Sustainable Cooperation and Societal Resilience

A Transdisciplinary Training Program

△ SCOOP

Transdisciplinary Training Program 2024

Contents

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SCOOP Transdisciplinary Training Program: Course Guide

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This booklet provides a summary overview over SCOOP's Transdisciplinary Training Program. The descriptions of each training day provide a rough general sketch of the content, learning objectives and format, but the specific implementation is subject to adaptations by the respective team of lecturers.

SCOOP has its own transdisciplinary, four-year PhD training program, consisting of 7.5 ECTs (15 training days), that forms part of four-year SCOOP PhD research project. This equals between 187 and 210 hours of work (i.e. 14 to 16 hours per training day, including the day itself). Participation in all parts of this program is mandatory for all PhD candidates of the SCOOP consortium and is followed in addition to their respective disciplinary training programs. This assures that SCOOP PhD candidates broaden both their disciplinary and interdisciplinary horizons. After completing the SCOOP PhD training program, PhD participants receive a certificate.

The SCOOP training program facilitates the development of uniquely skilled transdisciplinary researchers who are well-equipped to continue and innovate research that addresses complex, pressing current and future societal challenges. This program is an essential part of the SCOOP PhD student's trajectory; hence all PhD participants are expected to attend the training days.

The SCOOP Transdisciplinary Training Program (TDPP) consists of four courses that roughly correspond to the year of a PhD research project. This course program is further complemented by regular meetings of the four work packages (each project is part of at least one work package), during which participants present and discuss their work, as well as annual workgroups related to their project that take place during the yearly SCOOP conference.

Program Learning Outcomes

After having completed the SCOOP Transdisciplinary Training Program, participants have acquired the following learning outcomes.

1. Participants are able to outline the added value of transdisciplinary synthesis. They are able to identify differences in priorities and focus of each field that they are combining, and establish points of overlaps and synergies.

2. Participants are able to reproduce one key approach related to sustainable cooperation in all disciplines within SCOOP.

3. Participants are able to articulate the insights they can gain from each discipline through the programme.

4. Participants show a deep understanding of the SCOOP conceptual model and how their own project relates to it.

5. Participants are able to identify and disentangle three potential threats to the sustainability of cooperative arrangements.

6. Participants are able to productively engage with societal stakeholders and scientists from other disciplines in the joint identification of problems and the development of potential solutions.

7. Participants are able to effectively communicate key ideas and insights to audiences with a diverse (disciplinary and practitioner) background.

Overview of SCOOP workshops

COURSE 1

The SCOOP Approach

	Workshop	Responsible Lecturer	Contributors
1	SCOOP Introduction	Dr. Rafael Wittek	Dr. Liesbet Heyse
2	Sustainable Cooperation I: Stability	Dr. Bas van Bavel	Dr. Martin van Hees Dr. Rafael Wittek
3	Sustainable Cooperation II: Ideals and Values	Dr. Martin van Hees	Dr. Rafael Wittek
4	Sustainable Cooperation III: Institutional and Behavioural Explanations	Dr. Naomi Ellemers	Dr. Rafael Wittek
5	Resilience in Work, Care and Inclusion	Dr. Tanja van der Lippe	Dr. Eva Jaspers, Thomas Martens, MSc
6	Crossing Disciplinary Boundaries: Conceptual, methodological and practical issues	Dr. Jan-Willem Romeijn	Dr. Andreas Flache Dr. Russell Spears

COURSE 2

SCOOP Analysis and Applications

	Workshop	Responsible Lecturer	Contributors
	SCOOP Annual Conference: Project Progress		
7	Analytical Strategy I: Bridging the Macro-Micro Divide	Dr. Rafael Wittek	Dr. Martin van Hees
8	Analytical Strategy II: The Meso Level: Organizations, Communities, Families	Dr. Rafael Wittek	Dr. Bas van Bavel
9	Applications I: Building a Joint Research Information Infrastructure	Dr. Liesbet Heyse	Daniela Torres, MSc
10	Applications II: Work Package Meetings	Dr. Naomi Ellemers, Dr. Russell Spears, Dr. Tanja van der Lippe, Dr. Martin van Hees	Daniela Torres, MSc

