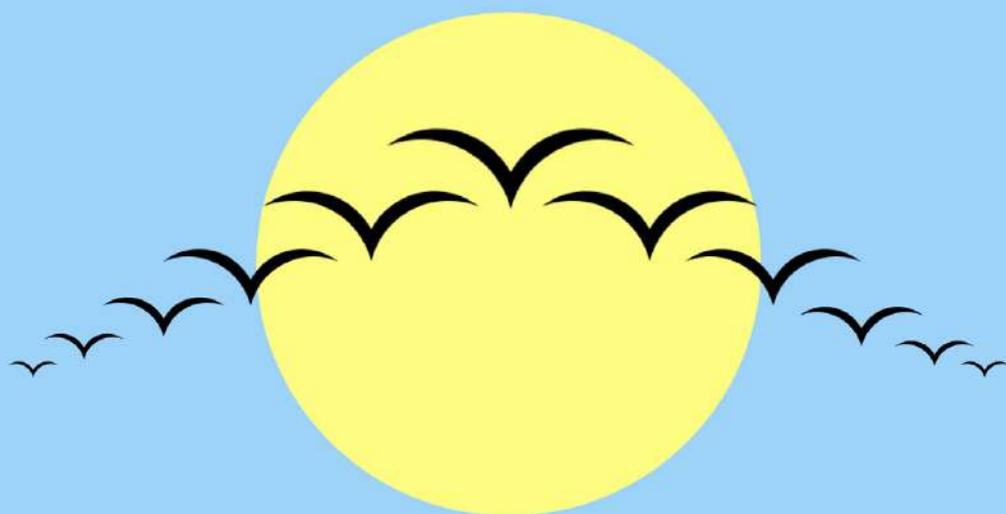


CHANGE LEADERS

MASTER HONOURS PROGRAMME



2016-2017

UNIVERSITY OF TWENTE.

Master Honours Programme
Change Leaders

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THE WORLD NEEDS YOU TO BE ITS LEADER

The 21st century organization is enormously complex, difficult to understand, and even more difficult to manage. A volatile mix of dynamics are triggering changes in the workplace. As the complexity increases, effective managers must have a strong knowledge of the people in the organization and the tasks they perform. And they must have the skills to use that knowledge in practical and flexible ways. This program presents innovative perspectives on organizational change management problems and offers practical ways to solve them. The issues examined apply across organizations, national boundaries, and technical domains.

University of Twente with its catchphrase “High Tech, Human Touch” tries to imbue its alumni with the necessary leadership skills for solving global challenges in this century. With that goal in mind, the Change Management and Organizational Behaviour Group of University of Twente comes with the initiative to open the Change Leader Honours Programme.



WHAT IS CHANGE LEADERS?

This Change Leaders Honours Program is an extracurricular course (15 ECTS) for above-average students, all coming from different backgrounds and from different countries. Before being selected to this program, each student must prove that he/she has excellent academic scores as well as great motivation to become the next future leader.

The program itself is split into two main modules, the cognitive module and the experiential module. The cognitive module, which corresponds to the first part of the program (from November to April), consists of weekly meetings with different professional figures, i.e. professors, consultants, project managers and so on, that help, us students, to acquire deeper insights on the process and management of change and on the effective leadership strategies. In this perspective, the cited meetings were focused on different topics, such as project management and health systems management, emotional intelligence and cross-cultural management.

After finishing the cognitive part in classical setting, the program moves on, enhancing our individual leadership development. From April to July the program was focused on building personality and character. In this phase, each student received a personal Insight profile, which highlights his/her personal key strengths, weaknesses and behavioural style, according to a psychologically valid test. Each student then formulated, by using this Insight document as guide, his/her own personal development plan, which each participant will implement and improve through individual coaching sessions. This part focuses heavily on building leadership skills through own experience and reflection. The multicultural spheres and the interacting environment which characterizes each meeting make the experience of the course even more inspiring. Each student has the occasion to learn from brilliant minds and to improve personal leadership abilities and management skills in a completely innovative way.

Being in a class of future leaders was a very incredible experience for all Change Leaders Students of 2016/2017. Now, every one of these students will take what they learn and continue their own path to impact positive change to the world.

The world is in the thirst of Young Leaders. Being in University will not be complete if you cannot lead the society into a positive direction. The students of Change Leaders class come and go, but the class itself doesn't. So, are you ready to be the next Leader of the Future?



**CLASS OF
2017**



Marta Barbero

Age 22 | **Nationality** Italian | **Study** t Systems and Control - Robotics and Mechatronics

I know of no single formula for success. But over the years I have observed that some attributes of leadership are universal and are often about finding ways of encouraging people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together. -Queen Elizabeth II.

From biology to psychology, from neuroscience to quantum mechanics, the latest discoveries of the major scientific disciplines confirm that we are made to have full control of our lives and fully express our potential and our leadership. However, we are often not aware of which physiological, biological, psychological mechanism makes us victims of circumstances and prevents us from implementing the required changes. The Honours Program helped me exactly in figuring out how I should change my mentality and my approach towards the society, to become an effective leader in the world of tomorrow.

The image of the leader has become very dynamic: it corresponds to a person who looks around and knows he will have to anticipate changes, he knows that he will not be the fastest one, but, to win the race, he should be organized. He should find the right rules and values to apply both on himself and on his subalterns.

But let's talk about these values a bit. Values such as leadership, friendship, diversity, 'integrity', are nothing other than the concrete implementation of a common sense that should be a natural heritage of every person. Instead, we are still forced to rewrite them to see them transgressed daily.

The problem lies in knowing how to respect and handle each other's cultures (Arnold Enklaar's lecture), by adapting the rules to the new needs, such that each new rule will not become anachronistic with respect to the reality. Otherwise, it is likely to write the book of good intentions without implementing them. The acceleration and its relative change are an opportunity only for those who know how to dominate them, by redefining the rules of the past and adapting them to the fundamental values. On the other hand, each rule should be compared with the reference future values and, in case of conflict, the same rule should be modified and sometimes inexorably deleted. If we do not change what we are doing, we will not change the results. An effective leader knows that, to implement a change, he/she should go straight to the point, without wasting time in further analyses, which, if useless, would become paralyzes.

Eventually, I think that people just need to be helped to act, to be stimulated to reflect. Therefore, the coaching sessions were for me one of the best parts of the course. During each meeting, I was supposed to choose the topic of the conversation, while the coach was listening to me by making observations and asking questions. This interaction helped to create greater clarity and allowed me to become proactive. The coaching strategy is indeed based both on the observation of where the "client" is today, what is the current situation of departure and on the definition, in common agreement, of what he/she is willing to do to reach future goals.

Now, I probably only need to be able to turn practice into reality through irony, dialectics, open confrontation.

That's what we should do with our leadership.



Sanne Bentum

Age 23 | **Nationality** Dutch | **Study** Health Sciences & Business Administration

"Doubt is an uncomfortable condition, but certainty is a ridiculous one."
-Voltaire

Hello to you! My name is Sanne, and I am honoured to be a part of this group of students of the Honours programme of the academic year of 2016-2017. My study programme is Health Sciences and in addition I found it really interesting to do this excellence programme, mostly because of the possibility of coaching and gaining more insight in your personal character. But as I said in my motivational letter, it especially interesting because of the possibility to collaborate with students from various backgrounds. For me that seems like a great and educational experience, and I can tell you it really was a great experience!

In this Change Leaders programme the focus was on coaching, personal development and change management in the light of different situations. Exploring and developing yourself starts with self-reflection. Ted Baartmans, I believe, was one of the most interesting speakers in one of the workshops. His talk about first impressions was really inspiring and made me realise that change can be made with just a small adjustment in behaviour. In addition, during the first minutes of a talk or presentation people unconsciously estimate what kind of person is in front of them. And at such a moment one should be aware of his or her posture, use of language and appearance.

The first impressions Ted inferred from my presentation were shy, honest, contributing, loyal, follower and good listener. Kind of confronting to hear these things, especially from a person you have just met and because they were all in line with my Insights report. I found it hard to interpret "loyal" and "follower", because this suggests a contradiction in my opinion. But with help of my Insights report and, in the last quartile, my coach it became more clear how this affects my personal life. It was also something I wanted to work on before entering this programme. Because I sometimes conduct a style of management which is too much on the soft-skills and less on the hard-skills. In addition, I am sometimes somewhat insecure about the decisions that I (need to) make.

I concluded, from the many conversations with my coach and the report, that I see the positive in every situation but I am somewhat sensitive to the needs of others. This tolerant and giving element are my key strengths but are sometimes elements that can counteract and hinder myself in daily work or interaction with others. What I learned during this programme is to deal more directly and honesty with conflict, and in addition trusting that my natural sensitivity to others' feelings will provide me with what needs to be done in different situations. So to conclude, you should not be scared of any kind of insecurity or doubt but embrace this uncertainty. Although it is sometime uncomfortable (referring to my personal quote), only in that way you are able to learn, explore and develop yourself and in that way live up to your full potential!



Tim Boers

Age 25 | **Nationality** Dutch | **Study** Technical Medicine

The hardest part of change is not the change itself but becoming aware that change is needed -Tim Boers

During approximately thirty weeks this honours track has given its best to teach us some aspects of leadership with a focus on change management. During all the evening sessions, we have had many subjects explained to us, though awareness was never a high flyer. And thus, it remained clouded for a period during this track regarding awareness; an important part of change. That was until the moment the Insights session came. This company creates a 'personalized' document based upon hundreds of questions one has answered about him- or herself. It is that document that, if used right, can change a person's life. For me that document was a game changer, it gave me insights (the well-

known Aha-moment is applicable here) into my preferred way of working. However more importantly it gave me insights on what my potential pitfalls are, how others can react to my way of working, what I could do best in a group setting and that I do not like unexpected cuddling.

Reading this document can make you feel quite weird, it feels a bit scary at the same time. You continuously ask yourself how can they know this, this is dead accurate... Then again there are some statements on your character that are not true, at least you find them to be not true in your current situation (for instance unexpected cuddling). It is when a selection of points that match and do not match is being made that a person has started to reflect on him- herself, hence creating awareness on their own functioning. If you ask at each point: 'Do I like the way I am working now, or do I want to change this?' you become aware of that point and have taken, in my opinion, the biggest hurdle towards changing yourself and your way of functioning.

With that Insights document in hand I have talked to several people about its contents and whether they thought it reflected me. The moments you create asking feedback in such a non-forced way, and with that document in hand, gives those that give feedback the opportunity to speak freely without the fear of repercussions. I can safely state here now that I have made more progress in the last three quarters of a year than in all my life before that. And it all started with becoming aware of how I work and whether I liked what I encountered or not.

In leadership, change management is its own discipline it requires tact and knowledge of all kinds of people and their thoughts towards personal change. It also demands a leader that listens and takes time to become a coach of his/her employees. Though most of all it requires a leader that knows how to change him- or herself over and over again; a leader who is a life-long learner, who is aware of the needed change.



