



# NOTES

2019

# Introduction

Dear reader,

We are glad that you have opened our annual report of 2019. We chose to share with you some short stories about our activities and results.

Much of our work could be defined as 'connecting students', bringing students 'back on track', supporting students to 'communicate in a more sensitive and cooperative way', 'facilitate personal growth' of groups and individuals.

It could also be defined as: helping students and staff to flourish in their situation, in their context, exploring life. Find focus, inspiration and motivation (again).

Measuring the effects of our activities is difficult. How should we rate a statement like this at the end of the course 'Living with a loss':

'Now I know how to deal with it, thank you for the group I was participating in'. The investment of time and focus in this group is huge.

However, it is worth the effort. It is about students finding the tools to communicate their experience with each other, resume their studies and go on with lives after the huge shock of losing a loved one.

How do we rate this statement of a student board (4-6 persons) that did a training session at MoTiv; the board goes home and at the doorstep they say: 'now we know that cooperation is not about dividing tasks but about good communication and a shared vision. I now know my fellow board members a lot better and how we can deal with differences in opinion, time management and culture.'

Or how do we value the support we gave a faculty member at a honours course in acting as sparring partners of students who had to shape their creative ideas on engineering and ethics?

The stories in this review describe some of results and activities. And we made some graphics to give insight in how we manage time and money to inspire and motivate our student community. On behalf of our students: thank you for your immeasurable support!

The MoTiv team,

Hans van Drongelen  
Renske Oldenboom  
Gunther Sturms



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# Collaboration

## Collaboration – understanding MoTiv's operations

The key to MoTiv's activities in higher education is to set up collaboration with a wide range of student organizations and departments within the university and colleges.

Collaboration is the service in which other parties will engage to find an answer to their needs.

MoTiv will bring in experience and professionalism that will offer scope for understanding the current patterns in study and life, and the deployment of creative, new ideas that activate students to move forward.

### Study and Student Associations

Delft has a rich tableau of student organizations that also focus on parts of student life. MoTiv trained two separate boards in 2019 that deal with the quality of living in Delft. To achieve good and effective governance in a world dominated by experienced professionals from the construction and housing industry. The boards of WijWonen and SHS could strengthen their student leadership by organising a training session with MoTiv.

We worked with STYLOS and ARGUS at the Faculty of Architecture, Chemisch Dispuut Leiden (CDL), Christiaan Huygens (EEMCS), Curius (TPM), WTP (TN), PS (CT), Lijst Bèta, FMC (InHolland Hogeschool Delft) and with theme-oriented organizations as VSSD (Student Union), Energy Club, Students4Sustainability, Veritas Forum, SoSalsa.

### Fraternities

We keep in touch with the boards of Virgiel, CSFR, CSR, Jansbrug and others. With the Virgiel Cultural Committee, we organize a very popular debate that is attended by a large part of the association annually. The contacts provide us with a great deal of insight into what is happening in Delft in the associations and student houses and the situation of students today.

### PhD programs

MoTiv supported an initiative of the 3ME faculty to have international and Dutch PhDs work together to achieve greater mutual cohesion, a better understanding of each other's situation and to gain more attention for mutual support. MoTiv developed a program for a study and training weekend in Kijkduin together with the faculty and PhD students. This contact was strengthened and a subsequent training was established at the end of 2019.

# Collaboration

## Creating leading talent

The 21st Century Skills program at the annual Summer School at the Tjinghua University in China is a highlight and contribution to the EWI program. With faculty from the Nanotechnology department of the EEMCS faculty Delft, TU Eindhoven and TU Twente, Motiv adds training sessions on Personal Leadership, Teamwork & Diversity to a high level technological program for ICT-talent of both China and the Netherlands. Every year MoTiv succeeds in bringing Chinese PhD's and PhD's from three Dutch TU's together in four teams that have to exceed their limits in technological knowhow and cooperation skills.

## Honoursprogram

With professors Bauke Steenhuijsen and Shannon Spruit from the TPM faculty, we stimulate students in their creative process in the Honors Program of TU Delft, where it concerns understanding moral dilemmas in the context of Design for Values.

