



***CHANGE
LEADERS***

***"HOW TO CHANGE THE WORLD IN 15
PROJECTS"***

2021-2022

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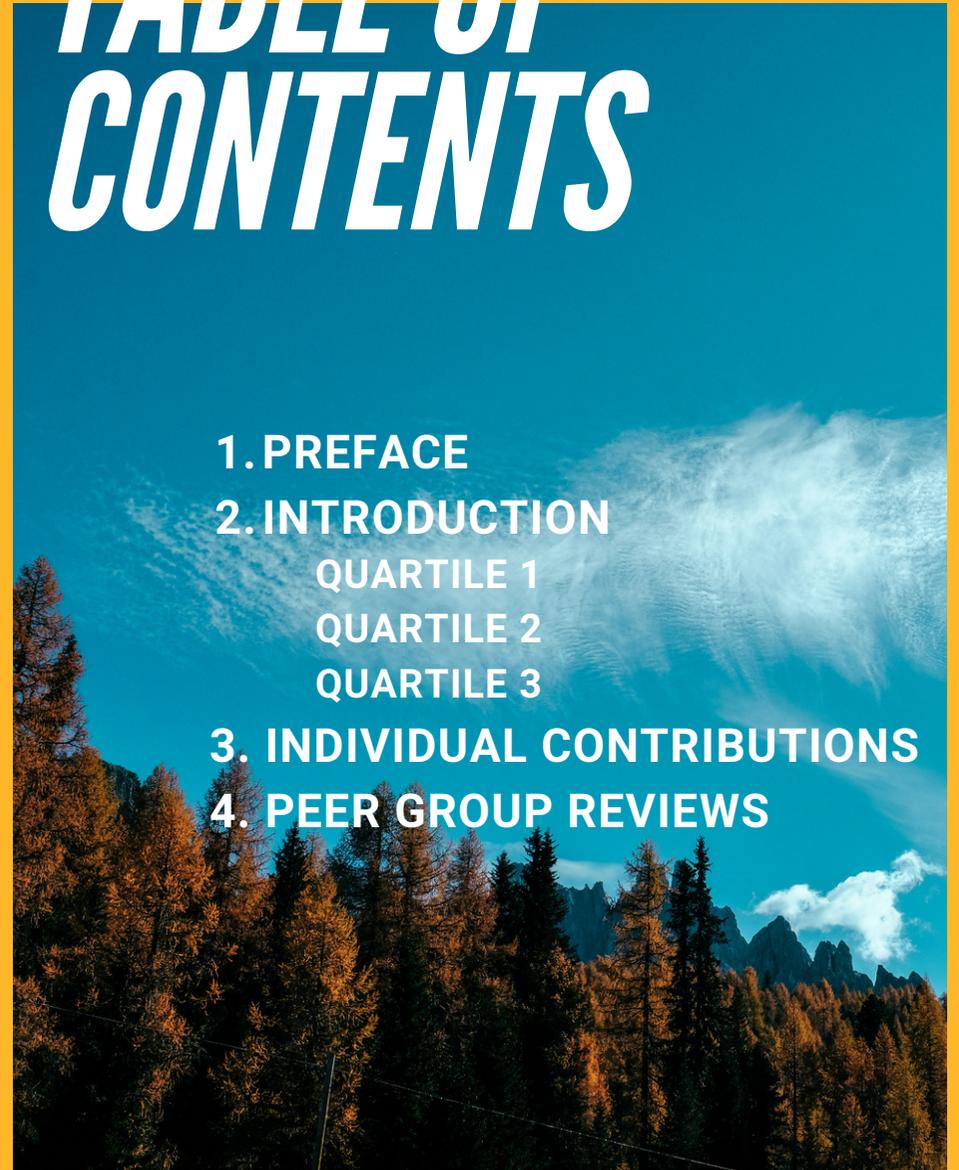
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Dear Change Leaders 2022 graduating cohort,

We believe we should start this preface underlying the joy and beauty that, finally!, meeting on campus has brought us during our Tuesdays' classes! After two years of online (or impersonal) lectures, it was a blessing and a blast to be all together under the same Ravelijn roof, with a good cup of (decaf) coffee, hot chocolate or teas to keep us company during classes.

Classes that you diligently attended always with a smile on your face and a disarmingly positive attitude, even when perhaps you were tired after an already long day of courses at Uni, or the sun outside was shining and calling for some drinks and fun with friends. Yet, certainly in a different way, we also became friends and shared memorable moments among which the "acting class" was, we believe, one of the most engaging ones!

From our side, in our role of mentors rather than teachers, it is incredibly gratifying, engaging and sometimes even challenging to share our knowledge and experiences with curious minds, eager to learn, develop and grow, like yours. Throughout the course, you have shown a constant, active presence and never skimped constructive comments and questions that were often reflecting your many diverse and "colourful" personalities.

We strongly believe that people's strength and enrichment lie in appreciating each other's differences, and you were able to create such a cohesive and "psychologically safe" atmosphere that allowed you to really establish a "special connection" among you all. We could not be prouder of your personal development and, overall, achievements.

Indeed, you have contributed through your projects to team, organizational and even societal greatness, suggesting interesting ways whereby awareness on different, interesting and sensitive topics could be raised, or seeds of (initial) behavioural changes instilled, either locally or across the world. This booklet thus represents the unique signature of remarkably motivated students who chose to leave their permanent mark by elaborating, promoting and implementing beneficial change interventions for numerous and different stakeholders.

It has been simply a real pleasure to have met you and worked with you throughout this year!

To the best of MSc-brains of the UT, CONGRATULATIONS on graduating in this MASTER HONOURS PROGRAMME! It is now time to apply your newborn knowledge and talents to the real world where Change Leaders are urgently needed. Don't let them wait! As Stephen Hawking stated in one of his most famous quotes on the meaning of life:

*"Remember to look up at the stars and not down at your feet.
Try to make sense of what you see and wonder about what makes
the universe exist.*

Be curious.

*And however difficult life may seem, there is always something you
can do and succeed at."*

With the best wishes,

Prof. Celeste Wilderom, Dr. Desirée van Dun and Dr. Lara Carminati

The Change Leaders programme is one of the Master's Honours Programme tracks at the University of Twente and focuses on developing knowledge, attitude and skills related to leadership and change.

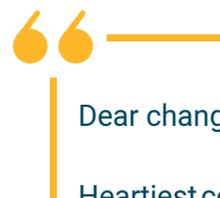
The programme is split into three parts: head, hands, and heart. In the first quarter, we focused on the cognitive part, head, and gained insights into different topics in the field of change leadership. The second quarter, hands, gave us the opportunity to develop leadership, consulting and change skills and insights through various workshops. At the beginning of the second quarter, we also had a Discovery Insights Workshop in which we learned our behaviour preferences. This workshop was the input for the last quarter, heart, where we all conducted an individual change project.

This booklet summarises the individual stories of 15 future change leaders. The theme of the booklet is "How to change the world in 15 projects".

First, the structure of the programme will be discussed in more detail. After that, we will introduce ourselves and our projects. We end with a peer group review on how we experienced working together in a peer group.

Enjoy reading our stories!

The 2021-2022 Change Leaders Cohort



Dear change leaders,

Heartiest congratulations! You have completed the outstanding Master Honours Change Leadership programme at a time when the world is in a state of transformation. Together with your fellow students, you have gone through a unique development and gained an incredible amount of new insights. You have experienced what it means to work on personal growth and how valuable a growth mindset is for change leaders. This is not only important for you personally, but you will also thereby make meaningful contributions to the organisations in which you will be working, connect to or found yourself.

The current major social challenges require excellent and inspiring change leaders, who continue to reflect, learn and respond with their peers, teams and organisations to what is necessary for the required change. We are proud of the fact that at UT we educate impactful change leaders and provide a platform to meet and learn from each other. Together, we will create the world of 2030, and your contribution is vital here. After all, you are not only the change leaders of tomorrow, you are already impactful change leaders today! #Shaping2030 together.

I wish you all the success and joy on your exciting journey as change leaders, and hope to hear from you about your journey.

Machteld Roos
Vice president
Executive Board University of Twente



The Change Leaders programme is organized into three main sections; learning with the brain, learning with the hands, and learning with the heart, all of which contribute to our theoretical, practical, and personal growth. The first quarter was spent developing a theoretical foundation for Change Leaders and Management in the form of interactive lectures. The preparations for each lecture involved reading interesting papers, reflecting on them, and noting questions and notes for our group discussions. Professional guest lecturers delivered the lectures in a good way, allowing us to develop in-depth knowledge and a deeper comprehension of the topics. Following the lecture, we were divided into groups to reflect on it and create an overall review.

The first lecture by Dr. Desirée van Dun was focused on lean and agile organizational methods, as well as what it means to be a lean leader, which values are crucial, and how this relates to the overall team performance. We learned the significance of having a clear goal, as well as the Lean Management characteristics, are; honesty, candour, involvement and cooperation, and continuous improvement (Van Dun et al., 2017). In addition, Van Dun and Wilderom (2021) highlights the integral of maintaining the level of excellent performance needed to engage in “coactive vicarious learning-by-doing”, which means that leaders also encourage the teams to actively enhance process improvement.

The second week was on participating in the UT Week of Inspiration, so we could all participate in the sessions we were interested in. There are four lectures that could be chosen; the origin of Covid-19 by Prof. Dr. Marion Koopmans, mental preparedness for space and earth by Dr. Mindy Howard, the science of skating by Beorn Nijenhuis MSc, and designing automobility of the future by Ir. Laurens van den Acker.