Cathérine de Bruine

Age 28 | **Nationality** Dutch | **Study** Business Administration

Never let go of your dreams

Leadership, an important aspect when looking at organisations and in daily life. Looking around, leadership appears everywhere. Too much, or a lack of it. Everybody has to deal with it, in different roles: being a leader in one situation, a follower in another. But what is leadership? And how is it related to the honours track? Leadership can recall a variety of images. Likewise, many definitions are given in literature. What they have in common are the influence on others, the motivation to accomplish something and to stimulate others to get something accomplished. David Pardey states that leadership also concerns morality 'To be effective, leaders need to be clear about the moral basis on

which their decisions are made. They also have to be able to recognise differences in others' moral decisions and understand why they differ and how to respond to them.'. In the honours track, a lot of facets like morality are highlighted and brought to attention. Morality is part of everyday work and is influencing decisions that have to be made. In a constantly changing environment, leaders need to be flexible, adaptive and reactive to their environment. Recognising and understanding the different facets of leadership can be of great importance. This is why I liked this honours track so much. It gave insights into different views regarding leadership and how to initiate change. Considering these different views can be of great importance in future situations. Situations will be different. Deciding the best course of action and leadership style needed for each situation will be fundamental and not easy. I hope to always keep in mind that people have different views and expectations regarding leadership. This to understand the different opinions and actions. Understanding who I am, what I know and what I can do will be the start. The 'Change leaders' honours track was of great help to learn more about myself. Because, before you can be a leader, know yourself and improve yourself, you will be the most powerful example. Try to inspire others by your actions, always keeping this in mind and holding an open view. A good leader does not tell what to do, but shows how it is done. In my opinion, the consideration of others 'views and expectations' is of great importance, since these can bring up new ideas and insights. Stimulating people and getting the best out of them is fundamental, they will make the difference!



Stefano Coco

Age 24 | **Nationality** Italian | **Study** Biomedical Engineering

"I don't want to push more water down the river, I want to change the course of the river" –Susan Carter

The Honours programme represented for me a challenge and at the same time an eye-opener. Coming from an engineering background I saw 'Change Leaders' as an opportunity to expand my vision, that was mainly based on a technical knowledge, with management and leadership skills that would enable me to enhance my impact on the society during my career. In the first quartile of the course, I get acquainted with the concept of Leadership. It's a word that we use and hear very often underestimating the theoretical background that has been developed in the last decades. Although I believe leaders are born and not made, there are no doubts that exploring concepts such as 'emotional

intelligence' or 'culture of an organization' are essential in order to develop an effective and efficient leadership style. The second quartile of the programme was based mainly on guest lectures. Experts from different fields like project management or consulting shared their own experience with leadership. Each one had a different background and this made me understand how leaders do not act on a "single way forward" basis but really should adapt themselves based on the daily circumstances they have to face.

In the last part of the course, I had the possibility to work on my personal leadership style together with my designated coach Sanne Spuls. An important point on which I focused with her was Trust. In specific, in project groups it happens often that I don't see in all the team members the same commitment that I have. The consequence was that I didn't trust in their work. I underestimated all their inputs and started to think that I had to take care about the project only by myself. This type of attitude not only increased the level of personal stress but obviously worsened the final quality of the project. Under the coach advice, I started as a trial to let my team members work without trying to supervise every time other tasks but instead just to use constructive feedbacks during meetings. The outcome of this was successful because in this way each team member was valued and committed because able to accomplish tasks as they wanted. At the same time, using proper feedbacks on the parts of all team members it was possible to have a "give and take" exchange of information to improve the overall project output.

This is just an example of how in the last months I was able to improve the effectiveness of my leadership style using the advices given by my coach. Overall, I would like to conclude by saying that this programme represented only the beginning of how I aim to develop leadership and how I hope to bring meaningful change to our society.



Rianne van Dommelen

Age 22 | **Nationality** Dutch | **Study** Biomedical Engineering

"You don't always have to be the best in what you are doing, but always try to reach your full potential" -Esther Vergeer

Ever since I did my board year at the honours association H.V. Ockham two years ago, I have been interested in the Master Honours Programme "Change Leaders". It seemed to me as a really interesting programme in which you develop yourself further on a personal level in trying to become the leader of tomorrow. As it turned out the programme has been very complementary to my study Biomedical Engineering. With my personal interest in management and organising projects, the honours programme suited me very well.

During the programme certain workshops and the personal experi-

ences in the third and fourth quartile were inspiring to me. The workshop on project management made me recognize several things in the projects I organised myself, which added a nice touch for reflection. My enthusiasm increased even more during the workshop on first impressions and earning someone's respect and trust. In being a great leader personal contact is in my opinion the most important quality someone can have. Besides earning people's respect and trust is of great importance into reaching your goals. This evening gave some really nice insights into relations I have (had) with multiple people.

Finally, I would like to point out the full-day workshop on the Insights personality report. It both confirmed some personal traits I already knew about and gave some eye-opening information about my blind spot. Although, it did miss out on a significant part of my personality, it still was very interesting and informative to read and discuss about it. It also gave me some handles to improve my understanding of other people, and it is enjoyable to recognise some colour-related traits in people.

The personality report together with my experience in several boards and committees formed the basis of the personal development plan I worked on together with my coach and family members. This brings me also to the quote I stated, as I tend to have the aspiration to be the best, as often as possible. It is not a bad thing to have ambition, but it shouldn't limit you. This is one of the most important lessons for me during this programme. Besides, it is a challenge for me to always be satisfied with my performances if I did the best I could. In the trajectory I started with my coach and within this honours programme, I hope to develop myself in such a way that this becomes more and more natural. It is only if you feel content with yourself that you reach your full potential and that you can become the change leader of the future.



Stephanie Ferreira

Age 26 | **Nationality** Brazilian | **Study** Communication Science

If we believe in something greater than our lives, then our voices will only multiply even if we are dead -Malala Yousafzai

What is the purpose of science, after all, if not making a real positive change in people's lives? But even when science is capable of improving people's lives, change from an old way to a new way of doing things is required. But how to implement these changes in a suitable and sustainable way ensuring all those involved in the process will cooperate and reach their full potential? This is what got me interested in the Changing Leaders and Management honors program.

As a master student at the University of Twente, I am developing a mobile learning project to be implemented in an indigenous school of

a remote village in the Amazon, to help them to deal with impacts of climate change. It is a big challenge to lead and manage interventions like this, particularly among people from a different culture.

It was of great help the lecture “Handling Cross-cultural Differences”, by Dr. Arnold Enklaar. In this lecture, I learned that leadership is directly influenced by the culture and that the general idea of good leadership differs among cultures. Also, that people are prone to be inspired and cooperate with change when it is led by individuals who touch their leadership expectations. It gave me many insights on how to optimize my contributions in multicultural teams and how to manage change in a culture different from mine.

Before the Change Leaders program, I haven't had any specialized knowledge in this field. All I knew was based on my own experiences, either seeing other people leading and managing or doing it myself “instinctively”. During the program, I had the chance to get a detailed personality report (Insights) from which I could understand my strengths and limitations related to management and teamwork, as well as find ways to how to potentialize my strengths and minimize my limitations to reach better results.

In the last phase of the program, the coaching sessions helped me to identify strategies to better deal with the challenges of my master's project. In general, the honors program not only contributed substantially to my knowledge of leadership and change management, but also directly to the elaboration and implementation of my master project. I will continue improving and applying the knowledge I got from this program in my future career.



Andrea Garcia Negrete

Age 24 | **Nationality** Mexican | **Study** Industrial Design Engineering

Consistent effort entails consistent challenge -Bill Walsh

What does success look like, behaviorally? I guess this is one of those thoughts one should keep in constant evolution. Context, age, challenges and earned experience will shape our answer in different perspectives. But today, freshly roasted from the Change Leaders course, I would say that behavioral success depends on the degree in which we can improve our leadership profile. A great leader understands the power of people; thus, he knows himself deeply, is able to understand his strengths and those of the ones around him, and furthermore, is able to take advantage of both to compensate the individual weaknesses. Great leaders are those who are willing to put everything on

the line for what they believe in, they are tolerant and very socially smart.

I enrolled in the Change Leaders program as a result of the constant, vivid and very positive recommendations of people I consider to be successfully charming and have good people skills. Not to diminish their natural charisma, I got to learn that part of that leadership is not a birth gift, it is made. And when you're not particularly excited about current circumstances around success, we all have complete power and right to make radical transformations and grab on the positivity.

My expectations about the course were matched in great level. I enjoyed the lessons, and it was not difficult to make an extra effort every Tuesday night. The coaching sessions were just an amazing and invaluable experience. I got powerful insights that helped me face deep limiting thoughts and get into action to change them. Additionally, when you are required to report your progress (especially to someone you like and respect) your performance will improve. Something very powerful and very strong was understanding that your mindset is what you grow into. Mental creation always precedes physical creation. Who you are in your head is who you eventually become. Are you a leader in your head right now?



Marten Giersch

Age 25 | **Nationality** German | **Study** Industrial Engineering and Management

Unless we stand for something, we shall fall for anything. -Peter Marshall

I took this course because I am interested in its topic and wanted to challenge myself in a different intellectual way than my major study program does. Furthermore, I believed it would help me down the road in my professional and private life. As someone who can take the initiative and does not shy back from responsibility, I find myself in positions where a better understanding of people and leadership will help the involved group. In the past, I have sometimes unconsciously ended up in these positions. Lately, I have become more aware about this fact, as we become more aware about ourselves while maturing.

A leader becomes a leader when people choose to follow him/her, but the leader also has to accept this election. He/she can even take charge in getting people to trust him/her and choose to follow. To be able to do so you first have to understand and accept yourself.

Although, I went through a major phase of personal development last summer initiated by a big change in my life, during which I became more self-aware and in sync, I still learned a lot about myself and the psychology of people. Maybe because of the development I went through before this program, I feel like I was able to increase my learning experience and get a lot out of this program. The insights personality report with the four-color model was a useful tool in this regard. It was not surprisingly reveling for me, but interesting to read the statements on paper. Not all of it was accurate, but in general the report was useful to realize parts of your personality and the color model can be an appropriate indignation when trying to understand other people. However, it stays restricted by its color categorization, which should not be mistaken as something that can explain a person's personality. Having this in mind the color model can be an eye opener. Even more so were some of our afternoon lectures. Although being tiered from the overfilled agendas we all had, I sometimes could have stayed and listened a few more hours to the stories and experiences of our guest lecturers.

With the help of the feedback of my coach Jason, I tried to use the gained knowledge in practice while working on some personal development goals. The change project I was working on in the last part of this program was to find a way to address recent issues within the German promo team of the UTwente, which I am part of. The core idea was to enable the emergence of a group charisma, by implementing small changes in different work processes and organizational structures.



