

UNIVERSITY OF TWENTE.



CHANGE LEADERS
2014-2015

the
change
leaders

A Master Honours Programme

Academic year 2014-2015

UNIVERSITY OF TWENTE.



INTRODUCTION

Change Leaders is a masters honours program at the University of Twente. It is designed to develop leadership awareness and individual leadership capabilities among the brightest university students. It is meant for students with different backgrounds, fields of study and origins. Therefore it has the purpose to find a common language in the umbrella of leadership.

The participants this year account for a high diversity in terms of, amongst others, origin and field of study. All of them are in the top 10% of their class, have high involvement in extracurricular activities and high engagement in their personal development and goal setting. This year's participants were selected on the basis of a multi-step sophisticated selection procedure. They met and had discussions with brilliant academicians, successful CEOs and book authors to create their very own picture of leadership.

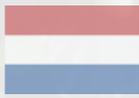
This was the second year of the masters honours program. It had the focus on developing one's personal leadership competences and contribution to advice- or change projects within a cognitive and an experiential part. The program consisted of lectures with the newest concepts in the area of leadership and change management, inspirational workshops, project work and individual attitude shaping through personal coaching. Within this program one learns to recognize different forms of resistance to change, gains knowledge about various interventions, such learning in teams and reflects on the own role as a leader or contributor to a change/advice process. Different topics included (amongst others) manager's emotional intelligence, objective performance, global branding, leading of knowledge-intensive companies, organizational culture, behavioural and cultural governance and personality testing.

This year's program structure consisted of three modules, which correspond to 15 EC in total and had both, cognitive and experiential character. It started with the cognitive part, which focused on "change" and "leadership". This part consisted of lectures and tutorials, and included pre-reading preparations, discussions and written post-meeting reflections. It was concluded by the selection of a topic of interest and its examination, as well as the writing of a topical paper on the basis of desk research. Within the experiential part, all of the participants got a psychometrically valid personality assessment, which was used as a guide towards the individual further personal development. Skills trainings and inspirational workshops took place for all participants, where individual contribution was valued and team work required. Furthermore, every participant chose an individual project and used it to put the own abilities and competences to the test. Next to that, weekly individual coaching took place to support and further develop the selected facets of the personal development plan.

As a result one forged a link to the own "inner world", created a link to the own behaviour in communication to others, developed a link between one's behaviour and the creation of a productive "team" and recognized the connection in the own way of being, one's behaviour and the objective results. We dare, because "life begins at the end of your comfort zone" – Neale Donald Walsch.

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FRANK BRUSSEL

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*“You can’t always get what you want,
but if you try sometimes,
you just might find,
you get what you need”*

— The Rolling Stones



ABSTRACT

In the Change Leaders course I have focused on personal growth, mostly aimed at accepting imperfection, focusing my activities on that what really matters to me in the long run and spending more time on pleasurable activities. Although this is more aimed at individual improvement, it will enable me to be a better leader. First of all, because leading is also about being a good example and being a well-balanced professional. Furthermore, this enables me to really focus on those areas of expertise that I want to be a leader in, without losing myself in work and forgetting leisure time. The prospective outcomes are that I'm more easygoing with the quality I try to achieve, prevent postponing actions and have more clarity and peace of mind because of my focus on specific goals. The value of the Change Leaders program is to me, the option to start working from an academic standing point, based on research and literature, then to exercises in skills and finally, to a practical project, in which I can effect a change in my own life. The topic, Change Leadership, is very relevant to me. For instance as a designer, in which change is ever abundant and leadership is required to get to the best solutions on the table and change leadership is required to implement complex products and processes in everyday life and work. Moreover, it resonates with me as I have the ambition to start my own company, aimed at delivering interactive products that support people to be at their most productive or creative, in which technology serves and allows versatile and lean usage, fit to how we intuitively interact with everyday objects. To further specialize in that direction and someday be a leader in the field, this program has given me assistance both, through personal development, as well as specific skills and abilities.

EXPLANATION OF MY QUOTE

Why have you chosen this quote and what does it stand for?

To me, the first part means that I should sometimes stop striving for perfection, as it's not always possible to attain it. That does not mean I should stop trying, as that would be far from my nature, but I should balance it. And if I do that and focus my efforts, it will yield the results that are most important to me. Moreover, to me the quote is very supporting and positive. Even when life doesn't seem to go where you want, if you'll work for it, you will get where you'll need to be. Although I'm not religious, it describes my faith that things will work out in the end. Lastly, sometimes what we want is not what we truly need. The quote reminds me that it is good to take some distance from current wants and look more deeply for what I truly need.

COGNITIVE PART

The lectures in the cognitive part provided a solid groundwork for the upcoming program. The planning with the lectures of this first quartile was one of the main things that made me decide to follow 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. One aspect, which I noticed with almost all of them, is that they were not just reciting a story but really interacted with our group, tailoring their talk to what questions we raised before and during the presentations. This showed me how important it is, as a professional, to not just have a story to tell, but also connect with your audience to find out what kind of story they'd like to hear. This was one of my experiences that leading depends on more than telling, and also very much depends on listening.

I'd like to highlight one of the lectures and an article provided for another lecture. The lecture was that of Bert Heikens, the recently retired chairman of AKD (one of the top Dutch law firms). He told about his experiences in leading the company and the different strategic choices that he and the board of the company made over the years, mostly with respect to the internal culture and remuneration. He discussed how employees can be stimulated to be top-performers. He regarded both, the remuneration system they had, which was based on individual merits (which turned out to be a lot of work) and the subsequent system of knowledge groups. It is interesting how unsolvable issues arise, for instance whether to group people who complement each other (in order to provide the customer with groups that have a broad expertise) or to group them based on what they have in common (so that they can learn from each other and have more opportunity to study the field in depth). Another interesting aspect con-

cerns the working culture of companies, especially that of a high-pressure environment such as he described. Positive aspects are the possibility to rise high and fast, profit maximization of the company and a culture, where only strongly motivated employees stay. However, there are also negative aspects, such as the stress it induces and health or psychological issues that come with it. It is a balance, in which there is no right or wrong as there are multitudes of successful companies all around this spectrum. However, it is important as employee or leader to find a company that fits your ideas and personality. For myself, I have recognized that I'd like to work in a company with strongly motivated employees and where your own merits determine your advancement, but not to every extent. A culture described by characteristics, such as work hard / play hard, up-or-out, survival-of-the-fittest and where working in the afternoons and/or week-ends, is not where I would want to work.

The article I'd like to revisit (while writing this I have read it again with pleasure) was one of David Maister: Strategy & the Fat Smoker. In it, he shows how many people and companies continually talk about improvement while not actually advancing towards their goals. The title references to people, who would benefit from a habit change: it is not that it is hard to find a strategy that would be better. However, if this would have been that simple, wouldn't there be far less overweight or smoking people? In many cases a strategy is sought for a problem that the individual does not fully subscribe. Therefore, it is important to choose your problems wisely and not waste efforts. He strains the importance of continuous improvement on those things that truly matter, to which some pointers are given (in an eloquent and fun way).

One of my insights was a consequence of the lecture of Marcel Veenman in the UT's Week of Inspiration. His presentation regarded excellence within students and thus provided a kind of meta-experience, in which excellence was discussed as part of this honours program. He showed that the potential of excellence is created by the joint effects of intelligence (including IQ and EQ) and meta-cognition. Meta-cognition is defined as the What, How and Why of task performance. Examples of these meta-cognitive skills are planning study activities, reflecting on the learning process and governing the own learning process. He stated that persons, who score higher on the joint intelligence levels usually have lower meta-cognitive skills, as those are less needed to reach a similar result and thus, practiced less. This was something I could relate to myself for some of the skills, as I tended to rely heavy on last minute high intensity bursts of work right before a deadline, instead of spacing the workload through time. And indeed, this is something I have gradually picked up through high school, as I noticed that I still succeeded with less time spent on preparation. This made me wonder whether self-discipline is also a part of the meta-cognitive skills and this was a first step towards my coaching goals, in which self-discipline plays a role.

During this first part of the Change Leaders program my most important experiences were the discussions with fellow students. As part of the assignments we had to deliver previews of provided literature and reviews of the content of each lecture, in small groups of students. I noticed that these were very effective and fun, as we all had the drive to discuss the contents and inspire each other with questions and insights. Another interesting and positive experience was concerning the management of the program: there was always the possibil-

ity to discuss how the course was organized and offer experiences and tips, which were received well and when possible, integrated in the course or kept in mind for the program next year. This corresponds with my feeling of excellence, that it is not necessarily a status but more a state of mind to always strive for improvement. Then again, this has the risk of being perfectionistic, a topic also addressed in the coaching part.

EXPERIENTIAL PART

The second part was aimed at Skills Trainings, aimed at behavioral preferences, teamwork, project management, cross-cultural management, inspirational leadership and coaching. An important aspect was that in many of these trainings there was the opportunity to practice at the hand of the exercises provided by the trainers. The quartile started with filling in an Insights Discovery test, which was used to compile an Insights Discovery Profile, which I will comment on in one of the upcoming questions.

One of the speakers was Arnold Enklaar, writer of the book "Nederland, tussen nut en naastenliefde" and an expert on cultural differences. This was interesting, as leading is not done in a vacuum but in a context and environment. Many companies nowadays are active in multiple countries and/or employ people with different cultural backgrounds. Culture is described in this context as the behaving and thinking that is typical for a specific community. Following that definition, it is a question of nurture, not of nature. One way of defining culture is through the cultural dimensions of Hofstede: power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance and long term versus short term orientation. However, Mr. Enklaar stated that culture is too complex to put

in these five characteristics and that examples exist that have separate characteristics, while belonging to one culture. He argued in favor of an anthropological description. This textual description aims not just at the how, but also at the why of differences. Thereafter, the speaker offered two different paradigms on differentiation of cultures: that of Social cultures versus Egocentric cultures, or “I” versus “We” cultures. This was an interesting turn of opinion, as it was previously argued that five dimensions are not enough to differentiate, then two dimensions certainly wouldn’t be enough. All in all, it was still very interesting. In the end I think that the differentiation between cultures is such a complex field that it will remain difficult to draw clear borders. For me, each of the offered models might be not entirely true but they did prove to be helpful in understanding differences that exist and to which accommodation is necessary, to be successful.

The lectures that offered the most insights to me were the two lectures of Daniëlle Klaassen and Tinka Stertefeld. They discussed and trained us with regard to project management, specifically in how to effect changes in a company (such as achieving a successful takeover or merger of companies). They talks us through all the steps from the model of Kotter and enlightened them with practical examples. At that time, I was working with others on a project, in which we tried to introduce a new method of evaluating courses in my study. This was very comparable, as the new way of evaluations had a different approach and required a different mindset than the previous method (the new evaluations are based on direct constructive organized discussions between student and teacher, while the previous evaluations used quantitative measures and were paper-based). This made the content very applicable to me and I could immediately try to incorporate it in my own project. I recognized both, aspects that I, without knowing, had done accordingly and aspects that I did not yet address. For instance, the first aspect of the model

is creating a sense of urgency (a burning platform) that communicates the need for change. In my case, this was through the ongoing struggle to get comments from all teachers on the written evaluations and the decreasing response of students to the questionnaires because of the increasing number they had to fill in and to which they experienced little to no feedback. A vision was created as a tempting perspective: that students would feel more involved, teachers would spent less time on paperwork and both would communicate more concerning possible improvements (both, during and outside of the evaluations). We already had a good coalition, with the right people to effect this change. We have engaged employees through a pilot evaluation and based on the enthusiastic reactions progressed rapidly in making it available for future evaluations (implementation). In the last phase, that of consolidation and sustainment, it went less smooth. With hindsight I thought too easily that the new procedures and way of working had been incorporated fully. In reality, it was not yet clear enough and there was not enough practical experience by those, who would perform the evaluations from now on. This was amplified, because one other team member was less available due to another project. This resulted in stress for those, who had to perform the evaluations and an evaluation that could have gone better. That prompted me to be more active, further guide the implementation and start writing out the new procedures with the evaluation committee coordinator. I found it interesting, how Kotter’s model described our project quite comprehensible and I think it will offer a good framework for future projects.

The Insights Discovery profile is based on an online preference evaluator and resulted in a complete description of, among others, my personal style, strengths & 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 beforehand. Most of the ob-

servations I could relate to, both, positive as well as areas for improvement. I will highlight some of the things, I noted in the report

“He is not usually aware that he is denying himself pleasure; he is so preoccupied with what he “should” and “must” do that he rarely steps back to ask himself what he really wants in life”, was an eye-opener for me. If I look to what I do, I am busy for quite a lot with what I think I should do and with achieving good results and I focus less on things I do for pleasure. The positive side is that I tend to achieve and do not miss many opportunities. The other side, however, is that sometimes I’m not motivated anymore, just because there is so much to do and I actually need some spare time. This is one of the things addressed in the coaching. With regard to decision making, it is noted that I am extremely realistic and may have an endless supply of solutions to whatever challenge. Other characteristics of my decision making include practical, realistic and thorough (although I could benefit from communicating my decision rationale more clearly). This all is recognized by some of my friends, who read the report and myself. Some key strengths are that I am pragmatic, maintain high standards and have a good situational analysis. My suggested weaknesses focus on the social, I can appear too unemotional or uninvolved with others or may step on the toes of others, to achieve objectives. I have experienced this and it is indeed something I will need to stay aware of, to prevent it from hindering me.

To me, one of the most important parts of the report are the possible blind spots. Because I keep most thoughts to myself, I can appear arrogant and self-contained. Indeed it sometimes feels unnecessary to me, to share my reactions feelings and concerns, while it could improve my relation with the other or the team and be beneficial to the process. Moreover, this might result in tending to rethink certain ideas continually. Also, because of my tendency to work hard and strive for per-

fection, it can clash with others, who have other goals when I attempt to impose my standards. This is something I recognize from group work, in which I could always cooperate most with others to whom I can relate most and most struggles are with group members who share these tendencies less.

Some suggestions for development are given. Mostly, these allow me to be able to be more at ease with behavior from the other quadrants. On the social field I could make a special effort to show appreciation and allow people to do their own things. This can be aided by relaxing more and laughing at myself sometimes. In judgments I could try to become less objective and trust my feelings more. Moreover, I should accept that perfection is a rather obstructive standard to constantly aspire to. This corresponds with my persona. On the Insights discovery wheel my conscious position is that of directing reformer and my less conscious position is that of observing reformer. In my case, there is not much difference between my conscious and less conscious position, both are close together. In the wheel this corresponds with purple, between blue and red. This also corresponds somewhat with a Belbin team role profile from a few years earlier, where I scored high on the aspects of Chairman and Implementer.

COACHING PART

The coaching goals that I wanted to address follow from the previous assignments, reports and the Insights profile. I chose to work on focus, self-discipline and planning. My objectives of the coaching were to change my behavior: that I would make conscious choices in what tasks I decide to perform and that I perform those tasks that I decide to do. This means less time wasted on activities that are not my priority and more time spent on activities that benefit my long term goals. Additionally, I will spend more time on pleasurable activities. The improved work/play balance and

the focus on specific goals will give me more clarity and peace of mind. These goals are more aimed at personal leadership, than at change leadership. However, this fitted most, what I was currently struggling with and I am grateful for the opportunity to work on these aspects. Perhaps the previously mentioned project, concerning the new way of evaluating courses, would have been a more fitting project. However, that had already started very early in the year.

At the end I wonder if I could have done things differently, to make the more use of this possibility. Perhaps I could have learned more from it, as the objectives I set, were more a change in my life than a specific project and therefore, it was sometimes harder to see quick results, which made the end of the project less clear to me. Perhaps the most important part is that I learned new things and went outside of my comfort zone during the coaching process. To that end, the exercises and assignments provided by the coach, Thea de Kluijver, helped me a lot. For example, I was given the assignment to enjoy procrastinating. I had expected that to be quite easy, and to not change much. Naturally, I still tried it and then found that it was actually quite hard to do. Moreover, I noticed that I had the option to either do something that I truly wanted to do and enjoyed or that I might as well do the task that I was postponing. This helped me in doing more pleasurable activities and making a conscious choice, which activities I would and wouldn't do.

There were situations in which I was successful also thanks to the coaching and preparation. For instance, in group work in the regular courses for my master's program. I'm now more able to let things go, if something is not done to my standards. In the past, I would have pulled more than my own weight and tried to fix things that were not yet right, even if it would take me time and I wouldn't enjoy it very much. I have both, become better at stopping myself doing that (and just letting it be

or seeing if somebody else picks it up) and in starting to communicate this with the group.

Another difference is that I now use a list tool (workflow) to easily order and capture my thoughts and actions. Anything I think about, is put in this list. This helps being constructive and prevents thinking in circles, pondering over the same things over and over again.

VALUE, OUTPUT, IMPORTANT MATTERS

It is really hard to say what has been of most value to me from this Honours Program, as all different activities contributed in their own way to the end result. The lectures in the beginning provided a solid groundwork and through the pre- and reviews connection to the other students. The second part offered the opportunity to practice some skills to improve at them. The practical approach and the fun activities were very positive. I think that this part could be extended a bit, to offer a wider range of skills. I think that it could also be positive, if some of these skills would fall under the broader category of professionalism or personal growth, not just leadership. The coaching in the last quartile gave the opportunity to work focused on one project and really try to instigate a change in behavior, in my own life. In the end I think that of most value to me were the interactions with the other students, the teachers and the coach.



RICHARD OLIVEIRA

MSc Business Administration
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“Being a Change Leader is the ability and necessity to be always aware of the specifics of myself to be a better person and consequently a better leader, generating a real and meaningful contribution”

ABSTRACT

In the process of my career development I have always tried to work, combining three pillars: academic activities, volunteer projects and work experience. Thus, I focused on participating in programs that could contribute to my background, combining theoretical learning, practical development and conscious empowerment.

Academically, I participated in research projects, which taught me how to prospect, analyse and synthesise information. I also have been involved in volunteering activities, developing social business in poor regions of Rio de Janeiro (Brazil) or helping people to learn how to reduce their stress. Professionally, I was an intern in different companies and thereby learned how to understand actions to positively impact society and learned to be a more efficient and ethical professional.

Those experiences taught me the importance of a meaningful and collaborative participation to change the society and how creativity is the root to do that. Experimenting the world as a "creative lab", I found my inspiration at the intersection of design, innovation and business development.

With the upcoming end of my degree program, I took the exchange to focus my studies and development on creation and business development . Due to the recognition of University of Twente on these themes and its educational culture, there was no doubts that here I would be able to give my best to develop myself.

With this Honours program, I mainly intended to go deeper and develop my leadership skills related to emotional intelligence, effectiveness, how to take the best of my capacities, my communication skills and working in a culturally diverse environment. Also, learn to recognize good practices of different solutions and synthesizes them to better meet the necessities of the market and society.

I am glad to see that now, in the end of this programme, most of these expectations became real and the transformation was much deeper than I could imagine. Instead to just help me to become a better leader, it helped me to really get to know myself and realize, what my values and talents are. It was a challenge that enhanced not just my career, but principally my personal empowerment.

COGNITIVE PART

When I started the Change Leaders Programme one of my principal objective was to understand, what it means to be a leader in an environment with knowledge-intensive companies. To understand how companies are changing their structure to enhance the innovation and knowledge development, it is important to be aware about the leader's role to support this changing.

During the Cognitive meetings it was very clear that the importance of the leader is being recognized by the people, which he/she manages and interacts with. However, despite the managerial aspect, a solid relationship should be built not just with the own employees, but also with all stakeholders and, in some cases, with customers. Experience and learn how to approach this reality as a leader, was the most important achievement.

The inspirational leadership was shown as an important tool to lead the organization and its employees further than their boundaries. To succeed, the leader must understand what is demanded from him/her (the job description) and the expectations of the stakeholders and collaborators. Understanding well its importance, the leader is capable to delegate and motivate the workers. Meanwhile, understanding and dealing with different cultures, managing a large number of relationships, become new and challenging tasks to driven companies and teams.

This scenario is important, mainly when a knowledge-intensive market is considered, in which the organizational values and culture are now strong forces to guarantee autonomy to the workforce. The leadership influences and enhances organizational culture helping employees to decide what results and directions must be taken to grow and develop the business. This allow

each worker to be self-managed in any kind of company through the collaboration between employee and organization. However, trust and loyalty must be developed at all levels, in order to bring great results.

In the end, the most powerful learning is that by understanding different personality profiles, it is possible to enhance the employees' results. By matching the job description and competences requirements to the employee profile, companies can have the better of their talents, while making them more comfortable to deliver better results. Companies often fight for talents, who can promote shared values between them and the organization and also do not lack in motivation. Much of this endeavor can be optimized, if the job description and personality character of employee match together with the leadership profile.

SKILLS PART

After the intense lessons of the cognitive part, learning how to recognize leadership inside an organization was the next step, focused on skills. Focusing mainly on how to lead a team in a project, how to develop culture and analyse personality profiles, this phase of Change Leaders was very geared toward practical learning. It is important to say that it would be even better if the assignments were practical cases, instead of essays like in the cognitive phase. However, it did not take the value off of this phase.

Among these practices, the project management and organizational culture development were interesting to show how to have a practical role inside a company and work with a team to generate results. However, the most important insight was to recognize how different profiles and leaderships can be

developed in different scenarios. Depending on the expected results the team can be settled to better work together in favour of the company strategy and employees characteristics.

Meanwhile, the meeting about the differences between cultures really inspired me. Was amazing how the environment can change the relationships and how tough a managing of a multicultural team can be, apart from how enriching it can be, due to its different points of view. Together with the Cognitive part, this theme motivated me to develop my next personal project, which is learning how the creative industries leaderships are differed by different cultures.

However, the most important meetings were, indeed, during the coaching process (skills meetings). Together with the efforts to recognize and build my personal profile, they have driven me to an intense journey about my self-learning and my participation in every project, activity or relationship that I take part in. Learn to know my profile and how I can use this knowledge to bring the best of other people and projects that I participate in. Meanwhile I discover what to develop, was at least intense and truly transforming.

Fortunately, I could take the Insight Discovery profile twice in different moments and it helped me to realize the changes that were happening inside me. Together with the Martian meetings, this gave me a lot of awareness and prepared me about how to go through it. Next to the Changing Leaders Programme, I also participated in some workshops about personal branding and career development that boosted the power of this experience.

Of course, all these were just a kick-off for my personal development but it is undeniable, how important it has been to myself. I can definitely say that

the Cognitive and Skills part of the program became a strong base to all learning and development that came with the coaching part of the programme. They really helped me to realize what role I want to put myself in and what I had to start developing to get this.

PROJECT

One of the learnings that the previews part taught me, was to discover my values. One of the most important of them, is to generate real and meaningful contributions to the community, together with creative and inspirational work style. I also learned that I used to push myself too hard and this was driving me to choose unfeasible projects, affecting my anxiety in a way that failed my efforts. Within this phase I learned, not just to use my values to improve the activities that I take part in but mainly, to evaluate the practical strategy to make it happen.

At first, I really wished to create a project to empower the community and therefore, I came up with the idea to plan a model to teach youth on how to use entrepreneurship and creative tools to improve their communities. For a nine weeks such project was huge and I wasn't aware, how difficult it could be. Fortunately, together with the coaching sessions, I started to realize it and evaluate, how I could come up with a project that would be feasible and attend to my values at the same time. This was a really important step in my development and in my capacity to succeed.

After several brainstorming sessions and changing some ideas, I decided to use the Social Cohesion Design course as a project, which aims to develop a Community Integrated Product System, i.e., a product or service, which enhances the community

cohesion. At this class we had to create a street furniture to the Twekkelerveld, neighbourhood of Enschede, together with real companies and the local municipality. For this course, multidisciplinary groups were arranged and assigned to a client.

In my group there were three members, a Dutch designer, a British liberal arts student and, me, a Brazilian business student. Together we were assigned to work with SOWNet, a technology company, which has a porch lamp capable to change colours and connect with other lamps through their own network. Our challenge was to generate value for this product, connecting neighbourhoods in Twekkelerveld. Despite the product creation and business strategy itself, for the leadership process, this course allowed me to work together with a multi-cultural and heterogeneous background group including both, private and public actors.

In the end we were able to truly understand the customer needs, explore each other's talents and create a real product that could help the municipality and companies to better communicate with people from Twekkelerveld. Learning how to use different points of view and develop an idea that would improve the people's life, was challenging and also a very rich "lab" to experience all the learning points from the Changing Leaders process.

COACHING PART

If the Cognitive and Skill parts were important to my development during this year here in The Netherlands, there are no words to describe how important was this sections to it. Since in the very beginning I decided to be not an "open mind", but an "open heart" to this process, giving my best.

THE EXPECTATIONS

All the process started before the coaching sessions started. With the Insight Discovery profile and Personal Branding I was able to realize what are my real values and brand are. They are shown below.

Values (What drives me).

- Enthusiasm and gratitude
- Care for others and all relationships
- Creative and inspirational work style
- Collaborative Development
- Meaningful contribution
- Focus on learning and experience

Brand (How do I present myself to others).

- Enthusiastic and positive thinking
- See barriers as challenges instead of problems
- Generate creative and meaningful results
- Driven by values and learning
- Motivate and contribute to the team development

With this information, I started to think about my expectations and what I really wish to develop during the coaching sessions. These values and brand awareness helped to me to better recognize my strengths and weaknesses and which points I should improve. I split them into two groups as below.

Main Development.

- Emotional intelligence and confidence
- Decrease anxiety and procrastination tendency
- Recognize the big picture and different points of view

Interesting to be Developed.

- Improve effectiveness and best shot success
- Improve communication skill

- Develop mind-set and influential tools
- Work with a cultural diverse environment

With these expectations settled, I was able to work together with the coach Laurens Veltman to develop myself and to go deeper into my self-learning. During the process these points were developed, however, in the course of the sessions, other issues started to be improved, proving to be the roots for the "Main Development" points. Recognizing how I play my role in the society and in my relationships, together with how my belief can affect me, positively or negatively, started to be central in the sessions and in the end were the main source to improve myself.

LEARNINGS

The learning process was focused on four big issues: manage time to reduce anxiety, recognize and mitigate the source of procrastination, be self-aware about own roles and recognize the effect of my beliefs on myself.

Manage time to reduce the anxiety.

The coaching sessions were triggered by the project and therefore, the starting point was how to manage my anxiety. In the beginning, I recognized that very often I push myself to do as much activities as possible, in order to learn more. However, the consequence was that I became overloaded and sometimes failed.

To change this I first started defining, how I would like to manage my time. I have to define how I would like to split my activities during the day and how much time I would have to spend on every single one. These activities were from the time spend with family/friends to personal projects, working and studying.

This strategy helped me not only to better define, how much effort I have to dedicate to my responsibilities, but also to define, which activities I can do and their

impact on my development. Instead of starting to do as many things as possible, I started to be aware, what I really can do and what is just my anxiety working.

Recognize and mitigate the source of procrastination

The second step was to understand and mitigate of the procrastination source. The insight of the step was to realize that as the same time I was overloaded with different tasks, I usually did not have time to enjoy my achievements or just relax. This used to make me feel like I was not able to finish what I started so, in the most of the situations I either gave up or pushed my tasks until the deadline delivering a result that could be much better, if I did not procrastinate.

With the coaching sessions, I started to realize that I was so committed to extra activities that I was not expending time to relax or just do things I enjoy, which was affecting the quality of my accomplishments. The lessons of how better to manage my time with not just my responsibilities, but also with moments of joy and establish priorities in my to-do list, really helped me to be more productive and confident about my capacities.

