life Projects, Fagbokforlaget.

Raelin, J. A. (2001). "Public Reflection as the Basis of Learning." Management Learning **32**(1): 11–30.

9. Appendix

9.1.1 Appendix 1: Pre-report

Pre-report:

Norwegian University of Science and Technology
Department of mechanical and industrial engineering

Project-based assignment Pre-report

TPK5100 Applied project management

Project assignment group 7

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November 3, 2022

Contents

1. Type of product

Nowadays there is plenty of information on the Internet about any topic. It seems easy to be connected and updated. Nevertheless, it is also not difficult to find misleading and confusing directions.
Our team is formed of four international students. Regardless of our nationalities and backgrounds, we found out that we all have struggled with similar situations during our arrival and integration into Trondheim student life. It is necessary to look up many different websites, sources, and organizations to be able to design a suitable lifestyle. However, students' lack of time is often one of the reasons why many of them are not able to get an idea of what to do in the city until they experience some weeks or even months living in it. Unfortunately, international students miss many opportunities due to early deadlines and unawareness.
Our project's purpose is to allow students to live a more pleasant exchange experience by giving them the possibility of arriving in the city with as much confidence as possible. The project consists in making a booklet gathering precise and indispensable information and tips for exchange students arriving in Trondheim. The focus of this document is to be complementary to the NTNU arrival checklist. We have observed that in addition to the university and immigration procedures, students need to know about the main public means of transport, restaurants, sports opportunities, student organizations, shops, etc. We believe our project's output will satisfy these needs and provide reliable guidelines.
The outcomes expected after this project are:

- Better student organization.
- Decreasing the exchange students' stress.
- Improving the integration of the exchange students with the locals.
- Giving exchange students the possibility of getting to know the local culture.
- Minimize confusion during procedures.

2. Stakeholders

2.1 Potential stakeholders

The detection and classification of the stakeholders are really important in order to achieve the project goal. Our potential stakeholders are:

- New international students
- Student organizations
- ESN
- NTNU International Office
- Senior students
- NTNUI
- SiT
- Restore
- Restaurants
- AtB
- Second hand shops
- Night Recreation

2.2 Classification

The classification of the stakeholders is a crucial part of the project. Once we classify them for level of interest and influence, we will be able to establish different communication plans and strategies to deal with them in the optimal way. We have divided our stakeholders in 4 different groups, attending the level of interest and influence that they have in our project.
Other option is classify them in level of influence and support.
To determine the level of importance and influences, we have created a chart that allows us to establish the best strategy to lead the project with our stakeholders. As we can see in figure 2.1, we have 4 different groups.
The yellow one is the most important group and is formed by New students, ESN, NTNU International Office and the Student organizations. In the blue one, we see the senior students. They are not much interested in our project, however they can influence us a lot. Then we have the red group, which is formed by AtB, restaurants, second-hand shops and Night recreation. This group is not interested in our project, but they can influence a bit in the new student's life. The last group is green, and the members are SiT, Restore and NTNUI. They are more interested in our project, but again, the influence on our project is not really high.

2.3 Plan to involve stakeholders

As we saw before, we have to follow different strategies depending on the interest and the influence.
Our plan to involve the yellow group, cooperate with them directly, and sharing our project plan. Furthermore we will ask NTNU I.O, ESN and Student Organizations what are the most asked question every year and request crucial information, as contact information or how to distribute our product. They are essential in our project and must participate directly. We will also ask the future new students what are their questions about Trondheim and the student life here.

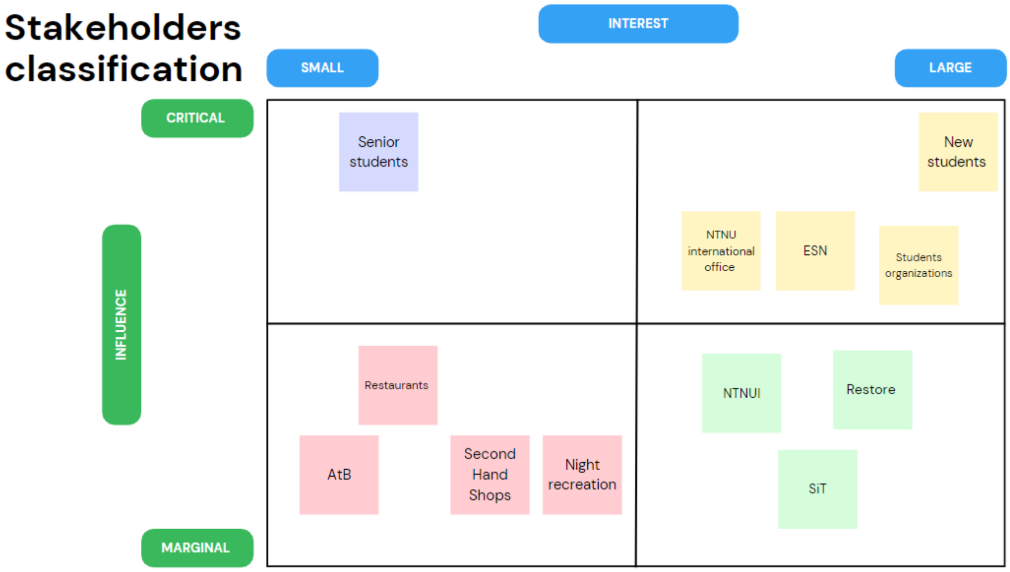

Figure 2.1: Stakeholders classification

To deal with the green group, we want useful information about them. We will request this information and be in touch with them during the project. A steady communication flow is necessary to understand how this organizations work in order to transmit the information to the new students.
Is different the strategy with the blue group, because they don't have interest at all, so to deal with them, we will interview exchange students who are already here and try to get data about them.
Last, we will deal with the red group indirectly, just reading their web pages in order to know the changes and the special discounts that they may offer.

3. Risk assessment

In a risk management plan there are four stages one has to consider. The stages are listed below. (Hussein, 2022).

1. Risk Identification
2. Risk assessment and prioritization
3. Risk response planning
4. Risk monitoring

In every project there are some different risks. We identified the following risks for the booklet we want to create:

1. Identification of the important information for exchange students
2. Gathering all the information
3. Language barrier
4. Acceptance of the booklet by the international office
5. Updating the booklet
6. Distribute the booklet
7. Diversity of the users
8. Different experience in Autumn and spring semester

All identified risks will be assessed and prioritized with the following graph (Figure 3.1). On the x-axis the consequences are plotted from small to large and on the y-axis the probability of occurrence from low to high. The field is divided into three parts and represents the risk impact. On the one upper right, there is a critical risk. In the middle a significant risk and on the lower right a marginal risk.

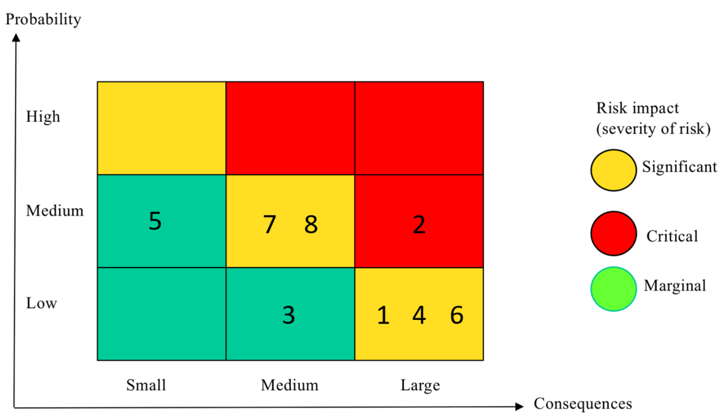

Figure 3.1: Risk assessment and prioritization (based on Hussain, 2022)

