



Transition Makers Toolbox

# Fostering Changemaking Competencies

Maak kennis met de Transition  
Makers Toolbox!



**Gwenda Frederiks**



**Nanette Verhulst**



**Evelien van der Linden**



# Kennismaken

- **Ik ben docent**
- **Ik ben bekend met de Inner Development Goals (IDGs)**
- **In mijn onderwijs hou ik al rekening met de Graduate Attributes uit het Onderwijsmodel**



# Programma

- Inner Development Goals
- Connectie Graduate Attributes en IDGs
- Transition Maker Toolbox
- Zelf één van de tools ervaren
- Hoe te gebruiken in je onderwijs
- Reflectie

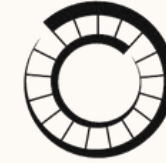


# SUSTAINABLE DEVELOPMENT GOALS

<b>1</b> NO POVERTY 	<b>2</b> ZERO HUNGER 	<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>4</b> QUALITY EDUCATION 	<b>5</b> GENDER EQUALITY 	<b>6</b> CLEAN WATER AND SANITATION 
<b>7</b> AFFORDABLE AND CLEAN ENERGY 	<b>8</b> DECENT WORK AND ECONOMIC GROWTH 	<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE 	<b>10</b> REDUCED INEQUALITIES 	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES 	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION 
<b>13</b> CLIMATE ACTION 	<b>14</b> LIFE BELOW WATER 	<b>15</b> LIFE ON LAND 	<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	<b>17</b> PARTNERSHIPS FOR THE GOALS 	



# Transition Makers Toolbox



**INNER DEVELOPMENT GOALS**  
Transformational Skills for Sustainable Development

# EKSKÄRET



## 1 Being

Relationship to Self

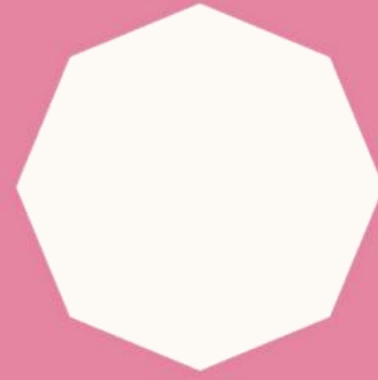
Inner Compass

Integrity and Authenticity

Openness and Learning Mindset

Self-awareness

Presence



## 2 Thinking

Cognitive Skills

Critical Thinking

Complexity Awareness

Perspective Skills

Sense-making

Long-term Orientation and Visioning



## 3 Relating

Caring for Others and the World

Appreciation

Connectedness

Humility

Empathy and Compassion



## 4 Collaborating

Social Skills

Communication Skills

Co-creation Skills

Inclusive Mindset and Intercultural Competence

Trust

Mobilisation Skills



## 5 Acting

Enabling Change

Courage

Creativity

Optimism

Perseverance

and Resilience





## Transition Makers Toolbox



**Gemeen-  
schappelijke bijdrage  
aan maatschappelijke  
transities:**  
community-engaged learning,  
challenge-based learning,  
societal impact education,  
transition-focused  
education,  
future-ready  
education...