Be self-aware about my roles

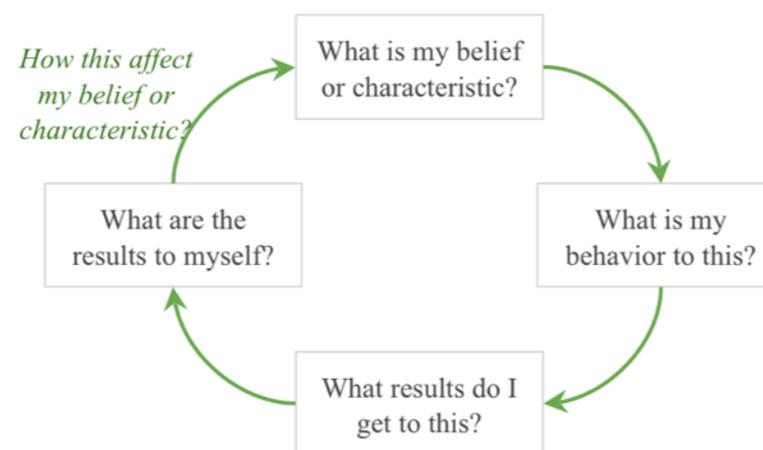
After redefining my work strategy and how I manage and prioritize my time, the process started to become deeper. This phase was highlighted by the recognition of how my values are really translated into actions and how this influences my roles as professional, student, friend and with my family. It was not a structured process like the other phases. However, the work developed was to recognize, how I see myself in different scenarios and how I let this influence the different roles that I play in life.

This abstract phase had and still have a strong result on letting me recognize what kind of barriers and fears

restrict me, even unconsciously. This helped me to have a stronger mind about who I am, have more compassion and be truly real with me and the people, surrounding me. At this moment the journey starts to be really transforming and generated results that are already perceived by almost all relationships that I have around me.

Recognize the effect of my beliefs in myself

At that point the coaching process I started to change myself deeply and I started recognizing how my fears and believes blocked me to use all my potential and to be true with myself. To support this the coach taught me a tool to recognize how my believes or characteristics really impact me.



With this tool I became able to take a step back and understand how a reaction to several situations allows me to better understand and manage, what is affecting me negatively or positively. It helped me to be less reactive to things that happen surrounding. Together with all other improvements I started to develop a more conscious and stable emotional intelligence, that now can be improved.

CONCLUSION

I could highlight as the most powerful value acquired in this program, the ability and necessity to be always aware of the specifics of myself, to be a better person and consequently a better leader. I realized that the more I know about my angels and my devils, the better I can deal with others' angels and devils. It is a matter of empathy, solidarity and vision - which are key qualities for leadership at this era, when the people, their values and beliefs are the centre and main capital of any organization.

All the lessons that configure this process - which is a continuum and mutable task, are important and must be a diary practice to become not only a better leader but also a better human. At this point, it is important to say how this program interfered in my personal life. Apart from improving my relation with my fears and needs, being open-minded about myself also improved how I deal with these questions with my family, friends and close people.

The learnings about leadership within organizations must be applied in personal life, in order to be authentic and feasible in the daily life. How could someone be a solidary boss but a unilateral friend? How could one be willing to discover their own managerial skills during the working hours but be closed to discuss their relationship with beloved ones?

Another point is the lesson of being the most open as possible. There is no absolute truth or truth holder. What a leader can do, in order to deal with different positions, is working as a filter and extract the best of each vision, giving back to the sources shaped results. Here, openness also means to be aware that there is no position or hierarchy ensuring the most valuable opinions. It can come from the unexpected sources. Thus, being humble is also a key at this point.

The common sense about leadership often relates to this ability with domination, power and subordinates. This is not only an old fashion style but also an inefficient way to conquer commitment. There is a fine line between fear and respect, and the wisdom to distinguish both is crucial. One brings obedience, another cooperation.

Leadership is beforehand service. People are willing to trust and follow voluntarily those who are open, change-minded, humble to recognize their own weakness but sapient to bring their strength and also empathetic enough to do the same for-and with them. Being able to deliver such demands requires the vision that the leader is a part of the puzzle, not the whole picture.

After all, this experience can be summarized as:

Accomplishments.

- Be more aware and open to myself
- Make real feasible choices
- Recognize what is really positive for me
- Better plan and evaluate my responsibilities
- Trust myself more to have a better role

Next Steps.

- Improve emotional intelligence
- Better understand the big picture
- Improve communication skills
- Develop mind-set and influential tools
- Be more aware to serve others



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*“The only time ‘success’ comes before
‘work’ is in the dictionary.”*

— Harvey Specter

ABSTRACT

Within the honours program, each of us had to choose for one big project. My project was my master thesis. This is by far more the biggest project within my studies; of course, we all wrote dozens of papers, a bachelor thesis, completed assignments. However, the master thesis is by far the longest-term commitment to a research area within our 5 years of study, which one is able to and has to shape on one's own terms.

This project was a huge challenge for me, which is good because I enjoy challenging myself ☺. The reason for this is that I did my master thesis, having three supervisors – two from my university and one – from the organization I worked with (TNO) on this project. Next to that, it is a project on the interface of Finance and IT; two areas many people wouldn't dare to set a foot in. Furthermore, the time frame is fixed, since I wanted to graduate not only with noble results but also within the expected period of study. Lastly, I had to adjust to the new (for me) educational system in the Netherlands and specifically the one of the University of Twente and make the best out of it. Those were the goals and challenges I was facing. The outcome was a conceptual model that I developed for the company in the application area of Linked Data within the financial services domain. This model has been used by the company for clients before even my thesis was published; completely finished. Furthermore, I managed to keep the communication during and at the end of the thesis open and sincere, which led to satisfied participants. Next to that, I kept my passion on the subject, worked with great pleasure on it every time and managed to divide the work load quite evenly throughout the period.

COGNITIVE PART

The cognitive part was a great start in the “Change leaders” program according to my opinion. First of all, it helped creating a positive atmosphere among the group. We were sixteen students, all with different backgrounds and interests, being complete strangers for each other in the beginning. By the end of the program, we worked together, wanted to meet and do things together, some of us even started thinking of developing business opportunities together. Second, it allowed us to get to know each other better and create informal groups, during the compulsory pre-readings, written previews and written post-meeting reflexions. Halfway to the program we had no troubles, changing teams, finding team mates, as well as people, sharing an idea or a passion. Finally, the cognitive part of the program delivered important messages and disclosed different perspectives on leadership, as well as various leadership styles. This way each of us had enough information to decide what leader he or she wants to be. We were introduced to some of the newest concepts and tendencies in the area of leadership and change management. Different topics discussed were (amongst others) manager's emotional intelligence, objective performance, global branding, leading of knowledge-intensive companies, organizational culture, behavioural and cultural governance and personality testing. We got in touch with these topics in the form of open discussions, lectures and pre-readings of contemporary, partly not even published yet, literature. Some of the lecturers were bright academicians, whereas others were successful CEO's. Furthermore, all of them came from different fields, which gave the chance for each of us to find an expert in his/her area of interest.

For me this area of interest is management consulting within the financial domain. Therefore, there were several sessions that I valued even stronger. One of those was the lecture by Dr. Paul Kloosterboer. He is a man-

agement consultant in Amsterdam. The focus of his session was “Organizational cultures and emotions”, which was quite relevant for me from my perspective. The reason for this is that I'll be graduating in less than a month, have taken care of my study results, extracurricular activities, the creation and maintenance of a network etc. The planned next step is to start working myself with the intention to rise quickly through the hierarchical steps and become a successful leader myself. However, no one is capable of doing so, if an understanding of the organizational culture is lacking. Furthermore, it is different in every company, it may even differ per teams within the same organization. Having the understanding of such, can ease the process of integration and enable understanding of the context. Next to that, how to deal with emotions has always been a big question mark. This again differs per culture and unwritten laws within communities. However, no matter what the culture is, suppressing emotions on a continuous basis does not lead to solving problems or creating positive environment. Mr. Kloosterboeg made me believe that having emotions is not a drawback or a weakness but can instead be used as an asset. Finding the way to express those in a constructive manner is the key to handling them.

Just listening to what he had to say, observing his behaviour and his way of communicating with his audience, his way of “selling” concepts and opinions, brought me closer to the consultancy setup than any book or paper would. Having discussions and being able to ask any question, made this evening session not tiring but effective and really enjoyable.

Another interesting perspective on leadership was illustrated by Mr. Bert Heikens. He focused on the subject “How to lead a successful knowledge-intensive company”. However, he included a lot of information about the structure of a firm, where the organisational structure of a law firm was shown in detail, which is very

common with the one of consultancy firms. Furthermore, Mr. Heikens is a recently retired chairman of one of the top Dutch law firms (AKD). It is really inspiring to see someone, talking from experience and willing to share this piece of information, which usually remains hidden from the wider public. Next to that, we had amazing discussions during the lecture and a personal talk afterwards. From this talk I got the inspiration about my final report within the Change Leaders program, namely “Change within consultancy firms”, where I focused on the BPR, i.e. business process re-engineering. Within my work, I developed a framework for BPR, starting with the critical BPR factors, in term of success and failure factors, going through methods, approaches and tools within consultancy firms and the Big Five in particular and finally focus on the impact of BPR on productivity and firm performance. Inspire and be inspired was present in the program at all times and during all of its parts!

This is another thing that I learned to appreciate during this program, the fact that even lectures can be interactive with a lot of input from us, students. Furthermore, questions were not only allowed at all times but more than welcome. Every one of the lectures took his/her time to give those questions the deserved appreciation and the needed time for them to be answered. Another factor was, of course, that I felt surrounded by people, incredibly good in their fields, just as I was in mine and really motivated to learn more, develop themselves more and do more. This is a setting, extremely rare in real life. Students and lecturers were seen as equal, disagreeing was allowed and triggered many interesting discussions and revealed many exciting perspectives.

Another very interesting session was our very first evening lecture, held by Prof. Dr. C.P.M. Wilderom.

It started with a dinner, provided by the university, during which all of us made a short story about him-/herself and shared it with the rest of the group. This was also the moment, where we made first informal groups spontaneously. This was then followed by the first evening lecture. It was about managers’ emotional intelligence and objective performance. During this lecture, we got a completely new perspective on emotions. First of all, emotions weren’t viewed as something negative, on the contrary they were seen as adding value to a manager’s performance. Next to that, we were made aware that it is not only about being certain about the own emotions and feelings but being cautious about others’. Only by doing that, we could deliver positive feedback, discuss problems and strategies and making sure to fight the same battle.

Furthermore, Dr. Olof Bik, an associate professor in management accounting at the Nyenrode Business School, gave us more specified view on behavioural and cultural governance from the perspective of accounting. He really spoke the “language of numbers”, as I saw it. Given my interest in financial thematises, I really enjoyed that one.

All in all, there was something for everyone in the group – information about the specific area of interest, interesting discussions, a lot of answered questions, access to the most recent literature and research papers on leadership and change management, the perspective of practitioners and the own view and reflection on all of this. Writing previews of the recommended literature and reflecting on each lecture made us more aware of our own interpretations and goal settings.

EXPERIENTIAL PART

Within the experiential part, we got an individual psychometrically valid personality assessment. Based on that, we reflected on ourselves during the inspirational workshops’ tasks and developed an agenda for our personal development. A lot of team work took place with variable and constantly changing team compositions. The skill trainings and inspirational workshops started with “Team and Leadership” as an overarching theme. Frans Stel gave us the results of our personality tests in the form of extensive reports. I must say, I could completely recognize my personality in the statements. With the clear domination of the red colour, I have a strong personality and leader qualities. However, I can be impatient with people that need more time to “get into the boot”. Furthermore, I tend to assume that everyone else thinks as sharp and straight to the point. I really enjoyed the different perspective as stated in this report – on the one side, who I am, and on the other, how people usually percept me, how people should be towards me, so I would consider them and what they have to say before making my mind and what can be possible improvement potentials. Not every day one can get in touch with him-/herself this deeply. Furthermore, even then, it is difficult to identify one’s own blind spots. It was quite exciting to see that I really am quite ambitious, quick thinker, think “on my feet”, realist and goal oriented. Furthermore, I can inspire others, help shaping steps on the way to the ultimate goal. Next to that, due to my communication skills and personality, people are ready to follow, work with me and accept my proposals. All of this showed me that I have a quite good feeling about who I am. Furthermore, I really like who I became. From this report, however, I identified some of the areas I want to change at or become better in. For

instance, for the rest of the program, I focused on being more patient with others, asking for their opinions instead of forcing mine and supporting others in their efforts, instead of punishing them for failures.

The main take-out for me was, however, becoming more aware and alert on how I act, do I encourage team work, is everyone “on board”. It became important not only where I stand but where the rest of my team is. Unlike before I allow for emotions to take place in discussions and work-related situations; my emotions as well as those from others. This was an unconscious “no-go” for me before. As a side-remark, I took into consideration the warning for a possible “burn-out”, coming from my diagram and will be careful in this regard in my future work and personal life, since during this workshop I saw that there are different ways to achieve one’s goals. The direct one (the hardest one) does not have to be the case.

Afterwards the subject of training became project management from the perspective of a consultancy firm, as given by Daniëlle Klaassen and Tinka Stertefeld. This was quite interesting. The reason for this was for me not in the presented concepts; I already had a quite extensive knowledge about them, since I’m in the business administration field for a while now; but in the team work. One was able to try some insights from the very own personality report and see the impact of those directly. That was quite exciting and even with people that know you, you could achieve quite different things, depending on your approach and your consideration of individual goals and agendas. Furthermore, the team work was well thought-of and critically reflected on afterwards. This again led to some additional ideas and a reflection from the own perspective, the perspective of the respective team and from an outstanding person. I immediately recognized the shift in feedback to “great team work”, “good atmosphere” and “best results”,

when I was more patient and alert to others’ personal agendas and potentials.

Another very interesting workshop was the one from Arnold Enklaar, who then turned out to be my assigned coach for the last part of the “Change leaders” honours program. He is, amongst others, a book author and spoke about cross-cultural management. It was a quite interesting workshop, especially given the cultural diversity within our group. I think, he was also impressed with the fact that we came across as really united despite this fact. It was quite fun to discuss over the own cultural background and see all the things one considers completely normal but they would surprise others or leave them wondering. Furthermore, we became aware that this background could very significantly influence our perceptions, reactions and actions. The logic conclusion therefore, would be that it does the same to others; that sometimes people we deal with (re-)act, based on their cultural inheritance without even noticing. Since all cultures are different, even when based on the two main categories (I-culture and WE-culture), sometimes this could lead to misunderstanding or even conflicts. Therefore, it is important to be aware of this and consider it before judging other peoples’ judgments, decisions or actions.

COACHING PART

In the final phase, next to working on the chosen individual project, weekly individual coaching took place. My coach was Arnold Enklaar. This part of the program was really helpful in a different way. First of all, it came at a very important point of time. Next to the coaching, my individual big project was managing three supervisors within my master thesis assignment, ensuring for a crystal clear communication throughout the entire project with a time frame about eight months and the desired objective result.

I still remember the first meeting with my coach. He insisted of meeting in person and not online, which I know to value. So, he took his time, came on time to the University of Twente and stayed for an hour and a half... I just came from another meeting, a bit disappointed and quite frustrated. He noticed that right away but instead of pointing it out just asked me how I was doing and feeling. I usually don’t spend time to analyse my feelings, as well as failures or success. Instead I focus more on what are the next steps I would like to take. Therefore I wasn’t sure how to design a coaching session. However, Arnold managed to ask me the right questions, managed to understand what led to this results and feelings and guided me towards finding my own answers. Unlike many coaches, he didn’t tell me what he would do if he was me, he didn’t brag or even talked about his own accomplishments. He just helped me to find what is best for me from my perspective, what would make me feel the way I would like to feel. Furthermore, he helped me to see the many options that I really had in every situation, next to “either quit or accept it the way it is”. I experimented quite a lot during the time, I was coached. I think within this time, I had more discussions about feelings and perceptions than in my whole business life until now. More importantly, I really liked it and learned a lot from it. I remember starting our sessions with a lot of statements, such as: “I thought this is self-explanatory”, “I expected ...”, “That’s normal, right?”. At some point, all of them changed to “maybe we have had a different understanding about this. Maybe I should talk with him” and “I think, we should have a talk, where we can make sure we have similar expectations about that before even starting it.”.

My coach really made a connection with me. Although he is Dutch and I’m half German, half Bulgarian, he spoke German with me. Somehow he made it to be all about me, focused completely on my issues and didn’t act as a leader. Instead he was supporting my own solu-

tion finding. Furthermore, I appreciated how he acted as if he doesn't have all the answers. He took my questions really seriously and helped me to first understand the situation, then identify how I feel and what would make me feel better. Finally, he supported me in the process of finding how to "get there". I think this process is something one should use about any decision – what is the situation, does it make me happy, if yes – great; if not – what situation would make me happy and how do I get there. Hereby it is especially important to separate the last two, because otherwise one would very easily restrict him-/herself to a certain amount of options.

All in all, through his coaching I got more in touch with myself, what is really important to me and what I can live with or not. Furthermore, I became aware that most of my decisions are influenced by or even based on previous experience and similar situations from the past. This could enforce a faster decision process and possibly smarter decisions. However, one should not allow him-/herself to give up just because one particular action before failed. Even if you run towards a wall, hit it with all your strength and it doesn't break, you should not give up. Instead you should try to take a look into the room and maybe see a little door on one of the other three walls. This is what he always told me. I think it would be great to have such coach for life. However, now that I learned how to handle situations, how to be aware of my (re-)actions and others' (re-)actions and that there are a lot of things to do in every situation, and I evaluate this on my own or with my closest friends and relatives. I'm really thankful to Arnold and wish him all the best for his future endeavours and goals.

VALUE, OUTPUT, IMPORTANT MATTERS

This honours program gave me a lot to think about. It made me more aware of who I am and how to pay attention to who other people are or try to be. Furthermore, I

am a person of really strong messages and people usually listen when I speak. I usually do not fear talks in front of public and enjoy communication. However, for the first time I really learned how to take my team into the boat, instead of leaving them chasing it and either succeed or fall behind. Not only that I learned how it is to be done but I had plenty of opportunities to try it and received direct feedback. Next to that, I learned to give honest feedback myself, formulated in a positive constructive matter. This allows me to say what I think and show, when something bothers me. I have always done that but now, I learned how to do it without making the people I'm giving it to, my enemies. On the contrary, my input is now valued and even wanted.

I learned more about myself. But not because someone told me and I took it for the naked truth. I learned things by watching, perceiving and experimenting. For instance, we had a workshop, in which we were separated into four groups á four people. We were allowed to choose our own team/team mates. After that it got interesting. Each of the teams got a sheet with the assignment – to build something out of wooden blocks. All of us had the same number of blocks but to everyone's confusion each group started building completely different things, whereas each team have read the task description, which was quite precise. Halfway through, we realized that probably each group has a different assignment. I really liked how we didn't let this distract us from our goal, namely to build a tower as high as possible to be able to donate money for children, by at the same time being stable. We made it; after few crashes ☺ However, we really experienced team work. The second interesting aspect of this assignment was that we had the chance to freely pick an assignment out of these four afterwards. Only few exceptions chose for the same they had to do the first time. Me, personally..., I changed my assignment. As the coach told us, this said a lot about the person we are and the work we would like to be doing. This assignment showed that I

need to be free in my approaches – having a final goal is completely fine for me, but being able to choose how to get there, turned out to be essential. I like creativity and am not afraid to give mine a go. Before I left the lecture, the lecturer told me: "you are going to be a great consultant". So much for motivation ☺

Of course, to be able to participate meaningfully in the program, one needs to invest time and effort. In order to make that, I had to simply make time, since the regular workload at the university and part-time job as teaching assistant is high enough. However, if one is really motivated to learn, experience, experiment, be brave and honest, then all of this is doable. If I would have the chance to participate in such program again, I would do it, without thinking twice. Furthermore, although the program exists since about two years, Celeste and Marlies managed to organize everything, up and running and were always there for support, understanding and fresh ideas. Next to that, all of us supported the organization as far as possible, since we all realized that this is important. All in all, one doesn't get money for doing so, like it would be the case with a job next to the studies. However, one gets a diploma "with honours" next to the "cum laude" but most importantly experiences and wisdom for life. During this program one really steps out of the own comfort zone. We got asked questions with no warning, we were asked to stand up and do something, to have honest discussions with our mates or with the whole group, we were asked to critically reflect on everything, we were placed in someone else's position or in the role of a fictional character, we were asked to be exceptional! It was really good experience to test one's limits, to consciously work on extending your comfort zone, to learn things about yourself and your fellow honours students, to meet exciting people and discuss things that matter.



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*“Understanding a question is half an
answer”*

— Socrates

ABSTRACT

For the Change Leaders program I chose to work in an independent assignment. In this assignment I tried to address the dilemmas, the possible implications, but also the unique opportunities that arise from technological development in terms of production and consumption of academic knowledge. In order to do so I combined the knowledge and experience that I acquired during my studies in the Master Program in Philosophy of Science, Technology and Society with the knowledge and experience that I acquired during the Change Leaders Honors Program.

My final assignment is focused in the Massively Open Online Courses (MOOCs), and tries to reach a conclusion on how should an innovative University respond to this unique opportunity, which among others has a strong technological dimension, and to the dilemmas that arise from the use of MOOCs. The Change Leaders program helped me to understand what the use of MOOCs can mean, and in that way I was able to understand what lies behind the question that I was trying to answer. We have to take as a given that the digital revolution that we now experience, primarily in the Western World, will absolutely affect the educational system. In that way, an innovative University has to react to the development of MOOCs. The first step is to understand the use of MOOCs as a Marketing tool, which will help the examined University to reach a bigger audience and communicate the research and innovation that is doing, or if the use of MOOCs represents a bigger change in the Organizational Culture of the academic institutions that use them.

The knowledge that I acquired during the Change Leaders program helped me to understand and work on these notions, and gave me the needed academic skills and knowledge to “understand the question” that I was asking, and as a result to make a big step towards a possible “answer”.

COGNITIVE PART

The Cognitive Part of the Change Leaders program was a unique experience in many terms.

Firstly, during this part I had the opportunity to expand my knowledge in areas of expertise that were unknown to me until then. One of the main reasons why I chose to follow the Master Program in Philosophy of Science, Technology and Society, and by doing so, to make a turn in my academic carrier was that I was always eager to work on interdisciplinary and even more transdisciplinary research projects. I was fascinated and eager to acquire the knowledge and talent that would help me to combine the knowledge between different academic and scientific disciplines, namely to adopt an interdisciplinary approach, or even to cross over the boundaries of these disciplines, namely to adopt a transdisciplinary approach towards academic research. A program that tries to understand the role that science and technology plays in society seemed as the better option for me in order to do so. Having the opportunity to be part of the Change Leaders Program was a fortunate event for me, since I had the opportunity to move one step closer to my personal goals, by taking part in a tremendously interesting, dynamic and multidimensional educational process. In which I had the opportunity to come in touch with new academic disciplines that were taught by my inspirational teachers, and learnt how to combine the acquired knowledge in projects that demand an interdisciplinary and/or transdisciplinary approach.

Secondly, before and after each lecture we all had the opportunity to organize in subgroups, in which we could share our arguments, insights and thoughts concerning the reading materials, which were proposed before each lecture, and also discuss about the most intriguing aspects of each lecture. This process of writing previews and reviews before and after each meeting, in collaboration with other students, had a twofold

result. On the one hand I could prepare myself in the best possible way before the lectures, and on the other hand I had the opportunity to share ideas and questions with my classmates and in that way to have a better and more interactive learning experience.

Lastly, the different lectures were not independent from each other. On the contrary, the lectures that were given had certain connections with each other and must be understood as part of the same continuum, which we had to step through in order to acquire the needed knowledge that would strengthen our leading skills. According to my opinion, a manifestation of this characteristic of the Cognitive part can be found in the lecture that was focused on Behavioral and Cultural Governance. In this lecture it was made clear that the Organizational Culture of a company or an institution is arising from the conditions that already exist in this company. In that way, if we aim to change the Organizational Culture in a company or institution we have to analyze and evaluate those conditions upon which the Organizational Culture is based. If these conditions change in terms of certain targets, then the probability that the Organizational Culture will change does increase. This lecture created my interest to investigate and examine the bond between new technological conditions, as those that are made possible due to MOOCs, and how these conditions can change the Organizational Culture of a University that tries to exploit them.

EXPERIENTIAL PART

It is common knowledge that in order to be a leader you have to know who you really are. Even though this may seem too simplistic, in a nutshell the Experiential Part of the Change Leaders Program aimed to accomplish this task, namely to help us under-

stand who we really are. As a next step, we will be able to use this piece of knowledge in order to foster and expand our leadership skills.

Part and parcel of the whole Experiential Part was the Personal Profile that the program provided to us. After giving our personal responses to the Insights Preference Evaluator, the personal profiles were given to us. Even though I do not fully agree with everything that is included in my Personal Profile, I truly see some of my personal characteristics in it and as a result I was absolutely enthusiastic to use it in order to strengthen and emphasize my strong points, and to fix and limit my weak ones.

The fact that I was able to examine my personal behavioral preferences, and the key strengths and weaknesses that these preferences include, helped me to understand the best way to handle these characteristics of mine, especially in relation with others. Being part of a team, and much more being a leader that wants to adapt his/her company or institution to the ever going process of change, includes certain obligations and responsibilities. One of the most important obligations and responsibilities is to foster an environment of friendship and collaboration with your employees and counterparts. By knowing my strong and weak points I was able to analyze my attitude as a student in the occasions of teamwork, and I was also able to think and image how things could be better in certain cases. This experience helped me to understand how I should behave in future occasions, not only inside academia, but also in companies and institutions in which I may work in the future.

Furthermore, the Experiential Part was not limited only in our behavioral preferences. On the contrary, we had the opportunity to come in touch with different areas of expertise such as those of Project Man-

agement, Cross-Cultural Management and Inspirational Leadership. These areas of expertise if seen in combination with the insights that I gained due to my Insights Discovery Profile made me understand how I should use my strengths and weakness in different occasions.

In more detail, the basic aim of the Project Management lecture was to make us understand the ways by which we can find the best balance between the routine way of working, which is based on experience, and the improvisation way of working, which is based on impulse. Each way of working has certain positive and negative aspects. The way of working that is based on preexisted experience may end up without free space for creativity and innovation. While the way of working that is based in improvisation may end up being working without a certain plan and clear organization. Another way of working is possible though, the one that combines one the one hand the plan and organization with, on the other hand, the advantages of creativity and innovation. During this lecture I became familiar with the procedure of management, not only of certain projects, but furthermore of change itself.

Furthermore, the working environment is a dynamic environment with a plethora of different parameters that change both in spatial and temporal terms. Being a successful leader in the Netherlands is not an indication that you can be an equally successful leader outside the Netherlands, and the same holds in terms of time. A successful leader must know how to adapt to the special circumstances that he/she finds himself/herself. The lectures on Cross-Cultural Management and Inspirational Leadership helped me to acquire the needed knowledge towards that direction and also helped me understand how I can operate in different cultural environments, always in respect with the needs

and abilities that these different cultural environments inherent or even dictate to the individual.

Lastly, the Experiential Part ended with two coaching lectures. The purpose of these lectures was to help students to deeply understand their Behavioral Preferences and how to work on these preferences in order to strengthen their strong points and improve their weak ones. The additional value of these lectures lies in the fact that we had a close communication with Martien Slagter, through the weekly preview and review assignments. In that way, I personally had the opportunity to share my thoughts and insights in terms of my Behavioral Preferences and receive feedback on them. This interactional procedure helped me to better understand who I really am, and how I should operate in a working environment, whether I take the lead in certain cases or not. In the end this was the main purpose of the Experiential Part, wasn't it?

COACHING PART

The Coaching Part can be seen as a miniature of the whole Change Leaders program.

Firstly, it was a personal experience during which I was able to communicate my thoughts and questions with my personal coach Paul van Katwijk, to whom I owe a big acknowledgement. During this period I had the opportunity to take advantage of my personal coach's vast experience and knowledge. I was also privileged to have Paul as a personal coach, since he created a friendly atmosphere between us, which helped me to create a personal bond with him and as a result to be very open to share with him all my problems and insights.