The next step is to do the Risk response planning. The most critical risk is number 2 “Gathering all the information” as it is located at large consequence and medium probability. If we are not able to find all the information we need, we can´t produce the booklet. One possibility to solve this risk is by using the websites of the stakeholders, for example Sit or NTNUi, to gather the

information we need. There is also a possibility to contact those and ask our questions directly to them. Another good location for getting as many information as possible, about for example the most visited places in Trondheim, is the tourist information office.
Quite many of our risks have a significant risk. For example, the risks with number 1, 4 and 6 are located at large consequence and low probability. The first risk “Identification of the important information for exchange students” can be solved quite easily. We are exchange students ourselves and experienced how it is to come to a new city in a different country.
Furthermore, there is a huge Erasmus network in Trondheim that allow us to identify the problems other Erasmus students had at the beginning of their stay with for example a survey. The fourth risk, “Acceptance of the booklet by the international office”, can be solved in contacting the international office quite early and integrate them in our process constantly. Besides, we can address the advantages of the booklet for them as the upcoming Erasmus students will have an easier start in Trondheim. Regarding the distribution of the booklet, since we don’t have the contact information of future Erasmus students, we can’t deliver it to them directly. One option would be to distribute the booklet through the international office. Each student who gets an acceptance letter from university could directly get our booklet with it. Therefore it is here also important to involve the international office early. Another solution is to distribute the booklet through Facebook and Whatsapp groups. These groups are created each year to exchange information & meet new people. Two more risks have a significant impact, which are risks number 7 “Diversity of the user” and 8 "Different experience in Autumn and spring semester". They are located with a medium consequence and a medium probability. As many Erasmus students come from different locations in Europe it can be hard to gather things that are interesting for everybody. Furthermore, the students have a different age and probably different hobbies and interests. To solve this risk, it is important that we create a booklet which is divers in itself. First, we should gather general information that everybody needs, in addition we should interview people from different countries, age and interests to create the booklet. There are always two phases when new international student arrive: The autumn and the spring semester. Since we are creating the booklet in the autumn semester and we will interview other Erasmus students now, it could be difficult to gather information that are important for students, who will be in Trondheim during the spring semester. The weather has a huge impact on the outdoor activities for example and because of this students of the autumn semester are doing different things than students in the spring semester. One solution to solve this risk is to interview people who have been in Trondheim during the spring semester. Furthermore it is possible to contact the tourist information to gather information about activities during the different seasons.
The two risks with a marginal impact are number 3 “different language”, which is located at a medium consequence and a low probability, and number 5 “updating the booklet”, which is located at a low consequence and a medium probability. Risk number 3 is nowadays not significant, as most people can speak really good English in Trondheim and it is possible to translate the websites, which are only accessible in Norwegian, with some tools. The second risk can be solved as some information don’t have to be updated soon. For example, the public transport system won´t change that quickly in Trondheim. Other information can change more quickly for example the restaurants and bars. This could be updated yearly by the international office.
At last, it is important to monitor the risks we identified. Every two weeks we will discuss the risks and where they are located at that moment. With this strategy it is possible to intervene early enough when it is necessary.

4. Skills for the project

The main skills for the project are communicative skills. For the product we need to see what pitfalls other international students faced before or in the beginning of their semester. To gain this information it is key to reach the right students by asking the right questions. In addition to students, we need to have good communication with companies and some university departments to gain information from them and to convince them about beneficial effects this product can have on them.

Apart from the communicative skills, research abilities and information filtering skills will be important as well. After the contact with experienced international students, companies and university departments we must find the correct information to prevent new students experiencing the same pitfalls. For this we need to use our (online) research skills to find the correct solution for the problems and filter the right information to find the solution.

At last our graphical and writing skills will be really important. To make the project a success the final product must be graphical good looking and easy readable. If not, our target group is less likely to be willing to use it.

Within our group we already have most of these skills in some extent. Of course the scope of the project was chosen in this way so we don't rely too much on others. For the graphical and writing skills we can also use our network, because we have people in our network who we can also count on.

5. Project breakdown structure

We have divided our breakdown in five different deliverables.

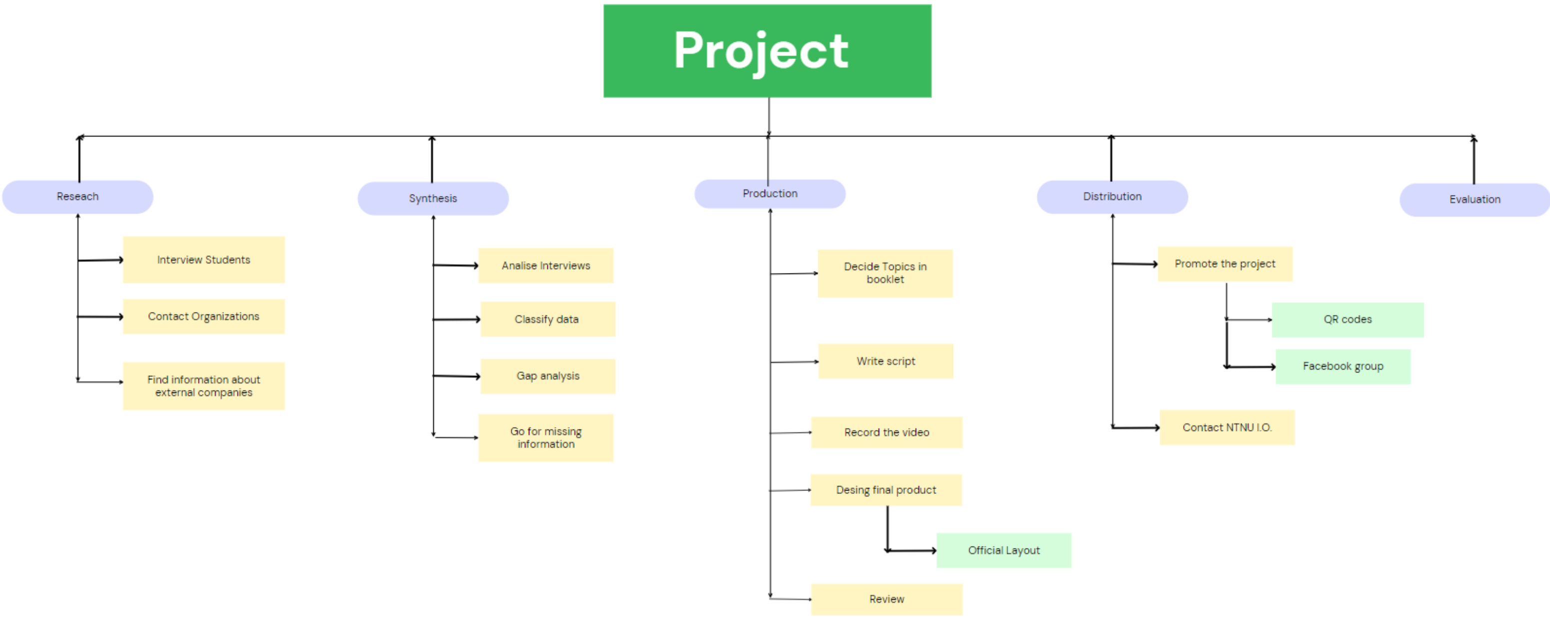

Figure 5.1: Project breakdown structure

As it is showed in the Figure 5.1, we have divided our breakdown in research, synthesis, production, distribution and evaluation.
In research we will basically gather all the information, interviewing students, contacting with organizations and finding important data on companies´s website.
Then, in the synthesis area, we will analyse the data and find out what we are missing in order to complete our project.
The production phase is about to design and elaborate our product regarding to the information obtained before. We also have to discuss the main topics in this section.
Next, we have distribution. We will promote the project trough QR codes and a Facebook group. Also, we will contact with the International Office at NTNU to ask for distribution.
Finally, we have the evaluation. In this phase we will compare our results and what we expected, and evaluate the success or failure of the project itself.