COURSE 3

Transdisciplinarity in Practice

	Workshop	Responsible Lecturer	Contributors
11	Multi-, inter- and transdisciplinary approaches in various research settings	Dr. Wike Been	Dr. Liesbet Heyse
12	Transdisciplinary Interventions: Think like a scientist – act like a practitioner	Dr. Naomi Ellemers	
13	An Application of Network Theory: Stability and Diffusion of Norms & Behavior.	Dr. Jacob Dijkstra	

COURSE 4

Life After SCOOP

	Workshop	Responsible Lecturer	Contributors
14	"Scooping" your next job	Dr. Naomi Ellemers	
15	Intervision	Dr. Naomi Ellemers	SCOOP Alumni

COURSE 1

The SCOOP Approach

Introduction

The first course of SCOOP's Transdisciplinary Training Program, *The SCOOP Approach*, gives a general overview over the SCOOP framework. It consists of six course days, each providing general overviews over the key pillars of our analytical framework. We start with an introductory overview over the framework itself (day 1). The following three course days are dedicated to an in-depth inquiry into the phenomenon of sustainable cooperation, its key dimensions (stability and value creation) and current institutional and behavioural explanations. The stability dimension of sustainable cooperation, in particular different threats to sustainable cooperation are the focus of day 2. The value-dimension of sustainable cooperation, including intended and unintended outcomes of cooperative endeavours are the topic of day 3. This is followed by an overview over current theories of (sustainable) cooperation, with Social Identity and Goal Framing Approaches as core examples. (day 4). Subsequently, we focus on the policy domains work, care and inclusion, in order to illustrate transdisciplinary diagnoses of resilience problems (day 5). We conclude with an inquiry into the conceptual, methodological, and practical challenges that come with crossing disciplinary boundaries. (day 6).

Learning outcomes:

After attending this course, participants are able to:
1. demonstrate a conceptual understanding of value creation and cooperation by providing an in-depth description of these concepts.
2. explain clearly the institutional and behavioural mechanisms that contribute to sustainable cooperation.
3. apply the SCOOP conceptual model to the analysis of threats to cooperation and value creation within real life policy domains by translating SCOOP concepts to the realm of work, care, and inclusion.
4. be equipped with the necessary tools (ie. SCOOP analytical framework) to identify, research, and address a societal challenge.

Introduction to SCOOP

Expert Contributors
Dr. Rafael Wittek & Dr. Liesbet Heyse

Content
In this workshop, participants receive an overview of the SCOOP conceptual model that they will be engaging with in depth over the course of the PhD programme. Participants also learn to position their own projects in the SCOOP conceptual model and acquire an overview over other SCOOP PhD projects. The activities of the day highlight the relevance of the SCOOP transdisciplinary programme in achieving their own goals. Participants also identify the key problems that are embedded in their work packages.

Format
The day begins with a lecture by Rafael introducing the SCOOP program, its framework and what the basis of transdisciplinary research. Later, Liesbet's lecture gives participants an overview of how SCOOP's program works, and what is expected of SCOOP PhD participants.

Reading list (subject to change)
1. Wittek, R. (2022). Social Resilience and Sustainable Cooperation. *Unpublished Manuscript*.

LEARNING OUTCOMES	1.1
After attending this workshop, participants are able to:	
1 describe and provide examples for three different situations in which cooperation and value creation decline independently of each other.	
2 apply the concepts of first and second order social resilience to examples.	
3 differentiate between four types of research problems.	
4 illustrate the structure of SCOOP Explanations and provide an example for a social mechanism explanation.	
5 summarize the SCOOP Analytical Framework and relate it to their own project.	