Secondly, the Coaching part had a twofold aim. On the one hand, during this part I was receiving personal guidance and help in order to complete my final assignment. In other words, I had to work in collaboration with

my personal coach in order to enrich and further develop my academic skills and knowledge in disciplines of change management and leadership, as I had the privilege to do so in the Cognitive Part of the Change Leaders Program. On the other hand, I was also receiving help and guidance in terms of my personal strengths and weakness, as those were expressed and described in my Personal Profile. In that way, the Coaching Part seemed to me as a miniature of the Cognitive and Experiential Parts, which was firmly focused on me and helped me to look back and further think and evaluate the knowledge that I acquired during the first two parts of the Change Leaders Program. However, this is not enough in order to describe the value of the Coaching Part, which value goes far beyond being a personalized miniature of the whole program.

During the meetings with my personal coach, I received a tremendously big amount of feedback. However, I truly remember our first meeting with Paul, when he said to me that apart from anything else I also have to take the lead of myself and my personal choices. In that way I managed to understand that the personal traits, both as a student and as a person, do change in time. To these changes I have to take the lead, and chose which of these traits I want to change and also chose which of these traits I want to preserve and support.

Another important characteristic of the meetings with Paul has to do with the discussion that we had around my personal preferences, as these were described in my Personal Profile. Paul emphasized the fact that each quality can have a bad side. In that way, I started wondering what the "limits" of my strengths are. And how should I use my strong and weak points in order to change as a character that tries to produce an additional value in his working environment.

Furthermore, the Coaching Part of the Change Leaders Program had also a very personal side. As a second year master student I am ready to make my final step outside academia. Having a diploma and a M.Sc. degree in Engineering, before entering the Master Program that I currently follow, means that the majority of my experience, both in terms of working with others and of working independently towards certain targets, is limited inside academia. This means that after graduating from my current studies I have to change my ways of thinking and acting, since the academic environment strongly differs from the private sector in which I intend to search for a job in the future. The Change Leaders program in general and the Coaching Part in particular gave me the knowledge in order to deal with this transition. The fact that I got this kind of general knowledge, but also this kind of personal guidance really changed me as a student and as a person.

As a final remark I would like to mention how the Coaching Part benefited me in terms for my final assignment. As I already mentioned my main focus for my final assignment is the development of MOOCs, and how should an innovative University respond to such a development. Many questions and possible obstacles were coming up while I was searching for academic literature in that matter, but also when I was trying to set the basic directions of my research. Apart from receiving feedback in order to surpass these obstacles, Paul, my personal coach, introduced me to Jordy van Zandwijk, who is responsible for the development of the first MOOC in the University of Twente. As a result, I had an interview with Jordy, whom I really want to thank, and he informed me about the basic reasons why the University of Twente decided to organize a MOOC. The discussion that followed helped me to organize my thoughts and research, and gave me a boost towards the completion of my final assignment. For all these reasons, I feel the need to use these lines in order to thank Paul and Jordy once again for their help and support

during the Coaching Part and during the completion of my final assignment.

VALUE, OUTPUT, IMPORTANT MATTERS

As a quote for this booklet I chose to use Socrates' saying that "Understanding a question is half an answer". Many times in the previous lines, the reader may feel why I chose this quote. In the lines to follow I would like to connect this quote with the Change Leaders Program, and in that way delineate the value of this program for me as a student and as a person.

As I already wrote in the above paragraphs interdisciplinary and multidisciplinary research projects are the projects that intrigue me the most. In order to be able to operate and contribute in such projects, someone must acquire the needed knowledge and skills. A very nice starting point towards this direction is to acquire general knowledge about academic and scientific disciplines, from which you can draw the basic directions and guidelines for your work. The Cognitive Part of the Change Leaders Program provided me with this knowledge.

However this is not enough. Interdisciplinary and multidisciplinary research projects cannot be the effort and work of only one individual. As the above terms imply, when you want to combine knowledge and information from different disciplines or even cross the borders of these disciplines, you must adopt an interactive process with experts and researchers that have different academic backgrounds from you. In that way you have to transcend your limits and be ready to change your personal views and ideas. In the cases that you choose to take the lead, you have to persuade and influence others in order to change their views and ideas. But is such a process an easy or a difficult one?

Both in academia and in any working environment outside of it, there are people that work and make pro-

gress based on their own experience, knowledge and personal preferences, all of which they were molded across many years of personal effort and hard work. When a big change comes, and when a company or an institution has to adapt to this change, then all these people have to rearrange their ideas and personal views, and they all have to take part in this process of change. The one that will take the lead in such situations is the one that has to create the mechanisms and procedures that will absorb all the possible problems that may come out of this process. The Experiential Part of the Change Leaders Program provided me with the knowledge and experience in order to be able to do so.

But the question remains: Is dealing with Change an easy or a difficult task? Let us examine the question better, in the end understanding a question is half an answer, isn't it?

Change needs Leadership, as much as Leadership, which is the power and ability to lead other people, becomes tremendously difficult and essential during periods of Change. Yes, someone must have the knowledge and the skills in order to understand the situation that he/she has to change and the people that he/she has to influence and get influenced by in order to transform Change to something beneficial.

Apart from that, someone has to understand who he/she really is. In that way, he/she will be able to understand his/her strong points, and put them in the front line of his/her endeavor, and his/her weak points, and try to supplement them with the strong points of the people that take part in this endeavor. When this is possible, the question of how hard it is to deal with Change can be answered.

Being a Leader, apart from anything else, also means that someone has to take the lead of himself/herself and his/her personal choices. Dealing with Change,

apart from anything else, also means that someone has to Change himself/herself.

Being part of the Change Leaders Program truly satisfied my will to acquire the needed skills, to obtain the needed knowledge and to gain the needed experience in order to deal with the fascinating notions of Change and Leadership. This procedure did not only change me as a student, it also changed me as a person, since I realized that my personality plays a central role in any attempt of mine to take the lead in any endeavor and/or to try to change something around me. Knowledge and experience are tremendously important in order to be a Change Leader, openness and will to change yourself is equally important.



MARLIES KLEINSMAN

MSc Business Administration
Netherlands

“Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the bold.”

— Hellen Keller

ABSTRACT

My name is Marlies Kleinsman and I am a master student Business Administration. My project is my master thesis which is about leadership. In this project we observe and code precisely the behaviours of leaders and followers during regular meetings. Next to the observation of behaviours, surveys and expert ratings are used to define the effectivity of leaders and measuring other variables. In my master thesis I study to what extent the work climate affects followers' contraproductive work behavior and to what extent the leaders' behavioral response to followers' contraproductive work behavior an influence has on group voice climate.

The Honours Change Leaders Program helped me to expand my theoretical knowledge about leadership, change and culture. It also helped me to become the leader about my own life and my own project. The coaching was an eye opener for me. I avoided tensioned situations and did not show my inner feelings. Due to coaching conversations with my coach Marieke Hofman I became aware of my behavior and my inner self. I practiced a lot with hearing and showing myself. Before coaching I thought that my circle of influence was small and I made my circle of concern big. By becoming more aware of myself I realized that I can expand my circle of influence a lot and I can decrease my circle of concern by not considering what others can think of me. It is refreshing to do something with the tension that you feel in your body when having an issue with somebody, instead of avoiding the tension.

The following quote of Helen Keller fits well with this: "Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the bold." By not showing and hearing myself I avoid danger, but I do not feel well if I do this. So if I feel some tension in my body, I will not avoid it but do something with it. In the end this will led to a happier me and better outcomes when having issues. Eleanor Roosevelt said once "“Do one thing every day that scares you”", this is a good trigger for myself to do something with the tension in my body in certain situations. In the future I will continue with listen to myself and do something with my feelings.

COGNITIVE PART

The cognitive part of the honours program was very interesting with topics about change management and leadership. In my masters I choose the specialization Service & Change management and the topic of my master thesis is leadership, therefore the topics of the lectures were not completely new for me. Nevertheless, the lectures gave me new insights into these subjects. Most of lectures had practical experience. It was interesting to hear how theories of leadership are used in practice. At the university knowledge is very theoretical. It was nice to hear how theoretical knowledge can be applied in practice and how people experience it.

Besides learning from the lectures, I learned a lot from the other Change Leader students. The group was very multidisciplinary, as well as with study backgrounds as with cultural backgrounds. These different backgrounds led to different and critical views to topics. Every week we had to write in groups previews and reviews of the lecture. I was in a group with students from different studies and countries. I have learned a lot from writing these previews and reviews. It was fun to discuss with others about the lectures and to hear their view on a certain topic.

It was also interesting to hear how technical students thought about the leadership concepts. For instance the lecture about 'Leadership & Global Branding' of Prof. Dr. Carla Millar. At the end of the lecture there was a discussion about the mean of marketing. There were a lot of different opinions about the role of marketing and the core intension of companies. It was very interesting to hear those different opinions.

Prof. Dr. Carla Millar made an impressive statement during her lecture about 'Leadership & Global Branding', she argued "Saying no at the right time is one of the most important things a leader can do". For a leader it

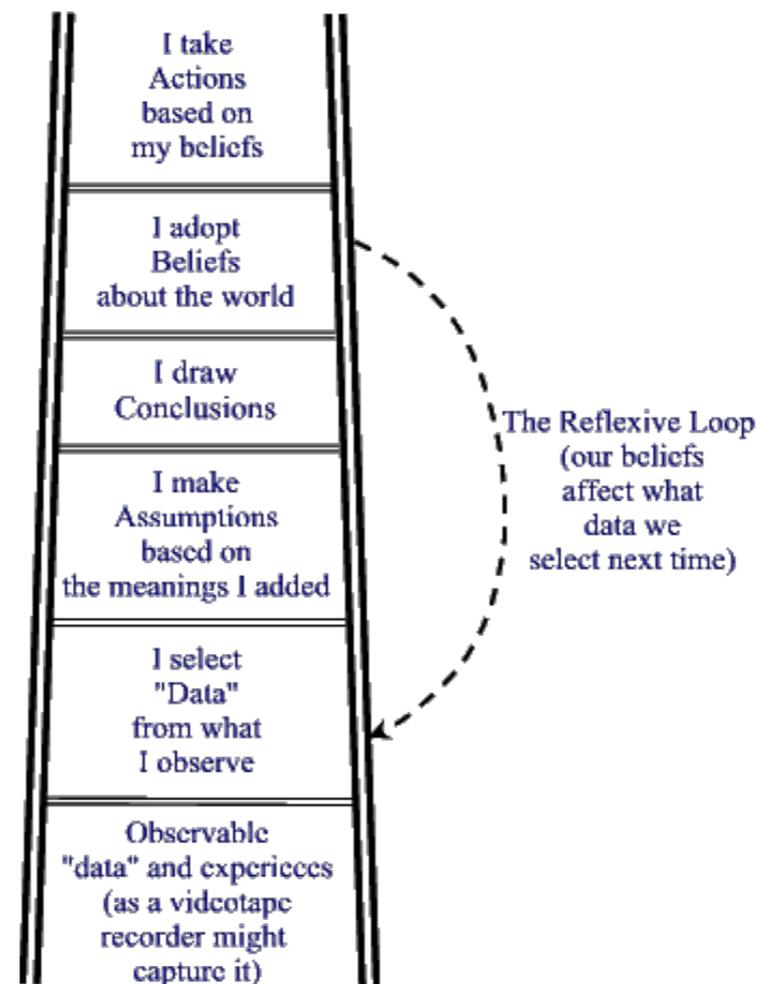
is important to set your own boundaries and to push them. I struggle sometimes with setting my own boundaries. This subject was one of my learning goals of the coaching part. In this coaching part of this text more will be told about this subject.

The lecture of dr. Paul Kloosterboer about 'Cultures & Emotions' was one of my favourite lectures because it was about individual patterns and possibilities, which is very useful for coaching. He told about the Ladder of Inference (Argyris, 1980) (see figure). In this model individual actions are based on individual beliefs. These beliefs are formed by personal conclusions. These personal conclusions are made of personal assumptions and meanings that are formed by the data that people select. These selected data are the start of the Ladder of inference. People select data of a big pool of data. They only select the data that they observe. They only look with their own 'glasses' to situations and select what they see. Most of the times this is not the complete truth but a small piece of the truth, which fits in people's own view. People only see what they want to see: beliefs affect what people choose to notice in the future. In my opinion this model fits well to coaching and individual behavioural preferences. I can recognize myself in it.

Furthermore, the lecturer mentioned that the evaluation of your current behaviour is a more important incentive to change than the benefits of the new behaviour. This fits also very well to the coaching part. At the moment of the lecture I wasn't aware of the match with coaching, but now I recognize it myself due to the coaching process. In my opinion is self-awareness the start of change.

The lecture of dr. Olof Bik about 'Behavioural & Cultural Governance' was also one of my favourite lectures because I am very interested in organiza-

tional culture. His main message was that changing a culture is not about changing individuals, but about changing conditions in an organization (changing the context). Unfortunately, changing an individual is something that often happens in practice (without effect). The lecture also mentioned the alignment between the 'walk' and the 'talk'. The culture of an organization consists of three elements: example behaviour (tone at the top), systems and structures and symbols and decisions. These three elements should align to ensure a successful change in an organization. This model was explained by some examples. These examples made it very clarifying.



EXPERIENTIAL PART

In the experiential part I have learned about my own behavioural preferences and started with defining my individual learning goals for the coaching part.

The starting point of the experiential part was my own Insights Discovery profile. According to the Insight Discovery profile I am a coordinator: a combination between the colours blue and green. The report states that factual accuracy is important to me, and I prefer everything to be clear and straightforward. I fully agree with this. When doing my work I do it accurate, even sometimes too perfectionistic, which is also mentioned in the report as a possible weakness. It also mentioned that I weight up all relevant factors before reaching decisions, I can recognize myself in it. However, there are also some things which do not fit in my behavioural patterns. The report states that I am relaxed about what others may think of me. Another recognizable thing is my modesty. The reports mentions that my modest manner can restrain me from pushing myself forward and this can occasionally results in me being under-valued. This is one of subjects which were discussed during the coaching part. I cannot recognize myself in this statement: sometimes I am concerned about what others may think of me. I have asked my parents and boyfriend to read the report. They could recognize me in the report. It was funny to hear this.

During the lecture about the Insights Colours it was discussed how to give good feedback based on the colours. This was very helpful. First, use the blue colour to mention what you have observed. Second, use the green colour to mention how it felt for you. Third, use the yellow colour to mention what can be done the next time. Lastly, use the red

colour to come to action. Giving feedback is sometimes hard. The use of these colours helps me in giving feedback to others.

The lectures about 'Project Management' of Daniëlle Klaassen and Tinka Stertefeld were very interesting. They used useful tools like the '7S model' of McKinsey and the 'Seven Step Process for Change Success' of Kotter. We had to do an assignment with these tools. It was useful to use them in practice. On the last slide of the presentation the following sentence was presented: "The change efforts you realize, will only be as good as your own ability to manage yourself effectively. Be true to yourself as well as those you manage". This sentence attracted my attention. Due to the coaching I am more able to manage myself effectively. I realized that it is very important to be honest to your own feelings and thoughts. If you do not recognize them or want to recognize them you are not honest to yourself and you cannot be honest to others that you manage. Managing yourself effectively is a process of learning. This came also forward in the article of David Dotlich that we had to read for the lecture of Martijn Post. This article argued that leaders are unfinished. Being a leader is a process of adaptation and willing to learn.

The last two lectures about Coaching of Martijn Slagter were very interesting. She started with the following quote: "The choices you make, make who you are". This gave me new insights in being the leader about your own life and your own choices. It is easy to let take over your choices by your fears but at the end it is your choice to do it. Martijn gave nine characteristics of a secure base leader, a leader who is self-confident. These characteristics are: stays calm, accepts the individual, sees the potential of the other, uses listening & inquiry, delivers a powerful message, focuses on the positive, encourages risk taking (different thinking, out of the box), inspires through intrinsic motivation, and signals accessibility. We could choose one or two of these char-

acterizes as learning goals. I chose 'delivers a powerful message'. Afterwards, we shared these learning goals in a group with 3 students. It was very nice to talk with others about these learning goals. We also had to give each other advice. The other students came up with very insightful ideas to work on these learning goals.

Martijn explained us also about the 'life positions' of OK and not OK. We had to practice these different life positions in groups of four. It felt strange to act in some life positions. We discussed about the role of context and emotions in using the life positions. When I am under pressure I tend to use a different approach than when I am relaxed and comfortable. The most healthy position is 'I am OK and you are OK'. When talking with my coach I realized that this is the most fair position for both persons.

All the above mentioned insights and lectures helped me to come up with my learning goals for the coaching part.

COACHING PART

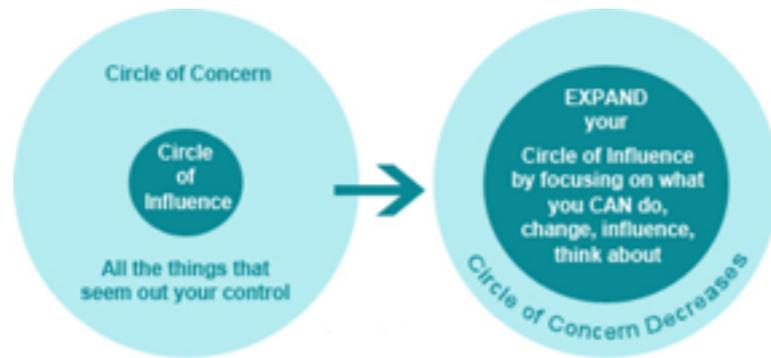
The coaching part was the most valuable for me of this Honours Program. In this part the cognitive part and the experiential part came together. Marieke Hofman was my coach. She really helped me with becoming aware of my behavioural patterns. During coaching I observed myself and reflected myself a lot. I started with the following three learning goals: 1. setting my own boundaries and making them clear, 2. appear more powerful to others, 3. becoming aware of my capabilities.

These learning goals are related to each other. If I set my own boundaries, I have to speak out more powerful to others. However, I became aware during coaching that I avoid disagreements with others, because I was afraid that they would not like me if I would say that I disagree with them. When there was a situation in

which I wanted to disagree with others I felt some tension in my body. This tension stopped me of saying what I thought. Due to coaching I became aware of the feelings in my body and when they stopped me of saying what I thought. I recognized that by doing nothing with those feelings I leave myself short and I am too hard for myself. I was afraid of showing myself. This led to keeping down of my inner feelings and inner strength. I practiced a lot with stepping out of my comfort zone and with doing something with my inner feelings. This gave me a nice and quiet feeling: the feeling that I am the leader of my own life.

After a while I recognized that the learning goal of appearing more powerful to others was how I wanted to be in the eyes of others. Appearing more powerful to others is looking from the outside to the inside: how others think of me instead of how I feel when I behave. Therefore I changed this learning goal I want to hear/show my inner self without considering what others will think of me.

The figure below explains this. First, I thought my circle of influence is small and I had a lot of concerns about how others could think when I say what I think and feel (big circle of concern). However, due to the conversations with my coach I became aware of my behavioral patterns. With practicing of hearing and showing my inner self I became aware that I can expand my circle of influence a lot. Step by step I expanded my circle of influence and decreased my circle of concern. Making my boundaries clear is an aspect of this process. I am still continuing this process. When I feel nervous in a situation I do something with this feeling. In every situation where I practiced this, I felt first concerned about the outcome of hearing myself. However, every time I was surprised about the outcome. The outcome was every time refreshingly positive for both me and the other.



To become more aware of my capabilities Marieke suggested to use the core quality quadrants, which means that every quality has a pitfall, every quality has an allergy and you have to look for the challenge of your own quality. This way of thinking helped me to become more aware of my qualities and pitfalls. Also looking to other people and their qualities helped me to become more aware of my challenges. During coaching I became aware of my modest manner, which was also mentioned in the Insights Discovery report. Often I am modest about my qualities and experience. The last weeks I practiced with telling about my qualities and experience to others without modesty. I became more aware of the boundaries of modest and boast. In one situation I thought I behaved boastful, but this was only in my head. The other even didn't realized it. It was funny to see that I first thought I would reach the boundaries of being boastful very fast but it appeared that those boundaries are not that nearby.

To conclude, coaching was an eye opener for me. First I thought that my circle of influence was small and that I would have issues with showing my inner self. However, I realized that I have to do a lot before people will say "Marlies you're behaving weird". By practicing a lot with hearing and showing my inner self I became aware of this. I will continue by expanding my circle of influence. The following quote of Helen Keller fits well with this: "Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the

bold." By not showing and let hearing myself I avoid danger, but I do not feel well if I do this. So if I feel some tension in my body, I will not avoid it but do something with it. In the end this will led to a happier me and better outcomes when having issues. Eleanor Roosevelt said once "Do one thing every day that scares you", this is a good trigger for myself to do something with the tension in my body in certain situations.

VALUE, OUTPUT, IMPORTANT MATTERS

As mentioned before the coaching part was the most valuable for me. The self-awareness and understanding my inner feelings and actually do something with them means a lot to me. I applied it in my project, my master thesis, but I also applied it in my daily life. I am continuing this process of showing and hearing myself, and doing things that at first look scary but what appears to be not. I really see and feel a difference in myself between before and after the coaching. I want to thank Marieke Hofman for our nice and inspiring conversations. She really helped me to figure out what my inner self is, how to recognize my inner feelings and how to show and share them. In the future I will continue with listen to myself and do something with those feelings.



MONA LIU

MSc Business Administration
China

“as a Change Leader, you must recognize the beneficial actions, implement the changes, say no at the right time and increase firm performance”

ABSTRACT

I am Mona / Yongchen Liu, from China, who is currently studying one-year Master of Business Administration in the University of Twente. I enjoy learning new knowledge, communicating with others and singing songs from different countries. I have attended the Change Leaders program from November 2014 to July 2015.

I am interested in Medical Leadership, which drove me to do the project with my program mate Maran Nolens related to this topic. The main research question is “What is the influence of doctors’ medical leadership capabilities on team effectiveness of virtual teams in IT enabled integrated health and social care for elderly people, according to the world literature?”. We expected to do a systematic literature review of Medical Leadership in relation to virtual teams and provided the current situation of the impacts of doctors’ medical leadership capabilities on team effectiveness of virtual teams in IT enabled integrated health and social care for elderly people. The benefits of doing this research is to gain knowledge in the field of Medical Leadership as well as provide some useful for the later research.

The Change Leaders program is important to me. There are several benefits as follows.

Firstly, as this Change Leaders program contains cognitive, experimental part/ skills training and coaching part, it does not only provide theoretical knowledge to me by lessons in cognitive, but also gain the practical experiences by skills training to recognize the strong points and weaknesses of myself.

Secondly, through having lessons from some researchers, I knew their background and how they did the research, which motivated me to ask questions, consider some contingent factors and do more research in this field.

Thirdly, in the experimental part, some interesting games attracted my attention. While doing those games, we have gained the knowledge derived from the game. In the future, we could also teach other people and spread this new knowledge.

Fourthly, joining the Change Leaders program is a chance to make more friends with different educational and cultural backgrounds. During this program, we were able to communicate with each other and understand the cultural differences. When I discussed some issues with my classmates from different countries, it is interesting to find out that they have different ways of thinking. What I should do is try to accept their differences instead of judging them. There is detailed information of the three parts in the Change Leaders program in the next sections.

COGNITIVE PART

In the cognitive part, I had lessons about effective leader behaviors, innovation, global branding leadership, how to lead a successful knowledge-intensive company?, organizational cultures & emotions, behavioral & culture governance, personality testing in a measurement world. At first, I have learned some basic knowledge of the above topics by doing the preview and review of each lesson and seriously listening to what the teacher presented. Some topics were also new to be, which expanded my leadership knowledge. It also enhances to think that being a change leader is not that easy. A change leader needs to have multi-skills and extensive knowledge. Additionally, I have more chances to think and discuss with my classmates about some specific questions. By doing so, it practiced my communication, negotiating and argument skills. Furthermore, different teachers have different styles of presenting their presentations. I need to accept various ways of teaching and gain more knowledge from the lessons, which a competence needed as a change leader.

The lesson Global Branding Leadership presented by Prof. Dr. Carla Millar is impressive to me by the statement “Saying no at the right time is one of the most important things a leader can do” because I mostly think of the things leaders do and not about what they don’t. I experienced some difficulties with saying no; sometimes I really want to do a favor for someone, but in reality I don’t have enough time or energy left. I also have to say no at the right time in the regular life. Therefore, for a leader it is important to set his or her boundaries, but most importantly to push them. For example, Merel van Vroonhoven. The first thing she did when she entered the company, was interviewing all stakeholders related to the company. She thought it was important to build good relationships with all relevant stakeholders. She found out that everybody lost their trust in the finan-

cial sector. Therefore, her primary goal was to re-establish trust in this sector. Instead of starting as a leader straight away (as most people expected he to do), she started to build relationships. In a way, she was pushing the boundaries of the expectations employees had of a leader. Because of her actions, she has gained the trust of her employees. Now the company can rise to the next level and grow. In addition, I liked the theory about the gap between brand identity and brand image. The brand identity is how the brand owner wants the brand to be seen, whereas brand image is how the brand is really perceived by the customer. The aim of marketing people is to narrow this gap. When marketers narrow this gap, the brand value will increase. She also mentioned that cultural elements influence the way people see a certain brand. For instance McDonalds; they are a single brand but they adapt their marketing and even their products to the host country. We tried Googling marketing campaigns for McDonalds and KFC in China and the Netherlands. It is striking to see that they are very different. In China they use more colours, more people, smiling faces. In Holland there is more individualism and bluer/darker colours. The above concepts or ideas are interesting to be understood. "Saying no at the right time" is difficult. I should come up with some solutions to specifically practise this skill.

The other attractive lesson is related to the lecture about organizational culture by dr. Olof Bik. He is Associated Professor in Management Accounting at Nyenrode Business School. One good point mentioned in the lecture was that it is important to take the context of the companies culture into account. It is not possible to define one kind of ideal culture: a culture needs to fit a company and what would be ideal for one company could be ill-fitting for another. The lecturer made a good point concerning

this, and something that was not provided by the authors of the literature.

Current culture change programs are sometimes too much aimed at changing the individual, in words of the lecturer: what needs to change with you [the employee]? However, usually this will not lead to the desired results and decrease employee satisfaction. The lecturer provided a better question: what can we [managers] do to improve the conditions that will increase the chance of changing (for the better) employee behavior. Additionally, measuring a culture is difficult. There is no ideal way of measuring a culture (similarly as there is no ideal culture). Measuring through the effects of a culture (measuring employee satisfaction, measuring KPI's) is indirect. Alternatively, measuring through employee questionnaires can be time consuming and create irritation with the employees.

If one would try to change a company culture, it is important to balance three factors: leadership behavior, symbols & decisions and systems & structures. We feel this balance is indeed important and that in current cultures the Systems & Structures are sometimes used too much. Moreover, sometimes systems & structures could lead to counter-productive behavior: giving a strong structure (for instance prohibiting or obligating actions) could lead to employees following your instruction to the letter without taking responsibility for the quality or results. The other two aspects of company culture could be used to provide this balance, for instance through good leadership examples and through symbolic actions. This shows that managers have good options to change a company's culture, provided that they are aware of this balance and the influence of their actions.

As I noted, companies differ. Not only does this depend on the area of expertise of the company. Another important aspect is the effect of the country's culture. In different cultures in the world there are different approaches to power and management. For example, I discussed differences between China and the Netherlands with my classmates. In domestic organizations in China employee interactions between individuals in different hierarchic levels are more cautious/respectful/indirect than in the Netherlands. Additionally, we discussed whether it would be easier to change a company culture in China then in the Netherlands. As a first result of this discussion we think this could be the case. In both cases it is hard to change the culture directly, as it is not possible to change a culture through orders or conviction. However, in China a leader could more easily instruct the employees to take certain actions. If chosen correctly, these actions could lead to a changed culture. For instance, instructing all employees to always greet each other in the hallway could improve social cohesion in the long run. In the Netherlands such an instruction would probably be followed less, making it harder for the leader to influence the employees. However, this is just one of many aspects that are relevant and more analysis would be needed to say something with more certainty.