6. Project schedule

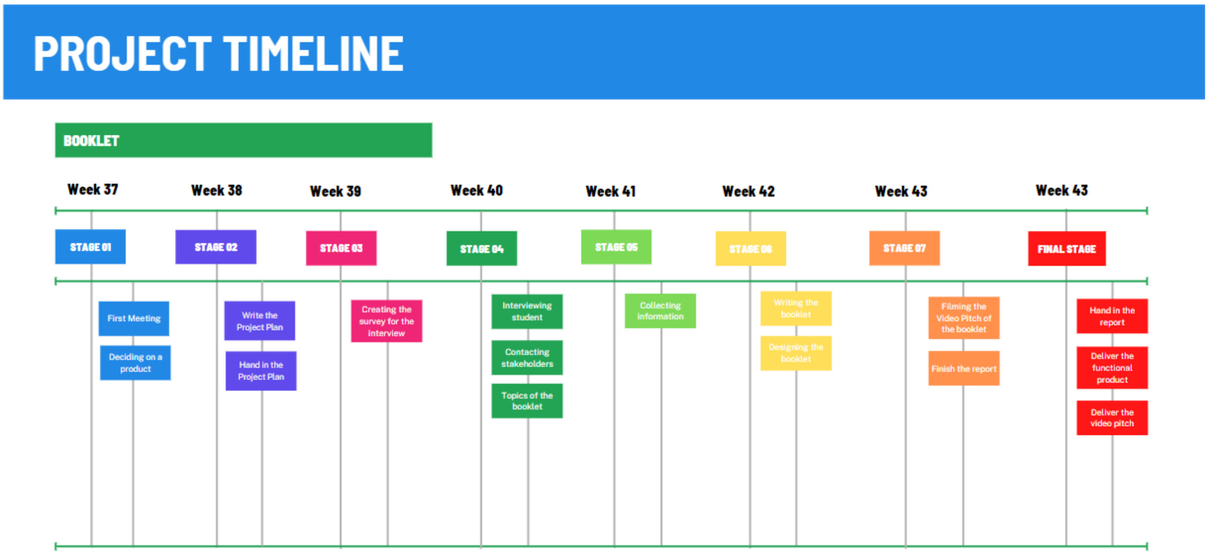

Figure 6.1: Project schedule

The project schedule is in Figure 6.1 and a larger version can be seen in appendix C. The project of the booklet starts in Week 37 with the Kick off and ends in Week 44 with handing in the final report. First we have structured the tasks in a timeline. Afterwards, we divided the tasks into different weeks to finish on time.

7. Success factors

1. Positive synergy between the team's members.
2. A reasonable and fair distribution of tasks between the members.
3. Creating a reasonable time plan to achieve the planned deadline. Adequate early planning.
4. Reaching out to interested contacts in our stakeholders who are willing to cooperate.
5. Clarity of priorities.
6. Using our own experience, since we are in the main stakeholder position.
7. Selection of optimized deliverables.

8. Roles, responsibilities and communication plan

8.1 Effective intelligence

This project will be our first one as a team. To find out what our natural roles in a team are and what our natural way of making decisions is, we used the Rhodes' TIP (Thinking-Intentions Profile) for Effective Intelligence method (Rhodes, 2006 and Appendix D). This model can be used to execute tasks more effectively. It divides roles of people in three main colors: blue, red and green. Within these three main colors there is also the difference between dark and light. In simple words, a blue role would judge what is right, a red role would describe what is true, and a green role would realise what is new. For the full explanation of the method we would like to refer to the source in the bibliography or to the appendix to prevent this text being too long.

8.2 Our results from effective intelligence

After the questionnaire it turned out that Celia and Luis are mainly green and Franziska and Tjeerd are mainly Red. At the same time both Celia and Luis had the least match with soft blue, while Franziska has the least match with hard green and Tjeerd with Hard Red. When it comes to the thunks we all have different outcomes. Celia has the thunk RE-Describe, which means that she is a mental acrobat. She is able to see problems from a different perspective and is able to often find a new approach to the problem. Franziska has the highest match with the thunk Look IN/OUT. She can see the wood and the trees, which means she can oversee all information and even link information which might be relevant from outside of a project. Luis has the thunk Unform, which means that he can be open to anything. He is a creative person and he can easily spot patterns. And last, Tjeerd has the thunk Code. He chooses the form for truth. This means that he is alert and willing to be awake to ensure that the information is truthful.

Of course this test is only based on a 'simple' questionnaire and thus it not always has be the complete truth. However the results of this test can help us to gain more insight during the process and moreover it can help us to divide tasks closer to our main skills. In addition we are aware that each of us work different and that each has a different way of approaching topics.

8.3 Communication plan and responsibilities

We think good internal communication is very important. For that reason we have close contact on Whatsapp for short questions to each other. For more in depth communication, keep track of the process and to tackle tougher problems we have a weekly physical meeting. In this meeting we discuss the process we made in the past week, what needs to be done in the next two weeks to have a good outlook and to prepare for the next tasks. We also use this meeting to make (critical) decisions.

Apart from the good teamwork, knowing the individual responsibilities are important to make the product a success. If you share responsibility for a task with too many people no one really feels responsible for this task. For that reason we want to apply the 4 eyes responsibility method. It means that everyone is responsible for their own tasks and one extra person is responsible to check the task thoroughly. In this case every task is checked in detail by only one extra person, who also feels responsible for the task. All the others team members can check in less detail to prevent spending to much time on every task. If both persons agree that the tasks is finished without needing extra help from the rest of the team, the other team members need to trust these two members

8.4 Roles

In order to optimize the process management, the roles have been assigned according to the Effective Intelligence Method. The Project Breakdown Structure has been thoroughly thought out, so each area is lead by the most competent person in the team matching it to their skills. For example, during the production phase, the designing task is a task for which you need much creative skills. These skills match best to a person with a green profile. In our team Celia and Luis are both green, so they would fit best to this task. Below we made a table in which we assigned the area's from the project breakdown structure to a color and eventually to a team-member.

Area	Color	Main responsible	Second responsible
Research	Red	Franziska	Tjeerd
Synthesis	Red	Tjeerd	Celia
Production	Green	Celia	Luis
Distribution	Blue/Green	Luis	Franziska