Muhammad Wildan Gifari

Age 22 | **Nationality** Indonesian | **Study** Biomedical Engineering

No matter how high the mountain is, its feet must be on the ground. No matter how high our vision is, our manner must be down to earth.

Going far away from Indonesia to University of Twente in Netherland, never in my mind I thought about joining a course in Leadership. Yet when I see the brochure of Change Leader Program in the beginning of my study, I become curious. I then looked at how are the situation of the world – war, hunger, social problems – there are more things to finish rather than the narrow scope of my study. I made up my mind and decided to join this Change Leader Class.

Being in Change Leader Class is an awesome experience. My journey in Change Leader Class started by attending weekly meeting every Tuesday. Before and after every meeting, we must write preview and

review. This process of previewing, being, and reviewing is a great addition for me on how we should approach things in our life. Preparation, enjoy, and evaluation. Cycle that build upon itself.

Coming to these lectures series expand my mind of what is a leader and what type a leader we should be. For example, in one of the lectures, we were discussing about “how are millennials going to lead?” The millennials are generation that born and experiences digital age. And there are a lot of shift that happens culturally and behaviourally when a generation of people interact more seamlessly and borderless. Managing this vast array of knowledge and building remote team is a unique challenge that is unprecedented in history, yet we were already discussing the potential and direction of this change of course. In one of the other “night”, as Prof Celeste, the Change Leader Director coined it, we discussed about managing culture and behaviour. There is more than just applying rules. Applying rules without understanding the culture and the society that lives upon it will result in nothing. Dynamics of societal change must be well understood lest the desired change vanishes in the air.

We then moved from theoretical and class study to personal development training. This phase started with identifying our personality “colour” which depicts our preferred behaviour style. Me myself I get the orange colour, which has an interesting label for me, “Motivator.” Understanding this behavioural style, then I made personal development plan in my own leadership style through doing a project assisted by a coach. Discussion with the coach, with turn out to has different “colour” than me, really opened my eyes on my hole and pitfall in my conduct and behaviour.

Planning, doing, reflecting. Those cycles are vital for renewal and continuous improvement.

After doing Change Leaders for almost one year, I reflected on what I have gained and how I can impart my knowledge to others. Through the process of writing a paper for this course, the thought occurs to me to develop Leadership in children as early as possible, so the world will see Young Leaders who will change history!



Emmy Hobert

Age 22 | **Nationality** Dutch | **Study** Health Sciences

There are only two mistakes one can make along the road: not going all the way and not starting -Buddha

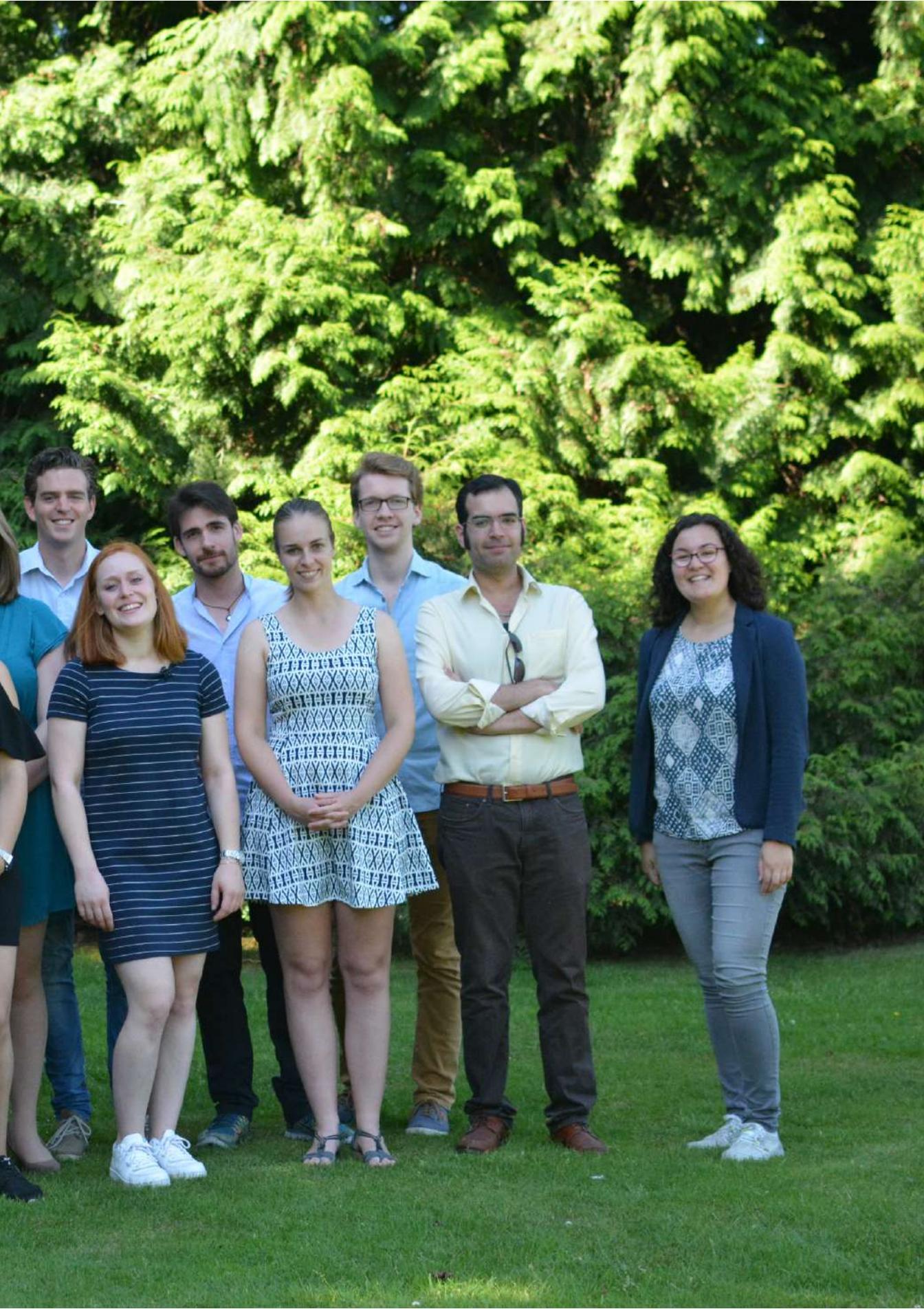
The Change Leaders programme taught me multiple things. From the beginning, I thought the lectures were very inspiring and open minded. There were lots of ideas from all the students, and the lecturers took the time to discuss all of them. I enjoyed every lecture, and I really liked that every lecture brought up a different perspective of leadership. The most interesting lecture for me was the 'Lean (and no mean!) Health Care Systems' lecture by Erwin Hans. This lecture really got my interest, particularly because it is in my field of study. We talked about how to plan OR time, with the use of the planning & control framework. After discussing the model, I really liked that we discussed more about the

subject. It was interesting to see how many problems there are still present within hospitals and other health care institutions and Erwin was willing to give examples of solutions for each issue.

The thing that stuck to me the most within the honours programme is the Insights Discovery day. The personal insights report was so accurate, which made it very special to read. I could really recognize myself in it. It taught me a lot about myself and how I could grow. My colours were yellow at most, followed by blue. This describes me very well, I am always enthusiastic about my work and I really want all workers to be cooperating in the task. I think it is important in groups that mutual relations are good and that everybody can work together (yellow). Besides that, I think it is relevant to discuss methods and work very analytically (blue). I am definitely planning to use this report in my future job search. In addition to that, the coaching sessions were very helpful for me. During my master thesis, I had to deal with some issues concerning the planning of the assignment and taking the lead within this assignment. My coach was a great help within this process and taught me a lot. We could develop a planning system that really works for me and which helped me a lot while taking the lead in the assignment, because I am really motivated to stick to this planning.

Summarizing, I think the Change Leaders Honours Programme is a very inspiring, open minded way to learn about Leadership, which will help you develop (better) leadership skills.







Marlène Hol

Age 22 | **Nationality** Dutch | **Study** Computer Science

The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things. -Ronald Reagan

Hi, I am Marlène Hol and I am a Computer Science student, here at the University of Twente. Two years ago, after finishing my bachelor, I founded my own company together with René and Jochem: Mobina IT. Mobina IT offers a software tool, Mobina, which can help industrial companies to identify what innovations mean for their business processes and how to keep their information landscape, especially their ERP system, aligned with their business processes. Over the past two years, I have been combining the theory from my studies with the practical side in Mobina IT, a challenging but great combination.

My study is quite technical and theoretical. I like this a lot, but I also noticed that my ambitions are in communicating these IT-related concepts to customers and businesses. Next to this, I want to make sure that the developed (software) products satisfy the wishes and expectations of the customers. For this, skills related to leadership, project management and communications are necessary; skills I do not extensively practice in my study. Luckily for me, I can work on these ambitions and skills on a daily basis with Mobina, but this does not give the (theoretical) foundation, as well as the reflection on my personality and actions that is sometimes needed. For me, this Honours program was a great opportunity to fill this gap between the technical competences of my studies and the practical opportunities and challenges of Mobina to make IT work. I am therefore very happy that I could be part of this Honours program this year.

A big part of this program was about identifying your strengths and weaknesses and to see how you can develop yourself to use these strengths and improve these weaknesses. For me, one of my key characteristics that came back several times was that I am enthusiastic and encouraging, with a lot of ideas. Often, this is a virtue, but I learned over the past year that it is also a risk factor for me. In my enthusiasm, I sometimes can be very overwhelming. Next to this, I sometimes tend to take on more work than may be necessary or effective. During my coaching, this was a frequent point of attention. I chose this quote by Ronald Reagan, because for me this reflects this learning point. It is not always about what you achieve and what your goals are, it can also be about how you can help other people to achieve these things and their goals. A great lesson from a great year.



Casper Kessels

Age 22 | **Nationality** Dutch | **Study** Human Media Interaction

Everything around you that you call life was made up by people that were no smarter than you and you can change it, you can influence it, you can build your own things that other people can use. -Steve Jobs

The goal of my bachelor degree in Creative Technology is to train students in the fields of design, computer science, electrical engineering and business so that they can create bridges between these fields and come up with new applications for existing technologies. With this knowledge, they can go out in the world and start their own companies or become project managers with skills to communicate with every professional in their team.

One crucial thing is still lacking in this curriculum, which is how one can actually become a good leader, inspiring everyone around him to follow the same goal.

In my opinion, the Change Leaders program is a perfect addition to this, and probably to every study's curriculum. I believe that getting a degree should not only include a specialization in a certain subject, but students should also be taught how to solve problems in teams and how to be a contributing team member. Students already learn the practical part of this puzzle by working in project teams with classmates. However, the majority of students, including me before the honours course, are not taught any skills in project management, leadership and, just generally, how to contribute productively to a team.

After concluding the honours program, I can say that it opened my eyes to these fields and I think it is very valuable to everyone who is preparing for their careers.

If you really want to deliver good projects, start a company or inspire others, it is crucial that you learn how to give constructive feedback, how to listen to others, how to inspire change and more.