EXPERIENTIAL PART

In the experiential part, we had the skills trainings for teamwork, coaching, creative thinking, project management and negotiating and lessons. In each lecture, we had interesting games such as the survival game from dr. Frans Stel, the project game from Daniëlle Klaassen and Tinka Stertefeld, the

okay and not-okay game and towers-building game.

The interesting lectures for me were the lectures about Project Management from Daniëlle Klaassen and Tinka Stertefeld 3 March 2015 and Behavioral Preferences from Dr. Frans Stel 3 February 2015. The lecture of Daniëlle Klaassen and Tinka Stertefeld, helped me with sharpening my personal-level learning goals. Firstly, the definition of project management was clear after the lecture. Daniëlle Klaassen used some questions to test whether we understood the concept of project management. I have worked for a project manager at Tauw before but had no idea what the project manager is really doing. I was thinking maybe project manager is just equal to the function of marketing as he was always travelling in Europe. In the lecture, I noticed that project based is new but foreseeable and managers should think before act in terms of project management. It also has some characteristics such as result-oriented, multi-disciplinary, unique, clear beginning and end, temporary structure, complicated, controlled from one point, from global level to the increasingly detailed. A project is neither routines nor improvisation as it contains numbers of activities are leading to a unique pre-defined deliverable executed by a temporary team of people. It seems to be a process how to build up a house. In this lecture, there is an interesting game called 'winter survival' that I have enjoyed playing. Dr. Frans Stel divided our class into five teams based on different personalities and behavioural preferences. It did work out because people with different preferences could contribute to the group by different actions. All groups have reached the common outcomes. However, it has some internal issues. For example, student A has his own idea and the other group mates have totally different ideas. After some discussion, student A changed his mind. In reality, student A has the right answer instead of the other groupmates. Insisting on own ideas is important to a group. Knowledge and philosophy can be received easily in playing games and having fun in-

stead of purely reading the articles. After playing the beginning game, my own behavioral preferences have been recognized by my group mates and myself through filling in a questionnaire and the theoretical knowledge is easily accepted.

To combine with my personality test, I need to recognize ourselves (profile, EQ, IQ and color) and project and organization and also take the initiative of creating the team. I, as an inspirer, have the persuasive and creative skills. Sometimes, a leader for a project needs decisive skills to determine what the further step is. Project manager seems to be a superman for me. On the one hand, the role project manager requires flexibility, good judgement, strong leadership and negotiating skills, and solid knowledge of project management practices. According to the Deming cycle, the project managers should efficiently and flexibly plan, do, check and act. On the other hand, the project manager should satisfy the related parties such as decision makers, stakeholders and team, check the backwards tasks and decide whether the project could go further or not.

Daniëlle Klaassen told us to specify the objective and deliverables of a project. To combine a case study with theory is a good way for students to absorb new knowledge. However, no one has asked about the time frame and implemented the philosophy 'think before act', which becomes a weakness for us. In the future, I have to keep 'think before act' in mind no matter in the academic field or in the business sectors. Things could be arranged easier after consideration.

I have obtained my Insights Discovery profile from the personality test. According to the personality test, I am a 'yellow' person. I am too innovative without concentrating on the standardized tasks. When I showed my personality test to my friend, they also thought this test is similar to my current situation. However, while doing the

personal test by a questionnaire, I was not that serious. The result looks amazing to me. My Insights Discovery profile told me my strongest points, weaknesses and challenges. I have the weakness of doing the routine tasks as I easily feel bored. I am fond of innovative ideas and stuffs, which make me excited, motivated and stimulated. My Insights Discovery profile has been widely applied in skill trainings. I have to follow the regular routines because the innovative ideas are limited. Sometimes, when I am doing the regular tasks, a creative idea suddenly is shown in my mind. In the future, I will try my best to innovate at the right time and find the right company to work

COACHING PART

In the coaching part, I had several meetings with my personal coach in order to cope with some difficulties while writing thesis. My current learning goal is to manage time efficiently in order to do more tasks. I hardly use the to-do lists or an agenda because I think they are not useful at all. After chatting with my coach, I noticed that my issue is satisfaction. No matter what I am have finished per day, I still find dissatisfied. Therefore, my coach advised me to make the to-do list per day. Every day I know what I have done; this makes it easier for me to obtain the feeling of satisfaction. I also realized the importance of making the to-do list per day during the coaching process because my coach suggested asking the questions to myself and thinking the solution by myself. I know what I should do. However, if I do not admit some skills are essential to me, I will not consistently do it. My previous learning goal is not the same as the current one. My previous learning goal was to feel happy when I have heavy pressure. However, this issue is too broad. Then, my coach advised me to specifically phase it. I switched my issue to the time management. If I manage the time efficient when I

have pressure, I will also be happy. Additionally, my coaching process goes quiet good. During coaching, my coach and I felt happy and we were open to share our own ideas. Furthermore, in my opinion, my coach has extensive skills to train the other people. Almost before each meeting, I received an assignment. During the meetings, he carefully listened to my answers and took some crucial notes. I hope others can also benefit from him in the future. I want to acknowledge Matthias Großkopf for his coaching preparation.

CONCLUSION

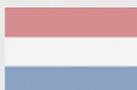
I strongly recommend continuing the method of content-based preview and reviews in the following Honour program. Writing previews stimulates students reading the literature initially and has a basic view of what the evening lecture will be. Reviews could be written for concluding what the lecture is about and learning what the differences are between what we thought and what we have been taught. In general, the efficiency of evening lectures will be higher than not writing preview and reviews. Additionally, working on previews and reviews via groups is better than individuals. On the one hand, students could share their opinions since they have different backgrounds. They are able to learn knowledge from different perspectives. On the other hand, when group mates work together, they can build up a close relationship and make some friends.

Furthermore, the teachers that Prof. Dr. Wilderom has invited to give lectures are responsible for the quality of lectures. They have used their styles to teach and explain the practical and theoretical knowledge. Some teachers have a sense of humor while other others are more serious. Sometimes, when students have many questions, our lectures have last more than 1 hour and

a half. Students and teachers are motivated to investigate and discuss the answers.

Through doing the cognitive, experimental and coaching parts of the Change Leaders Honours program, I have gained new knowledge, improved my communication, analysis, negotiating and arguments skills and solved my problems during the period of writing my thesis.

Last but not the least; I would like to thank Prof. Dr. Wilderom for organizing this Change Leaders Program. With globalization and digitalization, being a change leader is important for your future career. If you are open-minded and willing to be a change leader, please do not hesitate to come to the lectures of Change Leaders Program. Once you attend those lectures, you may become a special change leader with you own style. Through having the interesting lessons and trainings from Change Leaders, a quote has been summarized that: “as a Change Leader, you must recognize the beneficial actions, implement the changes, say no at the right time and increase firm performance”.



JORIS LUYT

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“It is easier to act yourself into new ways of thinking, than think yourself into new ways of acting”

— Unknown

ABSTRACT

Hi, I am Joris, 28 years old and from a town near Rotterdam (The Netherlands). After finishing my BSc. in Applied Physics in Delft, I moved to Enschede for my current MSc. in Philosophy of Science, Technology & Society, where I am currently writing my master thesis. I chose for the Change Leaders program, because I hope to work in development projects in the future: I have a strong belief in group projects, because they are interdisciplinary and, in the right hands, are very productive. I hoped the Change Leaders program would help me develop my skills, so that I could turn a group of people into a productive and enthusiastic team that believes in their goal.

As a part of the program I have also been working on a project, my master thesis. I am doing literature research as well as developing my own framework on the subject of integration in interdisciplinarity and the impact of anti-scientific-realist ideas on the perception of scientific quality. Scientific realism is the idea that our scientific theories and concepts are directly represented in actual reality, but when multiple disciplines work together, multiple competing theories and concepts try to tell us different things about reality. In my thesis I aspire to develop a framework that uses alternative ideas on scientific realism and representation and through that find criteria for good science that work better in interdisciplinary research.

The value of the Change Leaders program for my project has been unexpected. Initially, I intended to work towards an academic publication as part of my master thesis project, but it turned into something else. While working on my master thesis I felt unfulfilled, unproductive and started struggling with the thesis. I was not happy with the process at all but felt unable to make a significant change for the better.

Together with my coach, Paul van Katwijk, we started to zoom in on this issue, and exposed quite some issues that I was struggling with, as well as an inability to make behavioral change. Paul helped me develop a more healthy issue towards the issues I was struggling with, but more importantly we made the first few steps towards behavioral change and learning the skills required to make behavioral change. At the end of the program I now feel I have a better handle on active self-improvement and I know that it is not about knowing what a great leader is, it is about becoming one. And that means to take action, find a new paradigm and change your behavior, one step at a time. Now that I am learning how changing yourself feels like, I can help others change themselves as well and in the future be a change leader.

COGNITIVE PART

So, the Change Leaders Honours Programme consists of three parts, but it is really only about one thing: yourself. And because that sounds so... cheesy, it's not really what you expect or even accept going into the program; at least I didn't. I expected just the basic, run-of-the-mill lectures that I am used to from my regular academic program, only on a different topic. And the Change Leaders program started out just like that, only slightly less formal and slightly more chaotic than I am used to. Papers on leadership to study in preparation, introduction to and discussion on said papers, write a review, done. I anticipated this to be quite boring, and in a way, it was sometimes. But I will never forget how I felt after the first lecture, given by Celeste herself. I felt shocked. This was so different than I am used to. Methodologically the research was different, the subject was way different, and the approach was different as well. Being used to go after every detail meticulously, it felt really unsatisfying to almost skim through the contents of the research. At that time, I was disappointed, I expected more, this was an Honours program after all. And I feel other students felt the same way maybe, as discussion we mainly tried to criticize Wilderom's chapter. The second lecture, the morality of marketing was put into question. In hindsight, I completely missed the point in this early part of the program: it's not about the research itself, it's about how it can help you become a better Change Leader.

But, as time passed and a few lecturers went by, I certainly got used to the style, became more open to the content and information rather than methodology of the research and the presentation and this helped me a lot, as the lectures felt more valuable and rewarding; I felt like I was starting to pick up some of the core principles of modern leadership, or at least how it was presented to us. The pivotal lecture was given by Paul Kloosterboer. It was pivotal for me because before that,

we've only discussed and studied what modern leadership is: it's a lot of listening, it's transformational, culture differences are exceptionally significant, as well as marketing. But Paul focused on something else: change, learning and emotions. For the first time the lecture felt as if it had an inspirational and changing impact on my own views of leadership, beyond piling up some extra information on the limited conception of leadership I had prior to the program. Basically, this was what I expected at this point: just more lectures and more information to add to my extending knowledge of leadership. When the time comes and I'll eventually be a leader myself, maybe of a multi-national NGO, or maybe of some company's mid-summer picnic organizational committee, but when that moment comes I simply open the vault of knowledge and be a good leader. Sure, I might need some practice but armed with knowledge, I'll make the right decisions and that is what counts. I realized, it was a bit of an optimistic view, but essentially I felt very strongly that knowledge was the key to success. Paul's ideas were really incompatible with my beliefs. Paul introduced irrational thinking, and how to cope with change. I believed that analysis was the key principle to solving all problems (and maybe I still do, but I'll return to that later when discussing my coaching process), so I understood this emotional nonsense from a rational point of view, but it was really not how I thought my behavior as a leader would be. Behavior is simply a result of informed decisions, minus the occasional irrational impulse. Paul changed all these views, by showing in a very engaged way how to make changes in behavior, which was not easy at all and how rational thinking is absolutely not the key to behavioral change. Finding a new pattern, a new behavioral paradigm, needs to be coordinated with others, giving them time to adapt: you and everyone

else might understand why we have to change, but we certainly haven't changed yet. A new policy has not changed anything until the behavioral paradigm has changed, and this means destroying the behavioral paradigm that came before it. And you can't destroy a paradigm like that by thinking, you need to behave like it is destroyed (which means behaving in the new, desired way, one step at a time), and then you will feel the change. This is not only effective, it is also necessary to realize. What summarizes this idea was this quote from Kloosterboer during the lecture: "It is easier to act yourself into new ways of thinking, than think yourself into new ways of acting". Acting is important, because it is more than a rational way of learning, it is more complete.

His ideas had a strong impact on me then and thinking back to them now, they were even more relevant than I realized at that time. During my coaching process these again were things that I struggled with. The reason why, is simple: I did not make any behavioral change, only filling up on intentions and ideas rather than acting them out. Kloosterboer's lecture was the most inspirational lecture, the most insightful lecture and definitely the most interesting lecture. It was the point, in which I realized that what I learned here can make a substantial difference on how I act, not only on what I know.

EXPERIENTIAL PART

Speaking of acting, the next quartile of the program was an experiential part. The highlight here for me was of course the extensive personality profile, the Insights Discovery profile, and the accompanying workshops. The change of pace, in comparison

with the cognitive part, was really refreshing, especially because now finally the focus was explicitly on me. Not because I am such a narcissist but the program started to feel different than anything I have ever done before, as it focused on active self-improvement (and not through piling on additional knowledge like I was used to). The personality profile was a tool to analyze myself and while I had my doubts about the whole 'classifying people's personalities'-ordeal, the profile was a really good starting point for self-analysis: it was honest and straight-to-the-point. Perhaps not always accurate (or it's simply a blind spot for me). According to the profile, I am a reforming observer: analytical, objective, withdrawn at first. I can be frustrated by people, who aren't rational in debates and I can be blunt in my statements. Others agreed with me that the profile was a bit polarized and overdrawn, but I certainly recognized a lot, and there was very little that was obviously wrong (attention to detail is not my strong suit, for instance). The profile was exciting and interesting, and definitely stirred things up.

I also learned a lot from an exercise we did during the two workshops by Frans Stel. In this exercise we, a 'random' group of four, had to work together and compose a list of essential survival goods through communication, negotiation and ultimately consensus. After that, we had to evaluate the process and give feedback. As it turned out, I did not know how to give feedback properly. A piece of feedback I wrote was used (anonymously) as an example of bad feedback: it was not feedback, it was simply an observation. Considering my personality profile, that shouldn't come as a surprise. Basically, I only knew how to give feedback on papers/essays: point out errors or weak spots. In a group process, it is more personal and the point of feedback is to change a group member's behavior. This was something that was really important for me to

learn, first of all so that I can give better feedback but also, so that I know better, what to look for in feedback I receive.

Another set of workshops/lectures that I enjoyed was given by Stertefeld and Klaassen. I did not learn as much there as from the personality profile and the survival-exercise but I learned a more formal framework for project management. Since I imagine myself working in group projects a lot in the future (or at least I think they're extremely valuable and sincerely hope to work in group projects), this was really helpful, especially conceptualizing the idea of a deliverable as main and most important aspect of a project. Other concepts also cemented the idea for me that a project needs to be well-defined, in order to maintain its momentum, which means speed but also goal and productivity. I like concepts that help me move things along, be really pragmatic and efficient in meetings; like defining group roles, and the idea of formal project definition (as well as the stages). This gives me even more tools to get a project on track and keep it there.

Finally, as unofficial end to experiential part of the program, Arnold Enklaar had some excellent and practical situations of significant cultural differences for leaders: the importance or non-importance of hierarchy and loyalty in cultures (Japan, Germany) but not in others (The Netherlands). Something you already knew from pop culture, but now has gained a practical implication for leadership, because Mr. Enklaar made it obvious to us, and explained to us how to use it to our benefit (or prevent it from working against us). Definitely an eye-opener to cultural differences on leadership!

COACHING SESSIONS

So, now that I thought the hard part was over, it was time for the coaching sessions. I hadn't thought much

about these sessions to be honest, as all that I expected of it, was that someone would be helping with a project. For me that project was my master thesis. There was also minimal briefing from the program about what the coaches will do or what we should do. So, frankly, I expected some laid-back talks about self-improvement and my learning goals at that time. During the experiential part I developed a file on what I learned about myself and what I would like to improve; my personal development plan. So, going into the coaching talks with Paul van Katwijk, my personal coach, I had the following personal development goals:

- Working towards becoming more action-oriented, seeing my ideas being realized by myself
 - Become more disciplined in carrying out my plans
 - Stertefeld&Klaassen: first, pinpoint my conceptual ideas, secondly, translate that into some activity that is doable, and thirdly, actually do it.
- Being more patient and open to people who do not favor arguments and rational thinking but rather favor emphatic, emotional or drive (passionate) ways of thinking.
- Become more tolerant towards others, who I believe have 'inferior' opinions.
 - This means either becoming more tolerant, and/or
 - Try to get rid of my intellectual elitism. Nobody likes a smart-ass.
- Becoming more positively constructive of others in my feedback

These learning goals were based on the things I learned during the experiential part, and also on a nice

and open talk I had with Martian Slagter. Technically, the talk and workshops by Martian were still a part of the experiential part, but it all flew over nicely and tied together in the coaching sessions. Something that I did not mention before was Stertefeld and Klaassen's plan-to-action: how to realize your ideas. This may seem trivial perhaps to most people, but it is something that I have been struggling with. Another thing that I was struggling with even more during my master thesis time, was basically doing stuff autonomously. Not waiting for external conditions (e.g. deadlines) to pressure me, but find that something that would turn my 30-ish hour/week productivity into more.

Anyway, Martian channeled ideas about my learning goals, found a definition for them and made them discussable, finding a nice balance between personal and analytical. For the short time that we had, the talk was very constructive, and it made me excited with anticipation about the talks with my personal coach. However, I still had no concrete idea what we would be doing, so the day my coach Paul and I met, the question remained: "What are we going to do, Joris?". I told him about my learning goals and that, considering my project, I would like to develop my own productivity, especially my control over it. He said: "Sure, we can do that, but since you are in an excellence program, is this something that will bring excellence to your program? And what about leadership?"

Coaching became personal, real quick. As part of the coaching process, I wrote personal reflections. An excerpt:

"This meeting was uncomfortable and challenging [...] Paul observed a few things, while we talked: I am looking for a drive or passion, I require self-discipline (i.e. planning own goals and fulfilling them), I am thinking about the future and I have to figure out where I excel in. Paul said that to accomplish this, there is nothing

wrong with setting own deadlines, creating the conditions that make me motivated (or at least just do it). I think he is right: I should set these goals and personal deadlines, make commitments and promises. Why don't I do it? Because I have never done it before; completing activities usually goes automatically. Now that it doesn't, I don't take the responsibility to commit to activities I don't prefer (and do other stuff instead that I ultimately don't feel good about afterwards)."

In hindsight, I see no excellence there. It feels like I am barely coping with the situation back then, and something needs to change desperately. I needed behavioral change. To my frustration, Paul didn't figuratively take my hand and showed me the way towards behavioral change. "It is easier to act yourself into new ways of thinking, than think yourself into new ways of acting". If Paul told me, I would know, but I would not have behavioral change, I need to act to change my ways, so Paul left me hanging while I tried to come up with a concrete plan on how to increase my productivity. It's self-referential, and it's a pain. This was after our second meeting.

I remember saying that I thought the hard part was over after the 3rd quartile, but I could not be more wrong. After this second meeting things finally got really hard, and really real. Something that we did not touch on during the workshops but that my coach introduced, was factors for behavioral change: specifically what is holding you back towards making a change (what is attractive in the old behavior, what is unattractive about the new behavior). So I went and tried to self-analyze and find reasons why I was unable to make this simple behavioral change. At this point, what I wanted to change was increased productivity in order to produce a masters' thesis that was worthy of cum laude and possibly publishable (in rewritten form). My productivity was lacking because of procrastination habits.

Procrastination is really not that interesting. In fact, I found my previous behavior (prior/during coaching sessions) to be not so appealing that I would marginalize my thesis for it. It was just the basic stuff that I would do to relax before I started my master thesis, like cooking, playing games and reading; only they got out of hand. If my previous behavior was not extremely attractive, then what was preventing me from behavioral change was something unattractive about the new behavior. I reserved all this time for writing a near-perfect thesis, but far too much went into unproductive habits.

A lot of things surfaced. I am ambitious but there are also high expectations. I've always been able to meet these expectations with ease in my master program but for my thesis it was different. Lacking a clear structure, no concrete plan-to-action, my thesis progressed slowly, too slowly for my liking. On the other hand, I already wrote an extensive outline with the argumentative structure, which I thought was the most challenging part. All I had to do, was write it down more carefully, a menial job, and my thesis would be done. I completely misjudged the skills needed to finalize my thesis: I did not need my excellent analytical and argumentative skills. I needed skills that create structure and conditions for myself that allow me to be productive instead and I lacked that skill. On the contrary, high ambitions and high expectations, coupled with a knowledge-over-action attitude made me view my master thesis as a Great Work. I might be able to conceptualize a great thesis, but I wasn't able to actually produce it without behavioral change. And I lacked skills to make significant behavioral change.

I am now taking small steps in finishing my thesis. It's something that I have to go through, slowly developing the skills for behavioral change and continued productivity. I still have views that stand in my way but simply doing it, despite these views, changes how I think about my thesis. I no longer see my thesis as a Great

Work, it's a Great Tool: it teaches me something valuable, even though I feel anxious about it. After all, this is what Paul Kloosterboer had anticipated. I was not able to think my way out of a behavioral paradigm; it only made it worse. My coach has helped me ease up my thinking, first by provoking me, breaking up the paradigm and then just letting me to take small steps towards the new behavior. I don't expect to stop your old behavior at once but ultimately I will act my way out of my thinking paradigm.

The coaching sessions did not go as planned, and I am not even sure if it's in line with the program but they have been so valuable to me, as I have learned how to see the value in instrumental activities (like writing a thesis), how to analyze behavior and how to accomplish behavioral change.

CONCLUSION

Out of the lectures in the cognitive part, the workshops of the experiential part and the sessions of the coaching part, the coaching sessions have been of most value to me: they were personal, specific, and forced me to become honest towards myself and put the effort into analyzing myself, instead of finding the easy answers and vague phrases that satisfied those around me but had little impact on myself. That, coupled with the lecture by Paul Kloosterboer, which tied together for me in some ways, has led me to some personal insights, and at the moment I feel that I am still discovering and taking additional steps towards a better self. The five meetings I had with Paul van Katwijk were fantastic, unsettling (in a good way) and constructive all at the same time, and were more impactful than any of the lectures or workshops.

The Honours Program also made me realize something crucial. Halfway in the question dawned on me: "Do I

want to be a leader?”. Going into the program, I was sure I wanted to be one but once you learn more about leadership and specifically about the different ideas everyone has about leadership, you stumble on a cross-road: “What type of leader do I want to be?” I know from discussions with other students that they struggled with this, as well. Barely anyone was inspired by great leaders or had an idol of some kind. So I realized that I don’t want to be a leader but I don’t mind being one either. I realized that leadership is not an intrinsic goal for me but I know that if my goals require me to step up and be a leader, I can do that, and I already often do and I enjoy that. The program has put things into perspective, and I now know that for my future goals, I will have to become a leader and inspire other people to work with me towards realization of our goals.

As I have arrived at the end of the program, I now feel I have a better handle on active self-improvement and structural behavioral change and I know that the program is not about knowing what a great leader is, it is about becoming one. That means to take action, find a new paradigm and change your behavior, one step at a time. Now that I am learning, how changing myself feels like, I can help others change as well and be a change leader in the future.



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*“Success is not final, failure not fatal: it is the
courage to continue that counts.”*

— Winston Churchill



ABSTRACT

I'm 23 years old and doing my masters in Biomechanical Engineering and Civil Engineering (Water Management). This year I am finishing my master degree in Biomechanical Engineering, for which I am currently doing my master research. The research is about vibrotactile feedback for spinal cord injured people who are walking in an exoskeleton. These people have, among others, a loss of sensory feedback of their lower limbs and it is thereby very difficult for them to know where their legs are located and in which phase of a step they are when walking in an exoskeleton. To compensate for this loss in sensory feedback, this feedback can be substituted. Research, however, is needed in different subjects to gain insight in which way sensory feedback can be substituted. One way of substitution of sensory feedback is the use of vibrotactile feedback. In this type of feedback small elements are used, which can vibrate at different intensities. The elements are placed at the shoulder, whereby information about the center of pressure of their body is sent through the vibrating elements to the user.

In my research, I worked on a set-up with an inverted pendulum, which can be moved by a motor. At first, the whole set-up has to be optimized to be able to do some experiments. I worked on the software, after which I did some pilot experiments. To test the set-up in the next stadium, experiments were done to examine if it is possible to move an inverted pendulum back to its zero point and stabilize it at that point only with the information of vibrotactile feedback. 20 subjects were doing the same experiments, in which they had to bring back the disturbed inverted pendulum to zero.

Data about the time it took to bring the pendulum back to zero, as well as the center of pressure of the pendulum were stored. The faster the pendulum is back in its zero point after a disturbance, the better it is. Research was done with two types of vibrating elements to see which one gives better results. Furthermore, it is tested if any learning effect can be identified. The effect of a double task is tested as well. In the experiments, in which a double task is tested, the subjects had to do a mathematical test at the same time as they had the task to bring the pendulum back to zero after a disturbance. It is expected that it will take longer for the subjects to bring the pendulum back to zero when they do the double task than it will take when they can focus on the pendulum specifically.

The data is stored and in the next few weeks I have to analyze and discuss it. With these data I hope it can be concluded whether it is possible to bring a pendulum back to zero and stabilize it with only vibrotactile feedback. Furthermore, the effect of a double task will be determined, as well as the learning effect. All these aspects together will be used to say if vibrotactile feedback appear to be an added value for the use of SCI subjects in an exoskeleton.

COGNITIVE PART

In the cognitive part, different insights in management, change, leadership, cultures and organizations were in focus and discussed during the lectures. I have never taken a look into most of these subject before, so there were a few eye-openers. In most of the lectures, we talked about things I have never thought about before. Therefore, I learned quite a lot in this first part of the honours program and it was an extension to my studies Biomechanical Engineering and Civil Engineering.

Before the lecture of Dr. Gerben Westerhof started, for example, we read the article "Personality and transformational and transactional leadership: a meta-analysis (Bono & Judge, 2004)". Among others, this article focuses on the relationship between personality and the eight dimensions of transformational and transactional leadership. These dimensions are shown to be valid predictors of job performance and satisfaction. Furthermore, personality traits can be related to the three dimensions of transformational leadership; 1) inspirational motivation, 2) intellectual stimulation, and 3) individualized consideration. The same applies to the three dimensions of transactional leadership. This was an example of knowledge, which was for me an eye-opener: it is something you actually already know, but which you never realize if you don't think specifically about it.

Another thing, which I liked was an example given by Dr. Olof Bik about the values of a company and how they can be conveyed: talk and walk. Companies should execute the values, which they consider important. Vision, strategy and identity are the core values. The behavior in organizations drives the performance and determines, in which way the core values are executed. The Efteling is a good example: they say to be hospitable (talk) and to show that, every host and hostess gets 25 euros a day to give a party animal presents

and small gifts. In this way, they embed talk into walk. Employees mention the positive vibe intended hereby and become more friendly and hospitable. At the end, the amount of visitors will increase. It appears that not only employee loyalty is important, but that behavior in organization drives the performance.

EXPERIENTIAL PART

The second part of the Change Leaders Honours Program was the Experiential Part/Skills training. For me, this was the most interesting part of the Honours Program, together with the Coaching Part. The experiential part started with a few lectures. In one of the first lectures, 'the winter game' was played. In this game we got a list with a few objects mentioned, which we were able to use after a fictional crash with an airplane in the middle of nowhere in Norway in the winter. With a few other honours students we had to discuss which objects we thought were most important and which were less or least important. In this discussion it appeared that everybody acts differently: we worked in a group with four people, in which one student clearly appeared to be a leader, while another student was really quiet, did not say that much and had to be pushed to say something. However, the few points, which were mentioned by that quiet student were really good. That was an eye opener for me: mostly, students are quiet because they are not interested and they do not want to cooperate, but in this case it was just a student who did not like to talk or to interrupt in a discussion. After asking his opinion he gave good input and had clear arguments. It is good to remember and to keep in mind that it is not always that people are not interested if they do not contribute with much input. Sometimes their character is the reason why they are silent.

