

UNIVERSITY
OF TWENTE.

10th Anniversary CHANGE LEADER

University of Twente Honours Programme

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When I was asked to start a MSc-level Honours program, I said 'yes' -as I was flattered being asked- and saw a need for an UT program, like this. But I had no idea how to go about it. As usual, I had overburdened myself with too many regular tasks already, but then teaching the most intelligent students who are interested in my core area of research (effective leadership and change within organizations), I simply could not say no to it.

Intuitively, we broke down the one-year program in 4 parts:

- 1) the recruiting/selection, first quartile;
- 2) the knowledge-imparting, second quartile;
- 3) the 3rd skills-training quartile; and
- 4) the final quartile in which change projects must be created and conducted by the students, and guided by us, so that everyone could have a relaxing summer, after doing extra credits of studying and networking with a rare interdisciplinary and cross-faculty student crowd.

Since the first students applied, and to our satisfaction, every year we had a full house (17-25 students), we enjoyed interacting with these students; they were quite disciplined (so it seemed to us); interested (mostly); active (to our eyes); responsive (some people more than others); etc. In fact, all guest lecturers were asking us to be able to come back to teach the next cohort next year. They would not have done so if the crowd of students had not been actively engaged. Hence, all stakeholders did gain much out of it, I dare say.

So, we took on this challenge, i.e., the regular team of Change Leaders' teachers: Amaranta Karssiens (in the initial year only), Martian Slagter, dr. Frans Stel, dr. Desirée van Dun, dr. Lara Carminati, dr. Arnold Enklaar, dr. Julia Wijnmaalen, and dr. Pauline Weritz.

Thanks to all those who facilitated and/or participated in this Tuesday evening program: I am now passing on the baton to dr. Desirée van Dun together with dr. Lara Carminati and dr. Pauline Weritz, and hoping to be invited in 10 years from now...

Emeritus professor dr. Celeste P.M. Wilderom,
Chair Change Management & Organizational Behavior.





2014



2015



2016



2017



2018



2019



2020



2021



2022



2023

PREFACES

In the 10th year in a row, you, as the current Change Leaders of the Honours Programme, have shown strong development while consistently displaying a commitment to personal and professional growth. You have actively sought opportunities to expand your knowledge and skills, strategic thinking, and collaboration among the groups of Honours students, although it was not always easy. Challenges have always been just behind the corners, but you DID it and you have all the rights to be proud of that!

Your dedication to continuous improvement allowed you to receive the Honours pin for your remarkable achievements. Therefore, your cohort stands as a testament to the programme's success in cultivating exceptional talent, and each one of you embodies the core values of leadership.

Besides, the dedication of Celeste, Desirée, Lara, and Pauline to mentoring and supporting emerging change leaders has been instrumental in nurturing a culture of success and continuous learning. This requires energy and patience, time, and willingness to 'get in the game'. This also requires a commitment to creating a safe and inclusive space for you to develop your skills and enables the programme to develop change leaders who are not only capable but also empathetic and compassionate. It was a pleasure to do so, since sharing this experience with you has also enriched us and allowed us to get to know nine great people, each one with qualities and personalities that we deeply value.

In the early stages of this journey, all teachers exhibited great potential and a passion for driving change. Desirée and Celeste have spearheaded numerous inspiring projects that have left a lasting impact, and it is the innovative thinking and ability to envision transformation that led to the great development of this programme and the 10th year anniversary.

As we look toward the future, we are confident that your cohort will continue to evolve and inspire society, organisations, teams, and individuals. Your unwavering commitment to driving change and ability to adapt to emerging trends and challenges will ensure you make a lasting impact on the world.

Good luck with whatever exiting adventure is waiting ahead of you!

Dr. Lara Carminati
Dr. Pauline Weritz
Dr. Desirée van Dun



“

”

You are an open, inclusive, and inspiring group with a deep understanding and feeling of lifelong learning, ready for the next step as Change Leaders. I like to refer to the quote of Ghandi, ‘Be the change you wish to see in the world, discussed in class. With all the societal challenges we have, I hope to see more and more of you as **impactful leaders shaping 2030 together!**

WHAT OUR LECTURER SAYS ABOUT US?

Machteld Roos

Vice-President of the Executive Board at University of Twente



“
**The greatest discovery of all time is that
a person can change his future by
merely changing his attitude**
”

The first module of the honours program placed a strong emphasis on the theoretical underpinnings of leadership and change management. Guided by a distinguished guest professors we got ourselves accustomed to these complex subjects over a series of eight lectures, we got ourselves accustomed to a plethora of different leadership styles.

Each week, a new topic took centre stage. Before these lectures unfolded, we prepared by reading academic articles and delivering 1-page previews before each lecture. After these lectures, we contemplated the teachings of each lecture in small groups, delivering a 1-page review. This interactive approach ensured that the dynamics of each lecture remained fresh and challenging, as each professor brought their own expertise and perspective to the table.

Let's shed light on the diverse range of topics covered during this module:

- In the opening week, we dove into the topic of change leadership, embracing the principles of lean and agile organisational practices.
- The second week unveiled the profound influence of Emotional Intelligence in effective leadership.

- Building upon this foundation, the third lecture explored the fascinating interplay between leadership and identity in the context of team dynamics.
- The fourth week focused on leadership in the digital workplace.
- Week five beckoned us to embrace the globalised business landscape, where cultural differences shape leadership approaches.
- In the sixth week, we turned our attention to the unique challenges faced by leaders in large public organizations, particularly, a lecture guided by Machteld Roos, a member of the executive board at the University of Twente.
- Week seven cast a spotlight on leadership within healthcare organisations. A domain where effective leadership is vital for patient care and organizational success.
- The eighth and final lecture, unravelled the depths of strategic thinking and its profound implications for leadership.

These lectures covered diverse topics and thought-provoking concepts. It provided our literary foundation and challenged us to deepen our knowledge and expand our horizon in the field of leadership. Armed with this new knowledge, we were prepared for our next step in the journey to becoming real Change Leaders. As this module was mainly focussed on theory and literature, it was high time to put this theory into practice!

Before we do this, however, we want to thank our lecturers for their time and their willingness to share their expert knowledge.
On behalf of the entire 2022-2023 cohort, thank you.



“

These truly inspiring students make me **hopeful for the future!**

”

WHAT OUR LECTURER SAYS ABOUT US?

Erwin Hans

Professor Operations Management in Healthcare at University of Twente

“

What a talent and a **promising future!**

”

WHAT OUR LECTURER SAYS ABOUT US?

Victor de Coninck

Owner and Media coach at Victor Producties BV



“ It is okay to be nervous sometimes, what matters is to find that confidence to let your personality shine through, and everybody will appreciate you for it ”

The second module was called **Experiential Skills Training**. In this quartile, we were able to put theory into practice. Before every lecture we had to prepare an individual reflection on the theory, similar to the first module. Here we had to write about our personalities and how one would expect themselves to act in given situations. After each lecture, we were stimulated to deliver a group review. Here, small groups of people discussed on what they thought of the lecture and reflect on their behaviours and learning opportunities from the session.

This quartile kickstarted with a personality Discovery Insights profile. An individual personality profile shows everybody's colour mix, which reflects each person's behavioural preferences and traits. All participants agreed with one thing, you can never put somebody in a box. What we mean by this is that we can never have just one characteristic trait. Instead, an individual will fluctuate between personalities based on the current context. This colour profile allowed us to create a deeper understanding of ourselves and we act the way we do.

It is said that there are four main personalities, these are cool blue, fiery red, earth green, sunshine yellow. Some colours mix well with each other, others are complete opposites of one another. In our group we had people from all combinations of colours. This allowed us to talk about our differences and how we can learn to understand each other to find the most effective and pleasant collaboration.

Our understanding of ourselves and others was put to test during various lectures. During the lectures we were allowed to experiment with different leadership styles. One especially noteworthy lecture touched on the topic of presenting. Presenting oneself must be interesting enough so that you can captivate your audience. Tips during this lecture helped us to become better presenters and story tellers. And as a cohort, we grew closer by seeing different sides of each other and learning about our personal stories.

Another lecture was all about acting. Acting is not the first thing one might think of when considering the topic of leadership. Nothing can be further from the truth; we must learn how to act in certain ways and control our emotions in order to react appropriately to our team and counterparts. By acting out specific situations, we were able to get insights into how we react when team members are not acting as one is expected to.

During the sessions, we were often put in situations that encouraged us to share our personal views, what we value, and how we act. This encouraged us to be vulnerable and reflect on ourselves. The group interacted very well with each other. By accepting everybody and allowing a safe environment, everybody was able to step out of their comfort zone, learn about themselves, try out new things, and, most importantly, have fun doing it.

At the end of the quartile, we were encouraged to use these new understandings of ourselves to create a personal development plan (PDP). In this PDP, we wrote down our own strengths and weaknesses, and what we would like to work on as an individual. By writing this PDP, we were able to reflect on our preferences, what situations suit us, and how we can find ways to magnify the positive aspects of ourselves, while mitigating the negative.

10th
Anniversary
**CHANGE
LEADER**

“

Engaged and eager

”

WHAT OUR LECTURER SAYS ABOUT US?

Frans Stel

Managing consultant, trainer, and academic researcher in project management and cross-cultural innovation management

“

Curiosity

”

WHAT OUR LECTURER SAYS ABOUT US?

Cees Hoogendijk

Organizational Perspectivist | Co-maker of Positive Change | Sometime Professor |
Future Forming Action Research | Seven Time Author | Business for World Benefit

"If you don't like something, **change it; if you can't change it, **change the way you think** about it."**

The ultimate goal of the final Change Leaders quartile is to implement all of our learnings in a hands-on change project while developing ourselves by working together with our personal coach on set goals and personal development aims. In the project, you try to evoke a process of change in a self-chosen target group through your own actions as a change leader. The benefit of choosing our own projects is the amount of passion you can implement for your special project. You can really choose a process of change that lies close to your heart and where you can find your inspiration and convey that energy to your target community.