Not only that, but during the lectures, I was also introduced to looking at what the first impressions of me from other people are, how to gain respect from other people, the impact of different cultures on leadership, and other psychological and reflective topics.

Self-reflection is one of the pillars of this program and one of the tools to help you with this is the INSIGHTS report. It is an extensive personality report that, as the name suggests, gives you a unique insight into your personality. It lays out in clear points what your strengths and weaknesses are in different situations relating to teamwork and leadership. It also shows you how to communicate effectively with people with different personality types. After the report, you are coupled to a coach to take all of this theory and try to apply it to practical situations in your life. It makes you focus on reflecting and improving your behavior in teams, something I had not done before. It is the part I learned the most from during the program.

After completing the program, I can say it has contributed a lot to my education. The inspiring guest lecturers opened my eyes to new aspects of leadership and, together with the personality report and coaching sessions, gave me a better understanding of my strengths and weaknesses and how to use them to my advantage in my future career.



Tugba Kocabiyik

Age 24 | **Nationality** Dutch | **Study** Health Sciences

Better apologize afterwards, than asking for permission before

My name is Tugba Kocabiyik and I am currently in the final phase of my Master Health Sciences. I am specialized in eHealth and Persuasive Technology, a study that prepares me for a career in a very new work field: eHealth. Netherlands is facing challenges to keep the current quality of healthcare accessible and affordable. I believe eHealth and technology can help organize healthcare more efficiently. Currently I am doing my master research at Nedap Healthcare, which is the market leader in ICT for healthcare. At Nedap Healthcare I am doing research on a new eHealth application named Floor, which is designed for diabetes type 2 patients in order to help them getting a healthier

lifestyle. The aim of my research is to improve the application in order to increase adherence among the users.

For me Change Leaders is a unique program that helped me to understand myself and discover my talents, or better said to discover my strengths and weaknesses. Especially in the last part of the program, which was the coaching part. In this part I had a talk once in two weeks with my coach. Together with her I set goals on what I wanted to improve. Thanks to the Insights Discovery profile, I had more insight in my personal style, strengths and weaknesses, communication methods and suggestions for development. I found that the report gave a remarkably complete and fitting overview, perhaps more than I had expected before. The Insight Discovery profile is based on an online preference evaluator. This report opened my eyes, showed me my blind spots and suggestions for my development. I used this report as input for my coaching sessions.

Beside this personal part, I've also learned a lot about the theory thanks to the lectures in the first quartile of the Change Leaders program. The lectures were a variety of subjects with leadership, personal growth and leading of companies as main subjects and with experts from all respective fields, who gave interesting and professional presentations.

I connected my project for Change Leadership with my master research at Nedap.

Therefore, I wrote a paper about hierarchical and non-hierarchical organizations. My interest in this topic started when I saw how flat Nedap was when I started my internship there. It is so different than all other organizations. Everyone was extremely motivated, which made me think "How is this possible?". Because there is no monitoring, no management layers, no fixed start or end times of work (you can come and go whenever you want). But that was the point: this encourages creativity among employees. There is a lot of personal entrepreneurship. So, this flat structure is very successful. In the end their motto is: "Better apologize afterwards, than asking for permission before".



Jee Su Lee

Age 26 | **Nationality** German | **Study** Business Administration & Innovation Management (UT) and Netrepreneurship (TU Berlin)

Do dare to reach the best version of myself

It was a very spontaneous decision to join the Change Leaders Honors Program for me, though, I haven't regretted any second to have that decision. The program covered various topics that could be relevant for change management, such as, cultural dimensions and differences, project management skills and information about consultancy. Having said this, the most important thing that I have consciously learned in the program was where the "change" really happens - the change management is not only about the process, implementation and the skills how people operate within the organizations, but before all, it should start within one individual. Understanding and asking the ques-

tions first to ourselves, for example, who I am, and who the others around me are, may support the holistic success in change management. I learned a lot to think about who I really am and what kinds of characteristics I have that could be helpful to become a sophisticated leader to make the real change both in individual life and within the organization. Especially, the individual coaching session made me strong and be comfortable with the form who I am right now which gave me the motivation to reach higher competence and performance in anything that I am doing. Even though the program itself ends soon, I know that my life learning about ourselves just started. I sincerely dare to see what impact and change we will make in the world to reach the best version of ourselves.



Daniel Natrup

Age 29 | **Nationality** German | **Study** Business Administration (UT) & Innovation Management & Entrepreneurship (TU Berlin)

One day a friend of mine told me the funny story how he got his name. His mother and his father had different opinions about it for a long time. They argued and argued almost until his day of birth. As suddenly his mother softened her tone and agreed to her husband and his proposal. However, right from the beginning of my friend's life she called him relentlessly Max. The name she wanted him to have. For about two years this continued until his father finally gave up and consented. That is why today he is called Max.

I love this story because it is delightful and I see a principal change theory in it that stuck with me from the Change Leaders programme. The German psychologist Kurt Lewin described simply increasing driving forces won't bring about change. Instead, it will cause the resisting

forces to increase and the current equilibrium is maintained but put under tension and people feel stressed and negative about change. Just as happened when both supported their names (their driving forces). That is why, instead of increasing the driving forces (the pressure for change), the resisting forces (the pressures to stay the same) need to be reduced. This allows movement towards the goal and doesn't increase the tension. As she did when she withdrew from the discussion and took the pressure of the topic. Subsequently, she continued moving towards her goal by sneakily putting it into practice. Simply put, the harder you push for change the greater the resistance. Never fight against something, instead support the change you desire.

I believe in our world today we need some important transformations. One is definitely the shift towards a circular economy. I am convinced if we harvest less resources and increase utilisation of those we use it will have wide-ranging positive implications on the way we live together on our earth. By taking a holistic perspective on how we interact with our environment and how we produce and consume we will reduce waste and live in greater harmony within our planet's boundaries. Overall, I assume the circular economy will prevail and play a major role in the future. Although using less resources, it is not going to suffocate the economy, quite the contrary, it will create new industries and demand novel expertise. Consequently, I dedicate my master thesis to the project of the European Commission 'Innovation Deals for the Circular Economy'. Alongside, and as the project of the Honours Programme, I started a circular economy blog. With 'CurvN' I aim at combining my educational background and keen interest in sustainable innovations and change leadership and make my insights accessible to the public. My vision is to find valuable achievements of the circular economy in various countries around the world, discover best practices, and share it so that the whole circular economy movement can benefit from it.

Check out my blog on www.curvn.blog/



Carlo Alberto Paggi

Age 24 | **Nationality** Italian | **Study** Biomedical Engineering

Without a goal, you can't score -Casey Neistat

When I started the Change Leader programme, the main goal was to have a clear idea on what was the essence of dealing with people in a team. Essentially, to be able to understand what is the entanglement present in a group and being able to make from this mixture the best output possible.

The course was subdivided in three main parts: cognitive, experimental and coaching. Every single part had its own positive point. During the cognitive part, it was clear that a leader is not someone that proclaim to be it but is someone that is being recognized by the others in

the team. It is not simply the person capable of controlling others but a person that is able to see and analyse individuals in his group and understand what are their skills and where they can improve. Moreover, it should be someone capable of showing himself for what he really is, with its positive and negative points. It must be able to recognise the value of its co-workers and help them not only through motivation but also allowing them to have freedom concerning some of the tasks they have to accomplish. The leader is someone capable of admitting that sometimes can make wrong decisions and is always open to advices from people around him. Now the real question is how? How are we able to reach that state within a group? As Sun Tzu says, if you don't know yourself you would never win the same is regarding leadership. You have to know yourself if you want to know the others and be able to transmit your goals to them. In the experimental part, the objective was exactly trying to understand ourselves a little bit better. In fact, one of the most difficult things in general is being able to face yourself and understand who you are. I say difficult because a lot of people are afraid to face who they are and accept their personality, especially they don't want to see their limitations and try to change them. In this part, each of us had an individual personality test that was used as a base to understand the positive and negative aspects of ourselves. Based on that, a personal reflection took place and during the entire quartile we had to try to have a personal development, starting from being able to accept our defects. However, as we all know, a personal development is not always enough to get the best output. The coaching part was used exactly to go in the right direction and to have advices concerning what we wanted to change.

In conclusion, I would say that the course helped me knowing more about myself and I am sure that this will help me dealing with people with whom I will work with in the future. And remember, without a goal you will never have the power to change things, especially related to work or to personal development. So find a goal and reach it!



Michelle ten Pas

Age 23 | **Nationality** Dutch | **Study** Educational Science & Technology

The key to the ability to change is a changeless sense of who you are, what you are about and what you value –Stephen Covey

Take a look at the picture of me above. Who do you see?
A party animal? A reserved girl? Someone who goes with the flow? A perfectionist? A leader? Or a follower?
What's your first impression?

It was during the guest lecture of Ted Baartmans that I realised how a small change in behaviour can make a big impact on the first impression other people get of you. From a one-minute pitch about another Change Leader student, Ted would tell you in a few words what his first impression of you was. Although being a rather introverted per-

son, I tried to give an enthusiastic and energizing pitch. Apparently, it worked, as one of the words he used to describe his first impression of me was “party animal” – quite the opposite of how I would describe myself. You often seem like a different person to other people than you think you are. Therefore, it’s good to sometimes reflect on how you actually act and compare it to how people perceive it.

Self-reflection is an important part of the Change Leaders Honours programme. It is an essential aspect in leadership and it is the first step to start with if you want to bring about change. When you know why you behave in a certain way, you can also better understand the behaviour of others and inspire them to join you in the change process. During the Change Leaders programme, we did not only learn about various leadership theories and different leadership perspectives in various contexts. We also got the opportunity to do the Insights Discovery Test, which results in a 20-page long report about your personality and behaviour preference styles. This report opened my eyes to some parts of my behaviour I was not aware of, but which I recognized upon reading. And still, it highlighted some of most prevalent character traits. I also realized that growing up between different cultures did unconsciously have impact on my behaviour. The report and assignments that we got made me reflect on the reasons behind my actions, and gave me motivation to work on improving some of my behaviour traits. Together with the support of my coach I made the first steps in realising the goals of my personal development plan. Also, the open setting with a group of inspiring fellow students and lecturers made it easy to exchange thoughts and learn with and from each other.

All in all, I am very grateful for the opportunity to participate in this interesting honours programme. The Change Leaders programme, with all its inspiring guest lectures, assignments and the coaching, helped me better understand how I can use my strengths and weaknesses in a constructive way to become a better leader. It taught me how you can build trust and inspire people, while staying yourself and enjoying what you do.

Now, it’s up to me to put the gained knowledge into practice.



Cosima Patzak

Age 25 | **Nationality** German | **Study** Educational Science and Technology

Know thyself

Thank you for taking an interest in my story with the Honours program. Let me tell you what I have learned during many late evenings with lectures and workshop. Sometimes, it was more about research, sometimes, it was more about people (myself included) and about what the sometimes fuzzy subjects of “leadership” and “change” represent for each of us.