Insights test

Noticing these roles of the different students in such discussion, as in the winter game, was initiated by the Insights test and the lectures given in this experiential part. Every person acts differently; one is extravert, while the other is introvert. Some people are more formal, analytical and objective, while the others are informal, personal, caring and subjective. Of course, I have noticed before that that people have these different characteristics, but I have never thought about categorizing it and put it in groups. I, therefore, never realized that there could be some kind of logical order in it. In the Insights test people appeared to act, following a certain color: different behavior belongs to a different color. Mostly people have a certain 'set' of characteristics, which belong to them and that exactly is the point I have never realized in that way. I mostly see different aspects in behavior as 'loose properties' and never as a kind of package. However, seeing it as a package can explain a lot about people and also about myself and my own behavior. Behavior seems to be more logical when you categorize it in that way and it is easier to understand how other people will probably act in a group, what you can expect from them and why they behave as they do. Therefore, I think that using these insights will be helpful in future group assignments. I already noticed that, with this knowledge, it is easier to see what you can expect from a certain person in a group, how they will act and in what way they can contribute to the group. This is helpful, because recognizing people's strength and weaknesses is now a lot easier. A pitfall, however, could be that I categorize a person in the wrong group and that I already made up my mind about that person without knowing him/her that well: prejudices. This knowledge could, therefore, be used as a kind of tool only: the tool can help to understand people,

but I have to take care that I do not judge people already in advance because I think they will act in a certain way.

I did not only learn about other people and their colors, I also learned about myself: I can be quite chaotic and fast. I can be very enthusiastic, but I do not always look into detail because I think it is boring. Sometimes I, therefore think, I am in a hurry too much and I should be more patient in some situations. I was looking around and saw other students being really orderly, structured and only doing well-thought things. I was wondering why I can be so chaotic and why the others are so orderly, but I could not find an answer. After doing the Insights test, some things became clearer: my insights color appeared to be orange. I agreed with most items mentioned in the test and I recognized my own behavior in the results of the test. The test mentioned some points, which I saw as negative (or maybe 'not too positive' is better) at first, but as positive points or strengths and just mentioned some pitfalls of them, at second. That is a different kind of view than the one I had on these properties. After thinking about it and after realizing what the Insights test said, these properties can indeed be seen as positive things. It is important to realize how you behave and what the consequences could be of, for example, living fast or not looking into detail, and with the knowledge that that could be a pitfall you can also turn it around and focus on the strengths instead. For example, looking at the big lines: there are people who do not like that, such that we could complement each other. To do so, however, at first both have to realize what their strengths and weaknesses are, otherwise, it cannot be recognized. The Insights test has helped me in recognizing things I did not see at all before or which I saw in a different way.

That is probably the most important thing of this honours program: realizing. I already knew almost everything what is mentioned during the lectures and in the Insights test, but some things I saw differently or I did not realize that they appear in that way. I did not understand why people behave in such a way. These lectures were, therefore, useful in realizing what my own profile and color (insights) say about me, such that I understand in what way I act and why. The example of above: I sometimes think that I'm too impulsive and that I have to become more patient. After one of the lectures about the Insights test I was thinking about that fact and thinking about why I think that is a negative thing and why I actually wanted to change it. Looking at the colors of the Insights, it is probably a property of my character, of who I am and I am not sure anymore, if it is a negative thing and if it is important to change it. As I think at this moment, it is at first, important to realize that I act in this way and second, to think about the effect of such behavior for the future and the effect on other people. Probably, in some situations some properties can be a good and/or useful, while in other situations it is better to try to be more relaxed or act differently. In which situation things will be a good property and in which it is less useful, is difficult to say.

In projects three different kinds of working came by: improvisation, routine and project based. Looking at myself, taking into account the things mentioned above, looking at the Insights report and looking at experiences in the past, improvisation and project based management will be mostly "my thing". Probably, management on the basis of routine would bore me and I would not appreciate it as much. In project based management, I will have to better learn to think first and act later, instead of thinking and acting at the same time. Improvisation will fit best at this moment, but in, for example, doing a research, this will probably not be the best way of acting. Therefore, it will be good for me to think first and act later in some situations.

Project management

In the project management part, we had to mention what we thought is intriguing in the project management; different aspects are intriguing in my opinion. In big changes in companies and during reorganizations, mostly there is a lot of discontent among the employees. They are usually not well informed; do not exactly know what happens or why it is being done. What I find intriguing in these situations is the question why it is going wrong. Is it a 'mistake' from the organization and the managers or is it discontent due to the fact that the employees are afraid of the changes or afraid for their own position? Or anything else? Where does it go wrong? Why is it going wrong? Why is there so much discontent? Is it fear of new things? Could that be prevented or is it 'just human nature'? These are some questions, of which I never know the answer and of which the answer will be different in different situations, organizations and changes. This item was partly covered from one of the lectures and many questions were answered. That was nice to see. Some of the other questions could be answered by myself afterwards. Some general insights were given, but they were good to know to understand those situations better.

Another intriguing point in project management in my opinion is the way of management in multidisciplinary projects. In these, mostly big projects, people from different occupational backgrounds have to work together to reach one final goal. I think, it will be difficult to ensure that the people with different backgrounds communicate together and understand each other. In these projects I expect it is a pitfall that people think they understand each other and they are talking about the same thing, but actually there is a miscommunication and they are all talking about completely different things.

My own pitfalls/mistakes in working together in a project are mostly that I like to think broadly and not in details and that I want to do things faster than some other project members. The last one is prevalently the case in the beginning of a project when everything has to be started: I want to combine the different aspects, so that we move directly to the next step, but in the opinion of other team members, I want to combine too fast. In some cases they are right: take a better look at first, so that you have more background in the matter and you can take your decision more well-thought. This can be helpful for me sometimes.

Furthermore, in discussions, which take a lot of time and in which it is clear for a longer time already that the group members will not adapt to the points of the other group members, I want to quit the discussion and just make a good plan what to do. Other team members, however, disagree with that point of view and want some more time to discuss. I think, I should be a little bit more patient in these situations and thereby ensure that other team members can take their time.

When acting as a leader in a project, it is important to know and realize how you are acting as a leader and in which way you 'treat' others, while involved in the same project. That was something I never actually thought about: I did think about how you should behave as a leader to become a good leader in a certain project, but I never thought about which aspects are important in the behavior towards other team members and what the behavior of a good leader should be in these aspects.

It appears to be important as a leader to know what your specific interest is in the proposed change is. The same applies to the knowing interests of the others involved. Furthermore, it is important to know your own behavioral patterns and the possible ones of others, so that you can see how others see you. Authentic empa-

thy and reflection on your own past behavior are the last important views. Next, points were mentioned as important to be an inspirational leader; it should be good to remember them and use them in future group projects. An inspirational leader is according to them:

- Non-hierarchical
 - People follow because they want to follow.
- Relational: This means that every leader has followers. Leaders have to focus on others: great leaders know more about their followers than their followers do about them.
 - Most important terms in this are warmth and strength. Empathy is also a word, which fits in this context. Relational is also to:
 - Communicate with authenticity.
 - Connect differences and benefits from others
- Authentic. Don't try to be what you are not.
 - Dare to be vulnerable
 - Be sensitive (adapt)
- Contextual
 - Be able to vary your leadership style per organization phase/external or internal conditions, team or task
- Visionary

In all these points it is important to respect each other, each other's weaknesses and strengths and each other's ways of working. Following McCauley (2006) developmental assignments: creating learning experiences without changing jobs one has to realize that, in leading others, effective communication, development of the others, valuing diversity and difference, building and maintaining relationships and managing effective teams and work groups are important as well [1]. Be-

cause I actually never thought about the properties of a good leader, I have to remember them well and see how they are practiced in future.

Cultural differences

One of the lectures was about cultural differences. I have been in many different countries and already knew quite a lot about the differences between cultures, but an interesting thing I never thought about, was the difference between an "I" and a "We" culture at work. I would like to work abroad, so the lecture about this subject, interested me a lot. In the Netherlands we mostly have an I-culture. Probably, not many people realize that, because we were raised with the norms of our I-culture, but comparing it to cultures in Africa or Japan many differences can be found. One of the things mentioned during the lecture about it, is that employees get concrete personal instructions from the boss in an organization in a we-culture, while in an I-culture autonomous implementation of work is expected. Furthermore, in an I-culture it is allowed to give your own opinion about things, while in a we-culture the boss will not feel respected as a boss if you give your opinion; it would sound like criticism. The boss will consider you as unreliable and not loyal and he will try to get rid of you. None of these things is right or wrong but it is just good to remember that there are differences between cultures.

COACHING PART

In the coaching part of the honours program we focused on our own learning goals. It was a little bit difficult at the beginning to find out what goals I wanted to focus on, because I already focused on some points, whereby it was not needed to focus on them again. Therefore, my previous learning goals changed and we mainly focused on two different points:

- Realizing why and at which points I do not want to plan things for a longer period: I like to do many things, but I do not like to plan appointments in the future. Making small appointments are not a problem but, for example, I am not sure if I already want to work after the study because I do not want to make commitments for a longer time. I would like it to be/stay free.
- Furthermore, there is the point that I am doing things quite fast and that I am doing many things at the same (mostly, short) time. Sometimes it would be better to say no to some things and to take a little bit more time for the things I want to do. Therefore, I had to take a few points, which were important and which got priority. Besides that, I had to be aware that I live 'now' and not in the future: not rushing all the time, but taking time to realize what happens now.

The last one worked out quite well. I thought about the things I had to do and about the things I wanted to do. Thereafter, I made some choices, which things I wanted to give priority to, for the next few weeks. I focused on these points and did not do the things with lower priority. The result was pretty good and I had more time for the things I had to do and I was able to focus on the things, which needed the focus and I wanted to focus on.

After some conversations the coach mentioned to do a kind of relaxation exercise to create some moments during the day, in which I have to live now and not to think about all the things I have to (and want to) do later (in the future). It was good to have a few of such moments; relaxing indeed. However, besides some lazy moments it did not bring much. I think it would help better in periods, which are actually too busy and in which you do not know anymore which things you want to do at first and which ones thereafter. Therefore, I would remember it and will try what the effect is in that kind of situa-

tions. Some of these moments at a day will be helpful probably.

The point about not wanting to make appointments for a longer period appeared to be quite difficult during the coaching sessions. I wrote down every time I had the feeling someone wanted me to make commitments, which I did not want, but there were not many situations in these weeks. Furthermore, I already knew quite well in which situations I do not want to make appointments and in which I do not care. Therefore, we mainly focused on what I would like to do after my study, because I still do not know what I want; I only know a lot of things I do not want. The sessions were helpful to see opportunities and focus on different things than on myself. I really enjoyed these sessions and there were many small points which came by, and although these were only small points, they made me aware of the things I do, think and wanted to do. It was a really good last part of the honours program for me!

FINAL WORDS

In conclusion it can be said that this honours program was most meaningful to me in the aspect that it made me realize how different mechanisms are working in leadership and which aspects are important in good leadership. Besides that, the results of the insights test were in some points an eye-opener. I already knew most of the points mentioned, but there were a few points I never realized were working in that way. In the coaching part my coach and I tried to find some methods, by which I could change a few of these points and in which way it is best to change them. At the end I can say that I learned a lot and that I liked this honours program, because among others, of the focus on personal development.

[1]

<http://www.shrm.org/research/articles/articles/pages/leadershipcompetencies.aspx>



RODRIGO CAVALCANTE

MSc Civil Engineering
Brazil

“Keep yourself motivated to motivate”



ABSTRACT

My name is Rodrigo Mendes Cavalcante, 21, exchange student of Civil Engineering at University of Twente sponsored by the Brazilian program 'Science without Borders'. During the experiential part, I had the opportunity to start working for Shell at the Shell Technology Centre Amsterdam (STCA). It is my first experience in a job and the Honours Programme has helped me with the challenges and difficulties in the beginning of my internship.

The Change Leaders program enabled me to improve my leadership, organization, communication, motivation and other skills. However, more important than that was the self-awareness that I had during the program. I could understand better about myself, the reasons for some of my behaviors and what I like to do. Be connected to the people was something that I was always concerned, even being implicitly some times during the Coaching Sessions with my Coach Emile Dopheide, as remarked by him. The importance given by me to the 'Human Touch' was bigger than I use to think.

The meetings with my coach were very fruitful, contributing for my development in many different aspects. We had a period of demotivation on my first project, but the scenario changed when I was accepted at Shell and I had to change my entire project. The vehicle for my personal development was the beginning of my internship and the learning goals were readapted to fit it.

COGNITIVE PART

In this part, I had contact with different companies that are considered successful examples in their areas due their performance, but more important was the different approach that they have with employees and customers. Some examples were the knowledge-intensive companies, such as Google, where the non-routine and collaborative environment are the key elements for the innovation capacity to create solutions and a good performance of the employees. I could read and understand the reasons for their success, discussing the best practices and how they could be used in different areas and aspects of my life.

It was provided very interesting articles for the students and they were definitely the foundation for our development. I would like to remark one specific article, the "Strategy & Fat Smoker" written by David Maister, which it is described the reason for why it is so difficult to change. The change's results or rewards, most of times, take a long time to come, whilst the discomfort and discipline are immediate. It is more than just change your behavior, a habit must be created.

The lecture given by Prof. Dr. Carla Millar about Global Branding & Leadership was the most interesting for me. She talked about her amazing experience working for Unilever. She presented us some insights about Branding and its importance in the industry and for the companies' success and the types of market in the world. She introduced me for the first time to the term "Glocalisation"; it means the different approach of a company to a specific market without change the company's mission and values.

I had an insight reading the different definitions for the word Leadership and understanding the different types of leadership, such as Transformational and Transactional. Based on the lectures and readings during the

program, I have created in my mind a specific meaning for the word Leadership. However, this meaning is always being redefined and changed with my daily experiences; once a good leader must be prepared for changes. I would say that all these following adjectives should be in your mind when you think in a great leader: authenticity, comprehension and respect, making him/her connected with people.

EXPERIENTIAL PART

In the experiential part, it was possible to understand my personality and my style of leadership. I have learned useful tools that would help me in different situations, either working in a group or leading a group. For instance, OK/Not OK, where two people are defined as being on OK or Not OK positions related to a specific situation. This tool is helpful to understand the behaviors of each person, contributing for a better understanding of the scenario and from that try to achieve a mutual agreement between both without divergences.

We had some workshops where we could use the knowledge acquired during the program, analyze the different types of personality and get the best from each one of the group. These workshops are fundamental to apply and demonstrate what we have learned. We applied the four colors energies to solve a problem or convince someone about our idea, following a specific sequence. The cultural differences between the countries and how to deal with were also important tools learned during this part.

During my Project I have tried to use these tools in a way that could help me. Because, although they are very useful, they must be used as auxiliary tools in our life, since many of them require a pre-judgment of the situation. Our observation may not be always correct, leading us to an incorrect description of the situation.

Therefore, these tools may hinder rather than help when the pre-judgement is wrong.

The lecture “Leading the Empire of We or Empire of I” given by Arnold Enklaar was the most interesting lecture for me. He presented the cultural differences and how that changes the way of leading and building relationships in each country. In this lecture, I could compare and finally understand the reasons for the differences between my culture and the Dutch culture, since I did not understand some kind of behaviors and did not know how to behave in some situations.

Besides that, it was demonstrated that each culture has their own qualities and we should not judge it, but always try to understand the reasons for these differences. It is completely important for the Cross Cultural Management to understand and behave differently when managing a different culture. For instance working in a different country or working in a company from a different country may lead to divergences due the cultural differences. The lecture was full of examples, many of them experienced by lecturer.

The importance of understanding each person and be comprehensive was very important to my development. During my exchange I have met people from different parts of the world and it enabled me to understand each peculiarity of the countries and respect the differences. A leader must be respectful to connect with people

I had the opportunity to discuss with one of the team members during my internship about these culture differences (I-Culture and We-Culture). He told me his experiences and the difficulties he had in Bangalore, India. It was difficult in the beginning for him because he was not used to build a relationship with the employees to earn the confidence of

each one before start working. He read some books about it and changed the approach to the employees, receiving the maximum energy from them.

The Insights Discovery profile was an important tool of self-knowledge and reflection about ourselves. I shared the results with my parents and close friends; it was fantastic when a friend said, “This phrase is exactly you”. Most of the time we are not aware about ourselves and we do not realize the way we are behaving. The opinion from someone close to us is important to define better our weak and strong points presented in the results of the Insights Discovery Profile.

My profile was of an Inspiring Motivator, although I wanted to improve and learn more about motivation, the Insights Discovery made me realize that I am a good motivator. I have already received feedback from my colleagues about it. In the end of the program, I discovered that I need to be motivated, before trying to motivate people.

COACHING PART

My coach, Emile Dopheide, has been an important person for my development during the entire Project. I have started the Experiential Part without a defined project in mind for the Honours Programme. I would like to work on something big that could influence and put into practice the leadership and other skills that I had improved during the program

I had two experiences working for associations at my university in Brazil. First, I was the Chief Financial Officer of the Student Council of Civil Engineering students for 2 years. Second, I was part of the organization’s committee of the Civil Engineering’s Week, helping in many areas and giving advices.

During both experiences, I have felt a lack of motivation from the people I use to work with. How to motivate people was a subject that I was always discussing with the other Board Directors of the associations, trying to find a solution for the members’ demotivation. The members were not spending their energy or using all their capacity in the associations’ projects, affecting the performance and reducing the number of activities we could carry out as an association.

Therefore, my goal when I have submitted the application for the Change Leaders program was to learn more about motivation and leadership. I expected to be able to discuss and share with the other participants and lecturers about these themes and perhaps find a simple “magic solution”. I was completely wrong thinking that there would be a simple step-by-step to follow.

A previous discussion that I had with some friends about the quantity of Brazilians studying at the University of Twente this year, hit up an idea in my mind to create an association of Portuguese Speakers. That was the first step to begin my project. The creation of an association could enable me to work in the motivation theme, since the type of organization would be very similar to my experiences working in the other non-profit associations.

I started a Feasibility Study interviewing some people and contacting other similar associations. The contact with other associations also aimed to create a good networking between associations with the same goal. My biggest challenge would be get people to be part and help me with the establishment of the association. I have set up some milestones to monitor the project. The outputs would be an event in the end of the fourth quartile and the Feasibility Study that would also contain how the

association's structure should look like. The key risk would be get members interested in keep the association running for the next years in a self-sustainable manner.

I was not completely motivated working on it, because I was waiting a confirmation to start my internship. This would require me to abandon the whole project and move to Amsterdam. Remaining only one month for the end of the Coaching Sessions, I signed the contract and started the internship. The Project was changed, now regarding the beginning of my internship; however, the learning goals were maintained. I received a fresh air that motivated me during the internship. The possibility to work in a big company and use what I had learnt during my exchange program related to Civil Engineering and also to the Change Leaders Program was a rewarding experience.

The meeting with the Head Coach, Martian, was very important and a turning point for me. I went there to discuss the project that I did not have in mind yet and talk a little bit about me. This meeting would be used to define the coaches for each student.

I explained that I would like to understand how to motivate and keep people motivated. This was my development goal for the program and the reason that I have submitted my application. I told her that I have read a lot about transformational leadership during the program, but I still not finding any answer regarding how to motivate the people that I worked in the past. My experiences were in a non-profit organization's; the members should be motivated only with the possibility of learning, working as a group and achieve goals realizing the projects, however this was not the case for many of them.

She asked me what I had to offer to her and I did not know what I should answer. That moment I did not have anything to offer that I judged important. After some

minutes that I kept thinking without realize what I should answer, she asked me to talk about my ideas, my values and share my dreams. When I started to tell about my ambitious dreams and my beliefs, I could realize that I needed to share more my ideas and values to the people that I work with. I should believe more on my dreams and make people also believe on my goals and dreams to enable them become truth. She advised me to stop reading and start doing, I would learn by doing.

Although I have changed my Project in the middle of the Coaching Part, I have maintained the same learning goals, only readapting them for the new Project and adding one more. Emile kept me focused on them. Many times, I was too much concerned about the results and outputs of the projects, forgetting the importance to analyze which were the benefits from them and what could be changed to improve the outcomes.

For now, my learning goals are Personal Organization, Motivation, Cross-Cultural Management and Build Relationships. The Personal Organization has played a fundamental role in my life, since I have started working. I do not have much free time as I use to had, therefore I need to be more organized to avoid that I use my free time to finish remained tasks from my internship or from the University.

Motivation was the reason to apply for the Change Leaders Program. Therefore I gave a special attention for this theme during the program. The Cross-Cultural Management was always present in my exchange period due the contact with international people and at my internship, since all the Project team members were Dutch. Finally, the last one was added after discussing with Emile about the networking and how the connection to the people is a recurrent theme in our meetings, even being implicitly. He advised me that I should try to monitor my development related to the relationships and be connected with people, although I have never

had problems to build relationships. We always can improve all aspects of our lives.

In terms of the coaching process, it was agreed between me and my coach Emile a weekly meeting of 1 hour. He always helped me and gave me support to achieve my Learning Goals, even when in the beginning I was focusing too much in the project, forgetting that the project would be a vehicle for the development of my learning goals and it would be important to focus on them. Our meetings were very opened to all subjects and he always created a comfortable environment of discussion.

I was not very motivated with my first project and this was reflected in our meetings. I was postponing some activities, doing everything by myself without trying to get interested members to help me in the creation of the association. I was stumbling to get people to the association and motivate them. When I started the new project related to my internship, I got motivated with the opportunity to work in a big company, and then the meetings were more fruitful.

I had two turning points during the coaching. The first one was about my frequent concern to the connection and relationship with people. This subject was noticed by my coach in the last meetings. The importance given by me to the 'Human Touch' was bigger than I use to think. I am always concerned about the human aspect of everything. I believe that a great leader must be connected with everyone to share his/her objective for the project. People believing on it will do their tasks because they want to. My concern on it also reflects on my plans to do a Masters related to the influence of urbanism to the people's interaction.

The second turning point was when I finally found how to motivate people. I should keep myself motivated before motivate others. Analyzing my experiences, sometimes I was not motivated enough with some project, do

not contributing to motivate people. The leader must be motivated; you need to find his/her eyes shining when talking about a project and sharing experiences to be able to make the people believe in some project or idea.

It is difficult to give a formula to motivate people or what someone should do to keep motivated. It is more about self-awareness, try new things, change habits and be open to new ideas. One addition, do not lose the authenticity and your values, and believe in what do you do.

I would like to thanks Emile Dopheide for all the coaching sessions and I hope that it was not only a learning period for me, but for him as well. We had good moments where I could discuss my project. The reflection of each part was very important for my development. I received great advices during the whole program. He challenged me sometimes if the scenario that I was expecting did not become truth, what I should do; this was important to evaluate possible risks and think out of the box. Evaluate the risks to avoid demotivation when some consequence happens.

VALUE, OUTPUT, IMPORTANT MATTERS

The program enabled me to build great relationships with the other students, sharing my ideas with them, discussing the lectures' subject. I believe that the different backgrounds of each one and different nationalities also contributed for the development of all of us. It is important to have a mixed group to share different values and ideas.

The most value of this Honours Program was the self-awareness acquired and the better understanding of my feeling and behaviors. It was a moment of self-reflection about my attitudes and what I could improve.

It is difficult to set or define the changes I made during the whole program, since we are always changing due the events of our lives. However, when I analyze how I use to be 6 months or 1 year ago, I can realize how much I have changed during this period. I think that I am more mature to deal with conflicts. I became more comprehensive about each person, always trying to do not judge his/her ideas and values. I also improved my performance working in cooperative environments.



LOEK NIJSTEN

MSc Nanotechnology
Netherlands

“Leadership and learning are indispensable to each”

— John F. Kennedy



ABSTRACT

My name is Loek Nijsten, born in Leiden (in the west of The Netherlands) on the 19th of May 1991, but grew up in Veendam (in Groningen, in the north). With my parents, originating from the south of Limburg and still a lot of family living there, I could say I have seen a lot of The Netherlands, especially after my time in the east, in Twente.

I started my studies at the University of Twente in 2009. After a bachelor in Advanced Technology, I choose the master Nanotechnology, because of the multidisciplinary approach to problems and of course, the great facilities here at the University of Twente.

In the curricula of both my bachelor and master there were one or two courses related to business or societal impact of technology but besides my mainly technical courses, I took some side steps in the direction of business outside of the standard program. During my bachelor study, I participated in several committees at T.C. Ludica and S.V.A.T. Astatine but learned the most during my time in the board of UniPartners Twente. The final half year I was president of this board of six students, and although I think that I did some things right, I noticed that there was much more to learn. That is why I can relate to the quote of John F Kennedy: “Leadership and learning are indispensable to each”.

When I found out (the day of the application deadline!) that there was an honours program, focused on leadership, I did not hesitate to apply. Looking back, I am glad I took a quick decision and was able to join this program.

Project

My project for the Change Leaders honours program was my master thesis project at the Mesa+ Institute of Nanotechnology at the University of Twente. I worked at the NanoElectronics group of Wilfred van der Wiel as part of the Nanopill 2.0 project. This project is a collaboration between the research groups BIOS lab on a chip, Inorganic Material Sciences, Molecular Nanofabrication and NanoElectronics, together with private investors and an insurance company. The goal of the project is to detect a specific biomarker (in this case a type of DNA) from urine. When this marker is detected, it gives an indication for cancer. The goal of the project is to detect cancer in an early stage for a better, more patient friendly and more affordable follow-up procedure for people with cancer. The proposed solution consists of a hand-held device with disposable microfluidic chip. My assignment in particular was to develop and characterize the sensing protocol using a microfluidic platform and sensors with nano-sized features.

In the project, I had the honour to work with several people, including a fellow master student working on the same project, my daily supervisor, and multiple professors from the different research groups. Although, I was not in a position to lead, I used the coaching sessions to work on several aspects that could improve my leadership skills for the future; for awareness of other people’s thoughts and feelings and giving positive feedback on new ideas. The main result for me was that awareness of your own behaviour is the first step towards improvement, and of course graduating cum laude. However, before going into more detail, let’s start at the beginning of the honours programme: the lectures.

COGNITIVE PART

The series of lectures gave a lot of interesting and (for me) new information regarding business management and leadership. For example, the lecture by Prof Carla Millar and Dr Gerben J. Westerhof gave a nice insight in both, marketing and personality testing, respectively.

The lecture by Dr Olof Bik was for sure my favourite lecture. Not only because of the topic, which focused on how to be a leader and how you could change culture/behaviour but also because of the way of lecturing. He started by sitting in between the students without any presentation or use of the beamer. He began with asking the students questions, they had after reading the paper and with some short discussions. After that, he answered these questions in the second part of the lecture, using only the whiteboard, which made it easier to adapt the story to questions and helped making the lecture really interactive.

Each lecture we had to prepare by reading some relevant papers. Besides getting me activated and prepare questions for the lecture, this also widened my scope on scientific papers. I really had to get used to read the social sciences papers, mainly because of the statistics, which do not enter the technical papers in my field of study that much. This was another learning point from the honours program for me.

Overall, the preparation, lectures and reviews on a variety of topics formed a great start for the honours programme, with for me new insights in social science, management, business and leadership.

EXPERIENTIAL PART

The second part of the programme really got my thinking on several aspects. For example, the lecture by

Martijn Post made me think about questions; what inspires me? Or, what is my passion? Although the workshop gave me some insights, for example that I like to work at projects with a positive societal impact (like healthcare or energy related projects), unfortunately, I do not have clear-cut answers to these questions.

The two sessions on project management by Daniëlle Klaassen and Tinka Stertefeld started with repeating the basics of project management, to which I could relate from the time at UniPartners Twente. The second part, however, really gave new insight into how a real-life cultural and managerial change plan can be rolled-out. The experience of Tinke Stertefeld at Grolsch after the acquisition by SABMiller and the way she could talk about it, appealed a lot to me.