While executing our self-chosen capstone projects, we framed and shaped change leadership in the field. Greatly supported by our individual coaches to work on our individual development and build our skills and personalities with their guidance and encouragement. Networking often represented a cornerstone in leading the change as we reunited with our existing connections and/or built new connections in our network. As a relatively small cohort, we still see great diversity in projects. Our cohort contributed to society in areas ranging from advisory or consultancy roles to e-commerce and in topics spanning from developing new digital tools to advocacy in healthcare and well-being. Of course, all of these projects will be further elaborated on throughout the body of this booklet.

And, as every project is different, also all of our journeys in discovering our leadership abilities were different, but everything comes together and builds up to a climax: the graduation event. This is a self-organised event in which every student presents his or her findings to our teachers, peers, family, friends, colleagues, members of the Honours Office, the Ockham board and anyone who is interested in hearing about our development as change leaders and our final project experiences. As an eternal reminder to ourselves and a powerful introduction for any audience, we have created a video summary of our projects and us together as the 10th-anniversary Change Leaders Honours cohort. We decided to present our final findings in an interactive poster session to allow the audience to move around, have lively discussions with all presenters, and interact in an accessible and engaging setting. A perfect way to share our passion and enthusiasm and perhaps light a spark for change in our audience.

Clearly, during this quartile in preparation for the final event, our group exhibited coherence to make the 10th anniversary a memorable event for all people involved along the way. We give big thanks for the learning opportunities that greatly enriched the academic phase of our lives.

10th
Anniversary
**CHANGE
LEADER**

CLASS OF 2022-2023

Change Leader, University of Twente.



10th
Anniversary
**CHANGE
LEADER**

INDIVIDUAL PROJECT

Dea Amelia Savitri

MSc Business Information Technology

Introduction

I have constantly shown a strong interest in change management projects throughout my professional career since I actively participated in multiple change projects at various companies. I realised the importance of enrolling in the Change Leaders Program at the University of Twente when I moved to the Netherlands, intending to begin my career in this new nation. This helped me make the transfer more seamless. This choice was advantageous because it gave me insightful knowledge about the cultural differences between Indonesia and the Netherlands.

I now have a thorough understanding of the relevance of change management and its potential to lead to beneficial organizational changes due to these experiences. I have seen directly how cultural variations can affect change projects, and I have acquired the ability to deal with these difficulties. In addition, my internship at KPMG Netherlands allowed me to observe people's difficulties while trying to manage and resolve problems within their organizations.

These events have inspired me to continue making a positive difference. I aim to support employees in managing and resolving problems they face within enterprises. I want to assist people and organizations toward tremendous success and progress by utilizing my knowledge, abilities, and cultural insights.

Project

Starting a new life as a student in a different country presents both advantages and challenges. While there are positive aspects, such as making new friends, experiencing different cultures, and enjoying student life, there are also times when adjustments are necessary, especially when facing problems. Although my new friends have been supportive, there is still a sense of something missing. I have come to realise that it is easier to confide in someone with a similar background. Despite embracing new experiences and friendships, I find comfort and understanding in the religious advice provided by my Muslim friend.

Research has shown that a 28% of students in the Netherlands experience depression due to feelings of loneliness (Séveno, 2022). People often feel safer and more secure in groups that share similarities (Marsiglio, 2023). With this in mind, I have initiated a Muslim girl's community in Enschede. It is recognized that girls feel more at ease when discussing their problems with other girls (Buchanan & Badham, 2020), and Muslims tend to seek support within their own community due to shared values (Yilmaz, 2023). However, not all sisters feel comfortable sharing their concerns.

To address this, my change project aims to create a platform that fosters a safe and supportive sisterhood, eliminating feelings of loneliness. I refer to the individual seeking help or friendship as the "seeker." The seeker will have the option to remain anonymous or visible and can choose whether they prefer one-on-one interactions or group discussions. The platform will be in the form of a Google form, and based on the seeker's responses, they can connect with another sister through an anonymous Instagram chat, face-to-face conversation, or group meetings. Simultaneously, I have created a platform for "helpers," consisting of sisters who are willing to volunteer and provide support to those in need.

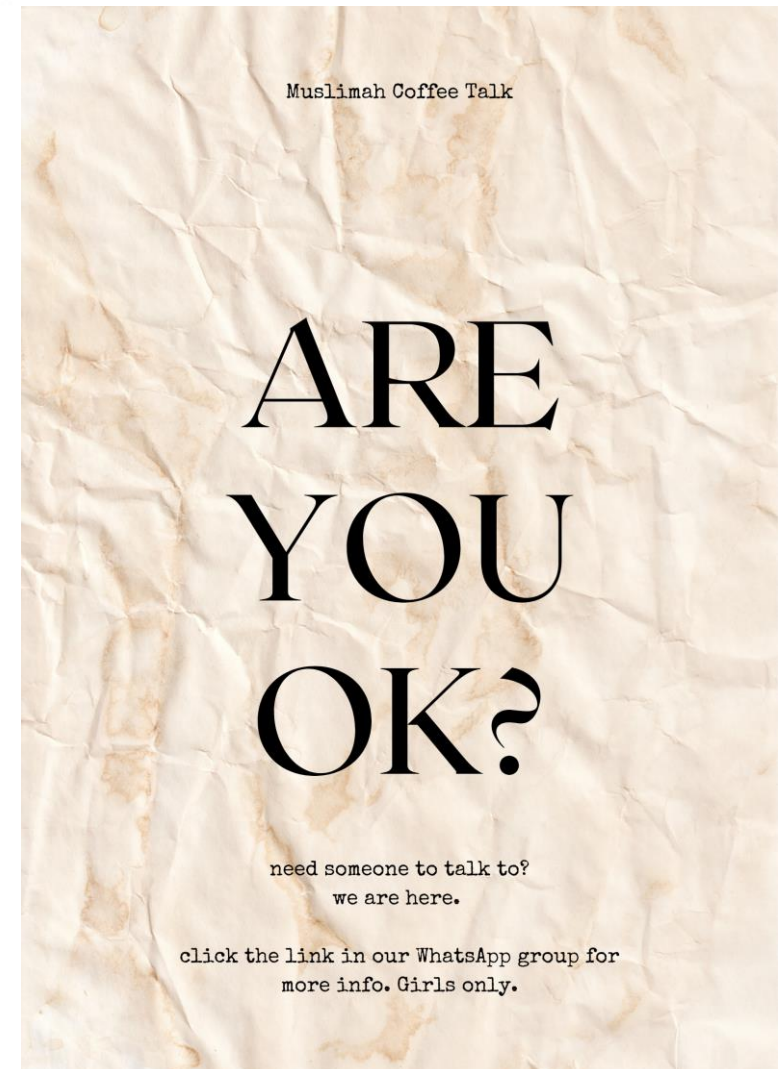
It is crucial to note, as stated by research, that non-professionals are not permitted to provide advice to individuals with mental health issues (Lane, 2006). Therefore, the sisters who volunteer as helpers will be informed that they are offering friendship and listening support rather than professional psychological guidance. If they identify any mental health concerns that require specialized assistance, they should advise the seekers to seek help from psychologists at campus or other professionals recommended by our general practitioner. Aside from that, helpers are also advised to maintain confidentiality in the sisters' conversations since it is vital to build and sustain trust within this system.

Key Learnings and Takeaways

During my participation in the Honors Program, I achieved the learning objectives I had set out for myself. The dedicated teachers and my mentor played a significant role in assisting me in overcoming cultural differences in the workplace, both from an individual perspective as I adapted from working in Indonesia to the Netherlands, and from a leadership standpoint in change management. Additionally, they provided guidance on comparing the cultural nuances between Indonesia and the Netherlands.

Upon completion of the program, as I embark on my career in the Netherlands, my mentor specifically supported me in navigating the differences and adapting to the new working culture that starkly contrasts with my previous experiences in Indonesia. Our discussions encompassed appropriate reactions to specific scenarios, effective communication strategies, and navigating the political landscape within the Dutch workplace.

Overall, I thoroughly enjoyed my time in the Honors Program and feel grateful for the valuable lessons and mentorship I received. I am confident that the next cohort of students will derive equal, if not greater, enjoyment and benefits from this program.





INDIVIDUAL PROJECT

Raka Wicaksana

MSc Philosophy of Science, Technology & Society

Introduction

Hey everyone, I am Raka, and I study Master's in the Philosophy of Science, Technology and Society (PSTS). Reflecting on the moment I decided to continue my study in the Netherlands, one thing that defined that decision is my longing to pursue change, particularly in how I live my life and plan for my future.

My journey in the Netherlands makes me ponder and reflect even more profoundly on the notion of change itself. Personally, reflecting helps me to understand the problem. While this may seem superficial, a lot of times we encounter many forms of fuzzy problems. Reflecting then helps to make simplifications about problems that we encounter, which is a crucial step before we jump into taking action.

And because of this, I decided to join the Honours programme track Change Leaders, which offered a 'bigger space' for me to reflect about change and leadership, but also more about myself.

Project

In this digitalisation era, the notion of change and leadership are dynamically challenged by technological advancement. For example, we've probably seen in the media how complex algorithms and advanced technologies are framed as the driver of change or even 'leading' people to embrace new habits and ways of life. This phenomenon makes me ponder: how do we situate ourselves when advanced technologies challenge these two notions?

Drawing from this area of interest, I focus my change project on technology and secondhand items management. Specifically, I aim to create a sense of sustainable community by creating a secondhand items repository for the Indonesian student community in Enschede. Using low-tech everyday technological platforms, I discuss with various Indonesian students in Enschede to design a prototype of repository system. This repository provides centralised access to information and communication about secondhand items from and within the Indonesian student community in Enschede.