# Graduate Attributes

Ethisch en  
integer

Respectvol

Reflectief

Grens-  
overstijgend

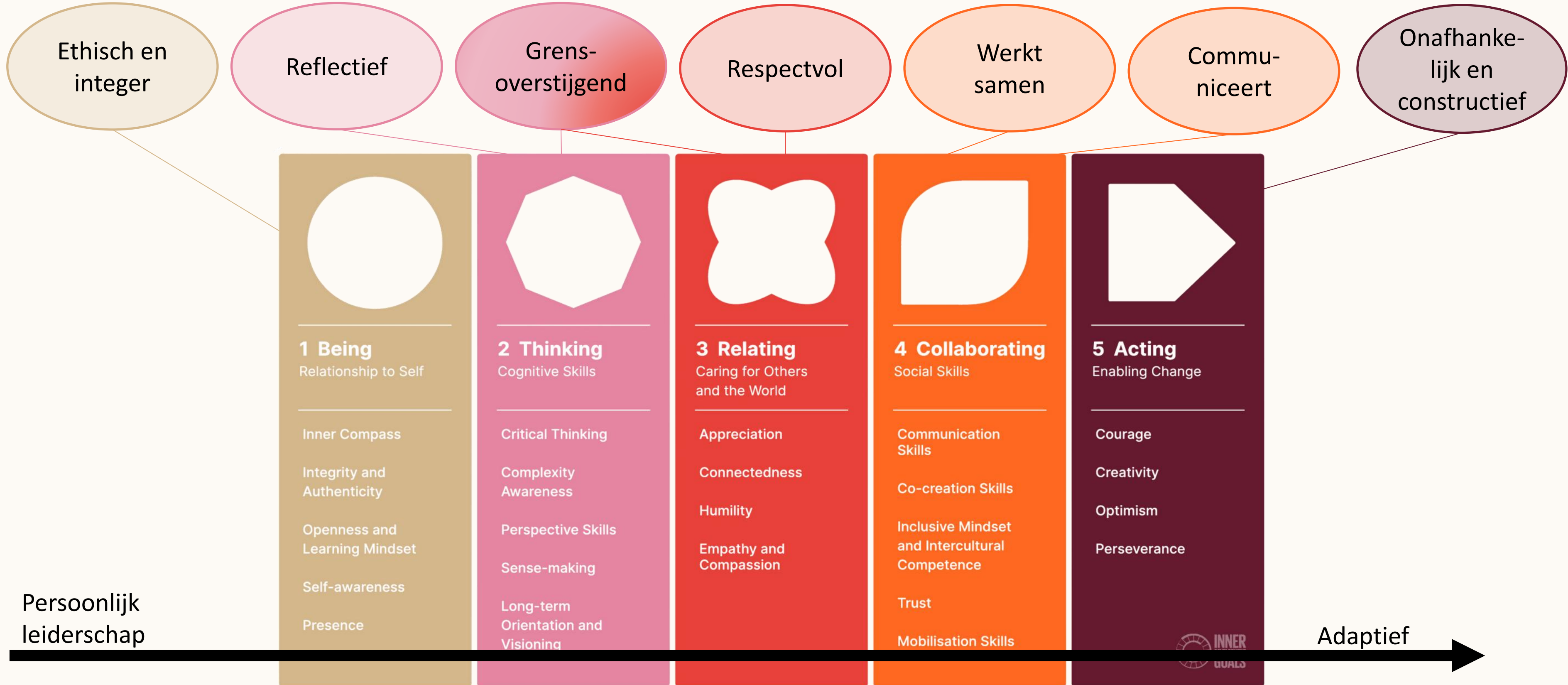
Communiqueert

Werkt samen

Onafhankelijk  
en constructief



# Graduate Attributes Mapping



Persoonlijk leiderschap

Adaptief





# The Transition Makers Toolbox

...is een plek waar:

- we focussen op de **brede skills** die studenten nodig hebben om te werken aan real-life uitdagingen
- je **gebruiksklare onderwijsmaterialen** kunt vinden: van leeruitkomsten tot leeractiviteiten & beoordelingen
- je in contact komt met **gelijkgestemde onderwijzers** tijdens workshops en events

**BEING** >  
Relationship to Self

**THINKING** >  
Cognitive Skills

**RELATING** >  
Caring for Others and the World



**COLLABORATING** >  
Social Skills

**ACTING** >  
Driving Change

## A Teaching Toolbox based on the Inner Development Goals

Do you want to empower your students to **drive societal change**? Get inspired by the tools created by our lively community of teachers across the Netherlands.

Our tools, structured around the Inner Development Goals framework, are divided into 5 categories and reflect 23 learning outcomes. You can easily select your desired learning outcome and find ready-to-use learning activities, including assessment.

**BEING**  
Relationship to Self >

**THINKING**  
Cognitive Skills >

**RELATING**  
Caring for Others and the World >

**COLLABORATING**  
Social Skills >

**ACTING**  
Driving Change >

Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

 **Appreciation**

The student is able to relate to others and the world with appreciation, gratitude and joy.

- ☰ Cultivating Awe

 **Connectedness**

The student has a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

- ☰ Onboarding in Transdisciplinary Collaboration
- ☰ Enhancing Sensorial Connectedness
- ☰ Cultivating Awe



 **Humility**

The student is able to act in accordance with the needs of the situation without concern for one's own importance.

- ☰ Participate as a Pro

 **Empathy and Compassion**

The student is able to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.

- ☰ Inviting Non-Human Stakeholders
- ☰ Deep Listening



# Onboarding in Transdisciplinary Collaboration

Aligning students, teachers and partners in transdisciplinary teams

RELATING | Connectedness

Overview

Learning Activity

Assessment

Key Advice

References



“Exchanging expectations and seeking connections within a transdisciplinary project team is crucial for a successful collaboration. This tool provides a way to work on this meaningful alignment by creating a Collaborative Blueprint.”