Another subject that appealed to me, was the TED talk by Simon Sinek that was mentioned at least twice during the program. It gives a great insight into how to motivate (and even inspire) people. Nowadays, you see the emphasis on the 'why' in almost every commercial (or mission/vision); this morning I saw a commercial of a car manufacturing 'working every day to make my trip to work feel like a party'. It is clear from this that it is not just something you can say in a convincing way but I tried myself as well. I used this approach in a short motivational movie about my master assignment, which was appreciated by my supervisors and I even used it in my final presentation. I like this TED talk and the proposed approach; it gets you thinking (and acting).

But, the thing that got my thinking the most, was the Insights Discovery profile. The result was very similar to a test I made during my time at UniPartners Twente, however, this time I really was encour-

aged to take a good look at the results and do something with them. By highlighting the things that I did and did not recognise about myself and discussing them with close friends and family, I learned a lot about my blind spots, points for improvement but also the things that are appreciated about me.

Besides being a great stepping-stone for improving myself, the gained insight also really helped during several job interviews. During these interviews questions about personality are quite common, and by thinking about my personality in advance, it was much easier to give a clear answer. Especially during an assessment at LTP (a professional assessment bureau), this was really helpful. The personality report written by this company showed similar points as the Insights Discovery profile. So in the few months not much has changed if you compare these two profiles, but in the meantime some things did change due to the coaching sessions

COACHING PART

For the coaching sessions, I selected four main themes for my learning goals: 1) awareness, 2) positivity, 3) decision making, and 4) structure.

The two most important goals I set for myself were:

1. Be more aware of other people's motivations and reasons for perspectives/arguments to be more effective in getting things done
2. Showing positive feelings to encourage others to share their ideas, instead of directly ask critical questions or doubting the proposal.

The goals were mainly the result from discussions on my personality report and the insight it gave me. Of course, it is difficult to change someone's character or behaviour in a few months, but I realised that by talking with my coach about these goals and situations, in which they are applicable, awareness of your own behaviour is the first step towards changing (and hopefully) improving yourself.

The coaching sessions with my coach (Laurens Veltman) were conversations of about one and a half hour, in which time flew by. Laurens helped set the right goals and we discussed my progress in great detail with the focus on my thoughts and feelings in situations, where my goals were applicable. Besides working on these goals, one of the final sessions was also spend on helping me meet my deadline. In this session decision-making and structure were quite important and I fully realised that my attention for detail was blocking my possibilities to make good progress and produce a structured and easy to read thesis. By being aware of my 'chimp' behaviour of digging into the details, I was able to resist this urge and finish my report in time.

The awareness really paid out in times of set back during my project. Working together with (mainly) my direct supervisor and fellow master student, we encountered several problems and mistakes during the project. A clear difference in the way I reacted to these problems was visible (at least for me), before and after the personality report and coaching sessions. At the beginning of the project, I would react to a mistake by directly firing questions on how this was possible (this is stated a little harsh, but at least my tone was not really positive in these conversations). By being more aware of other people's thoughts and thinking about how I feel when someone asks me something in a positive or negative way, I was able to actively change my behav-

ious in these kind of situations; where something went wrong, I always tried to start with a positive or encouraging note. I noticed that this helped myself to be more positive and step over obstacles more easily, and I think this was also the case for my co-workers. The same small change in behaviour is applicable to my second learning goal, when people come up with new ideas. Also here, I realised I felt more comfortable, when someone starts off with a positive note on my idea and therefore, I tried to put this into practice when new ideas were mentioned by the people around me.

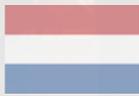
Besides the examples on awareness and positivity on one of the final coaching sessions on decision-making and structure, the latter theme came back in my project several times. Structure was needed mainly in preparing presentation for meetings with my supervisor. My default behaviour is focussed on detail and knowing as much as possible about a subject, however, it became very clear to me, by feedback of my supervisors and during the coaching sessions, that with a lot of details you make a story more difficult to understand, especially when a clear structure is missing. The challenge for me is to make clear for myself (and others), what I would like to tell with each slide or piece of text, to get the main message across. Decision-making plays also a role here in the sense that it is difficult for me, to make a decision on what to in- or exclude.

Both, structure and decision-making, were of vital importance in the finally of my project; writing my thesis. As mentioned before, one of the final coaching sessions was focussed on reaching my deadline. Although, I am aware of the things I need to do to get a better structure or making faster decisions, I know that I still have a lot to learn on these aspects.

VALUE

Not only in my project but also in my private life, the personality report and coaching sessions showed their positive influence; mainly on the field of awareness. By getting to know the reasoning of friends for example, it is easier to forgive, help or change your behaviour to make you both more comfortable. Just before the start of my project and the honours programme, my girlfriend and I moved in together. Maybe it is a bit exaggerated but I think the honours programme, the personality review and the coaching sessions in particular, helped me in all the new things, related to living together, as well as in my project.

All in all, the honours program showed its impact on my project, private life and first steps towards the start of my career. However, there is still much for me to learn and I would have loved to be able to continue the coaching sessions from the honours program for a longer time. “Unfortunately”, I graduated now and the honours programme is finished, but I hope I can find a job where I can continue this guided personal development.



MARAN NOLTES

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“Leadership is the art of getting someone else to do something you want done because he wants to do it.”

— Dwight D. Eisenhower



ABSTRACT

My project for the Change Leaders Honours program is my master thesis on the added value of point-of-care troponin testing in primary care in the Netherlands. This is quite a mouthful, but please let me explain.

When a patient with chest pain presents at their general practitioner (GP) in the Netherlands, this GP has to decide whether or not to refer this patient to the hospital for further diagnostic testing and treatment with regard to a heart attack. However, the lack of diagnostic instruments in the GP office makes it impossible for a GP to definitively diagnose a heart attack. A possible improvement is the use of point-of-care troponin testing. This kind of test measures a patient's troponin (heart enzyme) level immediately in the GP office and might affect referral decisions. However, more insight into GPs' opinions about the possible applications of this test and into the barriers and facilitating factors that are experienced by GPs is necessary to determine the added value of point-of-care troponin testing in primary care in the Netherlands.

In order to investigate this, I conducted a large survey study among 800 Dutch GPs to gather their thoughts and opinions regarding this topic. Around 170 GPs filled in my questionnaire. I am currently still in the phase of statistical analysis, but I already see large variation among GPs. Referral decisions for chest pain patients differs greatly among GPs. Also their attitude towards point-of-care troponin testing ranges from "it is of great added value" to "it is of no added value whatsoever". I am curious to see what further statistical analysis will reveal.

Because of the Change Leaders program, especially the coaching part, I have become more able to deal with my own emotions and to let these emotions, next to facts and analyses, play a role in my decision-making. I have learned and I am still learning to share my feelings and to show who I really am, professionally and personally. I'm learning to let myself be REALLY seen.

COGNITIVE PART

During the cognitive part we got the chance to listen and talk to several successful leaders and/or managers from the business. Each of them had their own view of things and had their own success factors. I really enjoyed the lectures and I liked the fact that the lecturers didn't only tell us about their jobs and inherent theories but also enlightened us about their own personal experiences, which was really inspiring. It was really nice to be in a room with motivated and intelligent students. Everyone came prepared, which resulted in several lively discussions with each other and/or with the lecturer. Originally it was the plan that our lectures would begin at 18.30h and end at 20.30h. I think that the fact that no lecture ended before 21.00h illustrates how involved we all were.

For me personally, the lecture of Prof. Dr. Carla Millar was the most interesting and inspiring one. After her lecture I really understood the difference between managers and leaders. She explained that leaders have to be inspirational. They have to inspire people to achieve their goals and to facilitate them. Carla said: "As a leader, the first thing you do is build relationships with people". So before you can ask things from e.g. your employees, you have to build a relationship with them. You have to understand them, have to know how they think and what they want (from you). Only then you can ask them to do things for you and only then you can help to achieve with their goals. This mutual relationship is the great difference between managers and leaders: "*leadership is the art of getting someone else to do something you want done because he wants to do it*".

Another interesting lecture was the one from Dr. Olof Bik, who talked about achieving change in an organization culture. His main message was that changing a culture is not about changing an individual, but about

changing conditions in the specific organization. This lecture was really valuable to me, because in my study and field of expertise, healthcare, change is continuously happening. Some important changes in healthcare are for instance related to budget cuts, patient-centeredness and technology. The lecturer told us that sustainable organizations have a strong alignment between their walk and their talk: they say what they do and they do what they say. He explained to us that when it doesn't go well in an organization, financially or otherwise, management often comes up with a change proposal to solve this problem. An easy fix. A change proposal looks good. Management hang some posters in the elevator and gave an inspiring speech about their plans, but after two weeks no one hears about the proposal again. This management didn't do what they said, which decreased their credibility and changed nothing. This management has to think about what they are really willing to change and possibly even sacrifice to achieve a certain goal. Management has to create a bundle, a coherent system to change the culture. They have to focus on systems, structures and symbols rather than on individuals. You cannot change behavior. By focusing on the culture of an organization, you can only increase the chance that behavior will change.

EXPERIENTIAL PART

The experiential part consisted of personality tests (Insights Discovery profile) and workshops. I was really surprised that the Insights personality test, consisting of only a few questions, gave such an accurate profile. According to Insights, my color is purple (red and blue). This means that I am a 'directive reformer'. I really recognized myself in the pro-

vided profile and so did my family and friends. The profile also provided some of the pitfalls associated with my personality. At first, this was a little confronting. "Was that really me?". But later on, these pitfalls became the foundation of my personal development goals. The Insights Discovery profile has been of great added value to me personally and professionally. I noticed that I started recognizing the Insights colors in people I know and met. I started to think of people in colors (personalities) and could therefore better understand their behavior because I knew the strengths and weaknesses associated with their color. This is something that will continue to be valuable to me in the rest of my career and private life.

The Insights colors also were an important topic during the workshops of the experiential part of the Change Leaders Honours program. For me it was the first time that I ever participated in workshops aimed not at skills but at personalities and traits. Because there was a very relaxed ambiance during the workshops, everyone felt safe enough to share their feelings and thoughts. You could let yourself be really seen. Therefore I had a really great time and have gotten to know some of my fellow Change Leaders students a lot better. We got to share our strengths, weaknesses and stories. There was one lecture in particular that has been very valuable to me. This lecture was about the cycle of bonding. This cycle describes how each person goes through this cycle of bonding (attachment, bonding, separation, grief) with almost every person he or she meets. Everyone has his own pitfall in this cycle, whether it is difficulties with making contact or difficulties with grieving. My personal pitfall is that I have difficulties with bonding: to let myself be really seen, to show who I really am. This lecture was the reason that I chose this specific pitfall as one of my personal development goals for the

coaching part of the Change Leaders Honours program.

COACHING PART

Together with my coach, Hemo Oumenad, I started the coaching part of the Change Leaders Honours program. Together we worked on my personal learning goals. I set these goals on the basis of my Insights Discovery profile, the workshops of the experiential part and my own life experiences. Because I am a 'red person', I tend to be dominant and neglect other people's opinions and emotions. This is something that I have become more aware of and would really like to work on in order to improve both professional and private relationships. The coaching part of the Change Leaders program was an excellent opportunity for this.

When we started our coaching sessions, I was really surprised about how personal the sessions were. We talked about things in my day to day life and analyzed them much further than I would ever have done if I weren't participating in this program. During these meetings we came to the conclusions that I didn't only have difficulties with dealing with other people's emotions, but also those of my own. I don't share and show my feelings easily, which is partly related to the fact that I find it hard to really know what I feel. In order to work on this, my coach suggested to keep a 'diary' of all my meetings related to the project. In this diary I had to write down the "what, where, who and why", but I also had to write down what my physical reaction was during these meetings and which emotion(s) I experienced. In the beginning this was very difficult for me. I could easily point out my physical reaction, but my emotional reaction was much more difficult

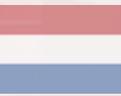
to pinpoint. The fact that it really clicked between me and my coach made me feel comfortable enough to open up to her, to talk to her, to listen to her and to accept her help; for which I am very grateful. Because of the coaching, I have become more aware of the fact that I am a very rational person. I base all my decisions in life upon facts and analyses. Until now, I didn't realize that by doing this I neglect a great amount of valuable 'information': my intuition. I never make decisions based on intuition, which I think is strongly related to my 'red' character. In the future I will still analyze facts to make decisions, but I will also try to listen more carefully to what my 'gut' is telling me. Because after the coaching part of the Change Leaders program I do feel that this combination will result in different decisions with different and probably better outcomes.

During our meetings we also stumbled upon the fact that I want to do everything by myself. I don't easily ask for or accept help from others. This comes from the feeling of wanting to be independent, something that has always been important in my upbringing. Therefore, my coach asked me to watch the TED-talk of Brené Brown, called 'vulnerability'. She poses the questions: "How do we learn to embrace our vulnerabilities and imperfections so that we can engage in our lives from a place of authenticity and worthiness? How do we cultivate the courage, compassion, and connection that we need to recognize that we are enough – that we are worthy of love, belonging, and joy?". This video is related to the issue we stumbled upon during our coaching sessions and it inspired me to 'let myself be really seen'. It is something I may have known deep inside, but my coach beautifully put this into words: "Asking for help is not a weakness, it is a strength" and "Doing something by yourself does not mean that you have to do it alone". Our sessions have made me realize this. They made me look differently at using connections and networks to achieve something. It is okay to ask for help, be-

cause this does not change the fact that I am (still) independent.

VALUE, OUTPUT, IMPORTANT MATTERS

The coaching part of the Change Leaders Honours program has been most valuable to me. Because of the Change Leaders Honours program I am trying to let myself be really seen and to accept that vulnerability is a strength. "Asking for help is not a weakness, it is a strength" and "Doing something by yourself does not mean that you have to do it alone". Because of this realization, it has become easier for me to ask for and to accept help from others. This has affected my relationships with e.g. my supervisors of my master thesis but also my personal relationships with friends and family. Although it took some hard work to successfully complete the Change Leaders Honours program next to my master (thesis) and other activities, I am very happy that I did. I have learned a lot, professionally and personally, and I will continue to work on my personal learning goals after this program.



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*“You have to find it. No one else can find it
for you.”*

— Björn Borg

ABSTRACT

My name is Floris Oosterhof and I'm currently in the final phase of my study Civil Engineering. A study that prepares me for a career on the boundary of technique and human with the purpose to create the built environment. Especially because of my interest in both technique and the human factor within it I got motivated to participate in the Change Leaders Program. For the last part of the program, the coaching, I had a nice internship at a contractor in mind but unfortunately this got cancelled last minute. Soon I found some new projects that involved also finding a master thesis topic and organization to conduct the research. The coaching focused also on other tasks and so the project is more or less about developing myself. The project can therefore best be described as "connecting my why's". This title incorporates both my motivation to participate in the program and the element to learn about myself, why do I perform the way that I perform. Making connections between topics is also a personal strength and finding an organization to conduct my master thesis is also all about making and maintaining connections. Finally connecting why's is also about finding, like Björn Borg stated, a great example for a tennis player like me.

The start of my journey

My interest in the technique started way back in my childhood. While I played with Lego and watched Discovery Channel questions popped like "How does this thing work?" and "why can planes fly?" Interests that many may recognize. Combined with my qualities in science subjects, maths, chemistry and physics the basis was laid for further development in a technical study. The broad approach of civil engineering at University of Twente made me realize that it's also about the people who realize things and people that develop new solutions. Thinking about why people do what they do, and why the task they conduct is dominant compared to this 'why' inspired me and resulted eventually in me participating in the Change leaders honours program.

COGNITIVE PART

The program started halfway November when I was only a few weeks back from a Study Tour through South America. During several evening lectures I got insights in leadership behaviour, global branding, leading a successful knowledge-intensive company, the role of business culture and personal values. As preparation we wrote previews and so we got stimulated to read the literature carefully and it was possible to let ambiguities in the literature get explained during the lecture. Afterwards also a review had to be written to formulate in words what you had learned. In my opinion it would be even better if these reviews would also be part of an evaluation within the group the next week. Now they had only a certain personal value. Perhaps due because this missed I found it difficult to see the overall picture during this part. Although it was useful to write the (p)reviews I did not really know the 'why'. Despite the lectures did trigger me and afterwards I talked always enthusiastic and extensive about them.

The group was divers (man/woman and all different kind of nationalities) and this contributed to the different type of questions asked. Especially during the first two lectures it resulted in interesting insights in how cultures are similar/different and how these similarities and differences are perceived by the students. Perhaps the group was too large because I did not have a real group feeling during this quartile. During the lectures by Frans Stel this changed a bit (this was already the experiential part). People were more open and felt more safe to share their thoughts about the topics. In my opinion I would benefit more from the lectures when group members felt more free to speak and share their interesting ideas and thoughts about the different topics. Although I realized it later in the program the differences within the group were already visible during this first part of the program. My preconceptions about the directness of the Dutch were confirmed during the

short discussions but also others gave their opinion. It was interesting to be part of those lectures quite different from my 'normal' civil engineering courses.

EXPERIENTIAL PART

“you manage things, you lead people”

During the experiential part participants became more open. Probably this can be related to the fact that we were now actually experiencing. I was better able to understand the opinions and thoughts of others because I was part of that experience. Especially during the lecture by Martijn Post this was the case. In my review I wrote “after several ‘passive’, theoretical and cognitive lectures this evening was quite energetic and I was activated and got enthusiastic”. Was this lecture so much different or did we do remarkable exercises you may wonder? No, we did just only a rather simple tower building game. Though it did address very well some key-elements on how people get motivated. I agree with the proposed ‘whole person paradigm’ in which future leaders have to combine all four types of rewards (mind, spirit, heart and body) in order to be really effective and have enthusiastic employees in the long-term. Instead of mainly listening the evening was more practical and you were quite challenged to think about the topics and give your opinion about why you feel the most comfortable with a specific reward system. It was also interesting to understand how others get motivated and what reward system they prefer. Martijn was also able to give some good practical examples. The lecture made me aware of the fact that we are quite a different generation than the one in which our parents grew up. Take for example how technology is now influencing our daily life. Perhaps this should also be reflected in the way we are led. The quote above

makes a nice connection because it is stated by Rear Admiral Grace Murray Hopper, one of the first programmer of the Harvard Mark I computer in 1944.

During the program I filled in a concise questionnaire that eventually resulted in a very comprehensive report, my insights profile. The report provided me with recognizable qualities and points for improvement. I subscribe the fact that I'm organised, structured, a keen observer and able to pay great attention to detail. I also recognize myself as sometimes indecisive, too self-critical and much task-oriented. The latter is not in line with how I started here where I emphasized my interest in why people do what they do and that it's nowadays only about completing your task. Also I ignore sometimes the why and focus predominantly on the task.

During the coaching, on which I will elaborate later more extensive, I realized that my indecisiveness is more a result of the fear of eliminating possible good options by choosing only one instead of a fear of making a bad decision. Until recent I saw being too self-critical always as a quality instead of pitfall because it would trigger me to perform better, just like top athlete. That in reality it can also work paralyzing I was not aware of. Some work you cannot do right in the first time. You need to split the problem in elements or you have to start writing before you know the final answer and so you will make several drafts.

During the coaching period I also worked on my blind spots. Although it can be diplomatic to keep the ‘peace’ and don't speak out what is on your mind I try to choose more often for ‘myself’. It can be in my favour but also of the other when he/she knows how I feel and think about a certain situation. The profile also described me as a logical and

impersonal analyst that doesn't always consider the impact of decisions. In my opinion I always consider the impact of my decision on others, even to such a degree that it may be in my own disadvantage. Resisting the urge to continually refine, improve and even do the work of others is more difficult. I try to combine it with “giving a higher priority to fun and spontaneity”. Although it is part of my nature to start late on assignments I try to start more early now so I can enjoy more when I finished my work. The Insights test also tried to fit my behavioural preferences in a colour. According to the test I'm a “blue” coordinating observer. This means that on a good day I'm mainly cautious, accurate, analytical, questioning and structured but on a bad day I can appear to be more rigid, indecisive, close-minded, suspicious and cold. Drive to implement is my value to the team and I can block the progress with lines like “don't break the rules”, “that's not logical” and “let's avoid mistakes”.

To get another perspective on this profile I asked others to give feedback about my qualities, possible pitfalls and how they feel about working with me. This resulted eventually in my personal development plan.

COACHING PART & PROJECTS

In preparation of the coaching part I developed a personal development plan. Initially this was more a personal profile because it included mainly my Insights profile and other tests and my reflection and opinion on it. I thought it would be useful to also use feedback of fellow students, board members and family. They addressed my qualities and strengths but also gave points for improvement. Most of the feedback was consistent but some statements and experiences did not correspond. Probably I act and behave different in situations. I

used the examples that they gave to make connections with my Insights profile. Eventually this resulted in a few first coaching questions related to my project tasks.

Due to the comprehensive personal profile the first session with Sieuwko Smith, my coach, was already quite successful. Because of this plan he was already able to determine who I am, how I think and work (focus for detail like in the extensive plan). This made it easier to also get acquainted with my coach. Sieuwko likes to work with students and to guide them as career counsellor and is currently working for the Skills Program of the bachelor Industrial Engineering & Management. He is also 'blue', just like me, and possibly due to our similarities I felt almost immediately secure to be open and talk about everything. I don't know if another coach, more of the 'red' type would be so successful. We also realized quite soon that we should keep in mind to stay on track and keep focus on the goal because we can talk both for very long.

Already during the first session I worried about the efficiency of the conversation and so I interrupted his stories sometimes with; "I think that we are here for me, how can we relate this to my own situation?" Luckily Sieuwko understand it well and almost simultaneously he also recognized that my thinking process was already much further. This happens more often and is quite opposite to the profile I got from insights related to strategies for communicating with me; "allow him time to consider all the information". After the introductory meeting three coaching topics remained that can be deduced to "less thinking more doing", "how can I be more productive when there is less pressure" and "how can I be less hard for myself". Some of the questions remained a topic for discussion during the next sessions while others evolved and got replaced. We also set up several goals; "increase awareness of negative labelling of my own actions or inactions" and "take more action in obtaining a graduate position (in line

with the less thinking more doing idea)". By documenting the experiences related to the questions and goals we could discuss these during the sessions to learn from them.

Due to our similarities Sieuwko recognized many of my situations and struggles. He put them in a new/proper perspective and gave practical tips. Together we formulated new coaching questions and goals for my projects. Soon I started a small diary to write down how I acted in assignments and other cases. We used this diary during the sessions to reflect, connect and conclude but also to put them in the right perspective in order to work towards practical solutions. The sessions gave me energy and made me enthusiastic and I really think that I learned a lot during this period. Off course I have to continue working like this and be less concerned and focus on doing instead of thinking.

The coach sessions were of high value for me although they were perhaps a bit long and homework was missing. I learned much about myself and how I can handle situations. I am convinced that the 'conversation' was the proper method for me to reflect. By talking about my experiences I am also able to make connections and I also made progress in several of my projects that I will elaborate more in detail further on.

Some of the most interesting results of the coaching relate to how Sieuwko was able to put things in a different perspective and the emphasis on how my statements were sometimes inconsistent. For example I was convinced that I have a certain fear for change and adventure, not the best quality for participating in this CHANGE-leaders program. On the other hand I was the only participant of the last study tour through Argentina and Uruguay who travelled alone afterwards. Fear relates perhaps more to uncertainty than a lack of courage. I also stated once about my role in the tendering process for the municipality; "I don't know how I

should do it". Just before I talked enthusiastic about my biggest accomplishments. The first, my profielwerkstuk (the final assignment of secondary school) was about Squat, the nautical term for the hydrodynamic effect of lower pressure pulling the ship down as it moves'. In this both practical and theoretical research I built a towing tank on my own. Eventually I won the school competition for the best assignment and I got a second price at the University of Twente. The second included by bachelor thesis at Witteveen+Bos, a consulting and engineering firm, that I also conducted individually with great success and satisfaction of all supervisors.

Project: Master Thesis

During my master my interest grew in public procurement and tendering, the transition of the building industry towards the use of integrated contracts and also the often stiff cooperation between client and contractor. The last also relates in my opinion to the topics discussed in the honours program. It is about behaviour, trust, participating and collaboration; the soft elements of a project. Logically a master thesis would also be about these topics and my goal was quite clear. Because questions about tendering and choosing the proper contract for the project are the most challenging for clients, like Rijkswaterstaat, Provinces and the Port of Rotterdam, I focused initially on these organizations during my search.

In the spring I started actively searching for an assignment and an organization. Because a suitable assignment was not available within the current contacts of the university I decided to search for my own. During a mastercourse at a company who offers traineeships for civil engineering graduates a HR-manager offered me help by using the contacts of the business owner. I refused the offer politely and emphasized that I saw this part as an extra challenge. She encouraged this and said that I already had two of the three entry require-

ments for a traineeship and she invited me to come by after I graduated. Soon after I went to the Bedrijvenmarkt, part of the Bedrijvendagen Twente. Although I had several interesting conversations it were mostly contractors and consulting & engineering firms. Clients were not really present and so I was reticent in making the following step to contact the contractors and consulting firms. After the symposium of my study association ConceptT a similar thing happened. During a workshop, that was part of the symposium, I got acquainted with a consultancy firm and the prospects for conducting my master thesis there were good. Though I also had some unclear doubts and eventually, a few weeks later, I thought that I was already too late to respond.

For extra clarity I defined an ideal assignment. Some important elements for me included the relevance of the research for the organization (this may guarantee good support), get acquainted with processes and tasks that prepare me for my working career, get insights in how the complete supply chain operates and what their perspectives are and finally use several data sources in order to validate data and explain them. I saw the development of a proper research design that is interesting for all parties (Port of Rotterdam, Twente University and myself) as a nice challenge.

After the first coaching session I went to my supervisor and asked if he had any relevant contacts. Simultaneously I had also written an open 'solicitation' letter where I addressed my interests. Perhaps scared about making the wrong decisions I waited quite long with sending them. Once again I was more thinking about possible reactions and how I could anticipate on them instead of sending the letter, a letter that was quite good already. Questions that I tried to answer were of the kind "would this be the right organization and what consequences can this have for a future career?" and "would other choices not be better?" In the next session Sieuwko and I discussed about possible underlying

causes. Directly after this conversation I sent the letters. The first reaction of the Port of Rotterdam came soon and was rather positive, I worried about nothing. My request was sent towards several colleagues and three weeks later I had an introductory interview in Rotterdam. I prepared well and currently a first proposal is viewed by the port authority. I have faith in a positive outcome and will it unfortunate be otherwise I have learned from this experience.

Project: Public Tender Municipality

During the coaching part I got the interesting opportunity to participate in a public tender process of a municipality. Another student, Mark, who is also interested in public procurement, approached me to work together in this extracurricular assignment. As students we have very little practical knowledge about the procedures and the procurement law but just because of this we have perhaps creative and/or naïve solutions, because we are not confined in our thoughts by any regulation and practical limitation.

The municipality has the desire to develop an environmental sustainable road. For the extra 'green effort' the contractor can apply for an European subsidy that may result in a lower price for the client. The municipality participates in a community of practice (CoP) with colleagues of other big municipalities and a province in order to learn from each other projects and exchange knowledge. Initially it was unclear for us what the real goal was, how projects were related, how a learning curve could be established over the projects and what our exact role would be. The introductory meeting with the municipality was enlightening but raised also many new questions. Mark was very happy with my attendance because I asked a few critical questions he didn't think of. This gave us interesting and essential information. On the end of the meeting I asked if their expectations were met, partly as confirmation of my

own feeling but also to reduce my uncertainty. Luckily they were content and they were interested in our proposal.