As risk perception becomes the second most influencing factor when people engage with secondhand items (Alam, 2014), this repository aims to provide narrative information on the details of the items. A study by Xu et al. (2022) highlights how narrative information about the usage journey of a secondhand item could lead to higher perceived persuasiveness of customers toward the item. Providing a system containing narrative information about secondhand items could help people be more engaged and open towards acquiring and using secondhand items. Besides some practical considerations, a low-tech, everyday platform like Whatsapp is chosen because a study by Bae et al. (2022) shows that high-tech features have the least impact on users when they explore online secondhand items platforms.

Considering the positive reception, I hope this repository can encourage sustainable behaviour among the community, especially for the upcoming and outgoing Indonesian students in Enschede.

Key Learnings and Takeaways

Through Change Leaders, I learn, relearn, and unlearn many aspects of change and leadership. Conversing and engaging with fellow leaders from my cohort also helps me to recognise my strengths and weaknesses. While doing the Change Leaders programme was challenging, at the end of the journey, it became a 'comfortable' platform to explore my 'inner' leadership. Within this extraordinary exploration process of the self and others, I found my own view of leadership essence: our adaptability and relatability to others.





INDIVIDUAL PROJECT

Dimas Apriyandi

MSc Business Information Technology

Introduction

"You have to believe that the dots will somehow connect in your future". Ever since I read the quote, I believe small actions do matter to achieve outstanding achievements. My name is Dimas Apriyandi, a master's student of Business Information Technology who is passionate about digital transformation in business.

When I was in Indonesia, I was actively involved in Business Technology startups as a Trainee and Mentor myself. Besides that, I am currently active in a leadership empowerment organization as a mentor. Throughout the process, I've seen so many changes and resistance on both sides. As leaders, it is essential for us to be prepared and lead the changes. I found a good fit between me and the Change Leader program, and I believe this will be another dot that will be impactful for my journey in the future.

Project

INnovate (Indonesia & the Netherlands Student Innovation Webinar) is focused on Indonesian university students. The aim of the webinar is to provide insights and discussion on the potential of human resources development in Indonesia, particularly in the field of research and development. The Indonesian National Webinar highlighted the successes of Indonesian students who studied in the Netherlands and their contributions to the development of Indonesia. The Indonesian government and a number of its national universities worked together on this event. Students from Indonesia who studied in the Netherlands presented their research, innovations, and creativity in a variety of sectors, including science, technology, engineering, the arts, and culture. Additionally, we heard from former students of Dutch universities who were currently making significant contributions to Indonesian society.

The purpose of that event was to have a minimum of 100 Indonesian student participants to raise consciousness about global competencies and the value of foreign education for Indonesia's development by the end of 27th May 2023. We believed that the webinar would give Indonesian students, professors, and professionals useful information and an opportunity to connect and learn from one another, as well as highlight Indonesia's potential as a center for innovation and creativity. The event was executed through Indonesia Association in Enschede, PPIE. The Association was founded in 1998 with members from the University of Twente, ITC, and Saxion University of Applied Science. As I am currently the president of the association, I led the team to run the project.

The role of the youth is crucial in determining the direction and path of the nation's development. They must have a clear vision and mission, the spirit to fight for what they believe in, and an awareness of the responsibilities they must bear. The youth must have an awareness of the importance of education and knowledge and continuously strive to improve their quality. The youth's responsibility in building and advancing the nation is enormous. They must have the spirit to work hard and think creatively to overcome the existing problems. The youth must also fight for their rights, understand the importance of tolerance and cooperation in building a just and prosperous society, as well as fight for the sovereignty and independence of the nation and national unity.

The Indonesian government and various organizations, universities, and NGOs have facilitated many opportunities for young people who want to continue their studies at the best universities both domestically and abroad. Besides scholarships, many Indonesian youths also continue their studies abroad at their own expense. The question is, how will Indonesian youths contribute to building the nation after studying abroad?

Key Learnings and Takeaways

My participation in the Change Leader Program has been incredibly valuable, providing me with profound insights into the complexities of effective leadership, particularly in relation to enhancing my communication skills through the guidance and support of my coach. Throughout the program, I have gained a deeper understanding of the essential role that strong communication plays in effective leadership. By closely collaborating with my coach, I have learned numerous strategies and techniques to improve my communication abilities, enabling me to express my ideas and vision with greater effectiveness.

The program has been instrumental in refining my communication skills, enabling me to express my thoughts clearly, actively listen, and adapt my communication style to different situations and individuals. The invaluable feedback and guidance from my coach have helped me identify areas for improvement in my communication and leadership approach. By focusing on enhancing my communication skills through the program, I have gained the confidence to effectively convey my vision, motivate my team, and successfully navigate complex leadership challenges.

Supported by: INKUBATOR BISNIS TEKNOLOGI

Organized by: PPI Enschede

INNOVATE

Indonesia and the Netherlands Students Innovation Webinar

Pemuda sebagai Motor Inovasi dan Teknologi Masa Depan Indonesia

Main Speakers

- Dr. Amich Albusami, MA, M.Ed, PhD**
Deputi Bidang Pengembangan Manusia, Masyarakat, dan Kebudayaan, Kementerian PPSU/Bappenas
Rencana pembangunan dalam bidang riset, teknologi, dan inovasi (kemampuan dalam ekonomi)
- Edy Giri Rachman Putra, PhD**
PIT Deputi Bidang Sumber Daya Manusia Ilmu Pengajaran dan Teknologi, BRIN
Strategi pengembangan talenta riset dan teknologi nasional
- Retno Darius Dewil G. S. Putri**
Peneliti dan Redaksi Jurnal Perempuan
Mengisi pemuda pemudi bangsa penggerak riset inovasi dan teknologi
- Prof. dr. D.A.I. Marpaung**
Full professor dan chairholder dari Nonlinear Nanophotonics group, University of Twente
Gelar dan aktif riset, inovasi, dan teknologi di Belanda

Opening Remarks

- H.E. Mayerfas "tbc"**
Duta Besar Indonesia di Belanda
Opening Remarks
- Lyande Eelderink MSc "tbc"**
University of Twente
Opening Remarks
- Josephine Batari Kurniasih**
Manager Kajian Strategi PPI Enschede
Moderator
- Diman Apriyandi**
Ketua Umum PPI Enschede
Opening Remarks

Kenapa Kamu Harus Ikut?

- Informasi tentang kondisi perkuliahan di Belanda
- Networking dengan sesama mahasiswa dalam dan luar negeri
- Dukungan dan inovasi mahasiswa Indonesia di Belanda
- Manfaat lainnya yang tidak bisa kamu lewatkan!

Daftar Sekarang

Tanggal: 27 Mei 2023

Waktu: 14:00-16:00 WIB

Zoom Meeting

tinyurl.com/WebinarPPIE

QR Code

*tbc: to be confirmed

@ppienschede <https://ppienschede.org/>

INDIVIDUAL PROJECT

Reinier van der Horst MSc Embedded Systems

Introduction

Henry Petroski said: *"As engineers, we were going to be in a position to change the world – not just study it."* When I finished my Bachelors in Technical Computer Science, I remembered this quote as one of the main reasons that I wanted to become an engineer. While I really enjoy the technical nature of my studies, I felt like there was something missing. Even though engineers, and for that matter the youth at large, create the future, there is very little emphasis on what it means to be able to institute change.

At the time of writing this piece, I am still following the Embedded Systems master's program. Following the Change Leaders track provides my personal journey at the University of Twente with the soft skills to complement the technical. After following the course, I have had more fun moments than I could have ever expected and met people whom I hope to never lose contact with.

Key Learnings and Takeaways

While there were many things that I have learned about leadership while following the Change Leaders course, two themes returned in nearly every session. Firstly, to instigate change, you must be open to change. Whether this is changing your actions or in some cases changing your goal. Secondly, to lead well you must listen well. You need to know what is going on with the people you are trying to lead, in order to lead them correctly.

Besides this, we have gotten the chance to attend a plethora of workshops. This trajectory ultimately culminated in getting a personal coach assigned to us to further our personal development. The opportunity to get a coach and work on something so personal is very valuable to me as sometimes I tend to be so busy with working on other things that I forget to work on myself.





INDIVIDUAL PROJECT

Jonathan Nicklin

MSc Industrial Engineering and Management

Introduction

Greatly valuing a balance of technical and soft skills, I found vast interest in this course due its promise of allowing me to apply solutions or promote ideas within a social environment. Off the back of my first internship, this was a struggle that was only realised. At university it is often easy to forget there are a plethora of problems to be solved, in which the solution does not depend on the elegance or complexity, but those that are going to implement and interact with it.

As an individual working towards being able aid businesses with technical insights in the future, the challenge of leading through my quantitative techniques will be paramount for my career and overall effectiveness. Throughout the duration of the course, it has managed to address overarching concepts related to portraying ideas and sentiment towards others – with an intention of successfully instituting change (within organisations).

Key Learnings and Takeaways

Despite there being many poignant and provoking thoughts throughout the course and more specifically my joint Change Leader project, it is striking to see the different perspectives there are on the topic of leadership. The ways in which people try to promote change and decisions are ripe and present in much of our everyday lives. In combination with my background in negotiation, being able to observe and notice assimilations between negotiation techniques and leader-follower interactions is abundant. I really hope to integrate much of the academic perspective on leadership to digest the environment around me in years to come.

Collaboration Project (Reinier and Jonathan)

Including stakeholders within decisions is a core part of maintaining an organisation, especially in terms of satisfaction (Alves, Wagner Mainardes, & Raposo, 2010; Kandampully & Duddy, 1999). Further research into the topic also highlighted “stakeholder engagement and commitment” as one of the most important factors of instituting change (Errida & Lofti, 2021). The University of Twente’s executive board have undoubtedly acknowledged the positive effects of a greater stakeholder involvement. Accordingly, the university has taken up various initiatives to promote involvement including through the presence of a university council and more recently Student Involvement Consultants (SIC) (Student Involvement Consultants, n.d.; University Council 2022-2023, n.d.).