## Professional networking

1. Motiv cooperated with "Zinderend" and Windesheim College presenting a national conference on meaning. 'Zinderend' is a platform for professionals in giving meaning, coaching and training in care institutions and higher education. The conference that attracted dozens of visitors from all over the country took place in Zwolle on 8 February 2019 with two keynote speakers: the Belgian Philosopher Marc de Kesel and the New York rabbi Irwin Kula.

2. For many years MoTiv has maintained close ties with fellow organizations at other Dutch universities. Motiv is represented in the board of European CEUC (Conference of European University Chaplains), meeting annually. Currently presides the IACHE, the global network of colleagues in which the USA, Australia and New Zealand are involved.





# Exploring & Experiences

**'The world is a book and those who do not travel read only a page'  
– Saint Augustine**

All year MoTiv organizes Leadership seminars and workshops to facilitate students at the Delft University of Technology in their leadership skills and personal-professional growth. Practical skills are important in these programs, motivation grows in the discourse. MoTiv has also dedicated many programs to personal development, personal spirituality, values and the meaning of life and engineering.

## **Intense experiences**

However, taking time out is one of the big advantages we can offer students. It is important to reflect on historic and diversity issues and to truly experience this dimension of personal development. We do this by field trips, like PhD-weekends or study visits.

## **Two study visits**

In 'Digging for Dialogue and Diversity' 15 students from Delft and Leiden University spent a long weekend in Rome (October 2019) exploring the city of the Roman Catholic Church (Vatican), the City of Rome and Roman organizations. This was enabling our students to reflect on their values and life perspective. Students talked about global world topics in workshops at the Pontifical Council for Interreligious Dialogue and the United Nations Food and Agricultural Organization.



# Exploring & Experiences

Exploring history in Krakau, Auschwitz and Rome with students, PhD reflection weekends in Wassenaar

## The role of tech in War

In February 2019 we organized the annual remembrance visit to Auschwitz-Birkenau Memorial in Poland to commemorate the victims and reflect on the role of technology in war and genocides in the world. With the students we explicitly reflected on topics like freedom, the responsibility of engineers, and questions like: can technology be neutral?

30 students were guests at the Jewish Institute of the Jagiellonian University Krakow. During the visit we remembered all people who were killed with a wreath on the site, a moving moment. What happened once, can happen again.



# Exploring & Experiences

## Exploring life: sharing experiences in times of grief

As we did already for many years, MoTiv organized this year several grief groups. We call it: 'dealing with loss'. We organize and deliver this course in cooperation with our colleagues in Leiden called Rap100. The students come from TUDelft, Leiden University, InHolland and HHS (Haagse Hogeschool).

### Method

It is a course with a max. of eight participants, which takes 5 meetings. Every meeting we stress a certain theme: which emotions do I feel? What memories stay with me? Good ones and bad ones? How does my network support me and what can I do in order to get support. Communication is key. The most significant gain for students is that they, after standing still for sometime, can go on with their lives with the tools they acquired.

The professionals provide a safe space, where trust can grow and students can open up, find common ground and support.

Respecting them fully in their grief and helping each other to talk about it is the main recipe. While providing tools for structuring their experience and sharing the pain, joy and memories.

### Referrals

Participants find MoTiv and Rap100 mostly after study advisors (student psychologists, student counselors etc.) refer them to the MoTiv course. It is the only course which is specific for students in the region and it is paramount that the university student advisers know of its existence. It is quite often that studies are already delayed when the students find the groups.

### Short term and long term

When the loss happened a short while ago, it—mostly— will be noted at the university, and teachers and advisors (and peers) will perceive the connection between the loss and the study delay. But many times it is less evident. It is striking how many participating students lost a parent or beloved one during their high school time, got their high school degree, started their student career with fresh energy, and then, at some moment, after some other important life event or not, the loss hits them hard, causing delay, loss of energy, absence at university and a loss of sense in life. Exchanging experiences and their emotions with peers, working with the tools they receive, they know they will be 'back on track' in due time.