Table 8.1: Roles

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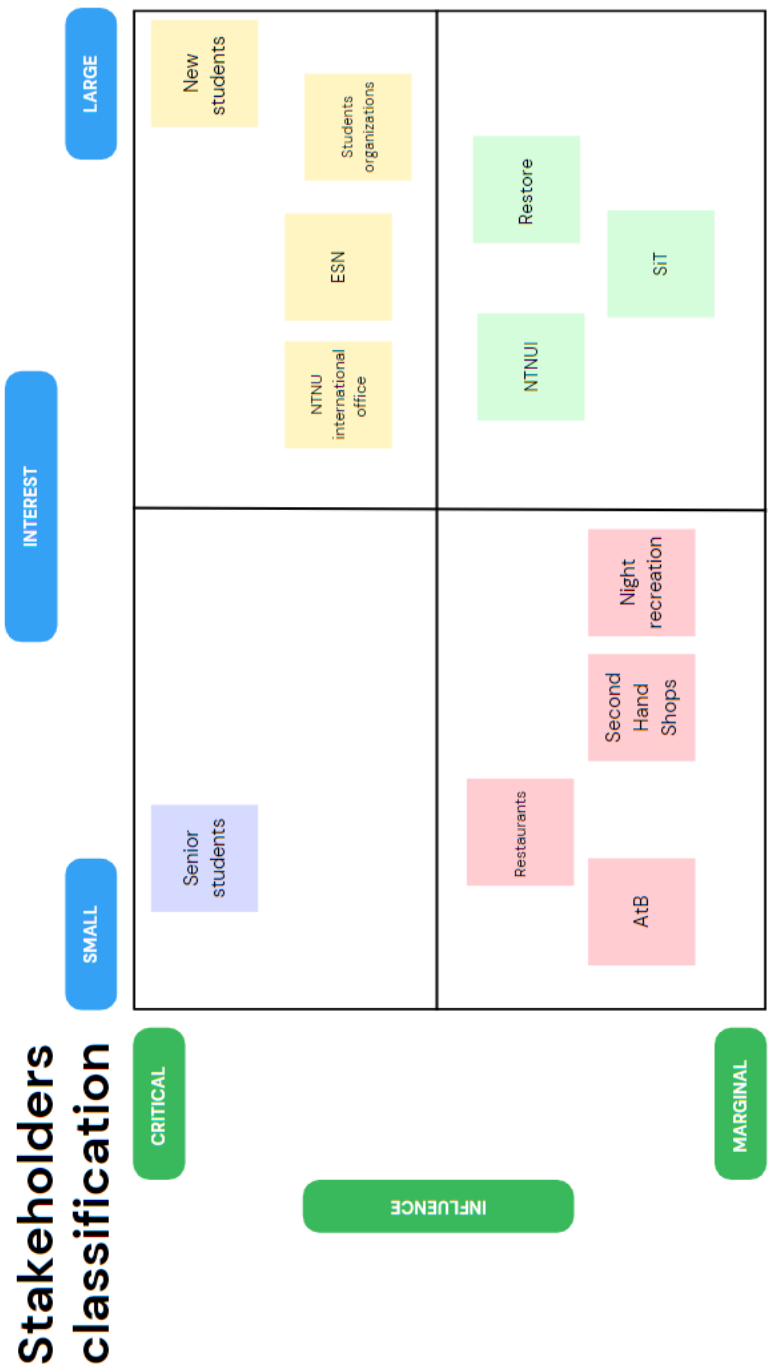
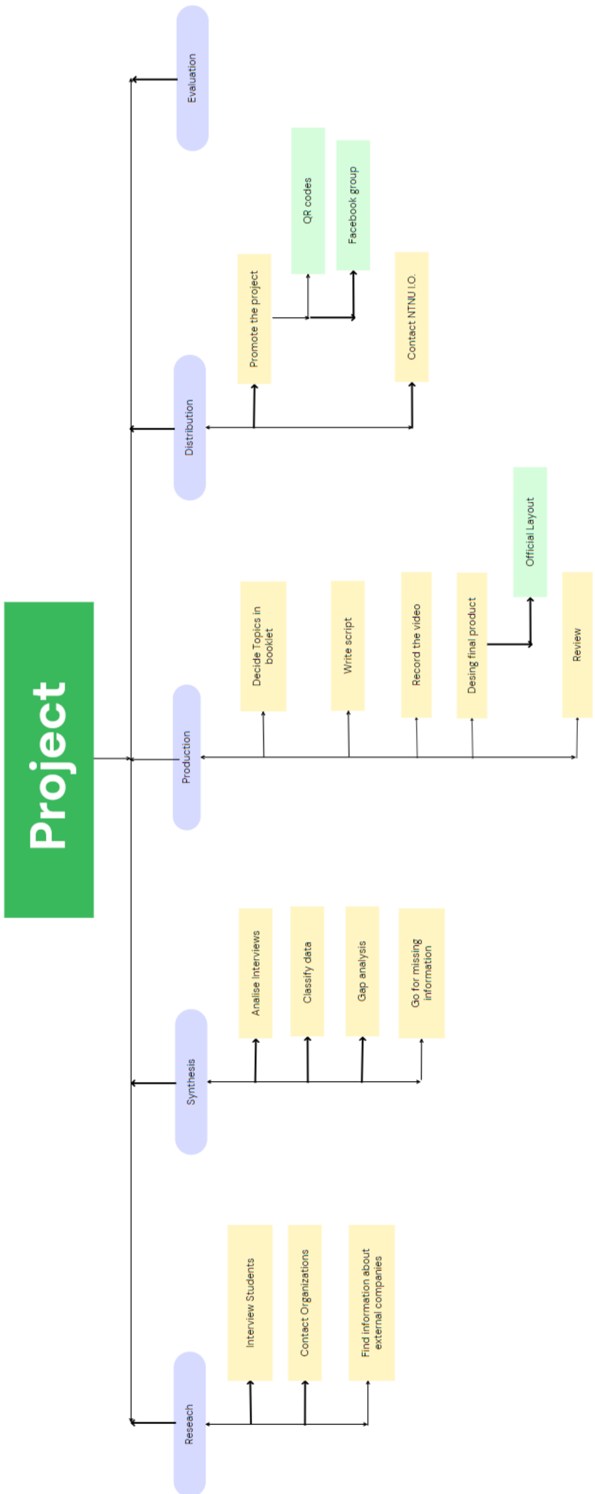
Appendix A: Stakeholders classification



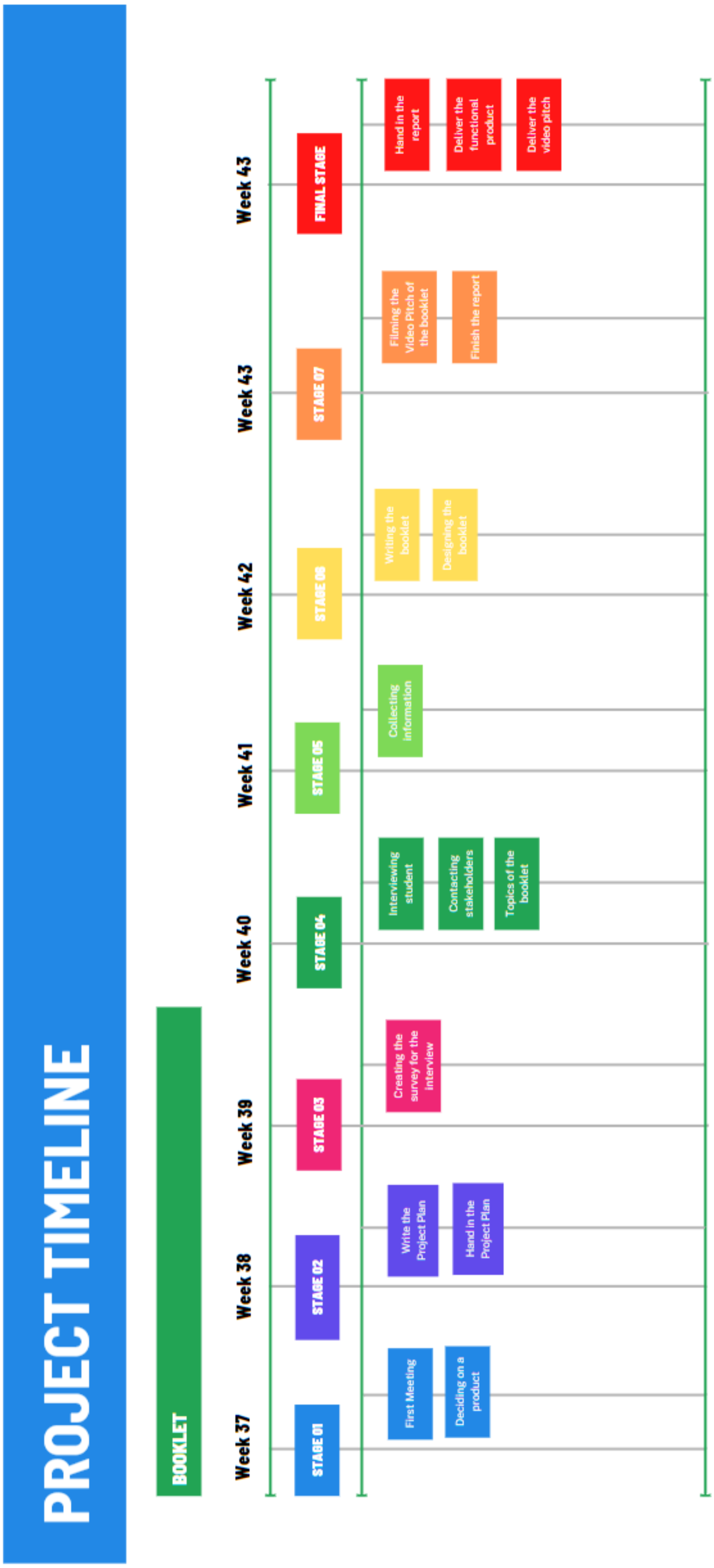
Stakeholders classification (repetition of figure 2.1)

Appendix B: Project Breakdown Structure



Project breakdown structure (repetition of figure 5.1)

Appendix C: Project schedule



Project schedule (repetition of figure 6.1)

Appendix D: Effective Intelligence explanation

WIKI SUBMISSION

Effective Intelligence

1. Effective Intelligence

Effective Intelligence is a model of thinking that enables users to execute tasks more effectively. “Intelligence” in this context, entails choosing the right kinds of thought for each task, while “effectiveness assures that it will actually get done, and done well.