Prof. Dr. Marion Koopmans is a virologist and Head of Erasmus MC Department of Viroscience. She investigated the origin of the virus in China, did it emerge from a lab or did animals give birth to COVID-19. Pandemics often start with a “blind stage” when cases are mild and the disease is not officially recognized. But as a virus spread, it develops new variants that lead to more severe symptoms. To understand the spread of COVID-19, data from several Chinese cities were analysed with various data analysis methods. However, the difficult part of the investigation was taking a stance and designing hypotheses. Furthermore, Mindy Howard is an aspiring to-be astronaut who trains and coaches mental preparedness for commercial space travel. She spoke about several training methods and techniques to prepare oneself before space travel. Among the tools discussed, the first tool was BOBUSA: Breath, Observe your surroundings, Breathe, Understand what comes next, Sense and Anchor the calm focused feeling. About Beorn Nijenhuis, a professional and Olympic speed skater who has won national and international medals, he pursues PhD at the University of Groningen to conduct neuroscience research. He discovered that genetics have a significant part in determining success. The athletes who began training at the same age, at the same starting level, and for the same amount of time, can achieve different outcomes.

The third lecture by Prof. Dr. Celeste Wilderom focused on how organizational change can better people and society. It was about exceptional companies, successful leadership, what emotional intelligence is and how it relates to strong leadership. Being a great leader not only requires hard skills but also a variety of soft skills that leaders can use to encourage the team and deliver exceptional results.

We acknowledge that usually we misinterpret organization as mostly about structure, while the structure is not organization and organization is actually about a group of people with particular purposes (Waterman R., et al., 1980). Besides, we learned that we have to maintain a cohesive environment within a group might impact objective performance (Wilderom et al., 2015).

The week after, we learned about leadership and identity in team dynamics by Dr. Lara Carminati. We learned how identity is a social construct that varies depending on whom we belong to and surrounds ourselves with, and we examined what this implies for leadership and followership. This evidence is aligned with Peters, et al. (2018, p.718) who said that a person's identity plays an important role in their emergence as a leader over time. The identities are hierarchically arranged, some are more important than others and arise on different occasions. Each of our identities is forged by values. It is prominent to remember that in-groups are those with whom we identify, while out-groups are those with whom we do not identify and may discriminate (Tajfel et al., 1979).

During week five, we had a guest lecturer Prof. Dr. Olof Bik from whom we learned about changing professional service firms through behavioural and cultural governance. The main takeaway from this lecture was an organization does not have a culture, it is a culture (Bik, 2016, p.434). The culture was turned into a unique blend of all fellow employees but still has the dominant identity with the same foundation. As Prof. Dr. Olof Bik explained through several analogies, organisational culture is composed of three concepts: Leadership behaviour, Systems and Structures, and Symbols and Decisions. Besides, it is necessary to sustain the developed culture and adapt to any changes that may occur.

Lecture six was held by Dr. Arnold Enklaar about how to deal with cultural differences. We learned that the remarkable global success was built largely by a management team strongly rooted in its home culture (Hong, H.J. & Doz Y., 2013). Changing a culture is not so straightforward as simply a change of management, it can be done in the long term by emitting the right signals to the subordinates and maintaining consistency in actions. Thus, balancing to emphasize the core values of organizational culture is important, however not an attempt at indoctrination but was based on a real transformation of the organization of work as personnel management (d'Iribarne, P., et. al., 1998).

The seventh lecture was by Prof. Dr. Ir. Erwin Hans, a full professor of operations management in healthcare. We learned about process optimisation within the healthcare setting, which includes a strategic, tactical and operational level (Hans et. al, 2011, p.7). Combining four hierarchical levels of control (strategic, offline operational, online operational, and tactical levels) and four managerial areas (medical, resource capacity, materials, and financial planning), would enhance the healthcare provider organization and generate an impact on society. Improving the health care system, for instance, by developing a new management system using mathematical modelling and computational simulations rather than undertaking a real-world trial in a hospital would be beneficial for money and energy saving.

The last lecture during this quartile by Dr. Julia Wijnmaalen was on multiteam systems as a new way of leading. We not only theoretically learned about multi teams in ourselves but also experienced the power and the implications of leadership techniques to lead multi teams. Different leadership styles tend to have different ways to communicate and coordinate mechanisms. In closed-loop communication, improving communication within the team emphasizes a focus on what information is needed by whom and when that information is required, as well as providing contingencies for when communication fails (Salas et. al., 2005, p.568). Such that every person receives a different message depends on the urgency of the message receiver and the intention.

Towards the end of the quarter, individuals formed groups of four and conducted a systematic literature review on a self-chosen topic based on the lectures given in this quartile. This year's topics were:

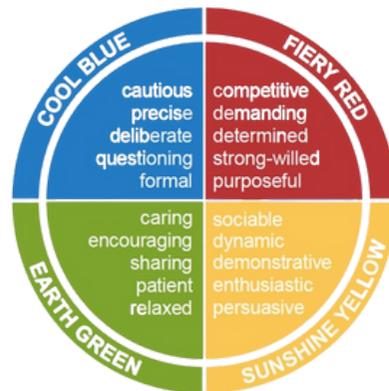
- Features and challenges of remote working in tech companies by implementing agile methodology.
- Robots as a colleague: Leadership and team behaviours in industry 4.0 teams with human-robot members.
- Robotization in healthcare management.
- The effect of leadership on employee sustainable behaviour.



The aim of the quartile was to develop our personal skills which are required for us to become effective change leaders. The sessions focused primarily on personal insight and leadership skills through workshops and training as well as writing reflections with peer groups at the end of the week. The major objective of the quartile was to have an understanding of our individual behavioural preferences which was facilitated through the Insights Discovery analysis.

Every student was provided with a personalised behavioural preference profile based on this assessment. The results of the assessment provided each of us with our personal style, and how we make decisions and interact with others. We identified and noted our strengths, possible blind spots, and weaknesses. It also enabled us to learn about each other's behavioural preferences, especially our opposite personality types and how we can all be able to work together in teams to achieve productivity.

Every individual's profile is a unique 'color mix' of the four color energies: *Cool Blue*, *Fiery Red*, *Sunshine Yellow* and *Earth Green* – each colour represents certain personality preferences and associated behaviours and each individual has a unique mix of these traits or colours.



The order and strength of the four colour energies in each individual gives rise to eight different personality types: director, motivator, inspirer, helper, supporter, coordinator, observer and reformer. The insights from this analysis formed the basis of peer group reflections in this quartile and also played a role

in the formulation of the personal development plan towards the end of the quartile.

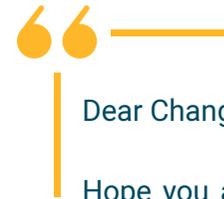
During the trainings in the quartile, we learned how to: present ourselves effectively through storytelling, apply appreciative inquiry skills by active listening and appreciating, enact roles as leaders, and how to be great negotiators by creating successful negotiation strategies. This quartile was very informative in that we were all able to have a good understanding of ourselves, develop effective strategies for interaction, and use the strategies to better respond to the demand of our environment. Working with peer review groups was the best approach to practising and reflecting on all we learned every session.

At the end of the quartile, we were required to formulate an actionable and challenging personal development plan that would be used as a guide tool for identifying areas for coaching.

The aim of this quartile was to utilize and apply the knowledge and skills developed in the first two quartiles of the Change Leaders programme. This was done by executing a self-chosen change project. At the beginning of the quartile, each student was assigned a personal coach based on their personal development plan. Every student could then organise several meetings with their coach to discuss their personal development goals and project ideas.

Each student was responsible for executing their own project and achieving measurable results for a self-chosen target group. Students chose projects that they were passionate about, those that aligned with their core values and helped them achieve their personal development goals. Throughout the execution phase of the project, students could obtain guidance from their respective coaches both on project implementation and personal-level learning goals through individual coaching sessions.

The diversity of this year's cohort in terms of culture, personality and educational background resulted in varying projects. The quartile culminated in a final self-organized seminar where each student presented their final individual change project and their learnings as a Change Leader.



Dear Change Leaders,

Hope you are doing well! It is a challenging time in which we live today. In partaking in this program, you have shown curiosity and eagerness to contribute to this world and make it a better place. I enjoyed (and I still do) training the coaches and supporting you with your personal development plans in which you unravel your reflections on issues that really matter to you. I hope you have enjoyed the ride and take home a lot of lessons learned about yourself.

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

I really like this quote because I believe that one can only be successful as a leader if you are willing and able to look in the mirror and reflect on what you do, how you do it and with which intentions you act, and in the meantime keep track of the impact you have on other people. This reveals in a way who you are and how you inspire and motivate others. That is not easy and you did a great job!

As a consultant and coach, I am meeting many leaders of today. Increasingly they are realizing that leadership is not about a fancy model, but for a substantial part about who you are, your willingness to learn and reflect, and your awareness of your impact on others. It has been great working with you and I thank you for your openness and your efforts. I hope that you all can live your future dreams!

Warm wishes,
Martian





ALEXANDRA COROIU

MSC. PSYCHOLOGY, ROMANIA

"Dare to live life your way"

INTRODUCTION

My name is Alexandra and I am a master's student in Human Factors & Engineering Psychology. I decided to join this Honours programme in search of personal change. I want to learn how to lead others towards working together on common societal goals.

For me, change is flexibility, the ability to adapt to new situations and the courage to do so. If we realize that we can change, both as individuals and as a society, we can take the necessary steps to react to the difficulties we face.

INDIVIDUAL PROJECT

For my change project, I focused on change towards environmental sustainability. This topic is something that I hold close to my heart because I love spending time in nature, and I also think it is something we should all collaborate on to ensure a healthy future for our society.

Towards this goal, I co-organised the Environmental Week at Tankstation Cultureel Vulpunt. We created a programme full of events aimed at environmentally friendly behavioural change.

The project was successful in attracting and positively impacting interested participants. It also opened up opportunities for future collaborations and it helped unite the environmentally-conscious community in the city. I hope initiatives like this can continue in and around Enschede.