—Rosanne van Wieringen & Silke van Beekum

[Meet the Makers](#)

In higher education, students increasingly work on projects with and for external organisations. This transdisciplinary collaboration between higher education institutes and external organisations requires new roles for students, project partners and teachers.

To form a genuinely transdisciplinary team and collaborate effectively, it is essential to establish meaningful connections and understand key aspects of working together. To that end, this tool clarifies expectations and develops a mutual understanding to get everybody on board.

## Learning outcome

- ✓ The student is able to connect with their project team of students, teachers and external partners and align expectations to build and develop a transdisciplinary collaborative relationship

At least one team of students & project partners

Group work

30 mins preparation

2 - 3 hrs execution

Sticky notes, paper

## Related Tools

[Enabling Co-Creation](#)

[in Share your experiences](#)

[Download PDF](#)

While creating a reflective space, each member of a transdisciplinary team will connect by exchanging expectations, hopes, intentions and mutual assumptions.



### 1. Informal Kick-off 🕒 30 mins

To foster a positive and productive collaboration between students and the project partner from the outset, host an informal get-together, where the transdisciplinary team can meet and get to know each other.

**Tip:** optionally, you can choose to do an activity from the [list of icebreaker activities](#).



### 2. Orientation 🕒 30 mins

Initiate the onboarding process by guiding participants – students, project partners and yourself – towards a reflective orientation on the upcoming transdisciplinary collaboration. Begin by bringing all participants together and explaining the purpose of onboarding.

Then, instruct everyone to engage in a moment of personal reflection regarding their role and expectations for the project. Provide sticky notes and ask everyone to write down answers to the following questions:

- What do I bring to this collaboration?
- What do I get from this collaboration?
- What do I need in this collaboration?

Encourage openness and honesty in these reflections, as they will lay the groundwork for building a strong, cohesive team.



### 3. Sharing Mutual Expectations 🕒 30 mins

Give the students and project partners two minutes to think about their expectations of the other participants in the transdisciplinary collaboration, taking their answers from Step 2 into account. How can what they need be translated into specific expectations for their team members?

The team appoints a note-taker who will write down keywords on a sticky note for each expressed expectation.

Now the exchange can take place. Each team member (student, project partner and the teacher) will get a turn. When it's their turn, the team member asks the other team members:

“What do you (as a teacher, student or project partner) expect from me?”

By listening carefully to others, ensure there is no repetition. The team member who asked the question should only ask clarifying questions without reacting. The exchange continues for as long as new expectations are being expressed. All sticky notes will be placed on the table.



### 4. Aligning Expectations 🕒 20 mins

Instruct the team to analyse the expectations on the sticky notes. As a starting point, the team clusters the sticky notes, using these guiding questions:

- Where do you see similarities?
- Where do you see differences?

First, focus on the similarities. How can you translate these expectations into concrete working agreements as a team? Write these working agreements down on a separate sheet of paper.

Now turn to the sticky notes that were placed in the ‘differences’ cluster. Discuss these sticky notes, using the following guiding questions:

- Which differences can be overcome?
- Which differences seem difficult to align?

During the conversation, try to truly listen to each other. Identify the concerns underlying the expectations. What can you do to address or mitigate these concerns? What could be a working compromise? Remember to address all sticky notes. Towards the end of your conversations, try to write down concrete work agreements again.



### 5. Collaboration Blueprint 🕒 45 mins

Now, the teams will translate the collected expectations into a [Collaboration Blueprint](#). The collaboration blueprint will function as a summary and symbol of the team's collaboration. The team discusses the following questions to complete the blueprint:

- Goal setting: what is the main goal of this collaboration?
- What are our criteria for success? When are we satisfied with the input? And when are we satisfied with the output?
- Why is our goal important? How are we showing commitment to this goal?

Lastly, the team comes up with a creative expression that symbolises their team's collaboration. This expression can take any form, such as a symbol, image, sentence or living statue.