Effective Intelligence is based on research conducted by British consultant Jerry Rhodes, MA Oxon Dip Ed FBIM MIPM, and others beginning in the 1970s. The research was focused on “action” – on task completion. The model starts with the premise that our results come from our actions, which follow from our conclusions, which are in turn driven by our thinking. Most people are only dimly aware of the specific workings of their mind, and this unconscious, unmindful approach to thinking has the potential to misfire. Effective Intelligence shows that with conscious and mindful management of our thinking, the degree of effectiveness and efficiency between initial thinking and final result is improved.[1]

Underpinning Effective Intelligence is Rhodes’ identification, categorization and labelling of all key mental activities – the **“**thinking-intentions**”,** a concept new to the philosophy of science. Awareness of these categories and labels enables users to consciously direct an action that is otherwise unconscious and often less than optimally effective. Users assure they are applying the most appropriate thinking for the task at hand, thereby making them more effective at that task.

Thinking-intentions – known as “Thunks” – are used both as labels for the specific workings of the mind as well as labels for the thinking requirements of tasks. It was found that using the same “language” for both the thinking of individuals and the thinking requirements of tasks made it easier to recognise which of one’s mental tools to deploy, and to steer any unconscious habits toward ways most likely to bring success.

The discovery that all “thinking-intentions” could be named, opened opportunity to create tools to improve the effectiveness of thinking. For example, the Effective Intelligence model led Rhodes to the creation of maps illustrating the kinds of thought processes generally found when successful outcomes are achieved. It is rare that the thinking requirements of a task perfectly align with one’s thinking preferences. To address that, maps suggest where you might need to muster special effort with certain Thunks, or call on others to contribute where you are at a loss. Frequent users of Effective Intelligence are able to use the Thunks to make their own tools for any immediate need.

The origin of the Effective Intelligence model is the work done by Jerry Rhodes on the elements of creativity and how to help managers become more innovative in their thinking. This work came to the attention of Royal Philips in The Netherlands, who asked Rhodes to join their project team who were researching skillful thinking as a competitive advantage. A joint development project over four years between 1977 and 1981 identified the model of mind at the root of Effective Intelligence. Since then, continuous development from working with companies around the world, especially in North America and

[1] Rhodes, Jerry and Sue Thame. (1988) The Colours of Your Mind, p11-17

FORREST™

Explanation Effective Intelligence (1/9)

Europe, has built a comprehensive system of tools for more intelligent action. Rhodes licenses this system to practitioners by qualifying them to introduce and deliver Effective Intelligence to their clients.

2. Thinking-Intentions, or "Thunks"

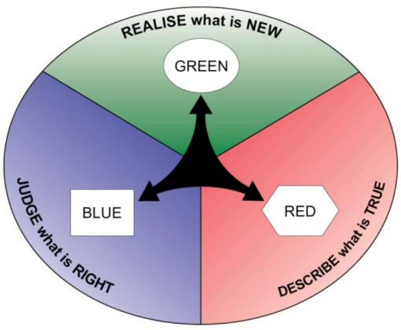
The core innovation from the original research centres on intention, not in the ordinary sense that describes what one aims for – the data, but rather about how to think – the cognitive process. Rhodes has simplified the huge complexity of thought into just 25 mental actions. The research established that people use all 25 thinking-intentions to some degree or another and at some time or another, depending on their thinking preferences and the tasks with which they are confronted.

The Thunks can be seen as "thinking energies" or "mental muscles". They represent the diverse kinds of mental motivation, what thinking a person *intends to use* that could bring about the result they are hoping for, the best conclusion. They offer a conceptual vocabulary to describe not only one's thinking faculties but also the thought processes required for any problem to be solved or challenge to be met.[2]

People do not always marshal the most appropriate mix of Thunks for the situation they face, but by using the Effective Intelligence language of thinking-intentions – by thinking about thinking – you are taking the best action of which you are capable.

3. The Model:

a) Strategic or Tactical?
Since the Thunks claim to represent all known thought, they must clearly operate on many different levels of simplicity or complexity. At a strategic level, it is of profound importance to recognise whether a task being confronted requires new ideas that might work, or better information, before coming to judgment that deserves acting upon. Any decision will need all three, but the model empowers users to determine which is the priority now.



b) Subjective versus Objective Thinking
Incorrectly resolving the tensions between the subjective and objective can be disastrous, as when emotions are not treated properly or when real life is reduced to logic and numbers only. Certain Thunks specialise in either more worldly reality or more personal feelings, but all are aware of their opposite, so

[2] Rhodes, Jerry and Sue Thame (1988) The Colours of Your Mind, p38-44

they enable this model to embrace both the explicitly rational and the implicitly intuitive approach. Sometimes one of these two matters more than the other, and this is vital to get right.

c) Thunks and Tasks: The questions
The researchers posited that to think entails asking yourself a question that will deliver the needed answer. Continuing research has uncovered systematic patterns of questions that are typical of each Thunk and therefore form an analytic model of the brain and of tasks, equally. Questions act like keys that unlock a solution, but to find the right one(s) demands powerful imagination. This was the rationale for building thought maps of questioning.

4. Rhodes' Task Maps

Rhodes uses the term "mapping" to refer to the process of identifying the thinking requirements of a task, and through the use of Thunk questions, consciously adjusting one's thinking to match that of a task.[3] "Rhodes' Maps", based on observed best practices, offer schematic pictures of the essential thought processes required for a particular type of task. Anyone fluent in the Thunks vocabulary is able to map any task.

The main tasks mapped are those faced most frequently:

- **Orientation**: "Where am I in this situation, so which map next?"
- **Selling:** "How best do we persuade people?"
- **Strategy:** "Where do we need to go? "
- **Decision-making:** "What is the best choice for my goal? "
- **Planning:** "What needs to be done for this decision to be implemented? "
- **Learning:** "What else might be gained from this experience? "
- **Creating:** "From where do we get new ideas? "
- **Finding causes:** "What caused things to go wrong – or surprisingly well?"
- **Gathering information:** "Clarifying what is relevant. "
- **Innovating:** "How do we get from idea to action? "

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3 Rhodes, Jerry and Sue Thame (1988) The Colours of Your Mind, p 241

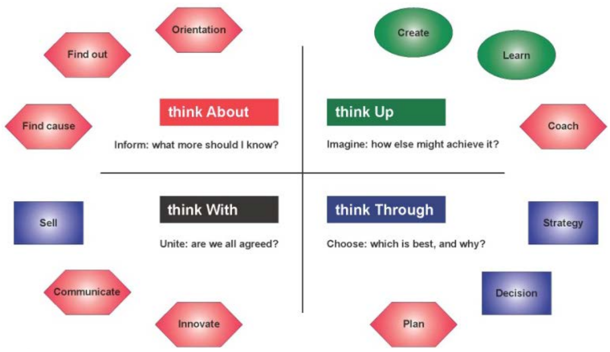
Other, more specialized maps, such as Communicating, Teaching, Coaching, Delegating, and Quality Assurance are also available.

Complex task maps often include elements that are delivered by other maps, as when Innovating includes the process map for selling or influencing others. All maps also include what might be called subroutines, clusters and runs of Thunks that perform a smaller and much repeated activity such as assessing risk, identifying criteria, setting priority or working with the delegated plan of someone else.

Limbs develop almost automatic skills and habits from oft-repeated movements, as when touch-typing, writing your signature, or shaking hands: so do those mental muscles – the Thunks – where a person using them repeatedly can 'get the knack'. In fact, each Thunk embodies and executes its own array of thought processes and, in a sub-routine, joins up with others that are most likely to deliver what is needed for the activity at hand.

4a) Rhodes' Route Maps

In 2013, the How You Think website was released, designed for the smart phone. From The Centre for Effective Intelligence, Rhodes made mapping available online as a coaching service to users of Rhodes' Thinking-Intentions Profile (see below). This feature included twelve Rhodes' Route Maps for effective task completion. These are new versions of the Rhodes' Task Maps that work with the limitations of scrolling and small screen display through questioning that is iterative.



5. Rhodes' Thinking-Intentions Profile

Rhodes' Thinking-Intentions Profile (Rhodes' TIP) is a 24-question survey of 72 elements that results in an inventory of an individual's thinking preferences.