KEY LEARNINGS AND TAKEAWAYS

Participating in the Honours programme and taking up this personal project have thought me a lot about my own power to kick off change in my surroundings. My first takeaway is to not be afraid of working on things that are valuable for yourself: it's the most fulfilling thing one can do! My second takeaway is that it is important to surround yourself with people who inspire, encourage and support you.





MARLEN BRAUN

MSC. PSYCHOLOGY, GERMANY

"Change the way you look at things and the things you look at change".

INTRODUCTION

My name is Marlen Braun, and I am a Human Factors & Engineering Psychology student. I love working in diverse teams and learning about topics outside of my field of Psychology. What brought me to Honours is the diverse community of inspiring students and the opportunity to learn. I view myself as a tool for change that can be sharpened. Within this programme, I wanted to learn how I can be more effective in bringing long-lasting change.

Defining change is difficult because it can be positive and negative. I would like to focus on the beautiful, impactful side here. You think a certain process should be more sustainable? Change will make it more sustainable. Even better: you can be the change yourself. Starting from this second on. Will it be difficult and disappointing sometimes? Yes. But change can make the world better for everyone who is living in it. And that makes it worth trying at least.

INDIVIDUAL PROJECT

Talking about sustainability: my project was about changing people's opinions regarding digital receipts. Currently, you receive paper receipts at most check-outs. Especially for self-checkouts, these receipts are unavoidable. But what happens to them once you leave the supermarket? Often, they land in the nearby trash bin. Or you store them in a box at home because of course, you will look at them again later. All of that produces lots of paper waste.

One solution could be digital receipts. In the change project, I worked on changing the attitude of supermarket customers regarding using digital receipts to be more sustainable.

For that, I first conducted interviews to find key user requirements for the app. Then, I used those requirements as well as an analysis of the usage context to design a prototype. Finally, I showed this prototype to potential users to find out if they would use the app. The results were that on average, the participants wanted to use this app and they also reported that the app would be easy to use - one of the key requirements. In the future, I would like to continue working on this project and design a more elaborate prototype as well as improve aspects that I could not incorporate given the 10 - weeks time limit of this change project.

KEY LEARNINGS AND TAKEAWAYS

There were many inspirational moments – guest lectures sharing their experiences, seeing fellow students grow, and Glen delivering his Green Light presentation (seriously, it was amazing). But can all of us be inspirational? Can all of us also be leaders? Do we all need to be leaders even? I asked myself this throughout the course, and now that it is nearing its end, I have found answers.

During a Design Thinking Workshop, I once heard the sentence "Everyone can be creative, it is just facilitated differently". I think it is a beautiful saying and that it applies to leadership too. Leadership looks different for everyone and in different contexts. Every one of us has a different personality and different preferences. There is no single correct way to be a leader because it depends a lot on the people you have to lead and the goal you have to achieve.



YESAYA GALATIA MARANATHA

MSC. COMPUTER SCIENCE, INDONESIA

"A change is like boarding a train. While sometimes we do not know where it ends, we always know it brings us to another place at some point."

INTRODUCTION

Hello, I am Yesaya. I am from Malang, Indonesia. I am studying Master's in Computer Science at the University of Twente. During the application process for my Master's study, I found the Honours programme website. After reading each programme track description and outcome, I immediately thought of joining the Honours programme in the Change Leaders track. I realised that I need to increase my soft skills related to leadership and I believe the Change Leaders programme was the answer. Furthermore, I was looking forward to building new connections with more inspiring students in the Honours community.

Defining change is difficult because it can be positive and negative. I would like to focus on the beautiful, impactful side here. You think a certain process should be more sustainable? Change will make it more sustainable. Even better: you can be the change yourself. Starting from this second on. Will it be difficult and disappointing sometimes? Yes. But change can make the world better for everyone who is living in it. And that makes it worth trying at least.

As a future Change Leader, I always define change as a reaction or effect of specific actions. In addition, I usually picture changes as a transition from bad to good or good to better. Of course,

we cannot deny that all changes may not be positive, but there is always an opportunity to learn and a chance for improvement. However, starting a change may not always come easy as it requires a huge encouragement, motivation, desire, and effort.

INDIVIDUAL PROJECT

In relation to changes, I am always fascinated by the transformation of the cycling infrastructure and public transportation development in the Netherlands. Therefore, now, I cannot stop admiring the beauty of my personal *OV-Chipkaart* and how easy and integrated it is with every method of public transportation in the Netherlands. With this newfound interest in public transportation and its technology development, I decided to have my change project within this scope.

The change project brought me back to my hometown, Malang, situated almost 12 thousand kilometres away from Enschede, the Netherlands. Due to the depression in Malang public transportation ridership and the growing numbers of cars and motorcycles in Malang's traffic, my hometown is entitled as the 4th most congested city in Indonesia. While public transportation development is the key to solving congestion, the current favourable solution is by adding more lanes which is never an answer to solving congestion. Therefore, in this change project, I collaborated with a forum called Forum Discussion of Transport for Malang (FDTML).

Together, we organised two webinars to raise awareness of the public transportation need in Malang. In addition, we aim to

increase the audience's knowledge of Malang's public transportation history, current challenges, and the most feasible and possible solutions to solve the traffic congestion in Malang through public transportation development. Furthermore, the forum is looking forward to involving me and the community gathered from the webinar sessions for their master plan to create a written agreement and recommendations for the municipality and the mayor candidates for the 2024 election.

KEY LEARNINGS AND TAKEAWAYS

Throughout the Change Leaders programme, I learned a lot about how to enact myself as a leader. I also found the Insight Discovery report helpful to understand myself. In my personal development plan, I mentioned that I would like to improve my communication skills, therefore through the change project and the coaching session, I tried to apply and practice respectful and appreciative inquiry and negotiation skills with my change stakeholder and with my coach as well.

Finally, I believe the pressure from our environment or our target of change while proposing a change might seem threatening and stop us to intervene and execute the change. On the other hand, if no one has the courage to start it, then what can be changed? Therefore, always believe that, even on a smaller scale, change is always matters and impactful.



HEMANTHKUMAR SURESHKUMAR

MSC. BUSINESS INFORMATION
TECHNOLOGY, INDIA

"A success to become a change leader is defined not by just competence, skills, hard work and talent but it is rather formulated by the time, period, opportunity, self-reflection, situational awareness and the alignment with your people whilst you possess the rest of the core competence skills."

INTRODUCTION

I am Hemanth, pursuing my master's in Business IT, constantly motivated to experiment with what I learn. My aspiration is to become a leader who can comprehend changes and accommodate the opinions of my peers in this constantly changing world. I saw the opportunity to learn the required skills to become such a leader was made possible through the Change Leaders Honours programme.

For me, change is to constantly create new possibilities to incubate new ways of thinking and working. Change is important as it provides opportunities to work on the research and application of task and relations-oriented behaviours that transforms every individual to build their change capabilities. In this fashion, I decided to change the way of reflecting on nutrition lifestyles by raising awareness levels on food choices through my final change project.

INDIVIDUAL PROJECT

My final change project is to increase the awareness levels of individuals on their food choices so that they reflect better before consumption of every meal whilst keeping in mind to not influence individuals to select a particular food. Every so often, we witness young adults being incapable of comprehending the nutritional requirements for the efficient functioning of their everyday tasks because of poor food choices. However, the change cannot be foreseen with just recommendations, articles to read, or presentations as they don't touch the sentimental core values of individuals to reflect better. Hence, I chose this topic to create a sense of awareness by helping my pilot target audience through a workshop for preparing a short snack recipe that adds value to feel happy (Villinger et. al, 2017) and hence reflect on food choices based on the feeling component while not compromising on the nutrient-rich healthy food. An example of the image is shown at the end of this page. I would envision the future of this project to create an impact in the social circles of my first target audience by spreading the word about their experience and perhaps setting up similar workshops in the future if the results proved to be better in the longer run.

KEY LEARNINGS AND TAKEAWAYS

In the final execution stage of the Honours programme, I was able to contribute the capabilities that were built through the cognitive and experimental training modules from the first two stages to my change project in an open-ended question to record qualitative and quantitative information (Hoogendijk, 2015). I was asked relevant constructive questions and constantly was

able to critically answer the why and how questions that helped in building the justification for every decision taken. The dedicated 1-1 coaching sessions were helpful to shape my personality development goals that significantly contributed to the implementation of the final deliverables such as the workshop itself. The key takeaways from the program are to intervene when uncomfortable, speak up and incubate a learner mindset to accommodate the changes. For every student aspiring to be a future leader out there, I would sincerely recommend participating in the Change Leaders track to build these capabilities and play an important role in building a better future as every leader needs to be as dynamic and a people person as possible.





JENNIFER CUTINHA

MSC. BUSINESS INFORMATION TECHNOLOGY, INDIA

*"Human are born from change. Who are we to refuse that
from which we were created?"*

INTRODUCTION

Hi! I am Jennifer and am pursuing a dual degree In Business Information Technology and Information Systems at the University of Twente and Westfälische Wilhelms-Universität Münster. Professionally, I see myself as being a mediator between business and technology, an area that constantly demands change, most of which can be largely unsuccessful. This programme was an opportunity to gain valuable skills necessary to bring about successful results in change initiatives. Additionally, through this programme, I hoped to improve my soft skills, which I believe are imperative for my personal development.

When I was younger, I was always resistant to change since it was easy and comfortable. After all, why change something, if it already appears to be good, right? However, change always found its way to me, hitting me like a strong gust of wind when I least expected it. Over the years, I've grown to realize that change itself is inevitable, and even though we cannot entirely control it, we can anticipate and manage it. This paves the way for growth, resilience, and new opportunities irrespective of the outcome, which in my opinion, is what makes change so powerful!