# Exploring & Experiences

*'What I will remember most is the recognition. Mourning at a young age often feels very lonely, because very few people in your environment know what it is.'*

*'Here we really listen to each other, and that helps me to talk'*

*'What is it amazing that, while I have difficulties to talk about it with family and friends, here, the first meeting, we shared very personal experiences and showed our emotions.'*

# Experiences of an Intern

## *The small spaces for real conversation in a confusing environment*

### Confusing

As an intern at MoTiv I find myself in a context that is confusing to say the least. How to engage with a community that consists of 15% of an entire city? How to deal with a community when its locations consist of all student homes, university buildings, bars and every social scene you can imagine? What does it mean to engage with students? MoTiv's goal is to make contact on their ground, by relating to where they, the students, are. This often means going to the University and talking with staff and students. It means networking and creating connections with members of communities. It means developing programs like training boards of student associations, as a lot of student life happens through and from these institutions. I noticed that the spaces in which connection and learning occur, on an existential level, require relationships. The spaces in which our expertise can come to light, only come into existence by a lot of work done in advance.

### Technology as a way of thinking

To bond means to move with the technological way of thinking that most students adept. Only by engaging with these topics and from these avenues we can create spaces in which our expertise can come to light: meaning making and personal development. A journey to Auschwitz framed as 'The Machine of Auschwitz' is an example of making room for sharing experiences about meaning and purpose of technology. But we also offered events and activities that address directly the perspective of meaning in life. One of these is our series 'dealing with loss', which focuses directly on human existence and how to relate to death and mourning. It is all about broadening the perspectives, relational growth and ethical questions rather than answers.

### The real questions

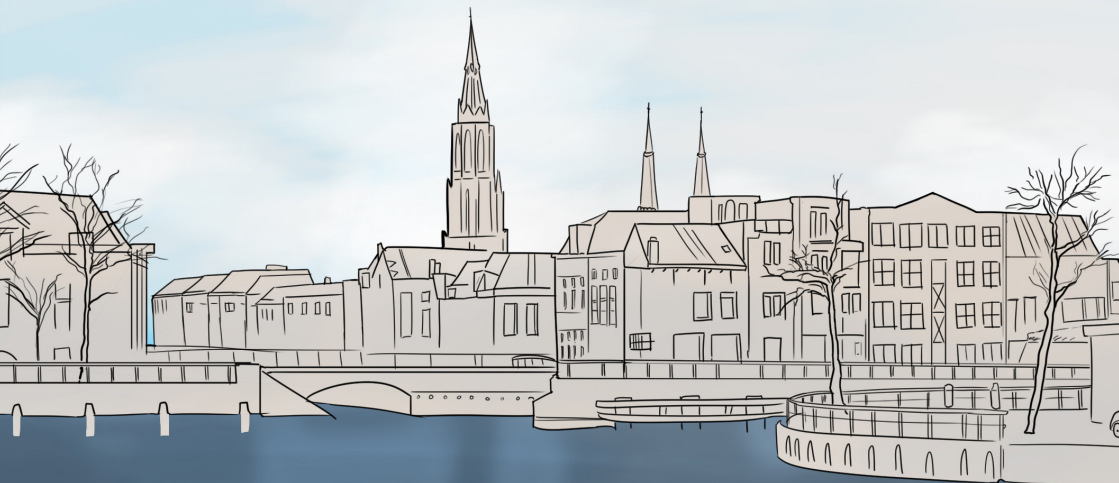
To me here also lies the difficulty. By relating to the worlds of (technology) students and their drives for careers and output, we also risk losing the depth of our own endeavor. This is because we ask questions relating to the why of all of this and to the person engaging in these activities. Let me give an example. We were asked to give a 'pitch training' to members of a student association. The students wanted to learn how to present themselves and their ideas to the world and potential employers or partners. Although it is great to learn to pitch yourself, the question of what you are pitching and why that is important, remained mostly out of the scope of the events goal. We, being chaplains, reintroduced these questions within the framework of pitching. We moved, as we do when training boards, from the career perspective, and introduced questions of the personal and ideal spheres. The explicit time spent on these questions was very limited in my view. The substance of meaning and living well is where our expertise lies.



