



## **Workshop 1: The SCOOP Introduction**

In this workshop, students are provided an overview of the SCOOP conceptual model that they will be engaging with in depth over the course of the PhD programme. Students also learn where their own projects lie in the SCOOP conceptual model and have a sense of other SCOOP PhD projects. The activities of the day highlight the relevance of the SCOOP transdisciplinary programme in achieving their own goals - that is the successful completion of their transdisciplinary PhD projects so that they understand that the programme is there to facilitate their learning and research projects. PhD students also identify the key problems that are embedded in their work packages.

## **Workshop 2: Sustainable Cooperation I: Stability**

The core idea behind this training day is to sensitize participants about the importance of diagnosing potential threats (and opportunities) to sustainable cooperation. The course day provides examples from ongoing work, and develops the necessary theoretical tools to analyze the often complex, multilevel causal processes related to the decay or maintenance of cooperation and cooperative arrangements. At the end of the workshop, SCOOP PhD students should be able to identify the aspects present in their PhD research projects that create instability or foster stability.

## **Workshop 3: Sustainable Cooperation II: Ideals and Values**

One of SCOOP's key assumptions is that resilience is linked to sustainable value creation, and that cooperation is a major tool to achieve this. Cooperation is not an objective in itself, but it is joint production with a purpose. What this purpose is, depends on those involved, and what they consider a valued outcome of the cooperation. But in many cases, cooperative endeavors also have an impact beyond those directly involved. Cooperative outcomes that are highly valued in one group may have detrimental effects on other groups. The resulting tensions between internal and social value of cooperation can trigger fundamental social and moral dilemmas for those involved. During this course day, participants could get an overview over different kinds of values and ideals and possible tensions between them. Particular emphasis is paid to real life examples from the realm of families, communities, and organizations. This course day could eventually also be used to address social dilemmas in general, in order to introduce the macro-micro problem underlying tensions between individual and collective outcomes.



## **Workshop 4: Sustainable Cooperation III: Institutional and Behavioural Explanations – The State of the Art**

During this course day, participants will first review the different forms that cooperation and cooperative arrangements can take, depending on the setting in and societal level at which they occur. Not only do different disciplines use different terminologies for similar phenomena (e.g. psychologists preferring the concept prosocial behavior, sociologists frequently using the term solidarity), there are also many context specific theoretical constructs to denote specific forms of cooperation or non-cooperation (e.g. organizational citizenship behavior in management studies, or “overuse” denoting defection in the study of the commons). Underlying similarities and differences as well as attempts to distinguish more general types of cooperation may be discussed.

Second, participants will get a bird’s eye view of a selected set of theoretical approaches that are able to capture the dynamic nature of cooperative arrangements. More specifically, this includes institutional approaches addressing problems of path dependence, inertia, and institutional sclerosis, as well as behavioral approaches dealing with the shifting saliences of goal frames, the dynamics of social identities, and the co-evolution of social networks and behavior.

## **Workshop 5: Resilience in Work, Care and Inclusion**

A main proposition advanced by the SCOOP program is that sustainable cooperation is the key to sustained value creation in all societal domains. Focusing on the policy domains work, care and inclusion, this course day explores the manifold forces that may undermine or strengthen sustainable cooperation within these domains. This requires, first, to have sound background knowledge about the social, economic, and institutional context that policy makers face when addressing specific problems. It also requires finding ways to incorporate knowledge as well as analytical strategies from different academic disciplines to address issues relevant for stakeholders. During this course day, participants will engage with the relevance of their project and become inspired by their own project. This workshop will get the ball rolling for course 3, where students engage more deeply with stakeholder engagement, given its transdisciplinary focus.

## **Workshop 6: Crossing Disciplinary Boundaries: Conceptual, methodological and practical issues**

During this course day, participants will engage with the challenges that may occur when undertaking disciplinary research across disciplinary boundaries. Specifically, we ask students to reflect on the combination of disciplines in their own projects, and what they may gain



from such interdisciplinary research processes. We also used this opportunity to check in with students to understand where they were experiencing challenges when engaging in their interdisciplinary research projects. Students also gain from the experiences of SCOOP experts who have been conducting interdisciplinary research.