INDIVIDUAL PROJECT

In order to prepare myself as a future enabler of change, I knew I had to inculcate it in myself first. For me, that meant being able to challenge myself to learn new things without being afraid to fail. For a long time, I had several personal projects sidelined due to the fear of failure. One of them was creating books for young children. Throughout my childhood, books were a safe haven for me; an open box of new ideas, knowledge, and life lessons.

Several of my creative interests such as writing, and art also stemmed from books, and I wanted other kids to be able to experience that. For my individual project, I decided to create a children's picture book to help them transition to siblinghood, a normative, yet challenging period in their lives. The book provides illustrations of several scenarios that a child can expect upon the arrival of a new sibling and can serve as a medium for parents to introduce siblinghood to their children. This project is just the beginning and I hope to create more diverse books for children in the future.

KEY LEARNINGS AND TAKEAWAYS

The Honours programme taught me several things not only about myself, but also about change, leadership, and people. The engaging discussions with my peers and the teachers on a variety of topics provided plenty of food for thought. Being able to carry out an individual project of my choice was the perfect opportunity to push the envelope, something I wouldn't have embarked on otherwise. The meetings with my coach helped me discover my key strengths and weaknesses. The in-depth

conversations were also beneficial in identifying the root causes of my fears and insecurities. While it was challenging to open up in the beginning, I am glad to have confided in my coach. It was certainly enlightening to look at myself in a different light. One of the main learnings I can take away from this programme is that change, both in oneself and externally, is an ongoing process and takes time. Being part of a fast-paced generation, it can be challenging to not be able to see immediate benefits for our endeavours. My message to future change leaders is 'Be patient and don't give up no matter how hard it gets. Before you know it, you will have created something impactful!'



MARIE-LAURE SNIJDERS
MSC. BIOMEDICAL ENGINEERING &
INTERACTION TECHNOLOGY,
THE NETHERLANDS

"I've been fighting change, leading change, and being changed by others. I think the middle one is by far my favourite."

INTRODUCTION

Hi! I am Marie-Laure, a master's student in Biomedical Engineering and Interaction Technology with a passion for change-making and personal development. It was both the latter and the former which motivated me to join this track. The need for change within my respective fields of study (where innovative ideas are commonplace but usually strand halfway through implementation) motivated me in the first place to combine study directions and now to continue adding new managerial perspectives on why in(ter)ventions are hard to realise in practice. This has also become a central theme to my thesis work, for which I have found a good application of the practical skills I found in this track. Finally, my current student work requires a fair amount of leadership and management skills, which I have been developing in practice rather than from theory, and for which I wanted to build a stronger foundation. All in all, I found several directions in which the skills from this programme can be (and have been) implemented!

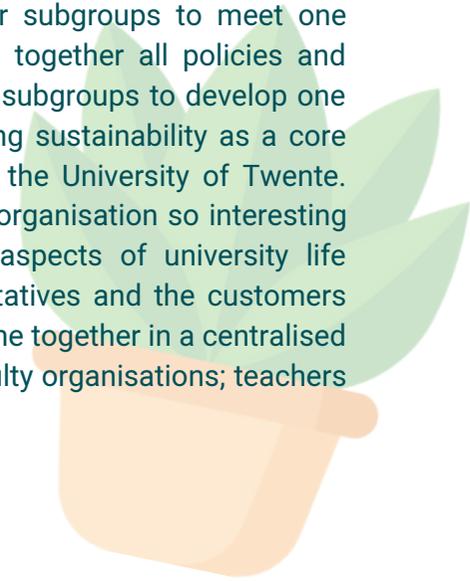
Change, to me, is somewhat of a complicated topic. On a professional level, I am very much change-orientated, usually having to pace myself with implementing it rather than being on the resisting side.

More personally, however, I often feel uncomfortable with the unpredictability that change encompasses. The idea that we can structure change to take place within controlled and evaluated steps rather than implementing interventions at the flip of a switch is very interesting to me. Within this track, I have found that this pacing of a change intervention is the key determinant to its success. Too slow in implementation and seemingly nothing happens (something that I – being somewhat impatient at times – find very frustrating), but too fast and people (again myself included, as I enjoy a rather dichotomous position on change) become uncomfortable with the unexpected novelty. Structuring change, therefore, also became a key concept within my individual project.

INDIVIDUAL PROJECT

Within my project, I focused on implementing sustainability within a Lean-oriented framework at the University of Twente. This aim encompassed two (integrated) parts. On the one hand, I evaluated the current efforts and activism surrounding sustainability as they currently occur at the university to evaluate weak spots and to motivate more communication and collaboration. On the other hand, I took a more practical approach by presenting and starting with a roadmap for implementing sustainability within the organisation and community of the Honours programmes at the university. My initial project, targeting sustainability within on-campus catered events, was essentially already being addressed by the SEE programme of the university. Realising this, I decided to find out more about how this change intervention had occurred and why information on it was not readily available.

Based on various meetings with relevant organisations and stakeholders, I evaluated the effectiveness of the sustainability efforts currently taking place on campus. The division and lack of collaboration I found between subgroups seemed ineffective for actual change. From a Lean perspective, an organisation should maximise the customer value for the customers, while reducing waste as much as possible (Womack and Roos, 2007). While the main product of the university is knowledge (which is “sold” to primarily students, but also municipalities and other stakeholders), there is also a responsibility of the university to set the right example (as stated in the Shaping2030 vision: “As a university, we lead by example. We consider sustainability to be a precondition for everything we do”, University of Twente, 2022). Having sustainability as part of the customer value creates an interesting situation, however, as the main ‘customers’ (students) are not passive but participate rather actively (certainly on the topic of sustainability) to achieve the mission statement of the university, while still being outside its structural embedding and instead often becoming self-organised. To facilitate the proper collaboration, an experimental playground is needed in which sustainability can be implemented by multiple stakeholders to evaluate the change potential and for subgroups to meet one another. I decided, therefore, to bring together all policies and mission statements from the different subgroups to develop one coherent roadmap toward implementing sustainability as a core value of the Honours programmes at the University of Twente. What makes the Honours programme organisation so interesting for Lean implementation is that all aspects of university life (including the organisational representatives and the customers from the traditional Lean literature) come together in a centralised space (e.g. departmental and inter-faculty organisations; teachers and supporting staff; strategy and



policymakers; national and international partners; study associations and student activism). For this roadmap of sustainability, I applied a similar framework as Hans et al. (2011) and identified strategical, tactical and operational levels of control for five separate managerial areas. For my roadmap, I determined a central mission statement of incorporating sustainability as a core value of the Honours organisation and community, alongside several steps on the tactical and operational levels to apply this vision. For this, I had an initial focus on communicating and collaborating with the top management and community leaders to set the tone for the sustainability implementation (following Alberti et al. 2020), as well as relevant stakeholders to the programme. As a whole, the project presented a change of culture for the Honours organisation and community that showed immediate behavioural adaptations. The roadmap will be presented to these key individuals and forms the basis of a continued project within the organisation.

KEY LEARNINGS AND TAKEAWAYS

My key takeaway from this programme is that change and personal development both take a long time and continuous improvement (a very Lean-based insight!). I think this track mostly helped me to gain perspective and to keep evaluating for myself where both myself and my work should head towards to be effective (and happy!).

I think my whole time in this track I have noticed small moments of personal growth. Any time in which I pause a discussion to focus on underlying issues or where I can put someone's behaviour into a broader perspective, I realise that I have become much more nuanced in my interactions. With the projects I have right now, I continue finding things to improve upon in the things I do, which is perhaps the biggest growing moment of all.





HANNA HEIJS

MSC. BIOMEDICAL ENGINEERING, THE NETHERLANDS

"Be like a funfair mirror. Try not only to observe your surrounding but mould it into something unexpected and different"

INTRODUCTION

Hello, my name is Hanna Heijs, a master's student in Biomedical Engineering focussing on biorobotics. During my studies, I came across the student teams and Electric Superbike (EST) in particular caught my eye. This is because I am an avid motorcyclist myself and above all, I wanted to challenge myself in a different environment working with different people than I am used to and in a role I had little experience in. I am in the role of chief chassis. EST is structured as follows:

We have top management consisting of our team manager who is responsible for the building and represents the team as an entity. Next, the communication team oversees all that is sent and published about us, and lastly our technical manager who does the same but then for the technical side of the bike.

The technical team consists of two subteams. One is the powertrain which concerns itself with all the electronics and software that is within the bike. The other is the chassis who is responsible for all the mechanics. Both powertrain and chassis are governed by their own managers. Chief powertrain and chief Chassis, of which I am the latter. Hence I am in the position of middle manager implementing the ideas of top management and reporting back the findings of the work floor.

Joining EST was therefore also immediately my motivation to also take on this Honours track. I most certainly wanted a challenge, but I did also realise that if I wanted to get the most out of this year, I needed some guidance in exploring this new role and thus I applied for Changing Leaders.

Change for me is inevitable and an integral part of life. Every encounter, experience and realisation you have throughout your life will change you in some way. I see change as a synonym for evolving. Hence being able to steer change, harness it and adapt to it is a great life skill.

INDIVIDUAL PROJECT

As already mentioned above, I joined this Honours programme due to my role within EST and they have been my changing project from the start. In the last few weeks, I have been focussing on really developing myself as a leader and providing a good working environment. This is because as a leader you can have a significant influence on this. One part of this is to create a psychologically safe environment within my team such that all members feel comfortable voicing their opinions and thoughts. Through this, I aim to improve the cohesion within my team. The other element of my project is incorporating more red characteristics such that I am recognised as the leader and can adapt to any group that I am in charge of. Here I hope to utilise the Roose Leary model to influence the conversation and dynamics.

The Roose van Leary Method is designed to analyse and describes patterns within interactions (Roos van Leary, 2021). Utilising this method you can steer the conversation and increase its productiveness (Houd de regie in je gesprek met de Roos van Leary!, 2022). The Roose van Leary method is comprised two axes.