It is widely known that organisational change results can take years to materialise, limiting the feedback on intervention outcomes (Stouten, Rousseau, & De Cremer, 2018; Arazmjoo & Rahmanseresht, 2020). Undoubtedly, however, the effectiveness of these tools has been put into question. The university council often has a large presence towards the end of each academic year while elections are taking place. These times are seen to be vibrant with excitement of change and the promotion of student voices and initiatives. Outside of the elections, however, their presence and perceived impact is limited. SIC has an alternative mission, leaning towards gathering the opinions and increasing the involvement of students. This method also paves the way for students to voice their opinions, yet it is a new initiative and thus rather unknown within the community.

As such, the mission of our project is to propose an alternative tool that can work to address the deficiencies of the current system. After various ideation sessions, both within the group and other students which attend the University, the idea of providing a petition platform for the university was brought up. Petition systems are an age-old and popular tool to enable grassroots initiatives to be acted upon by decision-makers within governments and institutions (Van Voss, 2001).

In its reduced form, petition platforms are merely a place in which ideas or objections can be shared. Those who agree with the sentiment put forth, can agree by associating their signature to the petition (Bright, Bermudez, Pilet, & Soubiran, 2020).

Historically, petitions have been used to successfully address a wide range of issues, including human rights violations, environmental protection, and political reform (Shelton & Anton, 2011). The numerous victories of which petitions have enabled, demonstrate the power of collective action and the potential for positive change through organised campaigns. The use of petitions in taking the right steps in governing is also recognized by more traditional governing bodies. These governing bodies tend to have laws in place where a petition with a sufficient number of signatures must be discussed as exemplified by the Dutch and Great British government (Government of the Netherlands, n.d.; Government of the United Kingdom, 2023).

As such, a group project was undertaken to assess the possibility of integrating a petition platform into the University of Twente’s ecosystem. The aim is to carefully evaluate the practicality and advantages of such integration, focusing on empowering students and promoting democratic engagement within the university community. The following page gives an ideation with respect to how the final petition platform could look like.



change.org

Start a petition

My petitions

Browse

Purposely simple user interface to ensure an ease of use. This user-centric approach enables widespread accessibility that will encourage individuals to use the platform.

Browse: Overview of current and prior petitions

Start a petition: Form-style input page to initiate a petition. Community guidelines are also visible.

My petitions: Keep track of petitions, view statistics such as engagement and click-through rate.

PETITION PLATFORM PROPOSAL

UNIVERSITY OF TWENTE.

Browse

Start a petition

My petitions

search

NJ

Login to view internal pages that are only accessible for students and employees. For employees, visibility of content can vary based on the faculty/service department you are employed at.

Users must login with an utwente.nl account to access some features

89

petitions have been submitted to the community

12

petitions have been reviewed by the University Council

8

petitions have been accepted by the University Council

810

petitions got a response from the Government

161

petitions were debated in the House of Commons

Intentionally placed to insight grassroots activism by displaying how individuals voices are heard by University management. These items are clickable to show each instance.

Sorted by ↓
A Z



Waaier Food Prices

It is unacceptable that students and staff are forced to pay such high prices for basic meals and snacks, particularly when there are no affordable alternatives nearby. The high cost of catering only adds to the already considerable financial burden... [more](#)



R. van der Horst



276/500 Signatures



VICTORY



Arbitrary inspection of balikbayan boxes stopped

A lot of OFW were being affected of the customs to impose tighter rules for balikbayan boxes and will also put additional tax on it. We all know how much corruption is happening in customs right now. We cannot deny it... [More](#)



Adrian Lajara
United Arab E...

85,945
Supporters

Featured in

More Individual Study Rooms

The shortage of study spaces is not only a hindrance to students' academic success but also a reflection of UTwente's inadequate management and lack of commitment to providing its students with the necessary resources to excel. it's a daily struggle... [more](#)



J. Nicklin



572/500 Signatures



Easily visible (active) petitions, showing the number of supporters and the submitter accompanied by a title and brief description. If the signatures reaches a threshold, the topic is directly addressed.

Health and Wellness Workshops

INDIVIDUAL PROJECT

Meggie Stempher

MSc Biomedical Engineering, Science & Technology

Introduction

My background is in Biomedical Engineering, meaning the Change Leader program was something very different compared to my everyday studies. I joined the program to find out what causes me to often naturally end up in a leadership position and how I can more consciously improve my leadership capabilities. I was very much interested in the underlying theory about leadership but especially the skills involved in developing your leadership qualities.

Project

A topic that has been a central pillar in my life for the past two years has been that of student mental well-being. From very close experience I have learned how many peers actually struggle with their mental well-being, even with unimaginable consequences: the loss of their lives. This has influenced me so much in these past years and has been of such an impact that I realized from the start this was something I wanted to include in my individual project. I learned that more than half of the students in the Netherlands (51%) suffer from mental health issues (National Institute for Public Health and the Environment, 2021) and 26% of students are that much affected they sometimes wanted to take their own lives. Approximately 80% of the students report feelings of loneliness, 76% feel a strong pressure to achieve, 41% report having sleeping problems and 97% experience large amounts of stress. And at first, I wanted to use the entire University of Twente as my target community and solve the problem of student well-being all together. However, I realized my project does not have to be large scale in order to be impactful. In contrast, keeping it small would create a possibility to be meaningful by making a real difference for a small community. Therefore, I decided to have my group of fellow laboratory student assistants as my community. They are very like-minded, very motivated and enthusiastic and are more like friends to me. In the final quartile we do not have any practicals to guide, and thus we lose a bit of our connection and interaction, which may lead to a missing that social interaction and a feeling of isolation, so this quartile would be ideal to involve them in my project.



10th
Anniversary
**CHANGE
LEADER**

But then I hear you asking: what is that project about then? I have introduced a series of four outdoor sports sessions to use sports as a means for making a positive change in student mental well-being and social interaction, hopefully leading to less isolation and loneliness. It has been scientifically proven that sports benefit mental health (Steinberg et al., 1997; Martinsen 1990; Peluso & Andrade, 2005). Also sports induces the release of endorphins, our happy hormone, increasing our feeling of well-being (Dishman & O'Connor, 2009).

The kind of change approach that I use is rather that of emergent change, meaning there is no strict process or defined rules, but more a loosely set direction (Higgs & Rowland, 2005; Burnes, 2012). "I create the conditions for change to happen." (Burnes, 2012) So, I as a leader in this process of change have primarily a role of educator, providing tools and handles to allow for behavioral change for the participants. The type of change I am aiming for in my project is that of both cognitive and behavioral change. Eighty-two theories of behavioral change have been identified (Davis et al., 2015). In this project I try to provide tools (skills) and knowledge to allow my participant to initiate change, which follows the information-motivation-behavioral skills model (Fisher & Fisher, 1992). However, participants are challenged to find their own way in the process. Important leadership skills that in my perspective are necessary in this approach, and this project in which very personal changes are aimed for, are that of appreciative and respectful inquiry, making peers feel heard, appreciated, included, and valued, therefore adding to the three basic psychological needs: you have control, you are competent, and you belong (Van Quaquebeke & Felps, 2018).

In the training sessions I have included specific training elements and a general reoccurring training scheme. The selected exercises all serve specific purposes. For example, I have included different forms of animal locomotion in each week, making the movements a little bit more complex every week so everyone could really see progression. The animal locomotion is aimed to improve the sense of your body, to control your movement and to really feel your state of being. It reinforces mobility, agility and functional strength, as well as creativity and a development of brain coordination circuitry (Cole et al., 2018).

Another recurrent element in the training sessions was a final challenge and ending with a breathing exercise. The final challenge was something my peers could take with them throughout the week to keep their minds of work if they wanted to. A little bit of relaxing homework so to say.

The breathing exercises are a specific pattern of breathing that allows for the activation of the parasympathetic nervous system (Romas & Sharma, 2017; Saoji et al., 2018): our rest and digest state. It allows your body and mind to relax. It also fosters positive emotions and behaviors, increasing overall wellbeing (Zaccaro et al., 2018) This breathing again was something my peers could take along with them in everyday life

And in our final training session we included boxing. Boxing is a way to release stress, relieve tension and get rid of aggression (Bozdarov et al, 2022). It is also known to benefit mental well-being by boosting confidence, concentration, resilience, alertness, and self-awareness (Shosha, 2020). It requires focus and takes your mind of the daily worries and anxiety. Boxing is also good for hand-eye coordination your reflexes, and balance. All elements that are not only favorable in training, but also in life.

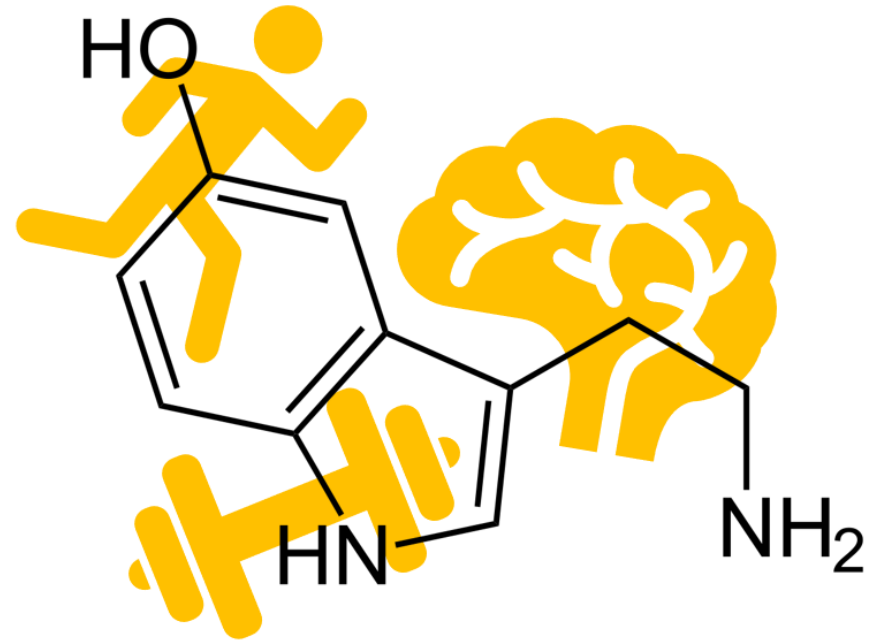
The results were all I had hoped for. My peers were extremely enthusiastic about being able to do such an activity with this group. Some initiative came out of it for my peers to more often see one another, leading to more social interaction (also according to themselves). Several peers mentioned they felt less isolated after joining these sessions and that these sessions were something they were really looking forward to every week. They also mention their social interaction has increased since joining the sports activities. Also, some mentioned that by joining this project, they are now very enthusiastic about picking up their sports again. Moreover, some mention how they take away the things that I have explained during the training exercises for their daily life. Some will really incorporate the breathing, others will implement their new knowledge on movement in the gym and some were so enthusiastic about the boxing, they are exploring the options to pick it up by themselves! All in all, this was all the outcome I was hoping for. I feel like I have made small changes in the lives of my peers or at least for some of them, and that was my one goal in this project, to be meaningful.