So what do leadership and change mean for me, now that I am done with the Honours? Nowadays, we are confronted with many changes happening in society, mostly due to advances in technology. The world

has become uncertain, complex and ambiguous. And as a leader, I think that I need to be able to actively shape the world to make sure that I have a place in it. I need to know who I am, what I want and why I want it to use the changes to my advantage. And in order to do so, it is important to be thorough in developing yourself, question yourself to know for sure and to keep learning.

I will shortly explain how all this applies to me. From my study in Educational Science and Technology and Psychology, I was already familiar with most of the theory. Yet, in the Honours program, we learned about the theory not only cognitively, but also through people and practice. We were visited by a large number of guest speakers who were telling their stories and experiences with leadership and change in a very personal setting. For example, some were part of a change initiative in a big company, work in consulting or do research on applying “lean” methodology. I enjoyed seeing them acting on the theory and telling about how they did it.

Also, I found it interesting to see how students from other studies and cultures experience the topics. I found it a great opportunity to get out of the bubble I often get into when studying. What I mean is that I learned that there are many ways to view a situation but we tend to forget this when we are always amongst likeminded people.

The Honours program has also challenged us. Through regularly handing in reflection papers we learned to actively reflect on what has gotten normal for us and challenge us to look for new things to learn. Through the Insights Report, we also got to learn more about ourselves, about how we behave around others and what might be areas in which we could become a more balanced person. During the coaching trajectory, we got the chance to individually talk through this process with a coach.

I very much enjoyed learning about myself during this time (sometimes less), yet in the end it was all worth it. For the future, I will take with me an appreciation of our diversity in the world and curiosity for the challenges waiting ahead.



Marloes Roerdink

Age 23 | **Nationality** Dutch | **Study** Health Sciences

I have never done it before, so I think I can do it -Pippi Longstocking

My name is Marloes Roerdink and I am currently writing my master thesis for het master Health Sciences. But before it is time to end the study life, I wanted to do something extra in my master study to broaden my horizon. The honours program Change Leaders was the ideal opportunity for me to broaden my horizon and to get to know more about leadership, culture, change and myself. The reason why I wanted to join the program was because I wanted to focus on my personal development. The Insight Profile combined with the information and feedback during the lectures were helpful tools to get a good view of my own personality in relation to other people. Based on the Insight

report I created a set of goals to work on during my project. The project I chose for the coaching part was my master thesis, since this is the most important project in my life at this moment. Since I was not really looking forward for writing my master thesis, this project was going to be a difficult one. It was important to focus on this project, to make sure that I will graduate eventually.

During the meetings with my coach, Marlies Kleinsman, we worked towards the realization of my goal considering my 'red color' from the Insights Profile. We also discussed different situations which I experienced during my project and other projects in the past. The conversations we held were real eye openers for me. My coach taught me to look at the situations in another way. This helped me with accepting the situations as they were and dealing with difficult situations. With the help of my coach, I can handle different situations much easier and can better relativize in some situations. My coach helped me with my strengths and weaknesses. In this way, I learned how to embrace my strengths and she offered me tools to deal with my weaknesses. She also taught me how other people see me and how I can handle people that are the opposite color of mine. All these lessons learned will be very helpful in the future, since I probably must cooperate with many persons and all kind of different personalities. The quote I chose is "I have never done it before, so I think I can do it".

Before entering the Change Leader program, I did think that writing a master thesis would be a serious obstacle for me. The information I received and the feedback that was given during the lectures and the conversations with my coach gave me confidence about my graduation project. And because of this all, I created a positive mindset towards my master thesis: I will manage it and will succeed in finishing the project. I have never done it before so I think I can do it!



Suman Sapkota

Age 24 | **Nationality** Nepalese | **Study** Sustainable Energy Technology

Change is dynamics and adaptation. A change leader adapts to the situation he is currently facing and brings out the best of his team in order to solve the problem

I felt Change Leaders Program is an integrated study of behavioral science, entrepreneurship and personality development. I will always remember the sessions of Change Leader as a path to getting to know yourself better.

The starting sessions was based on book "Introducing Leadership" by David Pardey. The book is a good selection on introducing the explorers to a whole new dimension of leadership, traits, handling conflicts and skills needed to lead change. In short, the book depicts the theoretical roadway to be an effective leader.

As the sessions proceeded into behavioral sciences part, emotional intelligence along with social, cognitive and physiologically determined intelligence introduced us with the inbuilt personality traits, behaviors of leader and transformational leadership. The aftermath scenario of change by a leader was brought into the later sessions under change management. Guest sessions on management practice, improving individual and team effectiveness proved to be beneficial footsteps for personality development.

Personality development program was introduced into the course through insight report that was based on a survey. The insight report helped us directly or indirectly to identify ourselves or check on ourselves. The report was a more or less relatable reference to what we are and what we expect us to be. Personal Development part was further refined by our respective coaches who guided us to develop ourselves. I had a few meetings with my coach which proved to be an essential step to guide myself in the right direction.

In addition to the paper on Entrepreneurship and graduation project, there are plenty of opportunities to explore. To conclude with, the MSc Honors: Change Leaders program changes your perception of looking into matters. Hence, I would like to thank Professor Celeste Wilderom, coach Dr. Arnold Enklaar, guest lecturers and my friends of Change Leaders Programme for the wonderful experience.



Jim Tolman

Age 23 | **Nationality** Dutch | **Study** Human Media Interaction

The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." -Steve Jobs

My name is Jim and I am doing the first year of my Masters in Human-Computer Interaction at the University of Twente in Enschede, the Netherlands. For the second year I will go to KTH in Stockholm, Sweden. Since I have a background in Creative Technology, my activities include: prototyping, idea generation, web development, designing, rethinking and drinking coffee. I'm an entrepreneurial-minded and creative student and everything I do, I do with an open mind and a positive approach. I value being empathetic, in order to contribute to a harmonious team.

Over the past year I was part of the Change Leaders Master Honours Programme of the University of Twente. In the first block I was most impressed by the guest lectures on change management, cultural differences and lean organisations. Then, in the second block I co-wrote a literature review on virtual teams that work remotely, since this is a topic that interests me. Lastly, in the third block, I talked with my coach Marielle Winkler, about how I can transform my creative brainstorm group, Studio Sandbox, from a side project into a company.

I am quite enthusiastic about the Change Leaders programme, since it seems to be a valuable look into subjects that are related to behavioural, management and social sciences. This is important for the development of any human, especially for a technical student. Technology is one of my greatest passions and I am a techno- optimist. Still, during the Change Leaders programme I learned that there are a tremendous amount of social, historical and economical lenses to look through at the world.

The coaching sessions were even more valuable to me. I now know that I will need to look for a coach for the rest of my career, to discuss my professional and personal life. During the programme I learned that the brainstorming company I am setting up can be seen as a specialised freelance consultancy firm, which is understood to be 'the future of consultancy'. The coaching sessions helped me to make big steps in terms of team composition, leadership and personal development.

In my Bachelor programme I studied fields of design, computer science and electrical engineering, in order to build bridges between these fields and apply new technologies in the real world. In my Master programme I focus on user interface design and interactive systems, while taking into account human aspects, at the 2 cognitive and sensory-motor levels, technological aspects, as well as business aspects. After completing the programme, I can say that Change Leaders surely is one of the building blocks of the people-centric side of my formal education. I would like to thank the organisation of the programme, as well as the lovely people of the 2016-2017 edition.



Hylke van der Wel

Age 23 | **Nationality** Dutch | **Study** Technical Medicine & Health Sciences

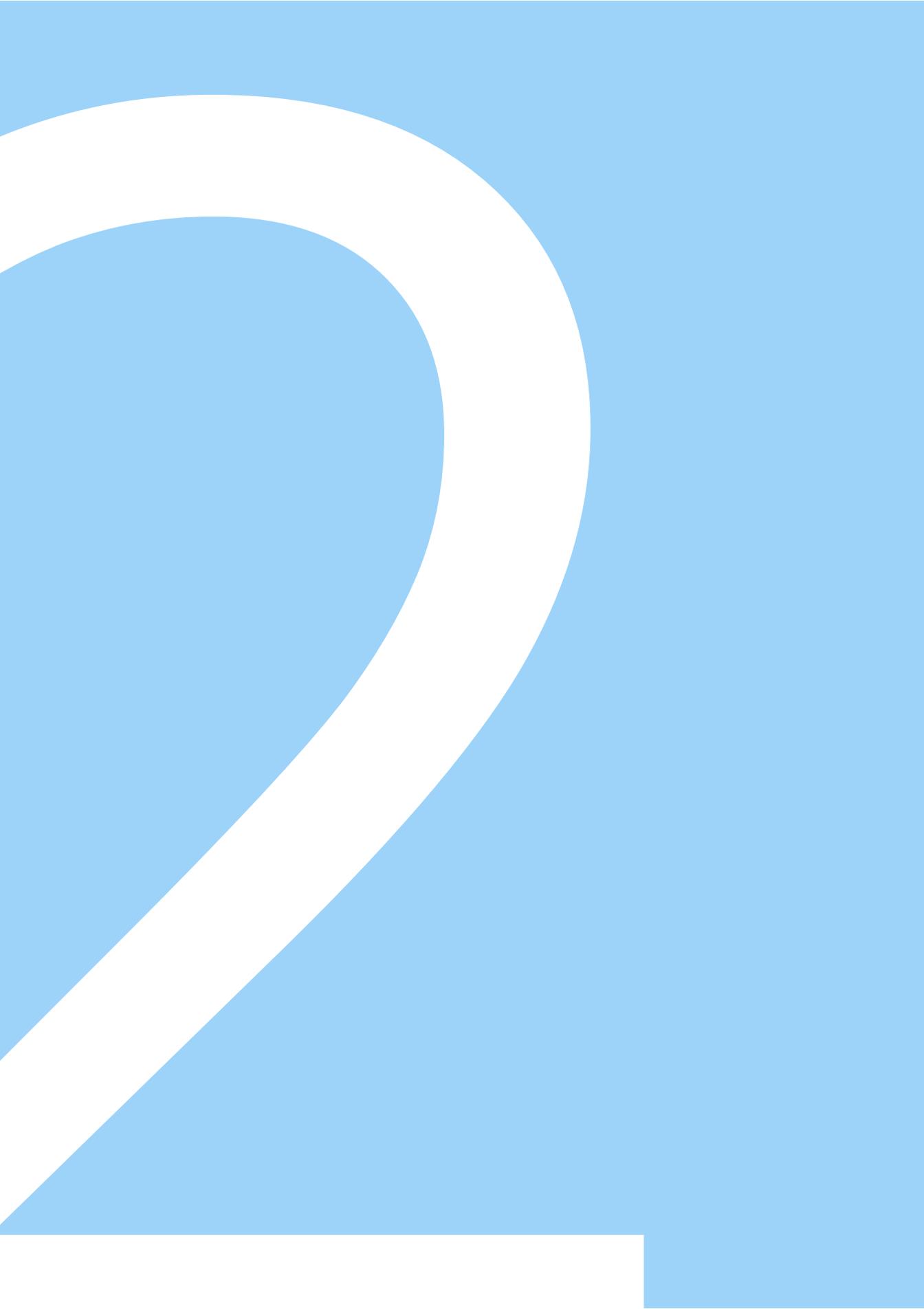
Continuous improvement is better than delayed perfection -Mark Twain

My name is Hylke van der Wel and for the last five years I have been studying at the University of Twente. I started with Technical Medicine, as I have long had ambition to work in healthcare. Technical Medicine has been a great study program for me, but I recognized that I wanted to learn more about management which is why I decided to start an additional degree in Health Sciences.