Rhodes' TIP reveals relative preferences for particular Thunks, showing that individuals value some mental operations more and others less. In any group of respondents, there will be a range of different profiles, each showing how differently each prefers to think – and ultimately to act – in situations they face.

Rhodes' TIP measures an preferential style or habit of mind, predicting how someone is likely to act. Rhodes' TIP is not a test, meaning it does not establish that someone is good or bad at these core kinds of thinking. Since there are no “right” or “wrong” answers, participants suffer no inhibitions when sharing their profiles with others, including their boss, subordinates or others that matter to them.

The profile is intended to be used for individual awareness and development, giving individuals a way to recognise and label their thinking-intentions, relating one thinking operation to others in the context of their whole intelligence. They can also spot the thinking-intentions of other people, and see the value of contributions otherwise alien to, or even in conflict with, their own.

The 24 questions in a Rhodes’ TIP present a range of typical management situations in which the subject is asked to choose between 3 different approaches; the choices actually represent various combinations of the 25 basic thinking operations. The questionnaire is structured to give as fair a chance as possible for each Thunk to be compared with its peers, while keeping the survey brief and manageable**.** There are no right or wrong answers, just a matter of individual preference.

All Rhodes’ TIPs are debriefed in person by a professional trained and licensed to do so. During a debrief, the debriefer will highlight significant patterns, identify relationships between Thunks and between scores, and point out contrasts and affinities amongst the Thunks.

Rhodes Thinking-Intentions Profile was named *Instrument of the Year* at the American 98 Conference, in Atlanta, Georgia.

The Rhodes’ TIP is available in nine languages:

- English
- French
- Spanish
- German
- Dutch
- Danish
- Chinese
- Swedish (not available online)
- Finnish (not available online)

As of July 2014, over 150,000 Profiles have been debriefed worldwide.

6. Original Research

The original research on Effective Intelligence was conducted at Royal Philips in The Netherlands beginning in 1977, in a project called Deva, a shortening of the Dutch word for "skilful thinking".[4] The goal was to come up with a generic methodology for dealing with challenging business situations of all kinds, that would give Philips' managers on every continent a competitive edge.[5] Philips invited Jerry D. Rhodes, MA Oxon DipEd FBIM MIPM to join the project team as their external consultant. The research had met its objectives by 1981 and has been in use ever since.

The team analysed a variety of sources of human experience, to simplify and clarify humanity's complex, but largely invisible, thinking faculties. The research developed along two main tracks: the Task, and the Person facing it. This allows Effective Intelligence to claim it is the only cognitive system to identify the impact of using specific combinations of mental approaches on outcomes.

One track was to identify a taxonomy of the most universal kinds of problems frequently faced by most people, that were both difficult and important. The aim was to study how such problems had been dealt with to produce successful outcomes, and contrast these observations with processes that had led to disappointment. The purpose was to uncover patterns of thinking behavior and associated questions which might offer some kind of map or wiring diagram to show how to address any issue effectively.

The other track concerned the Person who had to deal with such demanding Tasks: how did he or she think? How could anyone tell the approach most likely to succeed in solving a problem, making a decision, handling the future, or getting the best out of other people? What mental resources did every person have at their disposal,. For the research team, the thrust here was linguistic. By reverse-engineering large numbers of typical words and phrases, it was possible to divine how they came into common use, what different words and phrases had in common, and, by so doing, uncover their underlying intention. This approach uncovered systematic patterns of questions that are typical of each Thunk. The group were trying to uncover the concepts that represented thought, and, by severely restricting their number, to identify those that were fundamental and form an analytic model of the brain.

6a) Tools: What they do and why they were developed.

The research focused on tools as a means of transfer: making the research results available to the workplace. These discoveries had to be demonstrated in ways readily learnable by a wide range of employees, at every level, in every business function and culture. For managers wanting to enhance performance, of themselves and of others, learnability was the paramount need. As such, the most direct way to learn would be to connect with their own problem-solving concerns.

The system to bridge and align an individual and his or her difficulties is a conceptual toolkit, which is explained in Jerry Rhodes' book, *Conceptual Toolmaking* (1991) Blackwell.

Amongst the criteria for the conceptual tools to be developed were the following:-

- The resulting tool-kit should possess simplicity, clarity and integrity

[4] Rhodes, Jerry (1991) *Conceptual Toolmaking*, p 237-241
[5] Rhodes, Jerry (1991) *Conceptual Toolmaking*, p 54

- It should be inviting and appealing to experienced and junior managers alike
- The tools must be easy for managers to learn
- They should make a recognizable difference to a manager's effectiveness on the job in real-time
- The tools must be generic, so that they can be used by everyone in any circumstance, yet specific enough to be useful in depth[6]

The Philips team took on the challenge to condense the universe of thought into a model based on only 25 basic thinking operations. Successful task process activities that gradually formed into thinking 'maps' were used to test and improve this analysis of mind. In turn, those 25 concepts could be recognized in the maps and were used to help improve them.

After 4 years, this research was deemed to have met its goals and the Deva Project was ended. This was the beginning of more than thirty years of ongoing action research by Rhodes through working with client organisations to help them meet their objectives. A further example of this joint development was with Dunlop in 1983-4 who originally commissioned an inventory for assessing staff which became Rhodes' Thinking-Intentions Profile and has been the most adopted way into Effective Intelligence.
Experience of Effective Intelligence by other organizations, has multiplied since 1985 by companies selecting their own staff to become trained, qualified and licensed by Rhodes. Subsequently, The Centre for Effective Intelligence has licensed independent consultancies, some of which have been authorized to qualify their own sub-licensees. Continuous technology transfer to organisations is enhanced by their contributions whilst learning, and has enriched the sources and output of research over the years.

The model and many tools of Effective Intelligence have been used by organizations and people around the world, predominantly in Canada, the United States, Europe and the Far East.

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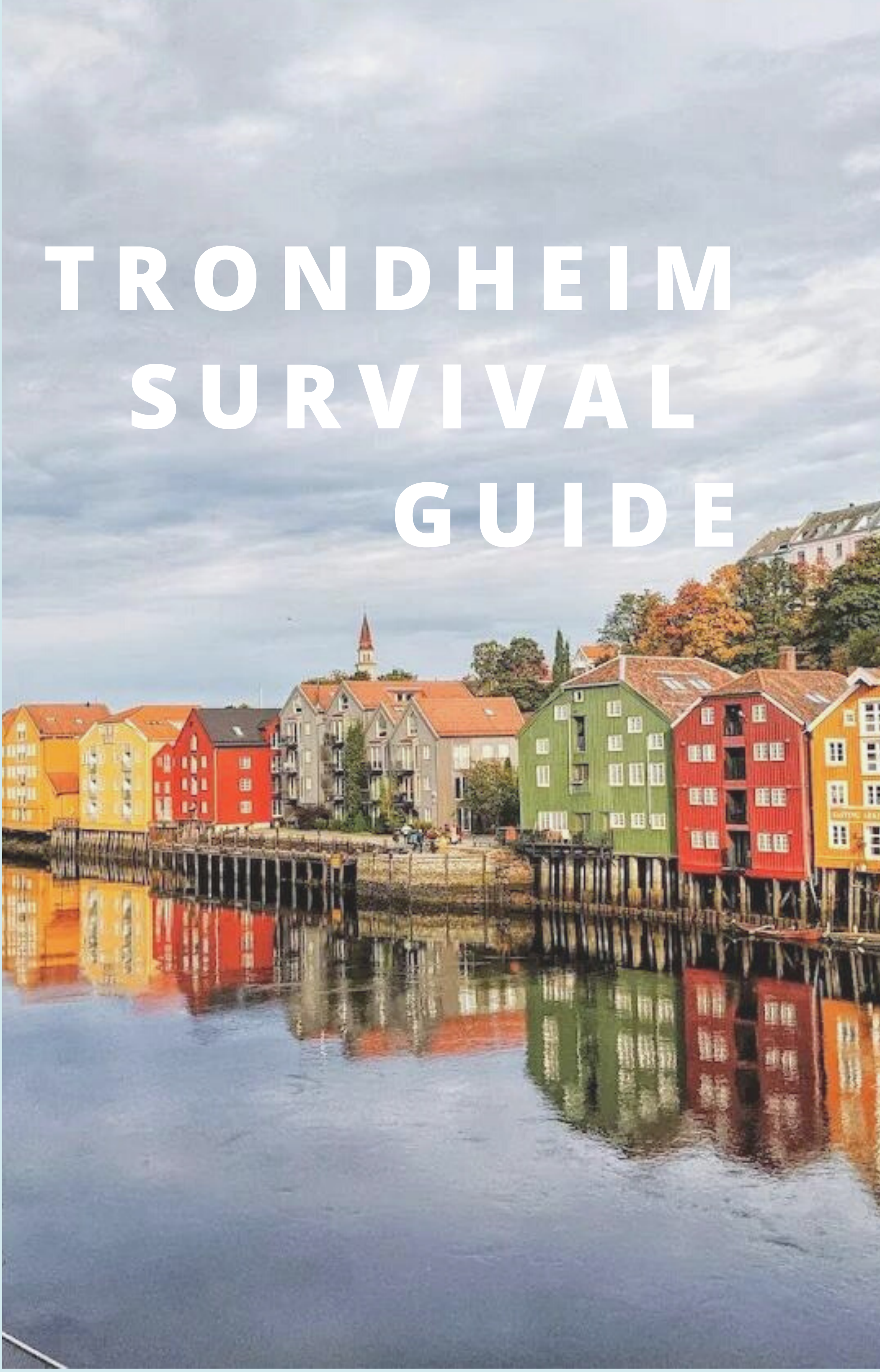
9.1.3 Appendix 2: Product