There is a horizontal axe describing the result one would like to gain from cooperating (Roos van Leary, 2021; (Houd de regie in je gesprek met de Roos van Leary!, 2022)). This ranges from being purely interested in self-gain to wanting to fully cooperate. Here if one is displaying the willingness to cooperate within a conversation will also be mirrored by other participants. The vertical axe describes whether a person is taking initiative or more as a follower and agree with the statements mentioned by the initiative taker and executing his or her suggestions (Roos van Leary, 2021; (Houd de regie in je gesprek met de Roos van Leary!, 2022)). Unlike the horizontal axes, in the vertical axes, the more one is displaying a characteristic the more it forces the other participants to the other end of the spectrum (Roos van Leary, 2021; (Houd de regie in je gesprek met de Roos van Leary!, 2022)). If one is delegating tasks and assumes a leader-like role, others are less likely to challenge this and will follow the suggestions. During my conversations with my engineers, I can now be more contentious about my role within the conversation and steer it more towards the power balance that it should have whilst maintaining respect and a psychologically safe environment.

KEY LEARNINGS AND TAKEAWAYS

Throughout the courses, different aspects of leadership and initiating change were discussed. For me, the Discovery Insight Report, the lecture on Appreciative inquiry and the lecture on informal leadership were most insightful. These are also themes I try to harness in my project. The appreciative inquiry since this also contributes to creating the psychological safe environment. The Insight Discovery Report provided me with an overview of my potential pitfalls as a leader and now that I am aware of these I can navigate around them. Overall, this course has given me more insight into how I operate as a leader and where there are still areas I can improve on.



JANNEKE VAN OOSTERHOUT

MSC. CYBER SECURITY, THE NETHERLANDS

"Getting out of your comfort zone is the first step of change"

INTRODUCTION

I am Janneke, a Cyber Security Master's student. This academic year, I have taken a gap year from my master's studies to focus on broadening my knowledge on an academic level as well as a personal level. I joined the Honours programme since it perfectly accommodates my goals for this year. The Honours programme was an opportunity to meet new people, develop my skills, and learn about change and leadership.

In my opinion, change is about learning, doing, and getting out of your comfort zone. To stimulate these aspects to implement change, you should start by understanding yourself and the situation before focusing on the change. Moreover, stepping out of your comfort zone is, in my opinion, the beginning of change. To implement change, you need to do something different, you need to change something. Hence, staying in your comfort zone will not always make sure that you try new things or use different approaches. You need to broaden your perspectives. Therefore, I think stepping out of your comfort zone is important to implement change effectively and be able to achieve your goals. Consequently, I focused on these aspects during my final project.

INDIVIDUAL PROJECT

My final change project aims to help the Voedselbank Enschede-Haaksbergen to give answers and a solution to two main problems. Due to COVID, the number of clients of the Voedselbank Enschede-Haaksbergen decreased by 30%. In comparison, the number of clients in some big cities increased. The Voedselbank cannot explain why the decrease happened in Enschede. Finding an answer to the question of what caused the decrease, can help me find answers and a solution for the second problem. Interestingly, some people currently are allowed to go to the Voedselbank but do not use this opportunity. The Voedselbank would like to know how to reach these people, and whether or not they are aware that they can make use of the Voedselbank. My focus during the project is to help investigate the decrease in clients, find a way to reach potential clients, and understand why people do not yet go to the Voedselbank.

I started as a volunteer at the Voedselbank a few months ago, and I chose this project since it can help to reach more people who need it. To find an answer and a solution to the problems, I interviewed some organizations about their opinions and aspects of these situations. Interviewing others is something that is out of my comfort zone. Hence, I can also work on my personal goals during this project.

KEY LEARNINGS AND TAKEAWAYS

During the Honours programme, I have learned a lot of new interesting things. Furthermore, I also had the ability to develop

myself. My main goal was to feel more comfortable getting out of my comfort zone. During my project, I encountered several situations that were out of my comfort zone and I felt more comfortable than before. I realize that my goals cannot be completely achieved within the scope of this programme because these goals are generally part of a difficult and long process. However, I am glad that during this programme I made some progress, which will be a small step in the long process to reach my goals.

Although I am not sure if I want to become a leader in the future, this course has taught me important aspects of leadership and how to apply change. My takeaway message from this Honours programme is that everyone has a leadership identity, it is up to you whether or not to manifest it.



YOURI LAMMERS

MSC. BUSINESS ADMINISTRATION, THE NETHERLANDS

INTRODUCTION

Hello, I'm Youri. I am a master's student in Business Administration with a technical bachelor's at the applied university of Sciences Saxion (HBO). Change leaders was my solution to further personal development and distinguishing myself from other students. For me change means development. Change is a requirement for continuous improvement of the self that is in turn required to be competitive on the higher levels of business and society.

INDIVIDUAL PROJECT

During Change leaders I was given the opportunity to develop a startup concept called Bolmarkt. Bolmarkt is a platform I have built that connects e-commerce sellers with (industrial) designers, photographers, cinematographers and copywriters and facilitates micro-jobs transactions.

KEY LEARNINGS AND TAKEAWAYS

I have been able to further develop my soft skills during Change Leaders. To me, the major topics were respectful inquiry and the importance of understanding and empathy for sustainable leadership. My key takeaway from this year of change leaders would be the importance and significance of group learning when facilitated by mutual ambition and interest.



BEĀTE HERMANSONE

MSC. PUBLIC ADMINISTRATION, LATVIA

"You don't always need the lead to be a leader, but you need a change to change"

INTRODUCTION

Beāte is my name, I am from a small town in the North-West of Latvia, studying Public Administration here at the University of Twente. I have never been a perfect student, not in high school, during my bachelor's or even the master's, I have missed deadlines, handed in sloppy assignments, and failed exams. Despite these struggles, one thing I have held close to my heart is the desire to inspire others. The biggest motivation for me to join the Honours programme was to prove to my peers, colleagues, friends, and family that you do not have to be a perfect student to do more, achieve more and have an Honours certificate to frame. I strongly associated this wish to inspire with the skill of every great leader and I realised I wanted to become one, that is what made me choose the Change Leaders track

Change is something that happens that makes us move away from our status quo. It can be for better or for worse, an improvement or a setback, but it is something that makes us reconsider and regroup. To me, this process is about readjusting to the new set of circumstances, visualizing the future while looking through the new prism. While we might fear it not knowing what it will bring and what the outcome will be, change is a thing you can count on.

INDIVIDUAL PROJECT

While we did most assignments within groups, in my mind, the individual project was something that was the right push in the direction of becoming great leaders of change. As I am doing research related to the Paris Agreement for my Master's thesis, I have developed a keen interest in climate change. The stars aligned and a couple of months prior to writing this, I saw a link for an interesting Erasmus+ project in Greece about zero waste, hence closely related to climate change. In addition, I noticed that the application form has two options, you could either apply as a participant or a leader. Being confident about the knowledge and set of skills I had developed throughout the Honours programme and motivated by the requirement to find an individual project, I applied as a leader. And. Got accepted!!

Together with people from eight other European countries, we lived on the mountain in the middle of nowhere in tents, in zero waste conditions where the hot water and electricity were solely provided by the sun and rainwater was used to water the plants for 10 days. Throughout the project, we not only learned about zero waste and put it into practice but also disseminated the knowledge to a small community in a village nearby. We made board games related to pro-environmental behaviour, taught them about waste and helped to recycle. Together we not only made a change to the environment but also altered our mindsets.

KEY LEARNINGS AND TAKEAWAYS

The Change Leaders program made me once again confirm my suspicion that I am a director by nature, as indicated in the Insights Discovery report. But it also made me take risks. It is

unlikely I would have applied to the Erasmus+ project before this journey, I was too focused on the comfort of my home. Hence my personal key takeaway: Do not be afraid to take risks and step out of your comfort zone, because that is not only when you grow but also when you truly discover yourself.



This is a picture of me during the Erasmus+ project in Greece, stepping up as the first volunteer to answer the question "What is a campaign?"



GLEN TE HOFSTÉ

MSC. EMBEDDED SYSTEMS

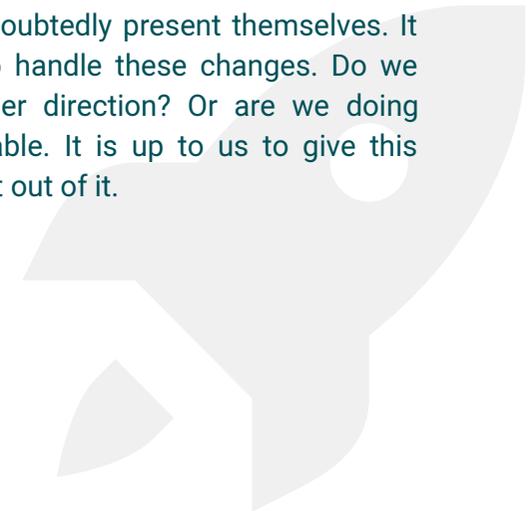
THE NETHERLANDS

*"Let's change the world by showing everyone that the sky
is not the limit "*

INTRODUCTION

My name is Glen, an Embedded Systems student from the beautiful village of Winterswijk. Coming from a university of applied sciences, the University of Twente had a very positive impact on my professional development, but I was missing something. As an engineering student, I found the amount of personal development in terms of soft skills and leadership insufficient. I realized that really making an impact cannot be done alone, you need people. This is why I decided to join the Change Leaders Honours programme. To gain the skills to make an impact.

Change is a continuous process. It happens all around you every day, all year long. The world moves forward, and new opportunities and issues will undoubtedly present themselves. It is up to us to determine how to handle these changes. Do we adapt? Do we steer it in another direction? Or are we doing nothing at all? Change is inevitable. It is up to us to give this change meaning and get the most out of it.