Key Learnings and Takeaways

Change Leaders was a journey of discovering myself as a leader. Because of my completely different background, the theory on leadership was refreshing and very valuable. At the same time, although the field was new to me, the theory was intuitively logical and a great deal of recognition. Therefore, Change Leaders was a great journey of awareness. Reflecting on your core values, thinking about your own pitfalls, working with a coach, all provided me with valuable insights for the rest of my life.

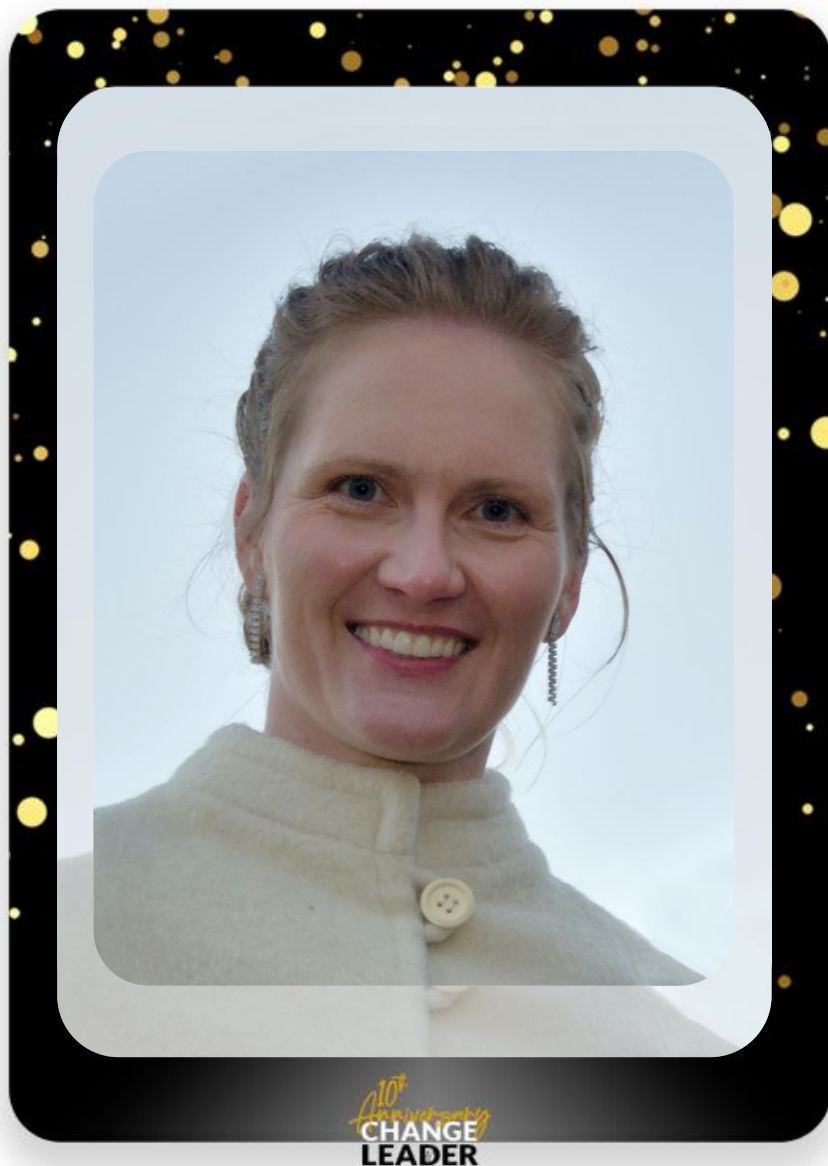
One of my greatest experiences followed in the second quartile: the theater workshop. This session pushed me out of my comfort-zone and stretched my limits. I have really overcome some fears that day and came out with much more confidence, a great experience. The evening also taught me about what non-verbal communication in me results in others perceiving me as a leader, which was really insightful. It also allowed me to practice being a leader in a safe environment through roleplay. I was presented with a challenging situation that could have very well also presented itself in real life, and I managed to resolve this situation as a leader, also complimented by my fellow change leaders. This day, facing the challenge and putting my hesitations aside, made me feel proud and stronger as a person and I will take this experience along with me in my further development as a possible future leader.

Change Leaders was also an opportunity to improve on my skills that are not just valuable for leadership positions, but skills that are valuable throughout life and in a variety of situations. From presenting yourself, to reflecting, to negotiations strategies. And sometimes you are forced out of your comfort zone, only to come out of it stronger in with new insights.



“Exercise is the key not only to physical health but to peace of mind”

– Nelson Mandela –



INDIVIDUAL PROJECT

Lenka Pacnerová

**MSc Industrial Engineering and Management:
Healthcare Technology and Management**

Introduction

Life or death. Winning or losing. They're about the same core values: commitment, relationship-building and perseverance (manifested as life-long learning). Lenka aims at bringing awareness to underrepresented topics and seeks answers to a lot of 'why' questions which enables her to persevere and go a long distance. There is an overarching motive behind Lenka's work: to bring and utilize insights from healthcare data and to pursue optimization in planning, decision-making and the use of resources for healthcare establishments and, of course, the society – the patients. With the vision to lead digital transformation in healthcare infrastructure someday, following the Change Leaders programme emphasized the 'Human Touch' element engrained in the University of Twente's motto and culture. Particularly, Lenka has blended the core values both into her personal and professional life.

Project

In response to the 2021 WHO's policy brief report *The Urgent Need to Implement Patient Blood Management*, Lenka raised awareness of this underrepresented global issue amongst a variety of high-profile healthcare professionals. The Patient Blood Management (PBM) framework aims at cherishing patient's own blood and emphasizes the importance of blood health.

There has been an ongoing gap in PBM awareness and a gap in PBM implementation which hinders patient empowerment concerning the patient's decision-making about his or her care (WHO, 2021). How can a patient better navigate concerning blood health within the blood transfusion chain?

Did you know that 2 billion people on earth have the blood disorder of anaemia? (WHO, 2021) This is 1 in every 4 people. With the ageing population, anaemia and transfusion dependency impose a burden on healthcare systems considering logistical challenges and shortages of voluntary donor blood supplies (WHO, 2021). Transfusion is generally a safe and common treatment option to correct for the (anaemic) patient's haemoglobin level. Nevertheless, transfusions may lead to adverse outcomes for some patients. Besides that, transfusions are considered to be "only" a supplemental treatment in hospitals which limits the acquisition of patient outcomes data required for unravelling new scientific evidence across multiple hospitals or on an international (European) level.

With the vision right from the start to eventually scale up the PBM infrastructure, Lenka interviewed 25+ healthcare professionals from 11 countries on the topics of Patient Blood Management, the importance of blood health, transfusion data challenges and chronic disease (anaemia) programme management. This yielded abundant learning time for the interviewees. Some interviewees also actively participated in a voluntary, anonymous survey.

Many respondents would be interested in future learning opportunities. For example, leading hospitals towards digital maturity (through complying to maturity models) is a very important prerequisite for building the PBM infrastructure. Maturity models are used for change management and organizational learning in the hospital area (Kirrane et al., 2016). Vargas et al. (2023) summarize existing maturity models in their recent systematic literature review. Particularly, Shi et al. (2022) explain how a closed-loop electronic blood transfusion system reduce transfusion errors and staff time.

Furthermore, digital transformation in healthcare may encompass the development and implementation of Remote Monitoring tools. Binci et al. (2022) reflect particularly on the Remote Monitoring adoption process for chronic disease management.

This capstone change project brought direct benefits to the interviewees and indirect benefits to the people with anaemia or other blood disorders who may benefit later from more robust data acquisition strategies and more mature digital infrastructure across the PBM landscape. Even though additional elements of potential change for a long-term future may not yet be clearly visible, Lenka reports that the change project already gave room for opening the discussion about new funding options (to be evaluated by the government authorities). Emery et al. (2018) discuss the climate of change management next to the establishment of public funding beyond the existing funding in the context of care pathways. In the fields of PBM and transfusion medicine (even before scaling up), funding could be considered to initiate and execute new data-driven projects. And the results may be then blended into the existing care pathways.

Key Learnings and Takeaways

Thanks to the Change Leaders programme which was stimulating in reinforcing the skills, such as managing boundaries and expectations, constructive conflict management, or advocacy, Lenka is equipped to face adversity in the complex world of healthcare – to face conflicting objectives of stakeholders. Given that each citizen is a taxpayer, everyone has a stake in healthcare. But who leads and how? Who follows, whom and why? For example, because Lenka acknowledges the importance of independent research and scientific evidence that shall serve as a foundation for (strategic) decision-making in healthcare, she found herself advocating for patients, researchers and the public in the area of funding suitability, thus, against commercial ties.