Our product consists of both a booklet and a website. Below they can both be found. The booklet is also uploaded on the website, and in the booklet, a QR code to the website can be scanned.

Website: https://sites.google.com/view/trondheimsurvivalguide/

Booklet:

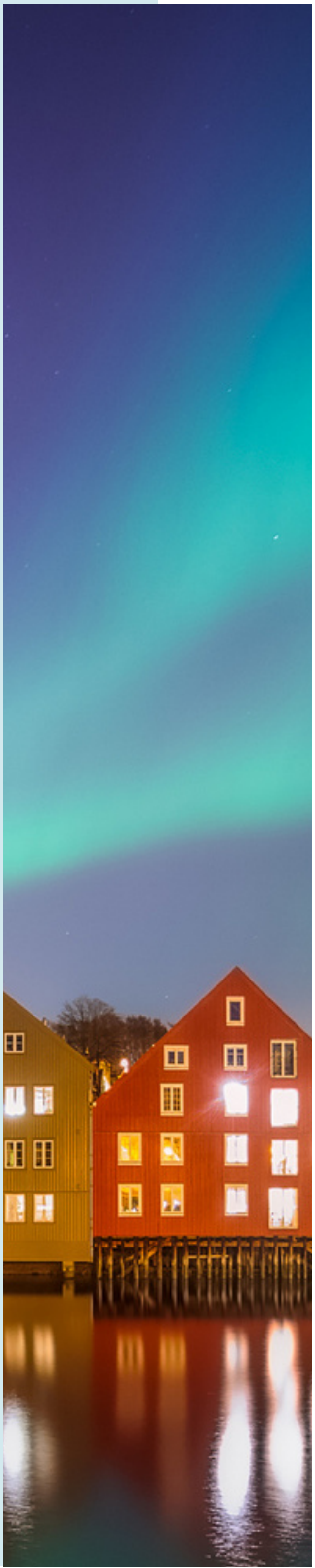
TRONDHEIM SURVIVAL GUIDE



STUDENT-TO-STUDENT GUIDE

INDEX

Welcome to this guide!



Hi there!
This booklet is designed to answer typical questions that are not usually answered on institutions' websites. Sometimes we just need someone who has already lived the same experience we are going to live. Well... That's what we did! We asked current ex-change students and locals to display in this booklet the best recommendations and tips.

We hope, future Trondheim students, that this document makes it easier for you. For further information, you can also **visit our website**! Check the QR:

04

How do I get from A to B?

TRONDHEIM'S BUS SERVICE

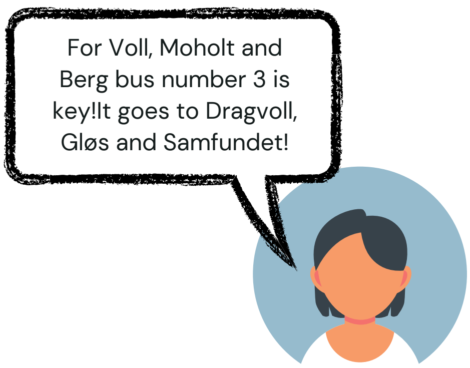
ATB is the local bus company around Trondheim. Right now there are two Apps. ⚠ However, AtB will be eventually the only one with all the functionalities.

AtB Mobilett

In this app you can buy a monthly ticket for students: It costs NOK 535 for 30 days, but there are also options to buy it for 60,90 or 180 days. It is possible to use the bus ticket also on the tram and train, within the zone you chose.

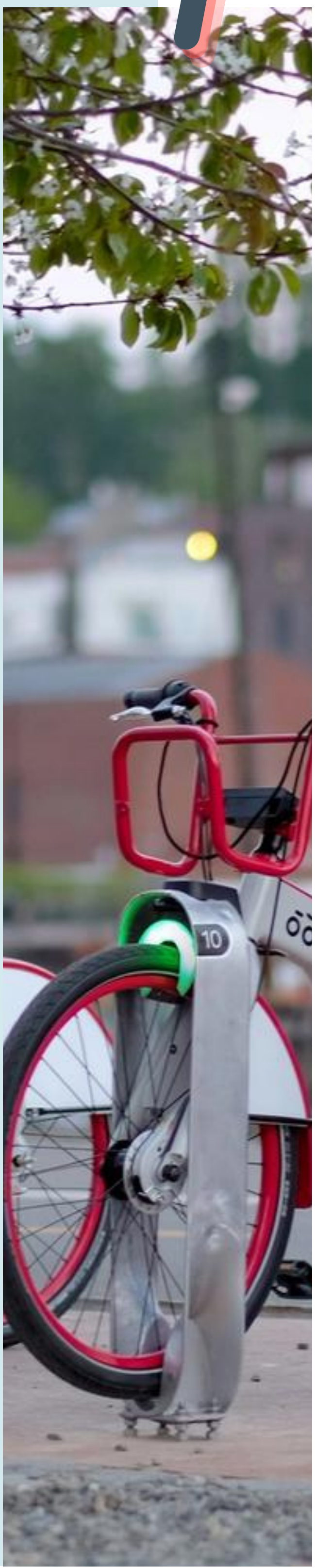
AtB

In this app is to check the buses' schedule and combinations and buy tickets. It is more precise than Google Maps since it has the official and current timetable.



05

How do I get from A to B?



BIKE

Another possibility to get around the city is by bike. You can buy second-hand bikes on finn.no. At the start of the semester Restore also has a date when it is possible to buy second-hand bikes.

ELECTRIC SCOOTER

Public electric scooters are all around Trondheim. It is a nice way to get around the city and they are quite cheap. The companies which offer scooters in Trondheim are Ryde, Voi and Tier. It is possible to get a day pass (100 min) for 49 NOK.

omg where should I live?

1. **APPLYING FOR STUDENT HOUSING**

When you apply to the NTNU it is possible to apply for student housing. You should do it as it is the cheapest way to live in Trondheim. Nearly all students get a place for student Housing during the spring semester. In the Winter semester, Students from outside of Europe will get a place at the student Housing in Moholt. In case you are staying one year, there is also a high chance to get student Housing. If you are just staying for six months and come from Europe, there might be a high chance that you don’t get a place offered and you have to look for a place yourself.

but...what is the SIT code??

The association SIT offers student housing in Trondheim. When you get a Sit code you are one of the lucky persons who will live in student Housing. With your code, you can get your room. It may take a while sometimes. Some people wait for it and others don't risk it and get private housing. Your choice!

omg, where should I live?

MOHOLT (WITH THE SIT CODE)

Moholt is one of the student housing offered by SIT. You will get a room here if you get a sit code. It is mostly for international students. It is 5 minutes by bus to Gløshaugen and 7 minutes by bike. There is also a gym, a library, and supermarkets close by.