INDIVIDUAL PROJECT

An important change that is currently going on is the commercialization of the space sector. Space used to be for governments and researchers, but this is changing. New organizations are popping up left and right, and it seems like a new space race has only just begun. Many of these organizations are aiming to make space accessible and profitable, but what is needed for this major undertaking? As it turns out, the technology is already there, the only problem is people. Currently, labour shortages are everyday news, and some sectors seem to struggle more than others. The space sector is one of these sectors struggling to find employees.

With my passion for the space sector, and me actively aiming to get involved, this is where I can make a change. By determining the perspectives of students and young professionals in the space sector, I was able to identify what is holding people back from pursuing a career in it.

Many perceive the space sector as too difficult or stressful or think that it is too technical or selective. I've interviewed several professionals in the space sector to verify whether these perspectives are true. As it turned out, the space sector is far more accessible than people might think. Young people should be introduced to the space sector earlier to give them a positive perspective on the most inspiring sector to work in.

KEY LEARNINGS AND TAKEAWAYS

The Change Leaders programme helped me to identify my strong points and where to improve. I gained confidence and started to look at leadership in a different light. I've seen how powerful change can be, and how difficult at times. A great leader will make the most out of a change, not to benefit himself, but to help others. My opinion on what makes a great leader has changed, as have my ambitions for the future.

My main takeaway is: Don't let yourself get demotivated by a difficult task or others saying it's not possible. Do what you believe in, to challenge and motivate you every single day.





LAURIAN WESTENBERG

MSC. PUBLIC ADMINISTRATION, THE NETHERLANDS

"Use your smile to change the world, but don't let the world change your smile"

INTRODUCTION

My name is Laurian, a student in Public Administration. After having to finish my bachelor's education almost exclusively online, I wanted to become a more active student during my master's and meet new people outside of my own programme. Initially, the Change Leaders track seemed to be the best choice, complementing my regular study programme with some more business insights. However, in hindsight, it was especially the second and third modules about soft skills which piqued my interest and have taught me the most. All in all, the honours programme made me look beyond the boundaries of my own expertise and encouraged me to get out of my comfort zone.

My initial thought of 'change' is the acknowledgement that it can be worthwhile to deviate from the standard to become better. Though, an important condition for this is that you (and your team) are willing to commit to a goal. An important note thereby, which I also must tell myself sometimes, is that change does not necessarily refer to something *life-changing*. Instead, it is especially the smaller steps that matter as one needs to keep change foreseeable. In the end, these efforts will contribute to a greater change goal. A challenge that I have experienced myself with change during the programme is that successful change is

accompanied by skills, convincing not only yourself but also your team of why you want to put effort into something.

INDIVIDUAL PROJECT

During the last semester of this academic year, I joined the Symposium Committee (SympCie) of our Honours Association Ockham. Because we are an event-based team, we are very dependent upon the resources we have or can get for that day; sometimes this also meant a last-minute change of plans. During the first Honours module, we were given an introduction to change management and how to introduce change in a team. I have chosen to apply our knowledge from the CL programme, exploring whether we could make our team work more agile. The Change Leaders programme has helped me to identify my strong points and where to improve. I gained confidence and started to look at leadership in a different light. My opinion on what makes a great leader has changed, as have my ambitions for the future.

Agile is thereby described in the literature as “a possible approach to help students have a positive group experience and increase work quality” (Hulshult, 2021, p.4). In the context of event-related projects, time-boxed iterations namely naturally fit in the way such a project team would think and act (Gustavsson & Rönnlund, 2010). The scrum framework is one of the most adapted APM principles and practices which encouraged us to split the work into tiny tasks that can be performed within "sprints," tracking our progress by marking them as either: To do, In Progress or Done (Hidalgo, 2019). It thereby allowed us for more flexible, autonomous, and dynamic teamwork which, in my

opinion catches all the elements present regarding the SympCie tasks and activities. The change project promoted our team's values related to transparency, trust-building, and engagement either on campus or at home (Hidalgo, 2018). My personal challenge in this was to convince and get the acceptance of the team to do this change the acceptance of the change to APM is an important aspect of the overall impact it can have.

KEY LEARNING AND TAKEAWAYS

In my personal development plan, I described multiple goals for myself to work on during the project period. One of them being daring to take more initiative and being less in the background. My change project pushed me to take the initiative, introducing a change plan within a team. With my coach, I was able to discuss my imaginary thresholds which sometimes prevented taking this initiative as well as getting more insights on our team composition and my role within the team. Throughout the weeks, we also noticed that I sought to find more balance within myself and myself in a team while working on my change plan. With my coach, I was able to discuss my questions like: “How do I convince others to do change?” and “How do I keep everyone engaged?” “All in all, the combination of insights report, the project and the coaching sessions have made me much more aware of my own strengths and pitfalls.

My key takeaway is: It is never too late to start growing even in ways you might not expect you could. One's curiosity should therefore always be cherished.



CHARLYNNE JEPKOSGEI

MSC. SPATIAL ENGINEERING, KENYA

"Empowered people empower others"

INTRODUCTION

I am Charlynne Jepkosgei from the warm heart of Africa, Kenya. I am currently doing my masters in Spatial Engineering (SE) at ITC which is a very interesting course. I chose Spatial Engineering because of the challenge-based learning approach which is focused on gaining knowledge and know-how in contributing to reducing the impact of the wicked problems in the world. My motivation to join the Change Leaders track was to invest in personal development and sharpen my leadership skills and gain other important soft skills. Professionally, I see myself as a project manager and therefore the combination of the technical skills from SE and the soft skills in Change Leaders sharpens me to be an effective transformational leader now and in the future.

Change to me means a shift of perspective. This means looking and doing things in a slightly different way that inspires and creates impact. Change is important because we live in a dynamic world that keeps evolving and adapting to change can enable us to explore our full potential and create an impact on ourselves and our immediate environment. This can be monitored through our daily actions and behaviours towards ourselves and others, and that was the motivation that led me to my change project. I was able to look at my habits and behaviour around food and thought I could do something about it and in the same light, I thought I

would inspire others to join in and act together. This is how reframing comes about “Can a problem/challenge become an opportunity?”

INDIVIDUAL PROJECT

The change project that was close to my heart is on matters of food security in the world and its contribution to climate change and vice versa. I decided to focus on one element of food security which is food waste. Food waste is a moral issue across the globe. As we all are familiar with preparing and cooking food, we buy different ingredients to make ourselves tasty foods and sometimes we tend not to use everything we have bought and end up wasting them away. It is always not intentional that’s for sure. In the project, I proposed a platform where students/residents of the ITC Hotel get to share extra and almost crooked groceries with each other to minimize waste. The project’s aim is focused to create awareness and inspiring and motivating action which eventually leads to behavioural change. In addition, it contributes to the achievement of Sustainable Development Goals 12 and 13.

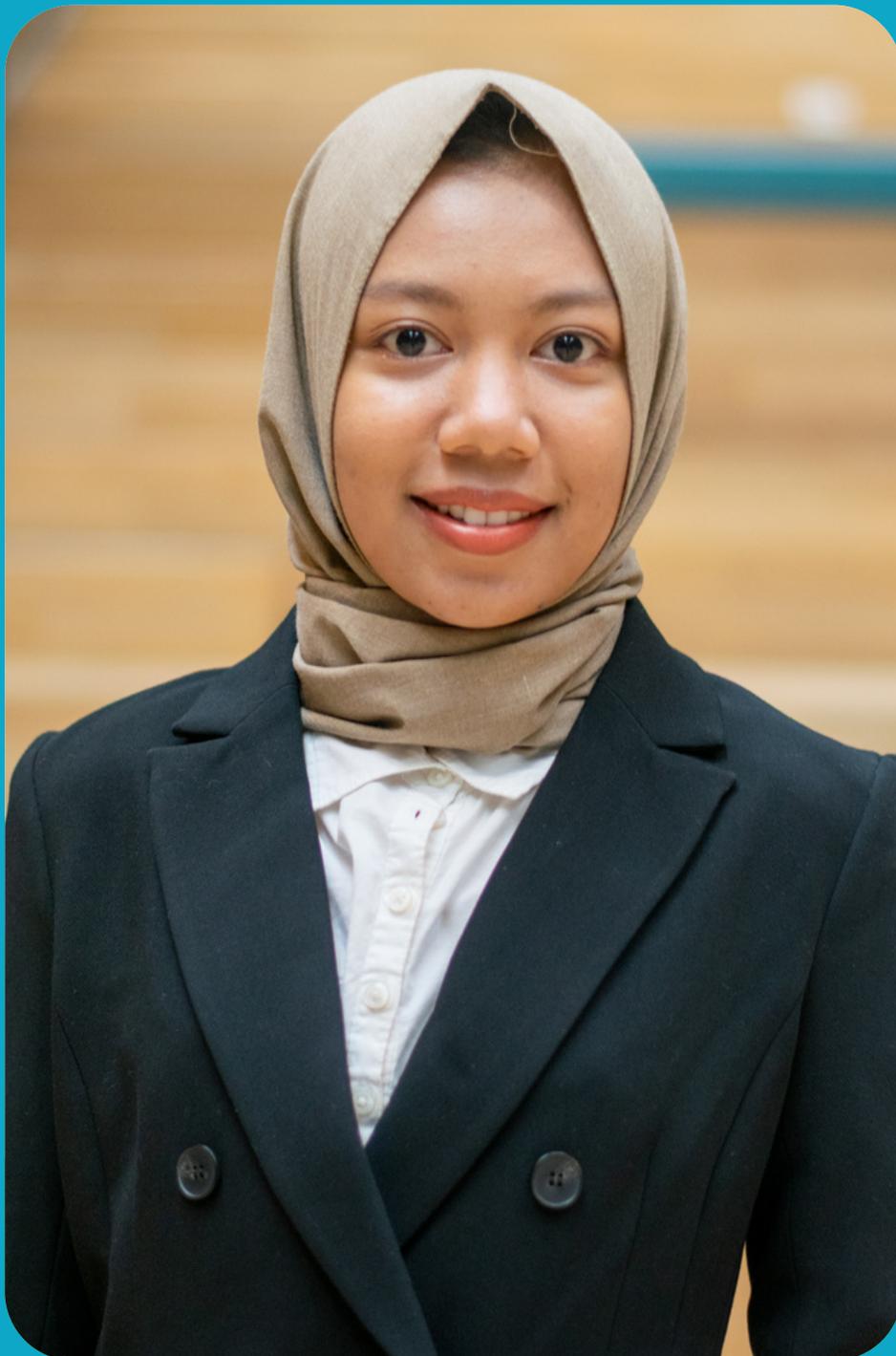
The long-term project goal is aimed to expand to Africa to reduce any waste starting from food, clothes and other items through creating awareness and platforms for sharing or recycling. I believe that all these small steps will eventually contribute to sustainable development goals and a better world to live in.