## Learning

It does connect us with the associations and their questions on skills and motivation. Throughout the year, I learned how much of this work is about relating and creating the spaces in which moments of depth, meaning and personal growth can occur. These moments can only occur through relating and networking. The tension I feel lies between making contact with the other and their world, while staying in contact with the why of the work we do.

*Patrick van Wageningen, student at Universiteit voor Humanistiek, Utrecht*





# Training Leaders

## Training Leaders in the student community in Delft

Around 40 times a year, Student leaders call MoTiv for a leadership training session. As board members of their organisations, varying from the dance club to the student representation in university, they ask for support in being good leaders together, in reaching the goals they set.

MoTiv already organises these board leadership programmes from 2000 on, so for almost 20 years now. Students respond to invitations by MoTiv or are advised by predecessors to attend to this half day course at MoTiv's residence at Voorstraat 60. 'You sometimes even get lunch!'

### Objectives of a training session

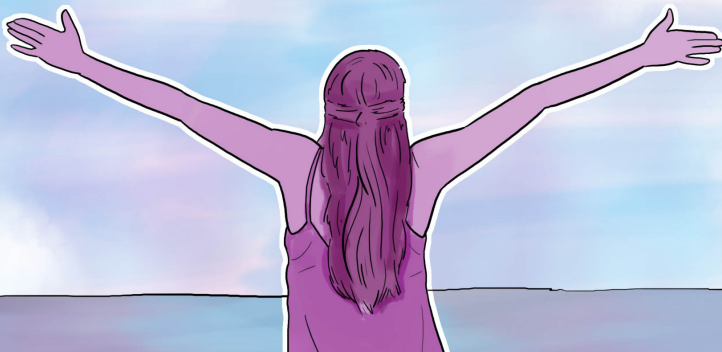
Students pursue their own goals in their community or organisation. Our method is to clarify these goals and stimulate students to work together as a cooperative, knowledgeable and high performing team. Personal goals, strengths and weaknesses are on the table and where students can, they support each other to perform better as a team. The team should be visible within the organisation as a coherent team, and tasks should be assigned in such a way that team members are able to support each other. This prevents the team from falling apart. Open communication is necessary for excellent team performance.

### Proceedings of a leadership training


Playful start usually brings the whole group to the openness that is needed to learn together.

Individual goals like: 'learning to cooperate', 'how to do the financial administration of an organisation' or 'doing fundraising' become clear during this first part of the training. Individual differences in time management, discipline and creativity are often part of this first exchange.

They openly reflect on their fellow board members' stories by asking questions and deepening the conversation. Open communication is sometimes very new to the members of the boards, who are often driven by a culture of efficiency, meaning that the personal drives and motives are often neglected and a person is reduced to his or her function. This is a missed opportunity in teambuilding and also a misunderstanding about cooperation and excellence in teams.







The second part of the training consists of a reality role game in which the board or team members exercise whatever they want to learn. Doing the elevator pitch, decision making as a group or finding together the common ground in the vision of the organisation, there is plenty of methods to make this part of the training into a real hard working team meeting, with very clear results for the team to take home.

### **Leadership in the student community**

Often we meet – in the words of Bruce Tuckman, a team in the initial stage of ‘forming’. This will hardly be productive, it will condemn people to loneliness in a group and prevent people to perform in an excellent way together. We think that group or team leadership has to grow beyond this stage into a smooth and warm cooperation, in order to be able to solve the problems of this world. Starting with the problems in the student community.