During the time I was not studying, I've been active at the universities watersports associations. It is there that I discovered that there is a lot to be learned outside of study programs, as a board year at the

sailing associations and later a board year of the sociëteit taught me a lot about for example working in teams with other people, presenting myself professionally and managing my time between studying and being on a board. I realized that the skills I could learn there were not taught during class in my study program despite the fact that those skills were very important to me. I wanted to learn how to work with other people in a team, how to be an effective team player and possibly a good leader.

For that reason, I decided to apply for the Change Leaders program, and indeed the program has provided me with valuable lessons. We got a taste of what leadership actually is; We learned how an effective leader understands what the skills are of individual members in his group, and how a leader should use motivation to push the team to a higher level. Furthermore a leader should be well aware of his own positive and negative points and should be able to know how to use these. Another interesting part of the course was the Insights report we received, with an analyses of our possible strengths and weaknesses, continued by training session to learn how to deal with them. During the last part of the course, we were assigned a coach to continue chasing our learning goals. I've had several meetings with my personal coach, Deirdre Brandwagt, which were very interesting and helpful to me, for which I would like to thank her. Together we discussed how I could make improvements by analyzing some recent events, and I would like to say that I've learned one or two valuable lessons. To work on your own improvement, you should dare to include others and ask them for feedback about what they think; do not assume something, just ask because then you can know. Dare to possibly be vulnerable in order to improve, maybe improvements come in small steps, but they will build up so you can reach your goal. What gives me the motivation and confidence to work on improvement, is to just remember: Continuous improvement is better than delayed perfection!



PAPER SUMMARIES

SCHOOL AS LEADER PRODUCER: HOW TO NURTURE FUTURE LEADER AS EARLY AS POSSIBLE?

Muhammad Wildom Gifarl



"If you want to know the future of a country, look at its youth." -anonymous-

"Give me ten youths, and I will shake the World" -Soekarno, First President of Indonesia-

History has witnessed so many youths that were capable of leading nation or leading an army, and determined the future of a country and its people.

French people remembered very well Joanne of Arc, a girl who in bare age of 16 lead and encouraged the troops of French to strike back against English and Burgundy. Although executed at fire stakes at age of 19, her struggle and vision led French to gain her independency. Macedonian has seen the might and legend of Alexander the Great who conquered most of the Asia and Europe at his twenties. The Turks people still very proud till nowadays of Mehmed the Conqueror who ended the might of Eastern Byzantine Empire by conquering Constantinople in the ripe age of 21.

In the modern-day history, we remembered Malcolm X who became the leader of wide country movement in the age of 26. Indonesian people are indebted to Soekarno, who founded the National Indonesian Party that would be the vehicle of Indonesian Independence at the age of 26. Recently, Malala Yousafzai became a peace Nobel winner in the age 17.

However, a discourse had happened nowadays. When we hear the word "youth" we directly associated them with age of "finding self-identity", girlfriend-boyfriend relationship, pop-culture and fashion. Very little if not any we think of change, society improvement, or worldwide vision when we hear the word "youth".

Why is the development of leadership in youth important? Recent research by Susan and Murphy suggest that there are two factors why experiencing leadership position in youth will sets them to be leader in the future: greater development can occur at young age, and the self-reinforcing nature of leader's development. Youth is the sensitive period in which the greatest change can occur in human life. Although further experiences in adulthood may also affect leadership qualities, the experiences as leader in childhood sets the stage for future development to occur. The leadership is also self-reinforcing process. When someone has gained the position of a leader, he or she will be more likely to be chosen by people around him to be their leader. As a result, they will have more skill and confidence in their leadership. This will make people trust them more. This snowball effect then goes on and on.

School, as the place where the youth spends the most of their time, is a double-edged sword. If not designed properly, the curricula and character education would make the young generation a spoiled one. It will nurture consumerism in youths, characterized by always asking their parent for stuff and having incessant dreams. However, if curricula and character development method is very-well developed, then School would produce world class leader. Youth that are capable of shaking the world. Youth that will make positive impact to the world, rather than dangling with their handphone all the time.

Seeing how important is the role of the school, this paper attempts to look at how to develop a school that would produce and nurture leaders since youngest age possible. This paper will first look at psychology theory of leadership development in children. Then, we will see which are the factors that school can contribute to nurture leadership in its pupils. The performance metrics of leadership in school is then considered, and we will look at some experiments that has been done toward that goal. Finally, we will recommend method and ways for school to nurture leadership in its pupils.

WHY IS IT WORTHY TO HAVE AN INDUSTRIAL DESIGNER IN THE MANAGEMENT TEAM?

Andrea Garcia Negrete



Industrial design is one of several key areas critical to new product development, together with research and development (R&D), marketing, manufacturing, and purchasing, among others. Industrial design contributes to new product development (NPD) by enhancing customer interface with the product, including ease of use, capabilities, and appearance.

Over the past two decades, awareness of the role that industrial designers play in producing products has increased, and the roles evolved from artist, strategic planners, chain users, and users experts. Although most companies recognize the importance of industrial design as necessary for being competitive, they often struggle to assess its contribution to the organization. This effort is complex because industrial design is only one of several new product development functions that contribute to new product success.

In this paper, I tried to come up with some reasons why industrial designers play a key role in management teams besides the more immediate ones. A designer in the management team is linked to success, not only because of the use of tools as design thinking and strategic design management, but because of the way of thinking about projects in a more pragmatic way, and the other way around, in management practice and education the development of a design attitude, which goes beyond default solutions in creating possibilities for the future, gives interesting perspectives in the way of dealing with people and stakeholders that can ease some of the management process.

A key approach deeply described as Design Thinking, within the managerial realm, has been described as the best way to be creative and innovate, while within the design realm, it has been partly ignored and taken for granted, despite a long history of academ-

ic development and debate. A very different mindset for approaching problems and the role of a designer in the management team is evident. The crucial questions addressed for both sides are: How do managers want to do designing? and What do we designers want to do with our managing?

A BRIGHT FUTURE THROUGH STIMULATING FOCUSED STUDENT INITIATIVES

Tim Boers & Michelle Ten Pas



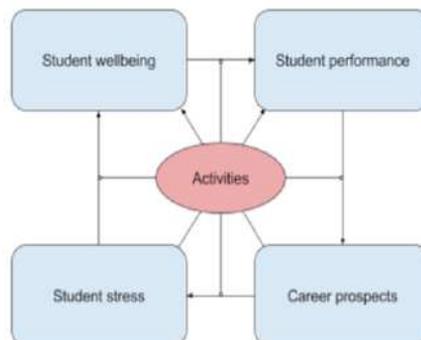
As students, we often get asked what we want to become when we have finished our studies. Nowadays, often it is not the: 'I study medicine therefore I become a doctor' answer anymore that students give. The potential career opportunities for graduates are enormous and students suffer from overchoice. As a student, you can conform to the picture a university has of their ideal graduates, or, you can choose your own way. The latter can cause insecurities due to a mismatch between the curriculum and students' interests, or an unclear career prospect when graduates of a new study programme, e.g. Technical Medicine, are not yet integrated into the market.

In addition to the career question, you often hear the conversation starter: 'how are you doing? And its common answer: 'Great, I am very busy!'. Whilst continuing to strive for the best result in our studies, to be ensured of a good career later, students tend to forget their own mental well-being and get overworked. Not only high workloads are a threat to the students' well-being, but also the abundance of opportunities, fear of failure and the stress of making decisions can have a negative impact on their mental health. Students are therefore required to learn and to acquire competences which will aid them in their future careers and lives. We ask ourselves: "How can students in higher education become more active in shaping their future profession and taking care of their mental well-being?"

To answer this question, we developed a model to understand how students' stress relates to students' well-being, performance, and career prospects using different theories and literature insights. In the model, one can identify a closed loop from students' stress to well-being to performance to career prospects and to stress again. For instance, unknown career prospects can lead to insecurity, resulting in stress negatively impacting

well-being and reducing student performance and therefore also negatively influencing career prospects. This is a form of vicious circle that can be hard to escape without help. In addition, there is a cross one-way relationship between career prospects and well-being and stress and performance. These back and forth relationships between stress, well-being and performance and the one-way relation between career prospects and stress indicate a complicated interrelated system.

Moreover, we looked at the motivation and needs of students to study, the current situation and activities undertaken to improve students' career prospects and mental well-being and the shortcomings in the current situation. While the university takes several efforts to help students improve their career prospects and well-being, students themselves should take a more active role in shaping their own future. There are a manifold of activities to improve students' career prospects, but only relatively few for their well-being. At this point many students do not realize the importance of mental well-being and its relation to career prospects. A bottom-up approach where their peers activate and motivate each other might be beneficial to start letting students think about their mental well-being and career prospects without having to worry about the societal norms. The final goal of this movement should be a major change in the way students think about and act on mental well-being and career prospects; an improvement in their mental well-being and a bright look on their career prospects no matter the situation.



BUILDING THE PERFECT VIRTUAL TEAM

Casper Kessels, Cosima Patzak & Jim Tolman



“The most talented people don’t all live in the same place”, this is what Jason Fried states in his book *Remote: no office required* (2013) on working remotely. He argues that a company will find better employees if they ‘go remote’ and the employees might even be happier than in traditional organizations. The philosophy from this book lived devoid of scientific background. We took over some ideas from his story and used them as input for our *Change Leaders* paper. We chose for effective virtual teams as we found ourselves fascinated by technological changes of our times.

Findings from scientific literature are discussed to identify factors that propose successful virtual teamwork. The following factors were related to virtual team effectiveness: (cross-cultural) communication, trust, leadership, organizational culture and power (struggles).

Timely communication was important for effectivity of the team and face-to-face meetings improved trust in the team. Trust was mostly based on actions of teammates who proved themselves reliable by being focused on the task as well as communicating to be focused on the task and swift trust which is based on previous experiences of working in (virtual) teams. Leadership was also found to influence (swift) trust. Power differences and power struggles that develop when power in the team is distributed evenly were negatively correlated with team’s effectivity.