KEY LEARNINGS AND TAKEAWAYS

Being part of change leaders has made me learn so much about myself. I have learnt that leadership is about getting others moving by being an example yourself which I learned from the Q2 workshops. The best moment of change realization was when I became aware that shifting my perspective of how I viewed myself (my personality) was the best strategy to grow as a person and have an impact on my environment. This was through my personal coaching sessions which were one of my best experiences. I remember asking my coach to help me work on changing my behavioural preference to that of blue and we did a couple of tasks in like two sessions and it made me realize that I was busy trying to be someone different. I became aware that shifting my perspective to focus on my current personality preference (yellow) and tapping into what I already have as co-qualities while being aware of my pitfalls, challenges, and allergies (based on Ofman’s core quadrant) would give me much satisfaction and drive to be myself as I work on creating change impacts in societies.

My key takeaway is that we all have within ourselves the capacity to create impact or establish impact in ourselves, others and our immediate environment by enhancing the understanding of ourselves(self-knowledge) and shifting our perspectives. In a nutshell, self-knowledge is the key to change.





SILVI FITRIA
MSC. APPLIED MATHEMATICS IN DATA
SCIENCE, INDONESIA

"To change your life, you have to change your choices."

INTRODUCTION

Hello! My name is Silvi, a Master's student in Mathematics of Data Science. Coming from a big city in Indonesia, Surabaya, made me amazed by the beautiful nature of Twente. Everything surrounded is green, peaceful, and rich with fresh air from dawn to dark. While enjoying the real beauty of modernised village living, I wish to encourage myself to pursue academic success by obtaining more than a degree. I discovered the Master Honours Change Leaders track as a perfect programme to develop my leadership skills since it offers a unique approach by combining knowledge, skills, and attitudes related to leadership and change management. This programme not only discusses leadership but also examines a team perspective during such a change process. Acquiring those capabilities will help me in generating some changes in society.

Changes are subtle and occur unnoticed, but when they build up over time they have the potential to be abrupt and severe. Even when changes are loud, significant, terrifying, and overpowering, not much may have truly changed. Some changes are beautiful and revitalizing, and something has inadvertently altered when they are actually changes. To make it different, change toward good improvement is needed.

INDIVIDUAL PROJECT

My change project is about the establishment of Artificial Intelligence (AI) in medical science by raising people's awareness of it. AI is a game-changing innovation in a variety of areas, including health care. Numerous advancements have been made to support and enhance medical science instruments, yet there are still issues with people's trust in technology. By implementing this, the detection time of tumour detection, for instance, can be reduced by 50% and also produced accurate results. This development, on one side, can help the doctor and medical scientist to help their jobs, such that it might provide radiologists more time and opportunity to engage in patient care by allowing them more time for a treatment consultation.

On the other hand, the majority of people are unclear and sceptical about the confidence level of AI results. As far as now, they trust the healthy result from medical scientists hand, since AI implementation can replace the part of it and minimise the doctor's involvement.

This becomes particularly problematic when we attach human moral activities to AI. As an agent of change, therefore, I would make a change in the people's perspective on this innovation in healthcare implementation. Increasing awareness to make everyone trust AI results will make it easier for medical practitioners as well as IT professionals to collaborate in realisation.

KEY LEARNING AND TAKEAWAYS

Impact, or some type of moment that sparks some sort of insight, is what causes transformation. Even with this impact-driven shift, I still strongly believe that change will eventually become apparent. In reality, I could see the unique characteristics of this change, how it influenced my other likes, and how it caused me to talk to individuals about particular subjects.

One of the most valuable lessons I have learned from this program is to appreciate inquiry more. Since Appreciative inquiry allows individuals to construct their perception of certain problems, the more solutions and ideas will become. In reflecting on this Master Honours programme, I learned that being a great leader entails listening to others, internalising the job at hand, weighing all possible options, bringing different perspectives together and eventually deciding on the greatest option.



PANAGIOTIS MOUNGRIDIS

MSC. SUSTAINABLE ENERGY TECHNOLOGY, GREECE

"Fear is not always something to be afraid of. Sometimes it might be a compass towards a new direction"

INTRODUCTION

I am Panagiotis from Greece. My background as a mechanical engineer is technical and currently heading towards the end of my master's in Sustainable Energy Technology. Moving abroad for studies was a challenge I had been dreaming of for a long time and it came true the last two years at the University of Twente. By taking this step, I have realized how complex and intriguing the process of adapting to a new environment or cultural context can be. Change has difficulties but at the same time limitless development opportunities. Taking the risk of change brings to the table a trade-off between uncertainty and extra space for the possibility of making progress. The moment I learned about the Change Leaders Honours programme I knew it was a suitable educational program to gain a deeper understanding of the process of change.

Personally, I perceive change as a process of beating our inner fears. I noticed plenty of times that people with dreams to achieve something in their lives, step back due to the risk or uncertainty accompanied by all the new possible directions in life. Even though the willingness for change exists, so many times gets lost because of an unconscious tendency to remain inside the "safety" of a well-known environment or situation. In other words, change is the process of beating your fears while moving towards the unknown.

Furthermore, change is essential and inevitable since without it there is no potential for evolution. This is why my goal is to inspire people to face their fears and reverse their tendency to resist change.

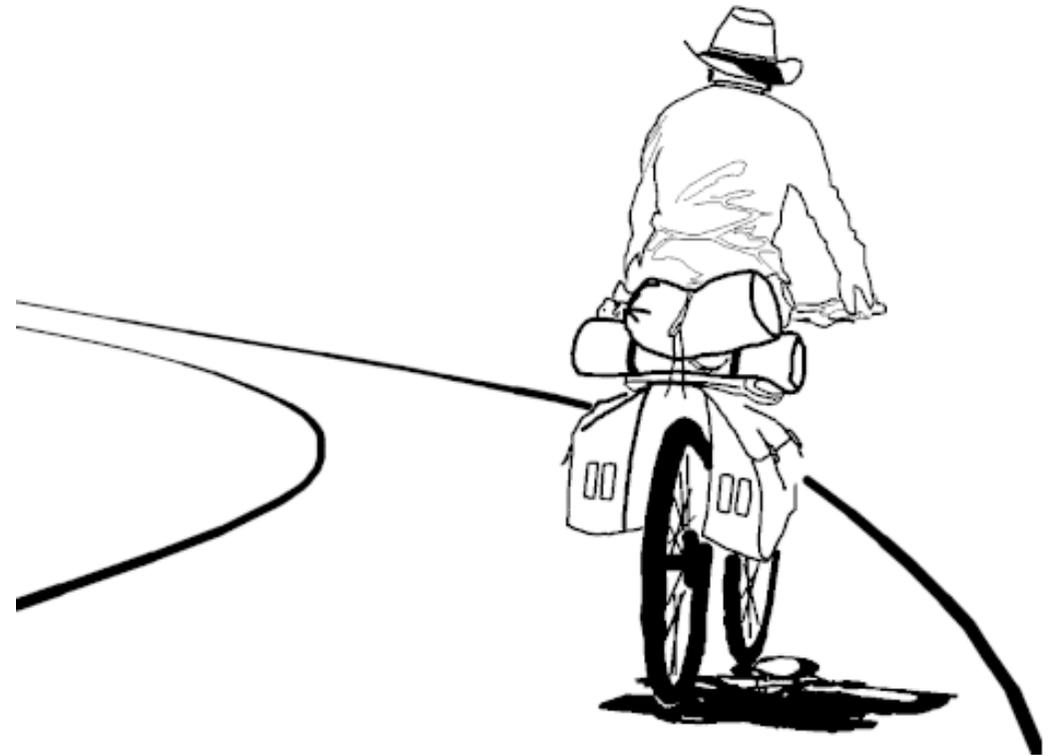
INDIVIDUAL PROJECT

My individual project is a book about the main character who is challenging himself to adjust on and accept the new conditions he encounters as he travels by bicycle in foreign areas. The story is a metaphor for challenges in the life of someone who is trying to become more open to unfamiliar and unknown situations, encounters, or environments. The character serves as an ideal prototype whose comfort zone gradually becomes the whole world. It is about the spirit of perceiving harshness and obstacles as chances for growth instead of inconvenience which should be avoided. This book is dedicated to the people who are struggling to chase their dreams and need some inspiration to extract courage and believe that they can make the desired changes happen in their lives.

KEY LEARNINGS AND TAKEAWAYS

During the programme, I improved my self-awareness in a way that helped me to appreciate more the value of my strengths and detect some blind spots as well. The personality tests and reports provided a framework to understand more thoroughly elements of various personalities except for mine and how these might affect the way we interact in a working team. By completing this educational programme, the most memorable moments are the once when I felt connected with students with progressive mindsets from various fields of expertise during our cooperation and our efforts to grow together.