# Credits

## MoTiv overview 2019

### Sponsors MoTiv

Protestantse Kerk in Nederland (PKN) Delft

Rooms Katholieke Kerk (RKK) Bisdom Rotterdam

Stichting Stalpaert van der Wiele (Van Mierlofonds)

TU Delft

Dedicated project contributions from: PIN, Woudschoten, Lizzy Brehm

*Financial Report: [www.delftsstudentenpastoraat.nl](http://www.delftsstudentenpastoraat.nl)*

### Board/advisory

Els Beekhuis

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Jacobiene van der Hoeven

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Maria Salomons

Luitgard Verbiest

Chris Verhoeven

### Support from

Thecla Soethout (finance and coordination)

Anneke van Wijk (facilities)

### Staff

Hans van Drongelen

Renske Oldenboom

Gunther Sturms

Ton Meijknecht

Jeroen van Lawick

Carla Lourens

Patrick van Wageningen

(volunteer)

(intern)

### Publicity / Marketing

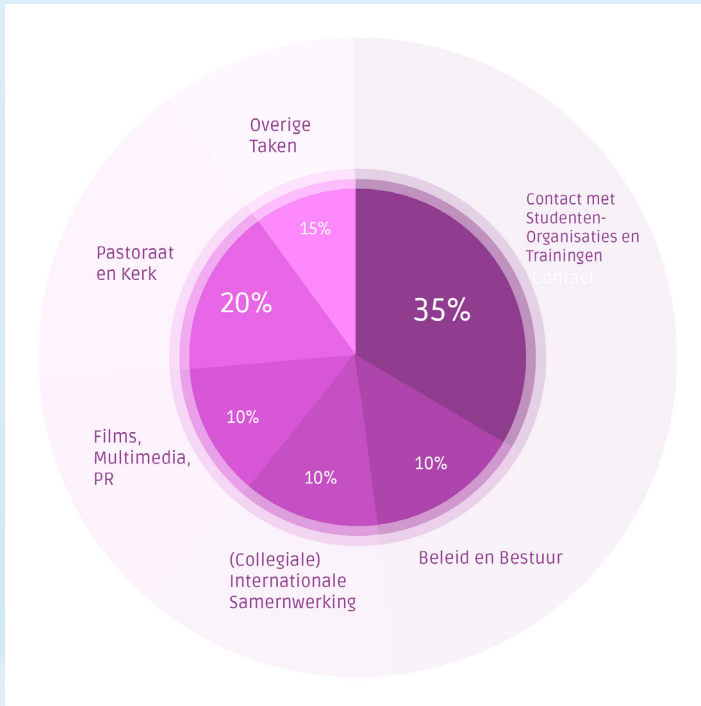
Josephine Baan

Joram Boumans

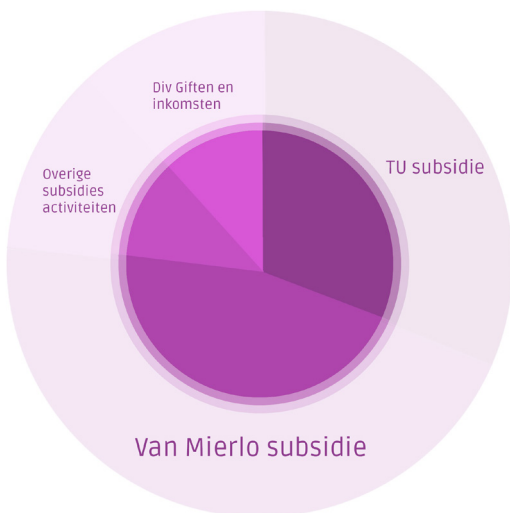


# Accountability

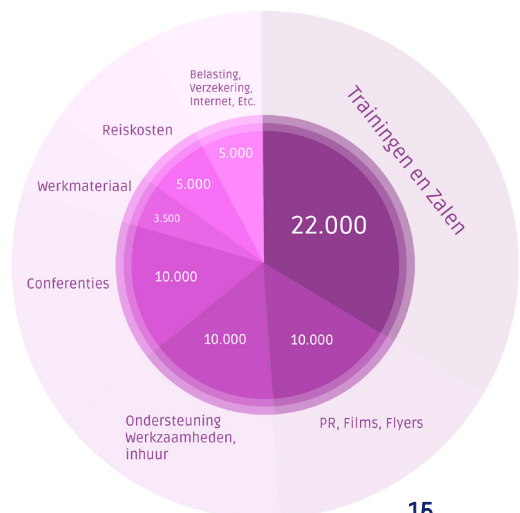
## Time Spending



## Income



## Expenses





Ontwerp door  
Joram Boumans