After determining the factors that influence the effectiveness of virtual teams, we looked at the best practices for virtual teams. With team members in different locations comes more and greater cultural differences to take into account. This comes with some disadvantages, like language difficulties, but companies should take into account that it

also has a positive influence on the effectiveness, creativity and other aspects of team performance.

The geographical distribution of virtual teams makes it difficult for leaders to observe the work of team members and assess if team members' skills and knowledge are entirely utilized.

Also, the early phases of a project are crucial for trust building, so a manager should be very committed then by replying to important emails, setting up frequent meetings and establishing norms of communication.

Moreover, norms about confidentiality are incremental for the trust within the group. It is important to regularly revisit the norms of the group and ensure that they adhere to the vision of the team.

A manager can increase trust by mixing social talk with communication about the task. Getting to know about each other's competences is pivotal for gaining trust. In non-virtual teams, this process takes place more naturally, whereas in virtual teams, it typically needs to be initiated by a leader. A good strategy to do this is to establish a common understanding and appreciation of the team's diversity by making information about each team member open for the whole team. Naturally, when team members have seen pictures of their team members, know about previous work experiences and education of their fellow team members, it is easier to appreciate each other more.

To conclude, virtual teams can be an attractive option for many companies. Having doubts about working remotely should not hinder your organization in going global, yet it is important to keep in mind that virtual teams are different from traditional team. Still, with this report we aim to have provided a useful summary of scientific literature and technology to guide you in your organization's virtual undertakings.

ENTREPRENEURS' CONTRIBUTION TO STARTUP SUCCESS AND ITS IMPROVABILITY

D. Natrup, J. Sumen, M. Giersch, M. Hol & C de Bruine



Startups can no longer be ignored when looking at the economic and social welfare of a country. They play an important role in the employment and turnover numbers of the government. New developments and intellectual properties claimed by a country are often ideas developed and implemented by startups. It is therefore not unexpected, that there is a lot of attention for startups, both in media as on a professional level. The definition of a startup used in this research is defined by the Oxford dictionary, “a newly established business”.

But what determines the success of a startup? There is not an unambiguous answer. There are many different views on success of startups (Timing, resources and so on) - some argue that there are only hard factors that matter, on the contrary there are scholars who argue that soft factors matter just as much. Looking at the success of startups, also leadership is a factor to consider, it has a great impact on the founding team of a startup. What also need to be considered are the several phases a successful startup faces, from development stage, over startup, survival onto rapid growth stage and eventually early maturity stage. During all these stages strategy, finance and HR decisions challenge the leader and bring changes. A strong skilled change leader is of great impor-

tance. Without going into detail if a founding team is better off with one leader or more, this research analyses which skills are necessary for a leader in a startup.

Due to the wide range of skills a leader of a startup needs to have in combination with the pressure and constantly changing circumstances, it is important for a startup to ensure to have the right set of skills on a team. Some research is done on the different skills needed to make a startup a success. However, in most of this research there is also no clear definition of what a startup is and in which phase these skills are necessary. Besides that, there is a lot of focus on what skills you can train. There is less focus on the personal traits one needs to face and the many different challenges a startup faces. To establish a startup, gathering funding and bring the product to the market, a wide range of characteristics and skills are necessary, and some of this will be hard to learn.

In this paper, a framework is presented which can be used to interpret which skills a leader of a startup needs to have in the several development phases of the startup. Three categories are defined: personality traits, personal skills, and business skills. All these traits and skills can be related to the different phases of the startup. Finally, a framework is presented which shows the importance of entrepreneurial success factors related to the most important challenges a startup faces.

MOTIVATION IS THE KEY TO SUCCESS

Emmy Hobert



'Managers have the responsibility to create a proper climate in which employees can develop to their fullest potential. Failure to provide such a climate would theoretically increase employee frustration and could result in poorer performance, lower job satisfaction, and increased withdrawal from the organization'.

A great description of a perfect working climate, stated by Steers & Porter in 1983. But how do you create such a work climate in which employees can develop to their fullest potential? How to motivate your employees? How do you make them stay? How do you keep them enthusiastic at their job tasks? How do you make employees feel important? Those are many questions that interest lots of leaders nowadays. Motivating employees is an important aspect of leadership in many studies today. However, there still is no one way on how to get your personnel motivated and how to keep them motivated. This paper discusses different aspects of employee motivation, making distinction between intrinsic and extrinsic motivation.

(A) Financial incentives, do they actually work? Do you give bonuses to your employees? Do you pay the employees with more effort more wage because for pay to be an important motivator, there has to be variability in pay options? A majority of human research professionals appear to believe that employees are likely to overreport the importance of pay. If raises are barely different on the basis of performance, then it should not be surprising to find little influence of pay on motivation. But, on the other hand, organizational rewards are useful for motivating individuals to perform desired behaviours. Or (B) is it more important for employees to have an important job task: should the task itself be the key to employee motivation? Some studies propose that jobs which require the use of multiple talents are experienced as more meaningful, and therefore more

intrinsically motivating than jobs that require the use of only one or two types of skills. Can the significance of a task trigger a sense of meaningfulness of work in employees, which will lead to better performance? (C) Additionally: what is a good way to set goals for employees? For example, participation may influence commitment to goals and encourage employees to set more difficult goals, which leads to higher performance. But what is participation and how do you create that? And lastly, (D) how important is it to know your employees and what works for them? So to say, employees who feel pleasure in their job, sharing knowledge and thus helping others, tend to be more motivated to do their job. But how do you make sure that you know what is important for each employee?

These different aspects of job motivation are discussed within this paper, to finally lead to recommendations of how to motivate your employees, based on literature research.

SOCIETY AND COMPANIES: A PING PONG THROUGH HISTORY

Carlo Alberto Paggi



Human beings, since pre-history, have started to organise themselves into various kind of social groupings, such as nomadic bands, villages, cities, and countries, in which they work, trade, play, reproduce, and interact in many other ways. Unlike other species, human combine socialization with deliberate changes in social behaviour and organization over time. Consequently, the patterns of human society differ from place to place and era to era and across cultures, making the social world a very complex and dynamic environment. To be able to satisfy the request, such as food or furniture, of an over-growing population, people start to create simple trades that during time have changed leading to the creation of the first shops and at last, in the 1600, to the creation of real companies of trading such as the British India Company. Since than companies have started to increase all over the word leading to a change in society due to an increase wealth.

There is an increasing amount of research to understand the interaction between the two although it is still not clear which are the variables that are able to give that “big step” that we have seen in the last few decades. The purpose of my study was to examine and analyse the relations between companies and society by reviewing some of the most important information on the subject and presenting them in a way that can be easily understood. I have focused on the definition of both, society and company, trying to explain the main characteristic and how this have affected the other variable and in which extent. Moreover, I have focused on the interaction between these two “apparently” different worlds. The final objective of this paper was to show that the analysis of how companies and society affect each other should not only be studied in present situation but the attention should also be placed in the past and the past interactions that have led to the current state.

HOW MIGHT ENTREPRENEURIAL PERFORMANCE BE ENHANCED ALONG THE ENTREPRENEURIAL LIFE CYCLE?

Jee Su Lee



The paper that I wrote was about how entrepreneurial performance might be enhanced along the Entrepreneurial Life Cycle.

In order to define the Entrepreneurial Life Cycle, various literature was used in terms of Market Life Cycle, Venture Life Cycle and Cultural Life Cycle. Based on the given information, the Entrepreneurial Life Cycle model was developed which consists of three given characteristics. Each phase of the Entrepreneurial Life Cycle could consequently explain the market growth, revenue growth and organizational cultural maturity.

To clarify the factors that might influence the entrepreneurial performance, three different moderators are analyzed – explicitness of desirable behavior and vision, consistency of strategy and leadership behavior, and transformational leadership. The evidences from management, leadership, organizational behavior and finance literatures support the findings that could explain the relationships between moderators and the phase of the Entrepreneurial Life Cycle models. As the result, it was shown that all three given moderators are positively related to the entrepreneurial and team performance.

Between the first and second phase of the Entrepreneurial Life Cycle, explicitness of desirable behavior and vision should be emphasized more by the top management, while during the second and third phase the consistency of strategy and leadership behavior and during the third and fourth phase the transformational leadership should be the focus in order to enhance the entrepreneurial performance effectively along the Entrepreneurial Life Cycle.

HOW CAN PARENTS BE MORE EMPOWERED?

Marloes Roerdink



The youth health services in the Netherlands are very successful in the preventive care for children but have to deal with cuts in the youth healthcare budget. The reductions in healthcare spending and the lack of money in the youth healthcare organizations led to change in consultation times and task rearrangements. Due to this, the healthcare professionals work under pressure which is not the ideal circumstance to identify children at-risk. Space and time is needed for attention, reflection and consultation instead of rushing to handle the most important tasks within the set time. Time savings will occur when healthcare professionals no longer have to carry out all tasks for children between zero and four years old. A way to save time is to substitute the tasks of the healthcare professional to parents with the help of an online support service. In this way, parents will feel more satisfied since they become the leader in the healthcare of their child. If it is possible that some form of preventive care can be delivered via web-based applications instead of via the healthcare professional, this will involve the parents in the healthcare of their child. But before this can be realized, it is important to empower the parents in their decision-making about healthcare.

The amount of offered care has increased since the internet can be used to educate and empower the public. This is done by providing information on health and health services and supporting self-help and patient choice based on the empowerment of patients. Empowerment proposes persons as active participants in their management of illness and health, persons become the leader of their own health situation. In this case, it was important to find out if it is possible to empower parents to use an online support service. Before the parents are asked to become more involved in the healthcare of their child, knowledge of the factors that are associated with intentions to use certain online health applications was important as it enables targeting of services and/or the development

of group-specific services. It was essential to find out which factors influenced if parents are capable and willing enough to use an online support service for the preventive care of their child.

Based on a short literature study it was found that persons that accept and use web-based applications often have a high level of health literacy, use internet more frequently and have high self-perceived internet skills, have more experience, are young, are higher educated, single and employed. These factors can all contribute to more leadership for parents in the preventive healthcare of their child. It is important to take these factors into account in a following research, since these can be barriers or facilitators for the implementation of an online support service for parents. Besides that, it is important to find out what the benefits, drawbacks and preconditions are in the opinion of the parents to increase the probability that the substitution of tasks with the help of an online support service fits the parents' needs.

GENDER AS MODERATOR OF THE RELATIONS BETWEEN LEADER EFFECTIVENESS AND BOTH CHARISMATIC LEADERSHIP AND MILD ASSERTIVENESS

Marta Barbero & Rianne van Dommelen



This cross-sectional field study is about charismatic leadership and mildly assertive behaviors of effective male and female leaders. Bob House (1977) and others suggested to combine the charismatic style with assertive behaviors. Displaying leader assertiveness has been identified as an important factor in leadership effectiveness and as an antecedent of attributions of charisma. By communicating expectations of success, leader assertiveness may render the leader more attractive and more effective. However, over-assertive people run considerable risks in their social and professional lives; their behaviors can undermine both relationship and instrumental outcomes. Hence, it is assumed that mildly assertive behaviors contribute to a leader's effectiveness; but does this level of assertiveness differentiate effective from the less effective leaders? Past research has found that effective leaders rely on the benefits of leading with influence rather than control; they have power, but use it sparingly. In other words, effective leaders may need to behave in an assertive way now and then, thus not all the time, and not in abrasive ways.