INDIVIDUAL PROJECT

Maarten Veldhuis

MSc Business Administration

International Management & Consultancy

Introduction

When I made the decision to move to Enschede to pursue a master, I said to myself I want to learn and grow as much as possible. When I came across the programme of Change Leaders, I immediately knew this would fit me. Not only in doing an Honours programme (which has been an enormous privilege) but also because the topic of leadership and change (management). I believe leadership skills, and knowing how to deal with change are important skills to have.

During my time in Enschede I have to say I have experienced change on a personal and professional level. At times it was challenging, but with the right motivation and focus I was able to complete everything successfully. If you want to be challenged a little bit more during your study experience in Enschede, I highly recommend to follow the Honours Change Leaders. A programme where you will grow not only as a person but also as a professional.

Project

Next to my masters and the honours programme, I was also involved in a big project of the UT and the Student Union called the Student Involvement Consultants. As the university is consistently trying to improve itself by initiating different projects and working groups, they seek for student input. The university experienced difficulty in finding these students, and therefore they created a team with the goal of creating a bridge between the students and the university. The Student Involvement Consultants (SIC) are one of the first teams in the Netherlands having this specific role. I was involved with the project, right from the execution phase onwards.

For my change project I focussed on increasing the student pool (a database with motivated students who want to be involved), by organising events. It was a challenging project, with many hurdles to overcome. Including balancing this project, with other obligations. But I can proudly say I succeeded.

Change is a process; you go through different phases and steps. John Kotter defined this comprehensively in his 8-step model of organizational change (Stouten et al., 2018). It all starts with creating a climate for change, something that has been done already with this project in an early phase. When having the support of stakeholders, you then start to implement the change by creating quick wins (step 6 of the model). These quick steps can be implemented through numerous ways. I had chosen for a bottom-up, emergent change approach (Deborah et al., 2023). I decided to opt for organising events in order to create awareness, a method which is effective in creating social cohesion (Munir, 2005).

Through the different events I organized I realized somethings were working and other things were not. Therefore, I initiated a focus group (Onwuegbuzie et al., 2009), which led to very insightful input. This input resulted in a newly designed promotional materials. Without the focus group, the message and the change approach would arguably be the same throughout the project. Realising something doesn't work, and changing your approach helped me elevate to project.

With all the gathered feedback across the different events, I was able to generate new insights that were extremely useful for the project. This project for the Change Leaders maybe finished, but the Student Involvement Consultant project will continue. Based on my findings and gathered input we can move forward and bring the student pool even further.

Key Learnings and Takeaways

The Change Leaders programme thought me a lot, both practically and theoretically. The lectures in the first quartile opened up my mind in regard to what it takes to be a good, effective leader. From a theoretical perspective there is plenty of evidence suggesting that emotional intelligence (EI) is key leading effectively (Neffe et al., 2022). This motivated me to implement EI as much as possible in my personal change project, which I believe led to the realisation to organise the focus group.

Also, from a more practical perspective I have learned a lot. Organising different events, evaluating these events and use different approaches was an enjoyable journey. A journey where I realised how difficult it really is to create and implement change. One of the key things in managing change is that you as a change leader are open to change your own actions and behaviour, this especially is something I realised during my own project. When I identified things were not going as planned, I organised a focus group. Based on the feedback I gathered during that discussion I changed my approach. This new approach helped me grow in the change process.

I want to end with a quote from Barack Obama regarding change and leadership which summarizes my experience with the Change Leaders programme perfectly: *"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."*

INDIVIDUAL PROJECT

Kim Schouten

MSc Business Administration

Purchasing and supply chain management

Introduction

People like to say that I am a spontaneous, curious, and ambitious person. I do not like to draw in between the lines, instead, I like to generate ideas and new solutions. My personality can be called inspiring, something that I cherish, but also something that I needed to learn to manage. My name is Kim Schouten, and I decided to apply for the change leaders as it is a program that can help you strengthen your abilities as a leader.

Teamwork makes the dream work; this is true everywhere we go. I want to become a leader in my field one day, however, before I reach that, I do need to know how I can inspire people to believe in my visions and ambitions. I do believe that the change leaders program helped me to discover my individual strengths and how I can use these within a team.



10th
CHANGE
LEADER

Project

For the change project I decided to combine two challenges that I have experienced as well, namely getting a successful career as a woman and self-doubt. Leadership positions are still mainly male dominated positions. Still, it is a goal of mine to acquire a leadership position during my career. The United Nations mentioned that only 34% of the elected seats of local governments go to women (UN, 2023). In business, only 28% of managers in The Netherlands are women (Statistica, 2020). These numbers are concerning, and it is important to increase these numbers in order to involve women in decision making. Currently a call has been made to create a system to protect women and give them chances to reach their full potential (US Aid, 2022).

On the other hand, I have heard women mention that they do not even apply for management positions as they believe that they are not good enough to compete in this “man's world”. This phenomenon of being high-performing externally but anxious feeling and not experiencing success internally is called the imposter syndrome (Feenstra, et al., 2020).

Research states that that around 75% of women in business have experienced feelings of the imposter syndrome (KPMG, 2020). It has been found that empowered women empower women. This means that women can grow together. For my change project I then also wanted to bring women together to talk about the struggles that they face. Therefore, I decided to host two discussion sessions where young women could meet and connect.

I wanted to discuss both external challenges and regulations as well as internal mental battles that women face. During the first session I decided to focus on the internal challenges. Research states that creating a safe space where open minded feedback can be given is key for acceptance and overcoming the imposter syndrome.

I was shocked to hear that many of the participants already faced challenges this early in their careers that made them doubt if they are in the right place. Thankfully, after the first session, all participants mentioned that they realized that they are not alone in their struggles. It was then also a goal of mine to let women realize that they can lean on each other and not feel alone. This was then also a small victory for me to achieve this awareness within the par

During the second session, I focused on the external environment. I wanted the participants to be aware of the regulations that are in place, what the UN is currently doing, and that they can reach out to several groups for support. Also, I wanted to gain information on what participants think about the rules that are in place and how they think they can benefit from these rules.

After the second session I learned that many are not aware of the regulations that are in place. But maybe more importantly, I learned that many do not believe that the regulations are helping with the battles that they face. Mentioning the support groups that exist made participants enthusiastic to know that they can participate in the change towards equality. I am then also happy with the results of the second session as it gave me insights on the current state of information distributed as well as making others realize that they can be a part of the solution.

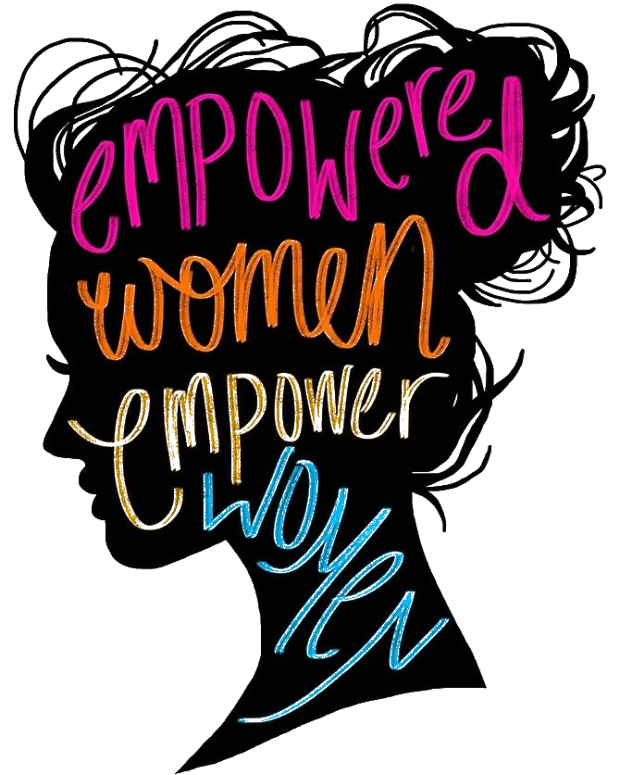
All in all, during the sessions I was acting as a leader in the way that I steered the discussions and gave insights of the topic, but still acted as a participant by also sharing my personal experiences. This fits well with the participant leadership style (Wang, Hou, Li. 2022)

During the change process I used the ADKAR change management (Angtjan, 2019) . ADKAR stands for Awareness, Desire, Knowledge, Ability and Reinforcement. I believed that I was able to let make a change in the participants so that they now also have the awareness of what is happening, give the participants a desire to change and battle against the struggles, give them knowledge about both their internal feelings as well as the external regulations, and give them the ability to reach out and create a community of like minded women who can support each other. I am then also happy with the results of the change project.

Key Learnings and Takeaways

One of the many things that I will take away from this course is the insights that my peers gave me. I highly appreciated the open and honest environment that was created during the courses. It gave me the encouragement to be myself and to experiment with what I am capable of. One session that I firmly remember was a lecture about presenting. During this session, everybody was encouraged to share personal experiences in the form of a presentation.

What was special here was that everybody felt confident enough to show a vulnerable side. It showed me that everybody has nerves during presentations and that it is nothing to be afraid of. But, more importantly, it showed me that people are not always what they seem. That showing vulnerability aids towards being more believable and that it helps in getting respect and mutual understanding within a team. I would then also like to thank my peers for helping me become a better version of myself. And on a final note, I would like to say: Stay curious!



POSTERS



INDONESIA & THE NETHERLANDS STUDENT INNOVATION WEBINAR

MSc Change Leaders and Management (2022-2023)
Dimas Apriyandi - S2802104

INTRODUCTION

The Indonesian National Webinar highlighted the successes of **Indonesian students who studied in the Netherlands and their contributions to the development of Indonesia**. The Indonesian government and a number of its national universities worked together on this event. Students from Indonesia who studied in the Netherlands presented their research, innovations, and creativity in a variety of sectors, including science, technology, engineering, the arts, and culture. Additionally, we heard from former students of Dutch universities who were currently making significant contributions to Indonesian society.