We had two weeks to develop a first plan and I started directly enthusiastic. Unfortunately this vibe declined over time. I can explain this because the assignment was in my opinion still unclear and also Mark was for almost two weeks unavailable. Instead of splitting the problems into smaller elements I saw an unsolvable problem. Eventually we got together again and delivered a proposal that was quite the same as two weeks earlier. I was slightly disappointed and convinced that I could have done more (now I try in similar cases to split problems in smaller elements). Short after the first meeting we also asked clarity about a possible fee. We emphasized that the added value for ourselves would increase if we also could join a meeting of the CoP. Our attendance was very fruitful because we are now more aware of how certain project managers function and how difficult it can be for professionals to take distance from their own position. We also realized that our perception of the assignment was wrong. Projects cannot be easily connected and in our specific project several choices have already been made. On our way back I also realized that by doing our task, developing a procedure or script, we would not utilize our strengths in the best way. So instead of continuing with our current plan we made a new proposition. In this proposal we especially focus on more concrete questions and reject the first proposal. For me personal this is quite a step because I have difficulties in saying no in general. The quote by Tony Blair is therefore inspiring; "The art of leadership is saying no, not saying yes. It is very easy to say yes" – Tony Blair.

Project: Advisory committee T.C. Ludica

In my second year of study I joined the student tennis association T.C. Ludica. I play tennis since I am 10

years old and joining the tennis club in Enschede was a logical choice. In my first year I was participating in the first year committee and the tournament committee. I became an very active member and the step towards the board was soon made. As chairman I had the responsibility to control and manage the board and the club and I did this with passion and enthusiasm. I learned a lot but above all I had an experience that I will never forget. After my board year I found it rather hard to see how successors did things differently and from my point of view did worse than we would do. It irritated me how things went and that they did not continue with the way we worked. My sense of responsibility was in this case not a strength but a weakness. Perhaps to safeguard our 'legacy' but also because of my interest in giving advice and helping them to cope with problems I joined the advisory committee in the spring of 2013. Since then we supported several boards, and adjusted the course if necessary.

This year we have an experienced committee. Also because it is our last year we took the lead in refreshing our statutes and bylaws. We also started with monthly updates with the chairman to detect possible problems earlier and to give direct feedback. Finally I was personally involved and responsible in the selection process of the new board candidates.

During the coaching I realized that our committee is too much taking the lead instead of giving advice based on questions by the board. Especially the interviews with the new board candidates was a good example. I was doing the interviews while the current chairman was only making notes. I was leading instead of giving advice on the background. When I realized this, and discussed this in a coaching session, I proposed a new setup for the next interviews but the chairman was content with the current situation. Hopefully the committee will pull back more in the future and give the board the responsibility they should have. I have learned that ex-

pectations can evolve slowly and you can attract more 'power' when you have the knowledge although you're not intended to do so.

VALUE OF THE PROGRAM

The program has been beneficial and of value in many different ways. The cognitive lectures provided me with new insights in how to approach problems and to learn about being part of a specific organization with colleagues who can quite differ. The experiential part continued but focused more on learning by experience and a step was made towards the personal coaching part by giving input for my personal development plan.

The coaching was above all the most valuable for me. During the coaching part I learned the most about myself. Reflection seems a personal quality that I've never noticed this strong before. In all coach sessions I felt safe to reflect on my experiences and I made connections between them in order to generalize and conclude and also to come up with suitable solutions. I also made structural progress with my projects.



BORČE STOJKOVSKI

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*“I know who I am and who I may be,
if I choose.”*

— Don Quixote by Miguel de Cervantes Saavedra

ABSTRACT

I am an EIT Digital student (formerly known as ICT Labs), which is a European double-degree master programme consisting of a Major in a technical subject and a Minor in Innovation and Entrepreneurship. I follow the Human-Computer Interaction and Design track and after finishing my first year at the University of Paris-Sud, I came to the University of Twente for my second year of studies where I am also working on my Final Graduation Project in cooperation with the Enschede-based company RE-liON.

The primary reason for me joining the Change Leaders Honours programme was the fact that I was driven by the need to continue the acquisition of transferable skills. Next to that, the core theme of Leadership is especially appealing to me, as I have gained a decade of work experience in a family-run business, which I am currently spearheading. Not having followed any formal training or education in this domain prior to my master studies, I was compelled to expose myself to the state of the art in these subject areas. Last but not least, I was eager to meet highly-motivated and forward-looking fellow students that would have diverse personal and professional backgrounds and with whom I could develop both working and informal relationships.

With hindsight, I am happy to say that this has been one of the best experiences in my student life and I am sure that it will show its true effects also a few years down the road. I not only see the Change Leaders Honours programme as an indispensable resource that helped me further develop my competencies but also as a platform where I could make full use of my knowledge, experience and skills in an intellectually challenging way within an exciting and rewarding environment.

Projects

Over the past year, I have been involved in a number of projects and initiatives where I have tried to apply the skills and knowledge gained during the Change Leaders programme.

The biggest of them is my Final Graduation Project consisting of a Major thesis, Minor thesis and 7-month internship at the company RE-liON in the domain of realistic training of military and emergency service personnel using immersive Virtual Reality technology. The company's flagship product BLACKSUIT, which is used for training by the Dutch special forces, is currently being geared towards the fire services sector. My responsibility in this project was to lead the initial adaption in this new domain which has a new target audience with unique requirements. Employing User Centered Design methods and tools I have acquired experts insights by means of Active User Involvement of the Twente Fire Department in the specification of training scenarios and the results of my work outline recommendations which the company should take into account when moving towards the implementation of the REDSUIT virtual training system.

For my Minor thesis project, I performed a systematic analysis of the stakeholders and suppliers involved in the development of the REDSUIT system, and formulated suggestions with the aim of helping RE-liON turn its business relationships into more valuable partnerships.

This year I also participated in the International Student Edition of the Best Graduates competition, which is organized together with the Dutch top employers. Out of 500 top-notch candidates, I made it to the Top 10 Finals, was ranked 5th overall and was awarded a special prize from Philips as their best candidate.

COGNITIVE PART

During the first part of the Change Leaders programme, I followed 6 evening guest lectures, as well as one inspirational talk as part of the UT Week of Inspiration.

The three aspects that I really liked about this phase were the preparatory reading materials, the excellence of the lectures and lecturers, and the fruitful discussions that took place at the end of each session.

Relevant to the topic of each week's lecture, we were referred to a number of articles that on the one hand introduced us to the subject matter, and on the other hand served as initial points for discussion during and after the lectures. While some papers were seminal works in their domain, others were putting forward the latest developments and theories. Among them, I enjoyed reading:

- *The One-Firm Firm Revisited*, by David Maister and Jack Walker
- *The Ultimate Marketing Machine*, by Marc de Swaan Arons, Frank van den Driest and Keith Weed
- *Unlock the Mysteries of Your Customer Relationships*, by Jill Avery, Susan Fournier, and John Wittenbraker
- *IDEO's Culture of Helping*, by Teresa Amabile, Colin M. Fisher and Julianna Pillemer

The quality of the lectures both in terms of content and delivery was impressive, each setting higher and higher standards. Coming from academia, the business world or both, the guest speakers were enthusiastic to share their knowledge and experience, as well as to challenge us with thought-provoking questions.

The discussions that took place during and at the end of each session were equally exhilarating and a great

opportunity to reflect on my understanding as well as to compare and contrast my views with those of the other fellow students and speakers.

Out of each lecture I tried to obtain a couple of take-away messages. I present them here.

You do not need to be a board member to be a good leader. It is not when you say that you are a leader, but when others recognize that in you. Leaders delegate most things that are quantifiable, but do not always do the nice things only and have to deal with issues that cannot be delegated. It requires judgement and tacit knowledge, but pushing boundaries is what makes leaders stand out.

Best results are achieved when transformational leadership is combined with a task-oriented behavioural approach. Therefore, the more specific the goals are, the more likely it is that the organization is going to reach the high-performance targets. What is specific to transformational learning organizations is that people like to be co-formulating the performance indicators, upon which they would like the team to be measured. Hence, with the increase of participation in setting the goal, the team is more willing to buy into the endeavor, and consequently more motivated to go for it.

Global trends and technological innovations pose new challenges even to resistant sectors such as the legal one, threatening the pyramid proportions and profit margins. The warlord model, which is driven by success and aspiration to achieve it, has been shown to perform weaker in bad times, and cannot achieve the high levels of loyalty and trust, which are present in the one-firm organizational model of Professional Service Firms.

When faced with a problem, most of the times, we tend to react from the same patterns, but the real-

ized strategies work out differently than expected. This is due to the mental prison out of which the solution was proposed. Thus, the proposed mechanism to overcome these challenges is to acquire knowledge of one's mental walls in order to go beyond them.

A phenomenon often overlooked when discussing about corporate culture is that there is not one single culture that lives within a company. Instead, different departments exhibit different types of culture. Also, the organizations' approach towards culture control changes (increases) as the company moves along the growth curve. Smooth culture adaptation and progression is what many companies fail to achieve, because the focus is always on changing the individual, rather than changing the context.

Your biography shapes the type of leader that you are. Thus, experiences and things that happened to you, have effect on your development, the mental models on how the world works, and you use the same mental models trying to be a good leader. You cannot change your biography. Therefore, as a young leader, you have to think about what you want your biography to contain.

EXPERIENTIAL PART

In the second phase of the programme, the established tradition of good speakers and interesting topics was supplemented by more team-work activities and hands-on exercises. I really appreciated this practical approach as it provided a chance to put into practice the freshly acquired skills and test some of the concepts discussed in class.

These are my points to remember from this phase.

Gaining an insight into ourselves and our colleagues can help us develop interpersonal skills, improve our communication and create better personal and professional relationships. A simple example of how the four color model can be used for effective communication is the following:

- Blue: In a neutral way you observe and analyze what is happening in the team
- Green: You say how the situation affects you / has implications on you
- Yellow: You propose a solution that might mitigate any issues
- Red: You define the actions that will implement the new agreement

As a leader, the first step is to know yourself. Be authentic, and do not play a role. Then connect with the others i.e. followers and genuinely be interested in them. When starting a team, it is good not to start talking about content at the beginning. Because, if, later on, you have a problem, you can deal with it better because the team knows each other. Communicate with authenticity and dare to be vulnerable. People never hate you for your weaknesses, they hate you for your strengths.

Project-based working has a bit of both improvisation and routine. It is crucial to understand the distinction between the objective (expressed as verb) and the deliverable (expressed as a noun). Successful change occurs when individual change matches the stages of the organizational style. When managing change use proven tools/models such as the Kotter and the McKinsey 7S model. The change efforts you realize, will only be as good as your own ability to manage yourself effectively.

Therefore strengthen your emotional resilience, mental toughness and stamina.

Culture is like a work of art and is too complex to be described in terms of (five) characteristics or dimensions. It makes a great difference to be leading the Empire of We, or the Empire of I.

COACHING PART

I was privileged to have Mr. Arnold Enklaar as my personal coach during the last phase of the programme, who I met 5 times for a face-to-face meeting. I consider these sessions immensely useful not only in terms of helping me achieve better results in my current undertakings, but also to get a more holistic understanding of my past, current and future actions.

During the Change Leaders programme, my learning goals shifted from the operational level such as the identification of KPIs for performance tracking which I could apply in my Final Graduation Project, to a more abstract level, such as long-term ambitions and understanding of behavior patterns. Based on my own perception of my actions and preferences and the findings of my Insights Discovery personality profile, which was provided to each of us during the Experiential phase, before every session I proposed a topic for discussion around issues I am not comfortable with, reluctant to do or would benefit from an outsider's point of view. The consultations often uncovered a deeper problem, inner conflict or unanswered personal question that needs to be addressed, such as:

- How will I come to love stepping on the stage and in the spotlights?
- To what extent am I afraid to lose opportunities?
- Where do I want to stand in 10 years?

Final Graduation Project

The expanding European and worldwide dimension of crisis and disaster management poses significant new challenges concerning civil protection, public safety and international emergency management. Innovative computer technologies, such as Virtual Reality, open up new opportunities for realistic training and preparation of rescue service personnel for their missions using complex real-life or abstract synthetic environments.

The innovative Enschede-based company RE-liON, which was founded by former UT graduates, focuses on the development, implementation and maintenance of such virtual training and simulation applications, and is currently co-developing a training system for the Twente Fire Department. My role in this initial phase of the project has been to develop a general training concept and define two pilot scenarios for virtual training of firefighters.

To do this, it was not only necessary to acquire and apply domain-specific knowledge, but also overcome many soft and context challenges. This is where I did not hesitate to put into practice the obtained learnings from the Change Leaders programme. Very soon I adapted to a new working environment, with me being the only non-Dutch employee, and I successfully performed a mapping of all internal and external stakeholders involved in this project. This allowed me to develop high-yielding working relationships and analyze the spheres where I could take initiative and make the greatest impact. The virtual reality concept that I developed served as a milestone deliverable for this pilot-project and was praised by the Twente Fire Department for accurately capturing their specific user requirements. The company also plans to adopt it as a general workflow for their future projects.

I am currently in the reporting phase of the project, with the defense of my thesis scheduled for mid-August.

Best Graduates Competition 2015

Even before starting the Change Leaders programme, I signed up for the Best Graduates Competition which targets the best local and international students in the Netherlands. In a nutshell, it is a recruitment game organized in cooperation with the Dutch top employers, in which the participating companies go over a number of rounds to select the candidates that will represent the company in the Big Finals, which took place in May.

Getting a job was not my main motivation when signing up for this competition, but rather the challenge to participate in such a context among top students, learn more about the participating companies, make contacts and gain a new valuable experience. During the selection rounds we were evaluated on a number of criteria, including leadership aspects and this competition was a perfect opportunity to put my skills to the test. I believe I managed to successfully combine and apply what I have learnt before and during the Change Leaders programme, as I was ranked 5th overall and was awarded a special prize from Philips i.e. a personal coaching session with the CEO, Mr. Frans van Houten.

FINAL WORDS

Looking back at my experience with the Honours programme and what I initially aspired to gain from this journey, I am more than happy that my expectations were not only met, but exceeded. More importantly, the new areas of knowledge that I was introduced to, as well as the valuable discussions and conversations with the guest speakers, fellow students and my coach, prodded me to think about myself, the others and the world around me in more insightful and conscious ways.

While the journey to truly know oneself is endless and multifaceted, I can say that now I know a bit more who I am, and who I may be, if I choose!



OGUZ URAL

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“If opportunity doesn’t knock, build a door.”

— Milton Berle



ABSTRACT

My name is Oguz Ural, and during my hands on project I worked as a Graduate Intern for Bombardier Transportation (BT) in the Global Supply Chain – Strategic Procurement department in Berlin, Germany. Coming out of the honors class, I saw this internship as an opportunity to apply what I've learned about Leadership at management level. Working at the headquarters of BT does not easily allow one to apply Leadership and Change per se, however, it surely gave me the initiative to fully take leadership and responsibility on projects I have been assigned to.

Prospective Results and Outcomes

Bombardier Transportation is currently restructuring the way it approaches its business. This restructuring is about the implementation and development of a global value chain optimization program. To achieve this, there is currently a change in the whole IT landscape that will enable BT to reach a more consolidated business approach from the inside, bringing together all the departments and enabling a more visionary approach until 2020. Externally, BT is trying to reduce the amount of external stakeholders it's working together with in order to achieve a more innovative, sustainable and financially sound situation.

Coming into Bombardier Transportation as an Intern, my main role in the Strategic Procurement department has been to support the Procurement Management in supplier consolidation and master data management.

This internship was not linked to my Master thesis and it was solely a voluntary placement that I have decided to take in order to get a better overview of the industry and the job itself before really starting off my career.

The results I have achieved or gained out of this experience so far have been worthwhile. I have been able to relate back to my Leadership workshops held during the Honors Class and reflect on how I could apply this at my job.

What I have found out was that, it is not always possible to apply straightforward the things I have learned during the Change Leaders program however the value gained out of the program is that the approach and the way of thinking I have learned during this time are definitely helpful in analyzing and tackling projects and hands on experience at work, dealing with different characters and personalities. On a personal note, the Change Leaders program has prepared me to be fully aware of Emotional Intelligence, Cultural Intelligence and Leadership types that exist out there. Taking into consideration these factors, I felt quiet well prepared on how to act and react in the job environment. Moreover the program has allowed me to learn more about myself and what and what not I am capable of. I now have a better understanding of the decisions I take and why I take them. I can better plan and assess decisions based on realistic expectations. Having this back in my mind, I feel more comfortable and at ease when taking decisions.

COGNITIVE PART

During eight weeks, guest speakers and lecturers have taken the center stage to talk and teach about Leadership and Change. The experience I have been exposed to has been quite unique due to the fact of being surrounded by culturally diverse people and mindsets. All of the eight lectures during the cognitive part have been quite demanding on one end, but very entertaining on the other. They have been demanding because each lecture required a lot of familiarizing with the topics in order to fully grasp the whole picture. The lecturers made it entertaining by involving the whole class in the discussions, inviting us students to challenge them and the topics. I have enjoyed each single lecture as guest lecturers have had their own manner of passing on the message to the students.

My experience in the cognitive part was that some of the lectures were more practice-oriented and others were more theory-oriented. I believe this was related to the background of the lecturers. Overall, I found the lectures to be quite challenging and beneficial.

My favorite lectures during the cognitive part have been the lecture taught by Carla Miller on Global Branding Leadership, the lecture taught by Bert Heikens, retired chairman of AKD talking about how to lead a successful knowledge-intensive company. As a business graduate, I thought those lectures to be especially intriguing because of the real life examples and cases that the lecturers were using, were quite interesting but also somewhat a lesson for students to learn and be prepared for in their future careers. Receiving advice from lecturers based on their experiences and being introduced to different contextual dimensions allowed me to be aware of what is possible and what not without having experienced the situation. Both lecturers, Ms Miller and Mr Heikens used what they have experienced as their insights. Having specialized in Market-

ing Ms Miller's story especially caught my attention. Besides talking about leadership, she specifically gave examples from the marketing context on consumer behavior and ideology and also corporate social responsibility. One of the true skills of a leader in a cross cultural context is the ability to say no at the right time and winning the recognition others doing that. On the other hand Mr Heikens, gave quite meaningful impressions of actually leading human capital in an industry that has not seen much change in the recent years. Law firms have quite a straight-forward business model. Mr Heikens delivered a top-notch speech on what the real world of leadership looks like in law firms and what kinds of challenges exist. He introduced the pyramid model of service firms that, with globalization and technological innovations, started facing cost issues and threatening the long existing pyramid model. As fast-paced technology and innovations are happening, the most crucial behavior as a leader is to make sure that the human capital is performing well but also making sure that the firm is aligned with market trends in order to be able to make profits. I believe that Mr Heikens' presentation was quite different from all the other lectures as he pointed out to what challenges leaders are facing in a changing industry and not how a leader should be. I enjoyed the bigger picture of what leaders are facing in current markets and industries. When I reflect on what I have seen at Bombardier Transportation it really is a challenge for Leadership to keep the boat floating while all the sailors on the boat are fed and satisfied.

The insights and the talks we had during the cognitive part can serve as valuable information but it can also teach life lessons because you might face the same situations at a later point in time in your career. I find the cognitive part very enriching in terms of information input and will surely remember

the discussions we've had in class with the lecturers.

Last but not least, each lecture during the cognitive part was different from each other and the level of information received from the lecturers was at a high level. Even though I have now only stated my favorite two lectures for that part of the Change Leaders program, each and every lecture has been a pleasure to be part of.

EXPERIENTIAL PART

The experiential part of the Change Leaders program has also been filled with diverse lectures and lecturers. Especially this part of the program has been related to the Discovery Insights and workshops around subjects such as Project Management, Cross-Cultural Management or Inspirational Leadership. My favorite lecture during this part of the Change Leaders track has been the Cross-Cultural Management by Arnold Enklaar and Project Management by Daniëlle Klaassen & Tinka Stertefeld. In terms of context, the lecture of Cross-Cultural Management has been quite similar to the lectures during the cognitive part of the program.

On a personal note, I feel like being able to understand cross-cultural leadership is one of the more important topics in the current business world due to globalization. Especially at my current job I do realize how important it is to understand cross-cultural differences because I am dealing with internal stakeholders from all over the world. Each culturally different personality has different ways of communicating, passing on a message or acting in meetings for instance. On the other hand, the workshops on Project Management have been quite a new topic in this program. Even though Project Man-

agement is a broad topic (I believe that each project has its own characteristics and should be tackled differently), the borderline on how to assess projects are similar in each single project. The Project Management lectures are especially useful at my current internship at Bombardier Transportation and I always look back to the different steps of Project Management processes. When agreeing on a project I can now better assess the objective and the deliverability of a project. I do not rush and underestimate projects like I used to before attending the coaching sessions of the Change Leaders program. I am more realistic about what I am capable of and what not and I do not back off from mentioning in case I cannot deliver a project on time. In that sense I am very happy of having had this lecture during the program.

The most enriching experience besides the lectures itself have been the teaming up with my classmates and working on business cases. Not only is teamwork key to brainstorming with a group of people but also it was the perfect opportunity to get to know my classmates better than before and learn from them. This way I got see, how my classmates that come from different personal and academic backgrounds think and reflect on the same topic. It is always important to let yourself be surrounded by different mindsets to refresh your point of view on certain things. I definitely embraced this opportunity of being able to work together with my lovely classmates during these workshops. One of the more appealing lectures was also the lecture taught by Dr. Frans Stel who introduced us to the Insights Discovery Reports.

The Insights Discovery Report is a survey that evaluates a person's personality in terms of leadership and interpersonal skills. There are eight colors that a person can be attributed to after taking this

survey. Each color has different definitions. In my case, after taking the survey, I have been placed in the blue color, which is the 'Observer' color. After taking this report, I have not been surprised with the outcome. The Observer color is definitely my personality. I like to take a step back and think about my next move before I do it. I do not like to take risks thus observing the environment is what helps me to avoid risks by assessing what is happening in my environment. The outcome of this report is definitely correct but it still has allowed me to learn about things I could do to improve my interpersonal skills. I believe that the Insights Discovery allowed me to realize in detail my interpersonal skills, the not so positive things about being an observer and how I could improve them to benefit my surroundings but also myself. Going forward I can always relate back to the Insights Discovery survey and think about what I can always improve or what I need to work on.

COACHING PART

First of all, I would like to thank my coach Mr. de Kluijver for being a mentor during my personal development plan. It was a wonderful experience being mentored throughout a phase where I challenged my personality, and myself, which definitely is not the easiest thing to do. I truly appreciate the advices I received from her during the time being, trying to help me be the best individual I can be by helping me fulfill the goals I had set for myself.

The coaching experience was a unique and fresh opportunity to really challenge my personal status quo. As a person, it can be difficult to see the good things and the not so good things we are doing, because most of the time, at least for me, it is happening unconsciously. Having a mentor or a coach reflect you on the things you do, without knowing your personality, in such a

short time, is impressive on one end and challenging on the other. During my time at University, I did not have a coach or a mentor to guide me through "life" and the things I was busy with. Therefore I fully embraced this opportunity of having a coach during this short time in order to find out more about my environment and myself.

With the help of my coach, we have worked out some sort of a plan to reach the goals and challenge the status quo. My learning goal during the coaching part was to really figure out what kind of person I was and whether I was unnecessarily challenging myself on things that did not have priority in my life at that point in time. I approached my coach with the fact that I was for some reason fearing failure at what ever I was doing because I have been raised in such a way that failure is not an option. Being raised this way does put a lot of pressure on ones shoulders especially when you want to do several things at once. Before my coaching sessions started, I was very busy going to classes, researching for my thesis, applying for my last ever internship, attending the honors program, and working on an online platform that I wanted to launch with my friends back in my hometown. Obviously I had not realized that doing all of this together did not make any sense and it only raised the bar of failure because I was not fully focused enough on one thing but focused a bit on everything. My coach quickly realized that what I was doing was not helping me reach the goals I wanted to reach. I had to make decisions and strategic moves rather than being hasty and rushing towards all the things I wanted to reach at that time. I was not patient. I felt like if I did not do all these things at once I would be missing out on opportunities later on. Thus my coach and I quickly realized that I had to work on making strategic decisions and on things that mattered the most at that point in time. After two face-to-face meetings with my coach, I now had to choose what I wanted to do and what was important to me. Of course I wanted to graduate on

time so I had keep on researching for my Master thesis. I also wanted to do an internship at the same time because I wanted to see whether the subject I was majoring in was really what I wanted to do later on. Luckily, exams by that time were over, so I could focus on two things that mattered the most. I continued to research for my master thesis and meanwhile I had received an offer to start at Bombardier Transport.

I have kept in touch with my coach over Skype every two weeks in order to update her on my situation. Mrs. de Kluijver has constantly emphasized on the fact whether I was happy with the decisions I was taking. She was also letting me know that even though I was doing a good job, I should make sure to get out of my comfort zone and go experience new things. This would help me keep my mind fresh and make me stay on track at work and working on my master thesis. She was definitely right as I followed her advice.

I was happy because I finally had someone make me realize that what I was doing before was not getting me anywhere. I finally had made choices on concentrating on two things rather than four or five things. I could feel a burden fall of my shoulder and less pressure chasing my back. Up to this day I definitely enjoy the decisions I have taken. During the coaching time I realized that I tended to underestimate the workload that I had lined up. Sometimes I just needed to better assess and plan whether I could deliver all projects at the same time at a certain quality or whether it was better to divide them into different timelines. I have also learned that it is not something bad neither a failure to say 'I will put this aside and concentrate myself on one or two projects'. I can always go back to the other things and pick up on them whenever I have more time.

This being said the coaching experience has been very successful from my point of view mainly because Mrs. de Kluijver has from the beginning on helped uncover

the unknown unknowns about myself. I now feel more confident about decisions I take and I always remember her advice when taking difficult decisions.

FINAL WORDS

Coming into the honors track I was surprised by the diversity of the people I was sitting together in the classroom with. Not only did we have different academic backgrounds, but we were gathered together representing almost every continent. The experience I have been exposed to during the Change Leaders program has been quite unique due to the fact of being surrounded by culturally and academically diverse mindsets. Taking part in this program has widened my horizon in terms of looking at a subject from different academic and life angles being around so many diverse personalities. I also believe that this extra curricular program approaches academics from a different stand point of view. Surely it allowed me to touch on subjects and topics I haven't been familiar with. From the cognitive part to the workshops to coaching and the experiential part, I am satisfied with the outcome I have gained through this program. The biggest value of joining this program has been getting to know fruitful and different mindsets and personalities with whom I would not have been able to connect with if it was not for the Change Leaders program. This enriching experience of connecting and bonding with people from different backgrounds, focusing on the same subject, teaming up to brainstorm and solve challenges has for me been the highlight of the Change Leaders track. It is without doubt that in case I would have the chance to do this program again, I would definitely opt for it.

In terms of what the program has brought to me in my daily life is that I am able to better assess my capabilities and plan in more realistic timelines. I can also say

that I now can assess emotional intelligence (EI), which was one of the topics in this program. Having dealt with this topic, I now have a better understanding of EI as it helps me to better adapt myself to my surroundings. Internal and Interpersonal Emotional Intelligence is something that I can truly relate to in my everyday life. I believe to have developed a better awareness when it comes to Emotional Intelligence. Understanding other people's emotions and having emotional self-control is something that I realize when I am dealing with people at Bombardier Transportation. The ability of learning new things and being able to apply them at work is very rewarding. Therefore I am very glad having been introduced to this topic as a Change Leader.

Finally I would like to say a few words on my experience at Bombardier and how I could relate back to my Change Leaders track.

Working for Bombardier Transportation means working for a Market Leader in the Rail industry. This in return means whatever you do comes with challenges, consequences and opportunities. What I've learned in my first two months at BT is that you need to be proactive. A company of this size and many hierarchical levels requires discipline, understanding what and who you are dealing with and building a bond with colleagues. You have to be a go-getter if you want to succeed in an environment where everybody is as eager as you to succeed. No one will hand in to you final outcomes. You need to be ready to create them and impress. Whatever you do, you need to believe in yourself and trust in gut feelings. Coming out of University do not expect that you know everything, or whatever you have learned is easily applicable. It just isn't.