Roll Into The World





**ALEXANDRA COROIU | MARLEN BRAUN | YESAYA GALATIA
MARANATHA**

In the second part of the Change Leaders Honours programme, we came together as a peer learning group. Our group forming and composition were quite unique. While most others considered the balance between each insight discovery report during the group formation, we decided to not only focus on that but also on each other's motivation and interests.

From the beginning, our group dynamics were going smoothly, and we found working together to be fun and inspiring at the same time. After several meetings, we found out that all of us have a huge interest in sustainability, as well as a sustainability-centred mindset and values. For instance, Alexandra is part of Tankstation, a sustainability-focused community centre in Enschede, Marlen is part of Green Hub Twente, the sustainability office of the University of Twente, and Yesaya is interested in sustainability offered by public transportation development. It probably does not come as a surprise to you that all of our individual change projects were also related to sustainability.

Sustainability helped us connect and we found ourselves enjoying each session we had. In the second quartile, we had weekly meetings, both online and offline. Even though it was sometimes

PEER GROUP 1

difficult to meet in person, we managed to have several meetings in Alexandra's backyard while enjoying some cups of tea and the sunshine we were longing for. During each meeting, we were not just discussing the lectures and literature to be reviewed but we were also having discussions over current issues, academic matters, our home countries and many interesting topics that led us to get to know each other better.

As we enjoyed meeting up, we continued it in the last quartile even though there were no more lectures or literature to be reviewed. Instead, our meetings during the last part of this programme were mostly about our change projects, personal development plans and coaching. Our meeting structure also slightly changed according to the suggestion from Martian in our very last meeting from the second quartile. For example, we added check-in and check-out moments during every meeting. During the last quartile, we also managed to have most of our meetings in person, either in Alexandra's backyard or around the city centre.



Our last but not least meeting in Q4 while feeding some ducks.
Volkspark, 1 July 2022

PEER GROUP 1



**JENNIFER CUTINHA | HEMANTHKUMAR SURESHKUMAR |
MARIE-LAURE SNIJDERS**

The experience to work as a peer group during the last two modules created an experiential knowledge-sharing space and provided an opportunity for us to work with people from the different quadrants of the Insights Discovery wheel and reflect deeply on these differences. Based on the insights from our Discovery reports, the behavioural styles in our peer group were largely homogenous. All three of us identified ourselves in supporting or coordinating roles, with varying combinations of blue and green. Our behavioural preferences were reinforced upon drafting a compass of common values and goals, where our common impact on a team was found to be motivating and resolving conflicts.

Based on this compass, all three of us value togetherness, respect, agreement and structure in a team which quickly became apparent from the get-go. As a result, we worked harmoniously and were able to work efficiently, easily matching each other's insights and communicating well. We felt at ease working together and were able to be honest and critical about each other's work. We maintained an environment where each member could freely share their thoughts without any interruption, and we trusted each other's opinions and feedback. Our team cohesion was further strengthened by developing meaningful bonds with one another on a personal level, which

PEER GROUP 2

went beyond the boundaries of only the reviews and projects. Naturally, we were able to sustain a friendly atmosphere throughout the modules and can look back on an effective and warm collaboration.

Although there were times when we approached the lecture content and tasks differently, we were easily able to set aside our differences and reach a consensus, or even integrate our different ideas to complement one another. At the start of the final project, all three of us initially experienced some difficulties to formulate the project topic and settle on the approach. Together, we managed to do some brainstorming and idea-sharing on what would be good to work on. We are happy that we all managed to work on a project that we are passionate about and we are proud of our own and each other's work. Together we have learned and grown a lot and it is great to see all our projects come to fruition. All three are very different projects and it is nice to see how the same drive for change has led us in these directions. We are also eager to continue working on the projects and to see what our changes will result in!. In sum, we were able to experience what is best summarised by the following quote:

*"If you want to run **far**, run **together**"*

Jennifer

I'm glad I got to work with Marie and Hemanth. For me, it was definitely the subtleties in our personal behaviour and working styles that made a true difference in how we worked together. Despite the similarity in our behavioural preferences, I was pleasantly surprised to explore a unique side of each of them and myself as well. I loved how we almost always drifted away from what we actually had to discuss, but also managed to find structure again. I guess the blue in us manifested itself.

Hemanth

It was such a rewarding experience for me to complete the change leaders journey with my peers Jennifer & Marie. During the journey, we brainstormed interesting ideas, debated culture shocks, and developed new ideas on behaviours and strategies to counter weaknesses that we identified through discussions.

Marie

I'm so happy to have been part of this great peer group! I loved our flexible and calm working sessions in which we were able to bring our ideas together but also take the time to share personal stories and help one another. It's been a real pleasure to learn from Jennifer and Hemanth and I hope we will continue to do so even after this track!

PEER GROUP 2

HANNA HEIJS | JANNEKE VAN OOSTERHOUT | YOURI LAMMERS

We believed, based on our personal experiences and reviewed academic literature, that diversity can be beneficial to group work. In diverse groups, you can draw from a broad range of perspectives, experiences, and knowledge which enables you to stay open-minded and resourceful. This is exactly why we formed a team consisting of completely opposite personalities (colours), Curiously, where we sought after diversity, we were homogenous in other aspects. To illustrate, we thought we would have laborious discussions within our meeting, yet we most often came to agreements quickly. Our personalities might be opposite, however, our perspectives, ideas, and work methods aligned comfortably.

"I am not so enamoured of my own opinion that I disregard what other may think of them" - Nicolaus Copernicus, 1473 to 1543



PEER GROUP 3



BEĀTE HERMANSONE | GLEN TE HOFSTÉ | LAURIAN WESTENBERG

Since the second course of the programme, we formed peer learning group 4. Our cooperation went smoothly, all the way to the end of the programme with many highlights along the way. As a peer group, we were working together on writing reviews on the lectures in the second course. What struck us here was that we were often on the same page regarding our opinion and learning points from the lectures.

Each one of us had a different dominant Discovery Insights profile. With the colours red, yellow and green, we formed 'the perfect traffic light'. Some of our colours were the exact opposite of one another, meaning that in some cases, working with each other could have been difficult. Thankfully, we did not have any trouble during our period as a peer group. We got to know each other better and interestingly saw each other's character traits match with the colours of the Insights Discovery report. It's good to be aware of each other's colours, as this means that sometimes we could adapt our approach in a conversation.

PEER GROUP 4

Our meetings were a place where we were able to share our thoughts. Especially while writing and discussing our personal development plans, the differences between our personalities became apparent. We dared to open up to each other and talked about our strengths and weaknesses. Sometimes we were surprised about the things that were that our peers were working on and/or still had some struggles with.

Next to being a peer group, we, therefore, think we were also an effective reflection group. Also during the last module, during our final change projects, we have not lost sight of each other. Despite that our change projects were nowhere near each other, we did understand the process that we have all been going through during the past months as Honours students working in this new hybrid standard. We kept updating each other throughout the coaching sessions, shedding light on both the characteristics and ideas we had not thought of before.

Beāte

Working with this group I immediately knew that in order to meet the requirements as well as express our creative ways, we should drop the diplomatic standard and move in a direction of friendliness. I absolutely loved how we started every meeting by catching up before we moved on to writing the reviews. In a nutshell, I became aware of how unprofessional professionalism can be!

Glen

I really like that I got to know Beāte and Laurian in this unique way. It can be challenging to open up to people about your own blind spots or talk about what you think of yourself, but with Beāte and Laurian I saw myself opening up in no time. For me, the differences between us were also very interesting. The literature says that this can be a source of conflict, for us, it was eye-opening and a unique learning experience.

Laurian

In regards to the Discovery Insights report, I was able to relate to my blind spots regarding worrying and being less confident in making decisions. In my opinion, Beate's strong personality challenged me to express myself while Glen was always able to look on the bright side. In conclusion, I felt inspired by their personalities and strengths.

PEER GROUP 4



**PANAGIOTIS MOUNGRIDIS | SILVI FITRIA |
CHARLYNNE JEPKOSGEI**

As a group, most of the reviews we conducted were online due to our different schedules. It was interesting to see how each of our different personality preferences worked together on the weekly reviews and on shaping [MM1] our personal development goals. The fact that we had different but complementary personality energies helped us in learning and appreciating each other's opinions and ways of working. It helped us develop strategies for personal growth and enhanced interpersonal effectiveness.

Panagiotis

Working on this team during a whole quartile of the Change Leaders Honours programme was one of the most memorable educational experiences I had this academic year. Every week we put together our efforts to reflect on our individual experiences and perspectives on the new weekly learning material. This collective process brought us closer in a way that we got to know each other deeper and benefited from the strengths of everyone. A lot of times I was inspired by Silvi's order and decisiveness as well as Charlynn's compassion and calmness.

PEER GROUP 5

Silvi

According to the insight discovery report, I am indicated as an “Observing Reformer” with blue as my predominant colour type. I found it pretty accurate to my personality and would be useful for my personal development plan. By emphasizing my strengths and elevating my pitfalls, I learn how should interact with people with different colours. Each of us brings our unique perspective to the way we approach problems, and working as a group with various types of personalities would complement and balance each other while also creating a positive environment. Panagiotis reminds me how to be calm and thoughtful, while Charlynnne shows me how to be supportive and helpful.

Charlynnne

From the insight discovery personal profile, I am a ‘helping inspirer,’ yellow-coloured type. The profile pointed out several aspects of my personality preference which I for sure resonated with. My abilities, skills and attributes as a yellow personality made me curious and interested to work with these teams who were more of my opposite type. I learned a lot from Silvi in terms of creating structure and being assertive and from Panagiotis, I learned how to be creative and observant. Both Silvi and Panagiotis were precise when it came to writing and they are objective thinkers which made me more aware of their strengths and challenged me to learn from them.



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