PPIE (Indonesian Student Association)

PPIE, the Association of Indonesian Students in Enschede, was founded in 1998 with members from the University of Twente, ITC, and Saxion University of Applied Science.

INnovate (Indonesia & the Netherlands Student Innovation Webinar) is focused on Indonesian university students. The aim of the webinar is to provide insights and discussion on the potential of human resources development in Indonesia, particularly in the field of research and development.



METHODS

Innovation and competitiveness are widely recognized as key drivers of economic growth in both industrialized and emerging economies (Utterback, 1994). Thus, triggering the innovation within the community in Indonesia is essential for the country development. Several crucial factors consistently emerge as determinants of a firm's innovative capacity, one of them is collaborative efforts with research institutions, partnerships and influence with suppliers (Montalvo, 2006). Thus, through the online webinar, we bring all of the stakeholders together to discuss their points of view and how we can collaborate together. Ultimately will moderately influence the innovation.

2



Projects Initiated after the Event

TARGET AUDIENCES



Indonesia University Students



Indonesian Studying Abroad



Governments and Universities

The purpose of that event was to have a minimum of 100 Indonesian student participants to **raise consciousness about global competencies and the value of foreign education for Indonesia's development** by the end of 27th May 2023. We believed that the webinar would give Indonesian students, professors, and professionals useful information and an opportunity to connect and learn from one another, as well as highlight Indonesia's potential as a center for innovation and creativity.

CHANGE PROJECT

There were keynote speakers from several Indonesian universities and government representatives who discussed the vision, mission, and programs of their organizations for assisting Indonesian students studying abroad.



- To further study the potential of human resources in Indonesia and how to plan for their development;
- To discuss research and development facilitation in Indonesia.
- To provide insights from young people who have studied abroad regarding the development of research and development in Indonesia.
- The role of young people in policy formulation, particularly related to the development of human resources in the field of research and development.

137



Participants Registered

As a result of this event, two projects have been initiated, with Indonesian universities and the Indonesian Embassy. Through these initiatives, participants will have the chance to establish long-lasting relationships with Indonesian universities and the Indonesian Embassy, creating a network that promotes academic growth and international cooperation.

CONCLUSIONS

In conclusion, the INnovate Webinar serves as a platform to showcase the achievements and contributions of Indonesian students studying in the Netherlands to the development of Indonesia. The collaborative effort between the Indonesian government and national universities highlights the importance of supporting and recognizing the successes of these students. 137 people registered and 2 new initiatives are planned after the event. It will be a good idea to start this event regularly.

Participating in the Change Leader Program has helped me develop crucial leadership skills, especially in communication, through my interactions with my coach. By focusing on enhancing my communication abilities, I have gained the confidence to effectively communicate my vision, motivate my team, and overcome complex leadership challenges. Overall, the Change Leader Program has been instrumental in equipping me with practical communication strategies that have significantly improved my effectiveness as a leader.



WATCH THE RECORDING HERE:

<https://bit.ly/ChangeLeaderS2802104>

LITERATURE

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Project

Including stakeholders within decisions is a core part of maintaining an organisation, especially in terms of satisfaction (Kandampully & Duddy, 1999; Alves, Mainardes, & Raposo, 2010). Further research into the topic also highlighted 'stakeholder engagement and commitment' as one of the most important factors of instituting change (Eridda & Lofti, 2021). The University of Twente's executive board have undoubtedly acknowledged the positive effects of a greater stakeholder involvement. Accordingly, the university has taken up various initiatives to promote involvement including through the presence of a university council and more recently Student Involvement Consultants (SIC) (Student Involvement Consultants, n.d.; University Council 2022-2023, n.d.). It is widely known that organisational change results can take years to materialise, limiting the feedback on intervention outcomes (Stouten, Rousseau, & De Cremer, 2018; Arazmjoo & Rahmanseresht, 2020). Undoubtedly, however, the effectiveness of these tools has been put into question. The former often has a large presence towards the end of each academic year while elections are taking place. These times are seen to be vibrant with excitement of change and the promotion of student voices and initiatives. Outside of the elections, however, not much can be said about its presence and perceived impact. The latter has an alternative mission, leaning towards asking the opinions and involvement of students alike. This method also paves the way for students to voice their opinions, yet it is a rather unknown within the community.

As such, the mission of this project is to propose an alternative tool that can work to address the deficiencies of the current system. After various idea sessions, both within the group and other students which attend the University, the idea of providing a petition platform for the university was brought up. Petition systems are an age-old and popular tool to enable grassroots initiatives to be acted upon by decision-makers within governments and institutions (Van Voss, 2001). In its reduced form, petition platforms are merely a place in which ideas or objections can be shared. Those who agree with the sentiment put forth, can agree by associating their signature to the petition (Bright, Bermudez, Pilet, & Soubiran, 2020). Historically, petitions have been used to successfully address a wide range of issues, including human rights violations, environmental protection, and political reform (Shelton & Anton, 2011). The numerous victories of which petitions have enabled, demonstrate the power of collective action and the potential for positive change through organised campaigns.

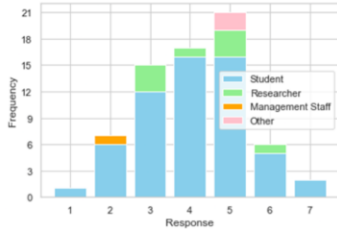
Approach

To conduct the project, a series of objectives were set out to primarily gather insights into the long-term feasibility, and further to engage the relevant stakeholders. With these goals in mind, the following tasks were outlined:

- Conduct a search of already existing petition websites.
- Conduct market analysis to understand what UT students or employees would want from such a platform.
- Reach out to UT management, making them aware of the initiative and asking for any relevant support and feasibility.
- Make a Minimal Viable Product (MVP)/integrate an existing petition software provider.
- Allow prospective users to interact with interface/idea - gathering opinions.
- Analyse results in a succinct report and explore concrete next steps.

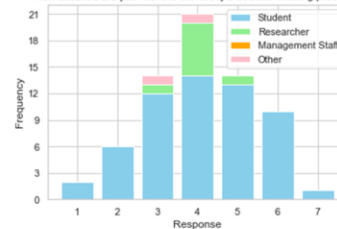
Results

How effectively do the communication channels of the university meet your information needs?



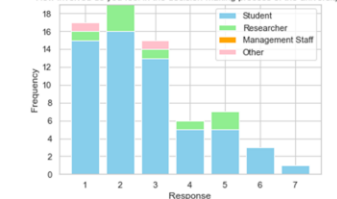
The results that were gathered on the information channels within the UT show that people are not significantly content or discontent about this topic. The fact that the results are slightly skewed to a higher level of satisfaction can be interpreted as the communication channels being passable. There is however room for improvement.

How satisfied are you with the university's decision-making process?



Similar to the results of the information channels. The satisfaction of the decision-making process within the UT not distinctly positive or negative. These results being slightly skewed towards a more positive sentiment indicates that most generally the decision making process is satisfactory.

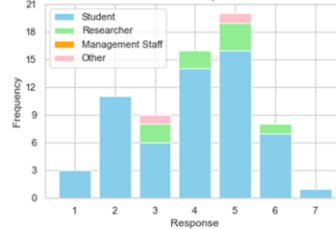
How involved do you feel in the decision-making process of the university?



The survey shows that most people do not feel involved at all with the decision making process. This in combination with the results on the satisfaction with the decisionmaking suggests that people might not want to be involved with the decision making process of the university.

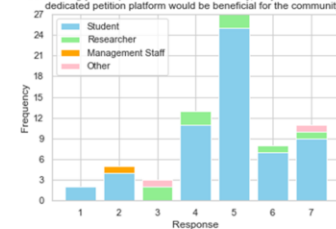
Results

To what extent do you feel heard and valued as a member of the university community?



The data gathered from this question shows that people either feel decently valued and heard or not as much. It is interesting to see that this negative sentiment is mostly shown by students rather than the other groups. This indicates that there is room for improvement when it comes to gathering and considering opinions, students' opinions especially.

Considering your experience within the university, do you believe having a dedicated petition platform would be beneficial for the community?



An overwhelmingly positive sentiment can be seen towards the idea of a petition platform. This is important evidence for our change project. Since a petition platform can only be successful if the community agrees that there is added value in having such a platform.

Would you be willing to actively engage with a petition platform by signing petitions or initiating your own petitions?



We can clearly see that people are more likely to use a petition platform than not. There is a significant portion of the respondents that was unsure whether they would use it. This can be explained in by the data gathered about satisfaction in the decision making process. As people who do not see the necessity of change tend not to instigate it.

Findings

From this study aimed at proposing a petition platform as an alternative tool to address the deficiencies of the current stakeholder involvement system at the UT - the following findings are drawn:

- Positive sentiment towards the petitioning platform:** Stakeholders showed overwhelming support and enthusiasm for the petition platform. It is thus likely that they recognized its potential to facilitate grassroots initiatives, amplify student voices, and promote transparency and democracy within the university community.
- Students feel unheard and undervalued:** Students expressed a sense of being undervalued more frequently compared to other groups within the university. They felt a lack of meaningful involvement and influence in decision-making processes. The petition platform can offer an opportunity to address this imbalance and provide students with a platform to voice their concerns effectively.
- Limited interest in direct involvement in decision-making:** Many stakeholders showed limited interest in direct involvement in decision-making processes. The petition platform offers a convenient solution, allowing stakeholders to express their views and support initiatives without extensive commitments.

In conclusion, the findings indicate a positive reception of the proposed petition platform as an additional tool for stakeholder involvement at the University of Twente. The study highlights the need to address students' perceived lack of value and the preference for indirect involvement in decision-making. Implementing a petition platform could enhance stakeholder engagement, promote inclusivity and facilitate positive change through organized campaigns. Noting these insights we are set to meet once more with the executive board of the University of Twente to discuss the idea and its implementation.