During this time I have definitely learned all of these lessons that I believe have enlightened the way I think about certain things. I have learned to follow my passion and not something because I think I have to do it.

The Change Leaders program has not only helped me to go after things that matter but it has also helped me to assess my environment and myself in a more sound way. The value I got of this program has definitely been worth it. I now know what I want, where I want to be and how I want to achieve it. Failure is just part of all of this and it is okay to accept it and try again.



YE XIANG

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China

“Things are born to be different”

— Mencius

ABSTRACT

Change leaders is one special course which aims to cultivate the leadership of students. It offers the lectures, training and business cases to teach the students how to learn leadership. The purpose of this course is not only leadership but also an exploration of self-understanding. It uses multiple forms including survey, lecture, games and practices to teach the students. It fully inspires the students to think about themselves and make the plan for their future.

In the Change Leaders program, the personality survey was conducted in order to give the student a responsive answer about the personality to help them make personal development strategy. Because different people have different backgrounds and form different personalities. Therefore, people have different and unique behavioral patterns. A good behavioral pattern as one of the fundamental elements that has lasting impacts towards leadership. Particularly, my classmates and I who have a good understanding of emotion and personality would like to take the strategy suggested in the survey. While leading other people to follow us, we used the strategy to make the interactions with others. Followed the survey, I received the comprehensive courses about the leadership in both academic and commercial views.

The lecture guests explain leadership in terms of categories, properties, and external influential factors. The teachers offered advice to deal with the problems that I may encounter in the real case. After the lecture and several practices, students gradually learned the solution and proper skills to handle with management issues. At the last, I conducted my personal project with the help from the coach to improve my personality and communication.

During the implementation, the students met their coach weekly and discussed about the projects, problems and solutions. After the communication and analysis, I learned many different views from the coach and came up with many new ideas. Luckily, I conducted a deep analysis of my problems with the help from the coach. I gradually found out the origin of problems that bothered me. After I discovered many problems in my life such as too shy to talk, too much concern of other feelings and so on, I started to correct them one by one while using all the skills and theory that I learned in my personal project to practice.

The Change Leaders program just opens a new door for me to discover myself and change my perspective totally. It aims to guide me to know more about myself. I received the training about the skills of interpersonal communication. Followed the study of the skills and techniques, the personal coach offered me the guidelines and helped to practice the knowledge that I have learned. Apart from the knowledge, there is also a huge change of my altitude from selfish to the open minded. Starting to take concern of other feelings and trying to influence them to follow my leadership.

LECTURES

Leadership - it has a lasting impacts on the whole team and organization. The transformational leadership depends on the situation and commercial conditions. Since the market varies rapidly, the leader will also be emotionally influenced. Meanwhile, the emotion is contagious and has a direct relationship with the efficiency. For example, IT development will require the continuously communication among the whole team. Especially when the team has to make a crucial decision or development plan, it will require the manager to a reasonable decision based on the overall understanding of the industry and estimation of the products lifecycle. If the manager controlled by his/her emotion, the followers will lose the confidence and start to reduce investment.

Nevertheless, the metrics of the success or high achievement is unclear. It makes the leadership measurement very obscure under the actual situation. Currently, it is widely accepted to evaluate the leadership via the community performance, the market reaction and other external feedbacks.

Global brand - it is to build up the brand identity to enable the customers to recognize it without any basis from geography and culture. The leader has to deal with different situations varies from different places and people which bring up new requirement about the leadership adaptability. Since the consistency of the enterprise culture is the foundation of the brand, a excellent leader should unify whole organizational culture. It is hard to promote the value and culture into the employees. It is necessary to talk and consider the entire company's opinions, and commit to work hard to put the whole firm together.

Pyramid Structure -The diffusion of organizational culture and management have a closed relationship with

company structure. Currently, the enterprise usually follows pyramid structure to adapt to the current market. Junior employee has the protection at the beginning to get trainee and practices. Afterwards, they have to meet up the high standards or just leave the company. It is a ironical to invest a lot of money on the young people but most of them will have to leave the company. The coaching culture to motivate the employees has the awareness of the pyramid culture to keep the company has a fierce competition. Meanwhile, this selection will also increase the employee acceptance of organizational culture, and unify the whole group to work on the same goal. However, ambitious people have the desire to run their own company. Those people will provide huge amount of resources for the company if they left company and succeed in the future. Therefore, a company would like to treat them as the potential investment and keep following the pyramid structure with team culture training. However, if a company wants to keep the lead position, it has to focus on innovation and creation. Stubborn thinker usually means the employee with the fixed pattern in personality, behavior, thoughts and etc. The change of the fixed pattern could lead to the innovation and creativity. The company should pay a great attention on the co-workers and break the boundary in order to be more innovative and creative.

Culture - Among all of these lectures, the cultural behaviors and governs is my favorite one. One company usually determines its culture according to contextual conditions and market. Culture changing means the change of the situation of market and the mission of the company. Since the growth of the company is changing with time, different stage of the growth brings different constraint and requirement. Different constraint and requirement will lead to different company positions and market

requirement. So the entrepreneurial culture varies. Internal branding is the way to change organizational culture. People receive the organizational information from three main source : Leadership behaviors, system & structure, symbol & decision. Among the three sources, leadership has more flexibility and can be used to maintain the consistency of the cultural change. The change of the structure and symbol&decision may has more factors to consider and would meet more the persistent from others driven by benefits and problems of organizational acceptance. So communication before any change is necessary. Meanwhile the leadership will help with the communication and gain more support for the action. Especially, with globalization trend, the more cultural differences exist. A better leadership will know how to avoid the unnecessary misunderstanding. After the communication, the leadership will generate its impacts on the whole team and help them to perceive the new culture value and improve their acceptance of novel company strategy, which can lead to further positive performance.

However, the culture measurement can not be done via internal check or test, but can be judged by the outputs and the organizational performance. Because leadership is more about personality and the management style. It influences the company implicitly and has a direct impact on the emotion of the employee who is the executor of business and transaction. The emotion is contagious and lasting, especially in the office politics and the manipulation of company power. Good leadership will generate the reasonable empowerment to improve the efficiency and reduce the internal conflict. With the excellent leadership, the high quality of organizational performance will be more possible.

EXPERIENTIAL PART

Corresponding practice will help me to master the skills that I have learned and encourage me to apply it in my life. During the Change Leaders program, we had many experiential practices and short experiments like virtual survival game, building the house and Okay-okay conversations and etc.

Survival game - it is practical and grounded on the theory. The best part is there is no standard answer for the order. Each item has its unique usage. The tricky thing is there is no fixed number of scenarios. The open minded setting makes everybody's thoughts in the air. That brings a serious crisis for team discussion and cooperation. Because everybody has a different understanding about the usage of each unique item and is reluctant to agree each other opinions. When we discussed about the vodka, we found it is a dead loop that everyone insist on their own opinions and order. At first, we just continued the argument about the details and tried to find the flaws in other peoples' analysis. We hoped this discussion will eliminate the differences. It just turned out as a catastrophe and generated more disputes. We had to find a way to solve this problem and we think the communication skills based on the personality color theory. We initially admitted that each opinion is valuable and useful, and then points out the shortcomings and insufficiencies. But for different person, there is a slight difference in the skills. For person with red personality, we just avoid to points out the wrong art of their opinions and continue to analyze its advantages while guiding the person to rethink and start to compare different opinions. For person with green, we just speak the wrong part directly and then comfort him with the good part that we found. At last, it worked dramatically. Some of us started to change

our thoughts and became more open to different thoughts. After completely communication and several iterations like this, we decided to leave the controversial item for a while and continue the discussion about other items. Eventually, we ran out of time before we finished it. Although we didn't finish the game, we explore a reliable method to continue the work while keep everybody active and positive.

Okay-Not Okay test - this game has two players, one is the leader of another person. Quadrant represents their emotions. It felt awesome and we played it as the drama. Everybody was very creative and good at the performing. As soon as we stood on one of the quadrants, we quickly switched our mood what the quadrant represents and found the latest and related events/ stories that everybody experience before or during the lecture. For example, Richard criticized Riccardo for not finishing his teamwork on time and caused the slow team progress. Riccardo also fought back and pointed out the irresponsible behaviors of the Richard as the team leader. Then, everybody played and argued with each other. The most easy situation is Okay-Okay. Because both of the participants played very nice and just spoke the nice words and kept encouraging each other. It went to totally different situation until Not-Okay quadrants introduced in the practices. Especially in Not-Okay and Not Okay case, the conversation almost pulled people into a fight. Not-Okay usually made people more impulsive, provocative and angry. Not-Okay quadrant means the psychological self-defense mechanism is already activated. Whenever you are trying to suggest or make a fact statement, this mechanism makes conversation tough and hard to receive constructive responses. In the Not-Okay situation, emotion control is the key to maintain the conversation and sympathy will help to loose the psychological defense and open the door to communicate. After taking care of those negative emotions, it is time to extend the conversation and introduce your own ideas. That is a very

good workflow and practice to illustrate how leadership works and how to apply the skills to enhance the effects of leadership.

Building house - The game is to build a "house" by using lego. Last time, we were required to build a tower. The whole class were divided into several teams and received one copy of building instructions. We got the assignment to follow the instructions and get the marshmallow. The extra criteria is a bonus of candy bar. Most of us were motivated greatly by the prize. So everyone was focused on this and tried our best to complete the mission. Before the construction, we initially took the security, quality and accuracy as the criterium for the assignment. However, there were many troubles and problems that we met during the game. First is the team work. Because the wood is very small which made it impossible to allow 4 people working at the same time. The instructions were only pictures without any precise construction notation or symbol. Moreover, while putting the wood on the tower, the hand kept trembling and caused the tower shaking badly. In this way, we had to split the work as Borce confirmed the instruction information, Oz and me focused on the construction by turn and Mirjam was responsible for the measurement and quality insurance. While we were focusing on the task, the coach came up and gave us a lot of pressure. Especially, when the third team failed three times, we really worried about our tower. Finally, we completed the task and got the marshmallow. Then, we realized that different team has different criteria. That is why some teams finished very quickly and we just felt the pressure for no reason. Especially, when we were putting the last piece, we couldn't stop thinking about the failure risk. The this game just helped us to learn how to cooperate with each other while preventing ourselves from demoralized by other teams failures.

Personality Insight - For the personality report, I belong to green category which more like to be supporter.

There are many points listed in the report are quite fit with my situation. Especially for the part of the advantages, disadvantages and the strategy of communication, it is simple and easy to follow, while the feedback is very positive. As the report points out, I am a person who need proper encouragement and recognition. If my efforts are not recognized or approval is withheld, I may feel deflated as my feeling of worth can depend on how others regard me. That is often revealed in my performance during the project. For example, I quite enjoy offering guidelines and suggestions to other people but I will feel very uncomfortable when I am challenged. During my implementation, I usually have many ideas and plans however I feel hard focus and keep working on the same one. Assistance and monitoring is necessary to keep project progress on plan. The report also made it clear that I may have difficulty disciplining myself to complete the task at all costs, dealing with conflicts in relationships and has too much credibility on the opinion and feelings of those I care for. There are also suggestions for me to overcome these problems such like confronting my fears using positive affirmation and changing my perception of aggression being a weakness to hat of an essential gift that is occasionally necessary to get things done. Personally, I really agree with the report about I should do a detailed analysis of how I spend my time. I have already realized that I am suffering from procrastination. But I have no idea to change it. Because I am usually busy with something and fulfilled with new ideas to talk about. Besides the suggestion for development, the advice for communication is also useful. Be more precise and detailed during the conversation is one of my goal to achieve during the program. Before, I just think speak as I want and people will understand it naturally. After several trial to discuss about the assignment of UT international strategy, I found it is a very big challenge to briefly explain my options and pack the words into a attractive conversation to persuasive more supporters.

Particularly, when I have to speak with someone is Not-Okay, the way how I expressed is much more crucial than the value of my words.

COACHING PART

My coach is Mrs. Renate who is nice and patient. We met several times and mainly discussed about my project and progress made. I had thought many things about myself and tried many novel opinions about myself. I used to criticize and blame myself. As the personality insight pointed out, I avoid my responsibility and fear to complete my task at all cost. During the discussion, Mrs Renate helped me with her professional knowledge. She is good at managing procrastination and taught me many lessons about how to keep self-controlled. She started with the procrastination formula : $\text{Procrastination} - \text{Motivation} = (\text{expectancy} * \text{value}) / (\text{impulsiveness} * \text{delay})$. Following the lesson of the procrastination, I started to rethink the reason why I am lazy to finish my job, why I fear to invest all the thing that I have to complete my duty. With more explanation and discussion, I felt that I lost my expectancy and I didn't want to jump out my comfort zone.

But there many other problems that we met. After the first two meetings, Mrs.Renate had already given me many valuable advices. But she realized there my confusion and anxiety, especially when I talked about my project. So in the following sessions, we started the the talk with my daily life then to my work. At last, we discussed about my insights and personality. At the beginning, we made a mistake about the goal of the project. Because we thought the project should be more pragmatic and focused on the leadership. That mistake slowed our progress and made us confused about the goal of the project. Finally, after the confirmation with Mrs Wilderom, it was acceptable to focus the project on the personal development. We continued to explore

more possibility of my personal project to help me find my goal.

Goals - My current goal is to overcome the procrastination and help other patients. But my initial goal was to graduate before September. The initial goal was not so big but quite practical to me. One more reason to choose graduation was that there are several clear deadlines and criteria to judge the progress. In this way, I would like to follow the detailed instructions to work on my master thesis. However when I realized my problem is procrastination, I started to combine my current task with change leader project. Because I find procrastination keep dragging me back to the comfort zone. It is also need other people to help me to keep away from it. What's more, I also believe that there are more people who are suffering from procrastination. That is why I want to apply the leadership skills and theory that I learned from the this program to the project. The new goal is more ambitious and lasting than the previous goal. It is also much more vague to evaluate and measure.

During the last meeting, I was talking about my procrastination and why it became such a serious problem for me. Then, we started to analysis the reasons. First, we started to look at the formula and the analysis each factor in the formula. Combined with previous experience and personal judgement, Mrs Renate provided me a good reflection about myself. She pointed out that the expectancy is the first reason that I failed to execute. Because I didn't have too much expectancy which means motivation and desire. This fact really surprised me. Because I personally think I was hardworking and willing to invest time and energy on my work. Although I had already delayed my thesis, I never thought laziness will be the reason. Because I thought that I worked so many hours everyday. I will be okay and I will finish the job soon. Until now, I realized that those thoughts are just psychological implications. When I recall the mo-

ments of working, I felt pain and distracted. During the working hour, I attempted to work long time but I didn't work with all my heart and soul. Then, I realized I work hard both physically and mentally. A group supervision and external pressure will be more useful in this case. Since a group of people are needed to help me, I can use my leadership to organize this event. Especially, I had known that some of friends also have the same problem and keep criticizing themselves. In this way, I choose procrastination and helping people as my goal.

In order to achieve my goal, I started to assemble the teammates. At beginning, I thought it will be easy. Since so many people had the same experience, they will be happy to know the solution. Ironically, people are just to procrastinated to move. Almost nobody participated in this group. Then, I realized I should start the conversation with fact just as Okay-NotOkay practice. Besides that, I shared the formula that learned from Renate. I also participated at one lecture from psychologist and downloaded the tutorial to give to my friends. Eventually, two friends enrolled my team. We keep checking daily status and keep reading everyday as a trial. We are using pomordo and rescue time to record our working hours and completed task. Since there is no detailed thing to reflect it. We set up the rules of supervision and punishment.

VALUE and OUTCOMES

New thoughts - After the Change Leaders program, I felt I broke my original thinking patterns. I started to understand people in a total different way. Before I participated this program, I preferred to protect myself and be cautious about new friends. I liked to show off unconsciously in front of others. I was reluctant to pay attention to others' feeling. Now, I am more confident and tolerated. I don't feel disgraceful if someone points out my faults. Conversely, I feel happy to know different people no matter who they are. I found a new way to

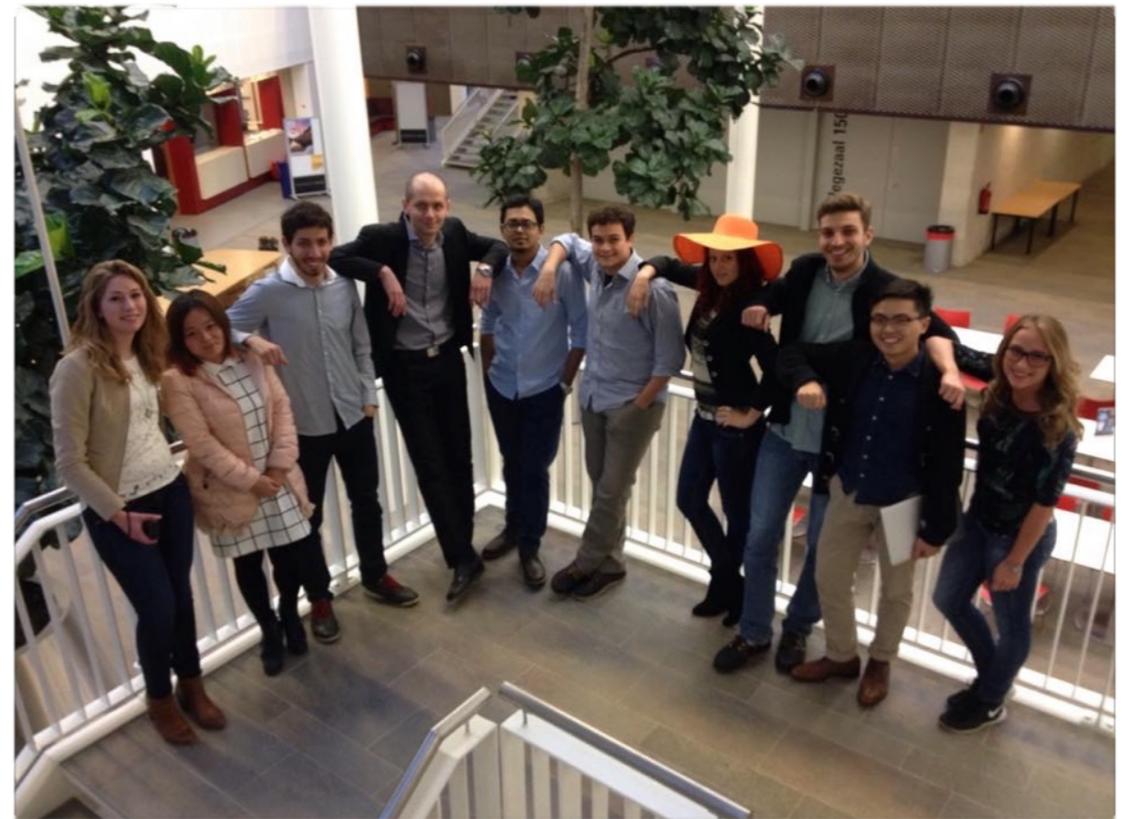
analyse the one event. Before any criticism, I will position myself in other people's shoes. I will start to feel as they felt and think as they thought. More good consistency and habits are kept in my regular behaviors.

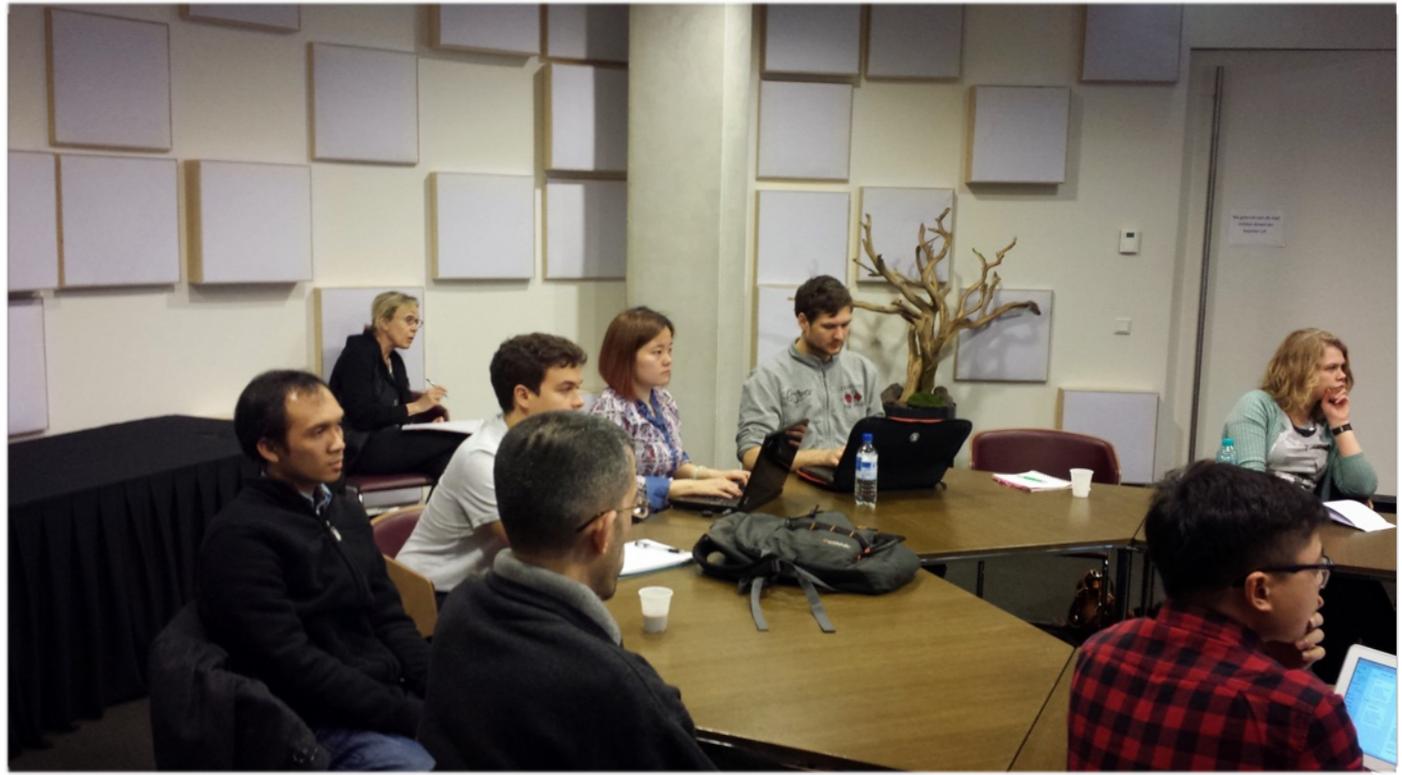
Implementation - With nearly one year of hard work, I made more new friends and kept a good social relationship.

Now, I have more flexibility and tolerance for the cultural differences. I start to accept the fact that people are different and get ready for the difference no matter what it will be. I like to use the color theory to deal with different categories of people. It is quite useful to maintain a sustainable social relationship. I am more open to the sensitive topic and welcome all the different opinions. So more and more friends like to share with me.

With a good social connection, we successfully organized several big activities and finished some nice projects. For example, my team and I completed our first association homepage and established our systematic wiki online doc. Our wiki online doc is supposed to be the practical guidelines that edited just by the students. Almost hundreds of people visited our online doc and we received many emails and suggestions from our fans. The development is also tough and complex. Since I was busy with my thesis, my team members have to help me to finish the work. When I came back to them after several days, everybody just continued the work with no complaints. So the project was working with a satisfied working efficiency until the end. During the communication, it was inevitable to argue with each other. Sometimes, they were too busy and wanted to quit. But all the negative emotions and impacts were discussed immediately. Most of them were solved very soon. Although the content edition of online doc is not ended, we figured out a excellent way or further development.









WORDS FROM THE COACHES

Renate van Luijk

“But as I try and understand how life works – and why some people cope better than others with adversity – I come back to something to do with saying yes to life, which is love of life, however inadequate, and love for the self, however found. Not in the me-first way that is the opposite of life and love, but with a salmon-like determination to swim upstream, however choppy upstream is, because this is your stream...”

— Jeanette Winterson

Siewko Smith

“There is no road, but the one you create as you keep on walking.”

This is a free translation of a line which was written in Spanish by Antonio Machado (1875-1939) in his book Campos de Castilla. If you somehow came to hear (and hopefully like) the songs of Joan Manuel Serrat, a singer-songwriter from the Spanish region of Cataluña, you may have heard the line in one of his songs: “Caminate no hay camino, se hace camino al andar”. It actually is also the title of the song. You can find it in YouTube, in various versions, from different concerts.

Why this quotation? In the first place because it connects with the idea of actively creating possibilities, looking forward with a positive mindset and be free to make new choices. The second reason to choose this quotation is that it also expresses that there is no one true correct path to follow in your life, as there will be no one true correct route to take for a change leader. You

can have no certainty that the choices you make will be the best, with the rare exception that all you have to decide upon can be calculated precisely. Maybe difficult to accept when you tend to strive for perfection, but: trust your own inner compass, your creativity, your intuition, your courage, apart from your knowledge and reasoning capacity.

So, trust yourself and create your own road. And don't be afraid to stumble sometimes, or to find out that another road would have been a better option. That is part of the deal, when you make choices!

Hemo Oumenad

Discovering and recognizing your patterns and motivations. Both in behavior and thoughts. Daring to look in the mirror. To become aware and starting to make authentic and free choices. That's personal leadership. A beautiful process to observe as a coach.

Marieke Hofman

“I've come to believe that each of us has a personal calling that's as unique as a fingerprint- and that the best way to succeed is to discover what you love and then find a way to offer it to others and also allowing the energy of the universe to lead you”

— Oprah Winfrey

Martian Slagter

“It's our choices, Harry, that show us who we truly are, far more than our abilities.”

— Dumbledore in
Harry Potter and the chamber of secrets
by J.K. Rowling

Matthias Großkopf

“Being truly open with yourself is not an easy task, but therein lies the power for true freedom of choice.”

This year was my second year as a coach in the Utwente Master Honorsprogramme „Change Leaders“. When I was asked if I liked to contribute again and work as a coach with the students in the 2014/15 course of “Change Leaders” I happily accepted. Stemming from my experiences in the first round I was interested in how the course would develop as whole, but also on an individual level for every new participant. “Change Leaders” tends to bring together students from many different backgrounds, countries and academic studies. All the individuals work with each other and bring in their own particular expertise, which is a very fascinating thing for everyone to see. The same is true for the personal development of the participants throughout the course. While the coaching is only small part of it, I none the less enjoyed it very much. I am positive you all can take something with you from this program and use it for to help yourself in your future career.

I wish you much success for the future!

Paul van Katwijk

For Savvas Kikidis:

“You must be the change you want to see in the world.”

— Ghandi

If you change yourself you will change your world. If you change how you think then you will change how you feel and what actions you take. And so the world around you will change. Not only because you are now viewing your environment through new lenses of thoughts and emotions but also because the change within can allow you to take action in ways you wouldn't have – or maybe even have thought about – while stuck in your old thought patterns.

For Joris Luyt:

“The journey of a thousand miles begins with one step.”

— Lao Tzu

in combination with:

“There is no royal road to anything. One thing at a time, all things in succession. That which grows fast, withers as rapidly. That which grows slowly, endures.”

— Josiah Gilbert Holland

Arnold Enklaar

For Borce Stojkovski:

Once you become responsible for a team or an entire company, you may make mistakes or dirty hands. Never mind: What counts is what you learn from it.

For Kathrin Kalcheva:

Wenn es nicht so geht wie versprochen oder erwartet, und Du bist vielleicht enttäuscht.. so sage einfach den anderen Beteiligten, wie Du es erfahren hast und frage was sie davon halten. Da hörst Du gleich was bei den anderen läuft und kannst Du entscheiden wie du weiter machst.

Emile Dopheide

For Rodrigo Mendes:

“Choose a job you love, and you will never have to work a day in your life.”

— Confucius

For Anindya Pakhira:

“It is never too late to be what you might have been.”

— George Eliot

Change Leaders:

- a programme with potential
- a learning process for all
- “coaching is the universal language for change and learning”- for students, coaches, coordinators and the university alike.

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