**Please note,** as part of assessment *as learning*, students reflect using the [reflective questions](#).



# Tool overview



## Being

	Poetic Motivations				< 2h
	Purposeful Storytelling				< 2h
	Acting in Alignment				< 2h
	Exchanging perspectives				< 2h
	Intervision on Inner Development				> 2h
	Positive Gossiping				> 2h
	The Volcano of Change				> 2h
	Adapting Response Patterns				> 2h
	Body Awareness				> 2h
	The Superhero in Me				> 2h
	Inside-Outside Presence				> 2h
	Social Presencing Theatre				< 2h
	The Repeating Question				< 2h

## Thinking

	Navigating Uncertainty				> 2h
	Self Guided Assessment				> 2h
	Conscious Consumption Quest				> 2h
	Mapping the Maze				> 2h
	Social Presencing Theatre				< 2h
	The 4E Model				> 2h
	Experiencing Interdisciplinarity				< 2h
	Shared Problem Definition				> 2h
	Socio-Spatial Mapping				< 2h
	Creating New Metaphors				< 2h
	Mapping the Maze				> 2h
	The Volcano of Change				> 2h
	Travelling Concepts				> 2h
	Future Folktales				> 2h
	Imagining the Future				< 2h

## Relating

	Cultivating Awe				> 2h
	Enhancing Sensorial Connectedness				> 2h
	Cultivating Awe				> 2h
	Onboarding in Transdisciplinary Collaboration				> 2h
	The Humble Mindset				> 2h
	Participate as a Pro				< 2h
	Deep Listening				< 2h
	Inviting Non-Human Stakeholders				< 2h

## Collaborating

	Constructive Conversations				> 2h
	Restorative Dialogue				< 2h
	Travelling Concepts				> 2h
	Enabling Co-Creation				> 2h
	Fostering Collaborative Creativity				> 2h
	Socially Inclusive Research				> 2h
	Inclusive Decision-Making				> 2h
	Triggering Team Trust				> 2h
	Team Check-in				< 2h
	Co-Designing Transition Experiments				> 2h
	The Power of Storytelling				> 2h

## Acting

	Making Courageous Decisions				> 2h
	Step up Your Courage				< 2h
	Brainstorming with Eureka				< 2h
	Visual Narratives				> 2h
	Challenge your Beliefs				> 2h
	Positive Reframing				< 2h
	Embracing Uncertainty				< 2h
	Fostering Resilience				> 2h



# Transition Makers Toolbox

## BEING — RELATIONSHIP TO SELF



INNER COMPASS



INTEGRITY AND  
AUTHENTICITY



OPENNESS AND  
LEARNING MINDSET



SELF-AWARENESS



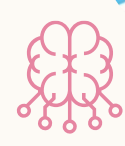
PRESENCE



## THINKING — COGNITIVE SKILLS



CRITICAL THINKING



COMPLEXITY AND  
AWARENESS



PERSPECTIVE  
SKILLS



SENSEMAKING



LONG-TERM  
ORIENTATION  
AND VISIONING



## RELATING — Caring for Others and the World



APPRECIATION



CONNECTEDNESS



HUMILITY



EMPATHY AND  
COMPASSION



## COLLABORATING — SOCIAL SKILLS



COMMUNICATION  
SKILLS



CO-CREATION  
SKILLS



INCLUSIVE MINDSET  
and intercultural  
competence



TRUST



MOBILISATION  
SKILLS



## ACTING — DRIVING CHANGE



COURAGE



CREATIVITY



OPTIMISM



PERSEVERANCE  
AND RESILIENCE

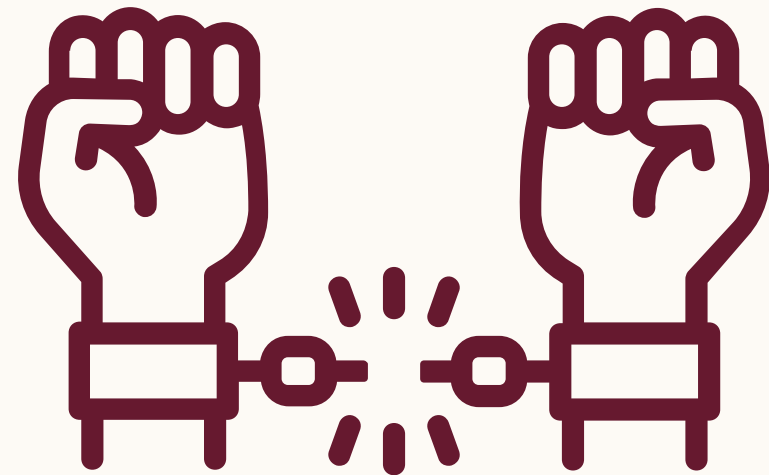


# ERVAAR ZELF EEN TOOL

---



# Challenge your Beliefs



## ACTING | Optimism

- De student is in staat om zich bewust te worden van zijn/haar 'limiting beliefs', die zijn/haar gedrag en potentieel beperken, en deze om te vormen tot krachtige overtuigingen.