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1. Introduction

In the past few decades, increased awareness of the inherent risk of transfusion has resulted in major initiatives to improve transfusion safety. The reduction in the risk of transfusion-related infections has been achieved with a number of measures, including the implementation of the patient's use of transfusion, only after clearly indicated. The impact has not been limited to the transfusion of blood components, but has also extended to the transfusion of plasma derivatives. This has led to a significant reduction in the risk of transfusion-related infections. However, the risk of transfusion-related infections remains a significant concern, particularly in the context of the increasing use of transfusion in the management of acute and chronic diseases. This policy brief aims to highlight the urgent need to implement patient blood management (PBM) as a central element in the management of acute and chronic diseases, and to provide a framework for the implementation of PBM in the management of acute and chronic diseases.

2. Purpose of this policy brief

The purpose of this policy brief is to provide a framework for the implementation of PBM in the management of acute and chronic diseases. It aims to highlight the urgent need to implement PBM as a central element in the management of acute and chronic diseases, and to provide a framework for the implementation of PBM in the management of acute and chronic diseases. The brief is intended for healthcare professionals, policymakers, and the public. It provides a framework for the implementation of PBM in the management of acute and chronic diseases, and highlights the urgent need to implement PBM as a central element in the management of acute and chronic diseases.

Definition

"Patient blood management is a patient-centered, systematic, evidence-based approach to improve patient outcomes by managing and preserving a patient's own blood, while promoting patient safety and empowerment." (Shander et al., 2022)

Successful PBM implementation brings improved patient outcomes and cost savings.

Fig. 1. Global prevalence of anaemia, blood loss and bleeding disorders and their etiologies



The Problem

- Gap in PBM awareness
- Gap in PBM implementation; the triple "E": economic (cost-effectiveness), evidence, ethical triggers
- The global health issue of anaemia and other blood disorders with accompanying transfusion dependency cause a burden on the healthcare systems
- Variability in digital maturity of hospitals and scarcity of transfusion data
- Limited project incentives and funding to enrich the PBM infrastructure
- Commercial ties of a promising initiative (i.e. Blood and Beyond) that hinder independent research

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Raising Awareness of Patient Blood Management

Project goal

- Stimulate the interest in PBM, blood health, chronic disease (anaemia) management through a learning experience

Project setting and participants

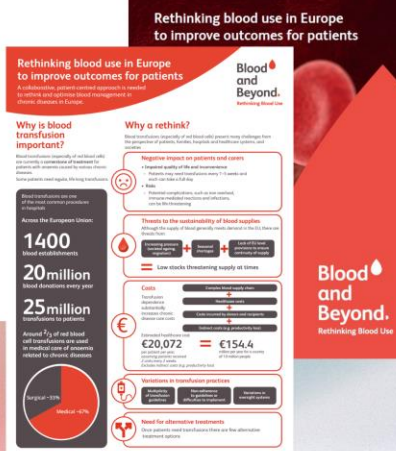
- Wide spectrum of (high-profile) healthcare professionals: attendees of HIMSS23 Europe
- Later, extension to the non-healthcare audience
- F2F teaching, interactions and discussions
- Followup survey

Results

- F2F with 25+ healthcare professionals from 11 countries, new connections
- Positive contribution to the interest, awareness, preparedness, or advocacy on the PBM topic
- 3+h of incremental learning time in total for the participants

Conclusion and benefits for others

- Incentive for future education, such as digital maturity of hospitals, prevention, funding
- Direct benefit to the interviewees
- Potential indirect benefit to patients with anaemia and other blood disorders



Interest

"[1] Did you find interest in the topic of Patient Blood Management, improving blood health outcomes and/or chronic disease (anaemia) management that may lead to relieving the burden on healthcare systems?"



Awareness

"[3] After our (face-to-face) conversation, are you more aware of Patient Blood Management than before our conversation?"



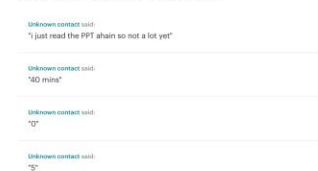
Preparedness

"[4] After our (face-to-face) conversation, do you feel better prepared to find more useful information for yourself concerning blood health and Patient Blood Management?"



Followup education

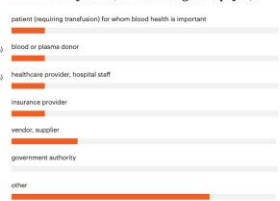
"[5] Since our (face-to-face) conversation, how much more learning time (in minutes) have you dedicated to blood health and Patient Blood Management? I.e. a review of the 2021 WHO's policy brief report 'The Urgent Need to Implement Patient Blood Management'"



Survey Results

Spectrum of participants

"[2] What stakeholder role do you represent in the healthcare system (besides being a tax payer)?"

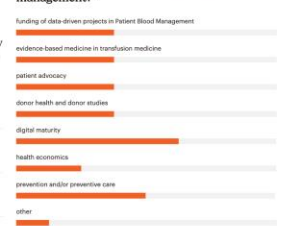


Open text responses to "other":

- Unknown contact said: "researcher"
- Unknown contact said: "potential patient"
- Unknown contact said: "Patient, who does not require transfusion"
- Unknown contact said: "Digital Healthcare NCO worker"
- Unknown contact said: "Right data responsibility vendor"

Interest in future education

"[10] What information are you seeking next about Patient Blood Management, improving blood health outcomes and/or chronic disease (anaemia) management?"



Open text responses to "other":

- Unknown contact said: "I am not actively seeking any - I am passing 'faster' to fund healthcare and to tell me what is good for my health. I would not have the intention nor capacity to do it myself but rather 'subscribe' to good channels with such information."

Advocacy

"[6] After our (face-to-face) conversation, do you feel better prepared to advocate for others in your community concerning blood health and Patient Blood Management?"



"[7] If so, how would you do this advocacy?"

- Unknown contact said: "apologising just too busy and juggling a lot as it is"
- Unknown contact said: "I'm a"
- Unknown contact said: "e.g. through LinkedIn. I already reshared your posts, I commented on them, etc. I do not plan to do any advocacy 'originating from myself' - rather resharing existing current information and comparisons."
- Unknown contact said: "Do more to educate on the issue"

"[8] Have you already done any advocacy concerning blood health and Patient Blood Management in response to our conversation?"



New hires for PBM implementation

"[9] What kind of workforce do you think shall be hired (and to what healthcare establishment(s) to practise evidence-based medicine in Patient Blood Management and to pursue (scaling up of) Patient Blood Management implementation (on a local, national, international level)?"

- Unknown contact said: "Nurses & researchers"
- Unknown contact said: "IT"
- Unknown contact said: "The same workforce as up to today - the difference is in assignments and the time the hired workforce gets those (i.e. less focus on the current 'hot' topics but more focus on patient blood management). In other words, it is about training and education and flexibility ('following trends') and less about 'hiring'."
- Unknown contact said: "Use technology and AI on the issue"

Project Background:

- Part of bigger project regarding involvement at UT
- Bridge between students and UT
- Focus of this change project is the student of the UT
- Main goal is creating awareness regarding the student pool and involvement project

Maarten Veldhuis

2816474

MSc Business Administration
(International Management & Consultancy)

Project goal:

Increasing the Student Pool

- Target group: students of UT
- Measured by registered students of the pool

Change Approach:

- Emergent Change (Rowland et al.)
- Change Models (J. Kotter, R. Lippitt)
- Focus group (360° Feedback)

Future Steps:

- Continuation of promotion
- Continuation of organising events
- Organising feedback sessions (focus group)

Event 1

Community drink

(Get to know the students)

Event 2

Promotion at Horst

(Realisation of change in approach)

Event 3

Promotion at Carré

(Different approach is needed)

Event 4

Promotion at Boulevard

(Different approach applied)



Student Union Involved Consultants
"Be a part of your university!"

WHAT WE DO
We pair students to projects in their field of interest to ensure students have an active involvement in the university's future development.

WHO CAN JOIN
We seek students wanting to become more active alongside their studies without long-term obligations. We seek individuals who are passionate about change and willing to express their opinions on various topics relating to student life at the UT.

RECENT PROJECTS

- Campus App**
Client: UT Marketing and Communication
A new campus app is currently in development. Therefore the UT needs students to provide their input, give their perspective on what they think is helpful in the app and give perspective on how they would use it daily.
- Student housing**
Client: CBS Delft University
Students were asked to write reports to discuss their thoughts on the current housing situation and future housing developments on campus.

GET INVOLVED
Register now and receive updates on future projects!
For more information visit: su.ut.nl/involved



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Make your perspective be heard
We are the bridge between you and the university. Join the many students who participate in **projects**.

GET INVOLVED

- Step 1: Interested? Scan the QR-code
- Step 2: Register via the website
- Step 3: Receive a confirmation via email
- Step 4: Wait for an invitation to join a project
- Step 5: Choose to participate in a project
- Step 6: Receive an update on your input

EXAMPLE PROJECT
Student housing
Week 01: Interview + write
Week 02: Write report
Week 03: Present report
Week 04: Receive feedback
Week 05: Receive update on your input

For more information visit: su.ut.nl/involved

Differences:

- Process
- Bold words
- Relatable project to all students
- Easy and quick overview of expectations

Women's empowerment

Current business status



Only 27% of management positions in the Netherlands are occupied by women. Which makes the Netherlands the lowest scoring country in the European union.

The imposter syndrome

The condition of feeling anxious and not experiencing success internally, despite being high-performing in external, objective ways. Around 75% of women in business experience this.



Change project



Connecting young women to discuss how to overcome individual fears and how to deal with gender biases.

Results

Realizing that one is not alone and giving people the desire for change are the first steps into improving internal and external battles that women face.



How to move further?



Keep supporting each other and speaking up for change. Reaching out to peers for feedback and not being anxious of one's own potential and ideas.

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