This paper on charismatic style and mild assertiveness focuses on gender differences. Boas Shamir's research dealt to some degree also with gender differences and one of his last major publications showed that a leader's "femininity" was more strongly related to leadership effectiveness than one's "masculinity". We offer, with our rare video-based studies, evidence on how one aspect of "masculinity" (i.e., assertiveness, in a mild form) plays out across the sexes vis-à-vis effective leadership and how effective men differ from less effective men in terms of the charismatic leadership style.

According to Virginia Schein (1989), the differences between female and male managers tend to be smaller than within the category of female managers. Other than gender variation in child-rearing, she pointed out that there is a great deal of within-gender variation among the group of managerial women: due to earlier peer and work-life experiences. She argued, therefore, that researchers should focus on the differences within the sexes in addition to the more popular focus on the direct differences between the sexes. This present study tests two plausible differences between and within the sexes. Its key question is: to what extent do charismatic style and mild assertiveness contribute to effective leadership and are both effects equal across the sexes?

Based on a review of relevant literature, we assume that effective leaders differ from less effective leaders in terms of both socialized charismatic leadership style and mild assertiveness, but with a twist: in terms of gender differences.

In two separate studies, organizational leaders (n=53) and primary school leaders (n=26) were filmed during regular staff meetings, after which their behaviors were reliably coded. Follower surveys (study 1: n=416, study 2: 248) were completed immediately after each filmed meeting; leader effectiveness was rated by intra-organizational experts. Support was gained for all hypotheses, including the differentiation thesis: leader behaviors of effective women are not the same as those of effective men. The specific evidence obtained supports Boas Shamir's gender- research results and the conclusion calls for more behaviorally-specific field research.

HOW TO BETTER COMMUNICATE AND LEAD IN CROSS-CULTURAL TEAMS: CASE STUDY OF BRAZIL AND THE NETHERLANDS

Stephanie Ferreira



Cross-cultural studies underline that distinct cultural groups are likely to have different understandings of what leadership should entail. This study analyzes cultural differences based on literature research and points its possible implications towards leadership in two different countries: The Netherlands and Brazil. First, it analyzes both cultures within Hofstede's five cultural dimensions: Power Distance (PDI), Individualism versus Collectivism (IDV), Masculinity versus Femininity (MAS), Uncertainty Avoidance Index (UAI) and Long-Term Orientation (LTO). Second, the study proposes guidelines for successful communications practices behind leadership in both countries.

Results: since Brazil is a country with a high PDI, a big distance between superiors and employees is the general rule. In The Netherlands, however, the distance is small. Brazil is a collective culture and people feel strongly connected to a group. For them, in general, the collective interest is more important than the interest of the individual. In The Netherlands prevails the individualist culture and individual interests often surpass the collective interest, also, tasks win over relationships. In both countries, people work in teams, but in an individualist culture, such as The Netherlands, people see the group more as a self-benefit than as a servant of the group.

The Netherlands scores very high in Femininity, while Brazil scores high in Masculinity. Brazil is the 154th of 193 countries in the ranking of Women in National Parliaments (2017). There is only 10,7% of women elected in the country's Lower House and 14,8% in the Upper House. On the other hand, The Netherlands is on the 26th position in the same rank. There are 36% and 34,7% women elected for the seats of the Lower and Up-

per houses of the country's Parliament, respectively. In terms of the difference in the way people of different cultures deal with uncertainties, in Brazil, in general, people deal better with uncertainties than in The Netherlands and are more likely to take decisions taking only the current circumstances into account, rather than the long-term future. In The Netherlands, minimizing every possible uncertainty is the general rule. Also, Dutch people make decisions very much concerned about the long term future.

In terms of communication practices to lead teams in both countries: To better communicate as a leader in The Netherlands, subordinates' opinions should be taken into account. Also, the leader/manager should be open to talk informally with all the employees without formalities, as well as allow them a relatively high degree of freedom in their jobs. By contrast, in Brazil, a leader/manager won't easily receive subordinates' opinions. The best way to get to know employees' opinions about a subject is to set up a formal meeting when in a way they are required to comment on something. Employees of lower levels expect to receive clear instructions of what and how they should do their jobs without a high degree of freedom. In a business discussion in Brazil, the leader will gain the advantage by displaying power and should use its power in order to make the third part to change its mind. In The Netherlands, this type of leader/manager will be easily ridiculed. In a business negotiation, a leader/manager in The Netherlands is expected to be able to find satisfactory results to all the involved parts in the negotiation, in a reasonable way, regarding everyone's point of view and opinions.

A “HEART-CENTRED” MODEL TOWARDS A NEW VISION FOR THE HEALTHCARE SYSTEM

Stefano Coco



In my paper, attention has been focused on the problems that healthcare will face in the next decades. In fact, in the majority of developed countries health care expenditures are going through the roof. Maintaining this trend of rising cost would be unsustainable for countries like the Netherlands. If nothing is done to curb these costs, by 2040 Dutch economy will utilize roughly one quarter of the GDP and one quarter of the working population to ensure provision of curative health care and long-term health care. Consequently, Dutch healthcare will have to become more sustainable. Health care experts and managers from the government, insurance companies and health care institutions are already implementing relevant strategies in order to shape vision of the future of health care in 2040 characterized by both high-quality and a sustainable system.

A “Heart-Centred” model has the potential to bring meaningful changes to health care sharing a common vision between all players of medical industry. In this horizontal model, all voices are heard and valued to reach the best quality possible in terms of patient outcomes. The objective of this paper was also to underline the important role that leadership have in order to nurture cultures that ensure the delivery of continuously improving high quality, safe and compassionate care. Leadership is the most influential factor in shaping organisational culture so ensuring that the necessary leadership behaviours, strategies and qualities are developed is fundamental. There is clear evidence of the link between leadership and a range of important outcomes within health services, including patient satisfaction, patient mortality, organisational financial performance, staff well-being, engagement, turnover and absenteeism, and overall quality of care.

Therefore, leadership development is required to have effective leaders vital for health care. National Health Services are already investing important sums of money in that

sense. For example, in England many tens of millions of pounds have been spent to enhance leadership capabilities across the NHS. Overall, the combination of the vision proposed by the “Heart-Centred” model and the strategies to enhance leadership development need to occupy a main role if a change has to be done in health care within the next decades. The number of resources available will in a first moment undoubtedly decrease. Consequently, the risk is to affect the quality of services. It is therefore essential that all the players of medical industry start to collaborate for finding the correct strategies in order avoid this. The “Heart-Centred” model proposed could promote the vision of a new health-care system in which sustainable and high quality patient outcomes are obtained by using the head and following the heart.

PAY-FOR-PERFORMANCE METHOD USED TO IMPROVE AND CHANGE THE PERFORMANCE OF HEALTH CARE SYSTEMS

Sanne Bentum



Countries and institutions across the world are constantly searching for ways to improve the performance of health care systems and the added value of health care systems. Especially providers of health care play a leading role in these developments. “Value Based Health Care” is one of the mechanisms used to improve performance. Porter and Teisberg (2006) describe eight principles of value-based competition, but they mainly state that value-based health care should be focussed on value for patients, not just lowering costs. This focus on the value for the patient is required to make responsible decisions by decision makers and clinical management of a health system or health delivery organisations. Patient value is the definition of patient relevant medical outcome divided by the related costs (Porter, 2010; Porter & Teisberg, 2006).

Besides “Value Based Health Care” purchasing mechanisms are seen as a key to make health services deliver better quality of care. For example contracts, central in purchasing, can motivate health care providers to take account of issues like prevention (Figueras, Robinson, & Jakubowski, 2005). An example of a purchasing mechanism is the “pay for performance” method. This is actually an initiative that rewards quality and focus on safety and error reduction (Porter & Teisberg, 2006). These two methods are very different models. The method of “Pay for Performance” and the way this is implemented, with examples of initiatives, will be further explained in this paper.

What is “pay for performance”? As said before “pay for performance” is a way to improve safety, reduce errors and most importantly rewards quality. This payment model, also known as “value-based purchasing” or “incentive pay”, provides financial incentives to physicians, hospitals and other health care providers to achieve optimal outcomes for their patients and to carry out improvements in quality of care, efficiency and overall

value of healthcare (Affairs, 2012). Incentive pay is originated from and widely used in economic analysis and policymaking. By motivating individual people to be more efficient at work, it is expected that incentive pay schemes improve relationships, raise job satisfaction and lower waste of capital or material (Bryson, Freeman, Lucifora, Pellizzar, & Pérotin, 2011).

The method of “pay for performance” provides a bonus or financial incentive to providers if they fit to the agreed quality or performance measures. Furthermore, this method can also appoint financial penalties on health care providers if they fail to achieve the agreed goals or cost savings (Figueras et al., 2005). In the last couple of years “pay for performance” gained worldwide interest, the method is implemented in several high-income countries, for example Australia, France, United Kingdom and the Netherlands. And additional is even implemented in low- and middle-income countries like China and Tanzania (Eijkenaar, 2013).

Implementing this “pay for performance” method asks for leadership, in improving the quality of health care. Care delivery systems are “complex adaptive systems” and therefore behave unpredictably. Mostly because of the several stakeholders involved, namely professionals (physicians and nurses), the community and the macro system (regulation, policy, insurance companies) context of each organization and care system.

The interest in the method of “pay for performance” is worldwide spread, and still growing. Despite the overall optimism there are also a lot of mixed results (Rosenthal, Frank, Li, & Epstein, 2005).

Suggestions for the future that are made in the illustrated initiatives is for example to set a minimum target and in addition not to give that much restrictions on what the providers could spend the money on (Pleaver, McCarthy, Emmerson, & Groves, 2012). Especially, reporting data for the eventual collection of data is very important. In some way that could be more encouraged among providers, by facilitating proper health information technology. Only then can performance lacks be identified in a proper way which might result in further improvement of the whole process (Affairs, 2012; Gravelle, Sutton, & Ma, 2008; Yanagihara, Yegia, & Erickson, 2016).

Supporters of this method address that the main aim has been motivating providers to improve and measuring the quality of care. Reducing costs is an element that just recently is added in the programs, and what is seen as equally important. Thus, lowering the costs should be one of the aims to focus on, next to constantly monitoring the quality of care (Affairs, 2012).

Current designs of various “pay for performance” are not optimal due to lack of knowledge, and designing an effective program is really complex. To gain as much benefit as possible out of a “pay for performance” program, evaluation should be conducted to determine requirements and any possible long term effects (Affairs, 2012; Eijkenaar, 2012).