**Hedwig Boer & Miranda Trippensee,  
University Medical Centre Groningen**



# Limiting beliefs

Diepgewortelde, vaak onbewuste aannames over onszelf, anderen of de wereld die ons denken en handelen beperken.

Het zijn conclusies die we hebben getrokken op basis van ervaringen uit het verleden, maar die in de huidige situatie misschien niet meer juist of nuttig zijn.

Andere eigenschappen:

- Ze presenteren zich in ons denken als 'feiten' of 'waarheden'.
- Ze fungeren vaak als een filter waardoor we de werkelijkheid waarnemen.
- Ze beïnvloeden ons gedrag en onze keuzes, vaak zonder dat we ons daarvan bewust zijn.



# De impact van limiting beliefs

Op persoonlijk vlak: ze beperken ons in het gebruik van onze kwaliteiten.

Voorbeeld: "Ik moet alles perfect doen" → kan leiden tot uitstelgedrag en overmatige controle.

# Over de lijn stappen

---

# DEBRIEF

---



# Onderzoek limiting beliefs

In tweetallen: kies een limiting belief en discussieer de volgende vragen:

- In welke situatie was deze overtuiging oorspronkelijk nuttig voor je?
- Als deze overtuiging altijd en overal 100% waar zou zijn, wat zou dat dan betekenen?
- Welke kwaliteiten en competenties gebruik je niet volledig vanwege deze beperkende overtuiging?
- Als je vriend(in) je zou vertellen dat hij/zij door dezelfde overtuiging wordt tegengehouden, welk advies zou je hem/haar dan geven?

Wissel van rol



# Her- formuleer limiting beliefs

Schrap letterlijk je limiting belief. Bedenk vervolgens welke helpful belief je tegenover je beperkende overtuiging kunt plaatsen.

Maak een helpful belief altijd in overeenstemming met de unhelpful belief.

Formuleer positief (vermijd 'niet').

Formuleer kort en krachtig.

Formuleer je overtuigingen in de tegenwoordige tijd.

Begin bij voorkeur met 'ik'. De overtuiging gaat over jou.



# Laat het tellen

Neem een post-it en schrijf op:

Je nieuwe helpful belief.

Een concrete situatie waarin je deze nieuwe helpful belief gaat gebruiken.

Wat helpt je om dit ook echt te doen?  
(voorbeelden zijn: plak een post-it met je nuttige overtuiging op je deur/laptop).



# Terugkoppeling met de GAs

Met welke Graduate Attribute(s) zie je raakvlakken wat betreft deze werkvorm?

Ethisch en  
integer

Respectvol

Reflectief

Grens-  
overstijgend

Communiceert

Werkt samen

Onafhankelijk  
en  
constructief



# Terugkoppeling met de GAs

Hoe kun je de Transition Makers Toolbox en de Graduate Attributes zelf gebruiken tijdens je lessen?

Ethisch en  
integer

Respectvol

Reflectief

Grens-  
overstijgend

Communiceert

Werkt samen

Onafhankelijk  
en  
constructief



# Terugkoppeling met de GAs

- Bedenk voor jouw studenten/cursus een aantal limiting beliefs
- Wissel deze uit met je buurman/vrouw

Ethisch en  
integer

Respectvol

Reflectief

Grens-  
overstijgend

Communiceert

Werkt samen

Onafhankelijk  
en  
constructief



# Blijf in de loop

- **Neem contact met ons op:**  
[info@transitionmakers.nl](mailto:info@transitionmakers.nl)
- **Nieuwsbrief**



# IDG Higher Education Hub

- **Community meet-ups**
- **Linkedin Groep**





# Check-out

A graphic consisting of three overlapping speech bubbles in shades of orange and red. The text is centered within the largest, most prominent bubble.

Talk to me about  
Inner Development

- Welke inspiratie heb je opgedaan met de Transition Makers Toolbox voor de implementatie van de Gradual Attributes in je eigen onderwijs?



# Contact

A graphic consisting of three overlapping speech bubbles in shades of orange and red. The text is centered within the largest, most prominent bubble.

Talk to me about  
Inner Development

[Link website Transition Makers Toolbox](#)

Gwenda Frederiks

[g.f.m.frederiks-3@umcutrecht.nl](mailto:g.f.m.frederiks-3@umcutrecht.nl)

Evelien van der Linden

[e.vanderlinden-13@umcutrecht.nl](mailto:e.vanderlinden-13@umcutrecht.nl)

Nanette Verhulst

[j.e.verhulst@uu.nl](mailto:j.e.verhulst@uu.nl)