VOLL (PRIVATE STUDENT RESIDENCE)

Voll is another student housing. It is located close to Moholt. Here you have the possibility to rent a room for less than a year, but you have to pay a little more rent for that. It takes around 8 min by bus to go to Gløshaugen and 10 min by bike.

omg where should I live?

BERG (WITH SIT CODE)

It is in a very nice area within a 10 minute's walk to Gløshaugen and Lerkendal campus, which is helpful for 8 am lectures since the busses at that time are always busy It's quiet. The apartments are big and pretty new.

STEINAN (WITH SIT CODE)

Steinan student village consists of 30 small houses. It is 7 km away from the city centre, with spacious outdoor areas, a local grocery store and good access to public transportation.

omg, where should I live?

PRIVATE HOUSING

If you didn't get a place at Moholt you should also have a look at the private housing market. The most common websites that are used for private housing are hybel.no and finn.no. There you can find shared flats with other international students and norwgians.

Most landowners want to rent their flats for one year, but you should be consistent and write them anyway. In case they don't find someone to stay with for a year they will consider students for short-term rent.

For example, I was not offered a place at SIT. When looking for a private apartment is then especially hybel.no and finn.no very helpful. It is also worth responding to ads that are only indicated for one year or seem a little too expensive and negotiating a little.

omg, where should I live?

SOME QUOTES FROM STUDENT-TO STUDENT

I would recommend Moholt because the bus connection to Gløshaugen is better, the equipment rental Bumerang (see later section) is located in Moholt, most parties take place in Moholt, it has the Loftet, which is a space to meet with friends, play games etc. and the kitchens and bathrooms are more modern in Moholt's flats.

I applied for student housing via SIT (the student organization on-site). Especially for exchange students, I would strongly recommend Moholt student housing, the apartment is already furnished (bed, mattress, desk, closet). There is a lot going on and many exchanges as well as Norwegian students live there.

For Moholt, there are different options for grocery shopping, the big REMA as well as Kiwi are less expensive and have everything you need. There is a small bunnpris in Moholt, which is a little pricier, but useful in case you just need something really quick.

Free Stuff? Restore!

Restore is a voluntary student organization that works to reduce waste from household equipment and furniture and improve the quality of student life by facilitating the reuse of goods for all students in Trondheim. At the end of each semester, outgoing students discard tonnes of usable goods when they return home from the exchange. Every January and August, new students arrive and need to buy new housewares- the same types that were thrown away only months before. ReStore brings the old things from Erasmus students to the new Erasmus students. There are a few dates at the beginning of the semester when you can get stuff for free.

You can travel almost free!!

NTNU KOIENE

NTNUI has an incredible net of cabins along the region of Trond, where Trondheim is. They have 23 cabins in total, distributed most of them near the city.
The main webpage to look for information is https://org.ntnu.no/koiene/index.php
On this page, we can find information about the cabins, how far they are, the equipment they have and the difficulty to get there. The cabins don’t have electricity or water, so it is an adventure to spend one or two days.

Booking:

- It must be done in Akademika on Wednesday the week before your trip.

o Dragvoll (opens at 9:00)
o Gløshaugen (Opens at 8:00)

- The price for members of NTNUI is 40 Kr (+/- 4euros) and 80 Kr (+/-8euros) for no members.

⚠ People usually go earlier (6/7 in the morning) to get a place in the queue, so if your cabin is very popular you should go early!

You can travel almost free!!

NTNU KOIENE

- You must pay at the time of reservation, and you must give the list of the people involved in the trip. They make inspections to see if the number of people on the list and the actual number of people in the cabin match. (Not very often)
- The cabins are available by public transport, but for most of them, the trip is long and requires a hike after the public transport. On the webpage, you can find the list of the cabins, the distance and the estimated time to get there, and you can check if the cabins are available. https://www.koiene.no/koieneres/alle/ledigekoier.php

University Organizations

SAMFUNDET

Samfundet: This is the main club in Trondheim, is driven by students and with a membership of samfundet (30 eur) you can pass for free every day. Is very big and well communicated by bus.

ESN

ESN is a non-profit student organization whose main goal is to connect international students here in Trondheim. They organize parties and events during the year. The most famous activities are the ESN trips. They make all kinds of trips. Ski trips, cruises, visiting cities...

SIT

SIT is the organization in charge of the principal training centres in Trondheim. They have 5 different centres along Trondheim, and with the membership, you can go to all of them. They also offer a lot of group classes such as spinning, Pump, boxing...

If you buy the six-month membership (Each month costs less than 20EUR) you also receive the membership for NTNUI, which is really good.

University Organizations

NTNUI

NTNUI is a sports organization in Trondheim. They have a long list of activities groups for all the sports that you can imagine.

It works this way: At the end of august you can go and try every sport/activity you like, there is no limitation to trying as much as you want.

After the trials are done, if you decide to be part of a member you have to pay the something for the inscription and it's done.

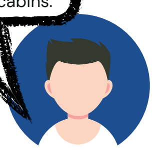
Besides, if you have a membership but are not part of any group, you can still use the installations and all the benefits that NTNUI has.

Rent courts, materials... it’s free (most of the time) if you are a member.

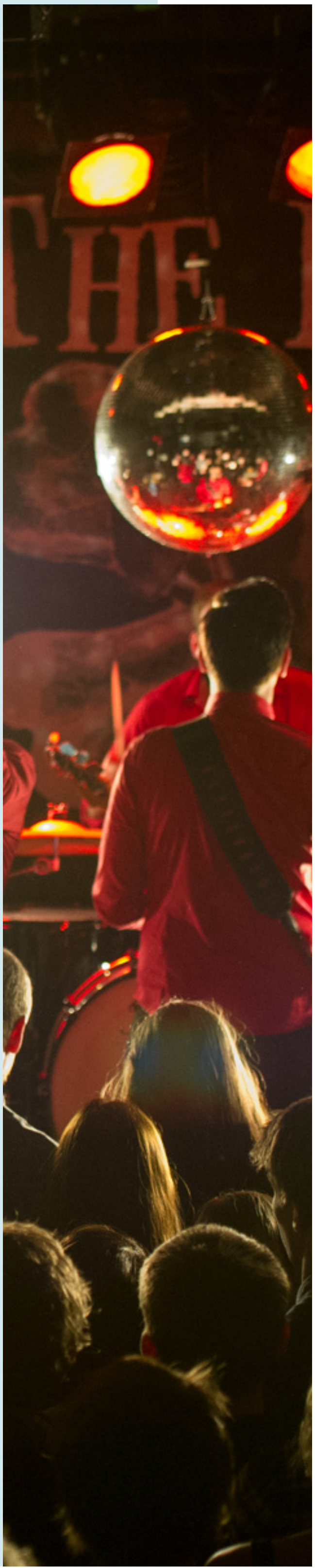
Also for renting Cabins, it’s half of the price if you are a member.

One of the better things about NTNUI is Bumerang. This organization allows you to rent material for free! From tents to skies to camping gas, whatever you need to have the best sports experience.

: I recommend spending 1100 NOK to get an international student one-semester combined NTNUI + Sit membership, which allows you to visit all 5 Sit gyms and join any group fitness classes. Also, as an NTNUI member, you can join any sports group and you can book cabins.



Where is the party?!



The Norwegian government is very strict with alcohol.
The price of alcohol is high.
Furthermore, the authorities control the time that you can go and buy alcohol.
Alcohol is divided into two groups: Less than 4.8% and More than 4.7%.
You can buy drinks with less than 4.7% in supermarkets, from Monday to Friday and only until 20:00. After 20:00, it's impossible to buy alcohol. Keep in mind that on the weekends it is until 18:00. Of course, you have to be 18 years old.
If you want alcohol with a higher percentage, you have to go to Vinmonopolet.
This is a specific shop to buy alcohol, where you can buy alcohol without limitation about the percentage.
Although, there are other limitations.
If you are less than 20 years old, you can buy drinks up to 20% alcohol.

Check our web!

9.1.5 Appendix 3: Video presentation

https://www.youtube.com/watch?v=JyM1o0Q-RUY