SCOOP Sustainable Cooperation I: Stability

Expert Contributors
Dr. Bas van Bavel, Dr. Martin van Hees & Dr. Rafael Wittek

Content
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 participants should be able to identify the aspects present in their PhD research projects that create instability or foster stability.

Format
Bas van Bavel presents a historical perspective on external shocks within a societal framework. Martin van Hees introduces a conceptual analysis of stability (constancy, robustness, resilience), and discusses its normative implications. Rafael Wittek presents an analysis of different types of decay, using a systematic approach to discuss spillover effects, feedback processes and external shocks.

During the training day, we will discuss student's reconstructions of (hypothetical) threats in their own projects, and jointly work towards an inventory of mechanisms (causal processes) related to each sustainability threat (or opportunity), eventually clustered per work package and challenges.

Reading list (subject to change)
1. van Bavel, B., Curtis, D. R., & Soens, T. (2018). Economic inequality and institutional adaptation in response to flood hazards: A historical analysis. *Ecology and Society,* 23(4).
2. van Bavel, B. (2020). Open societies before market economies: Historical analysis. *Socio-Economic Review,* 18(3), 795–815.

LEARNING OUTCOMES	**1.2**
After attending this workshop, participants are able to:	

1	identify and accurately describe different processes that may threaten or strengthen resilience at the level of individuals, groups, and societies.
2	describe at least one (hypothetical) example for each sustainability threat related to their own PhD research project.
3	provide one in-depth description of a causal process related to each sustainability threat.
4	demonstrate a working knowledge of how meso-level collectives (families, communities, organizations) play a role in stability.
5	differentiate between the disciplinary perspectives offered in this workshop.

SCOOP Sustainable Cooperation II: Ideals and Values

Expert Contributors
Dr. Martin van Hees & Dr. Rafael Wittek

Content
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.

Format
The day will begin with a lecture on ethics by Martin. This will be followed by some exercises provided by Martin.

The first exercise consists in a series of inference questions which are invalid because a normative premise is missing whereas the conclusion is normative. Participants should add the missing normative premise. This will allow participants to test their understanding of the is/ought gap and the difficulty of making norms explicit. After this individual exercise, participants will be tasked with case studies to which they are asked to apply the main approaches that Martin will outline, and the concept of value-creation, and to have them present their analysis per group (with response to it by one other group). The sessions in the morning are geared towards providing participants with a strong foundation on the value problem within the SCOOP conceptual model and how participants can gain from a philosophical perspective on norms and values.

In the afternoon, we will establish which values are at stake in each PhD student's research project. Participants will bring in their assignment and discuss how different disciplinary perspectives (philosophy and psychology) bolster their understanding of value in their research.

Reading list (subject to change)
1. Shafer-Landau, R. (2015). *The Fundamentals of Ethics*. New York: Oxford University Press. (Introduction, pp. 1-19).

LEARNING OUTCOMES	1.3
After attending this workshop, participants will be able to:	
1 distinguish between normative and descriptive approaches to norms and values.	
2 assess the relevant norms and values in one's research project.	
3 sketch the main outlines of two ethical approaches (deontology, consequentialism).	
4 show a working knowledge of basic ethical concepts in philosophy: right and wrong, norms and values.	

SCOOP Sustainable Cooperation III:
Institutional and Behavioural Explanations

Expert Contributors
Dr. Naomi Ellemers & Dr. Rafael Wittek

Content
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 two different psychological microfoundations of collective level phenomena based on, respectively, the dynamics of social identities and the shifting saliences of goal frames.

Format
The training day starts with a short participative inventory, facilitated by Rafael, of the different concepts that are used to refer to "cooperation" in different sub-fields of the social and behavioral sciences and humanities.

This is followed by an overview lecture of the Social Identity Approach by Naomi. After lunch, a plenary discussion and Q&A with Naomi allows to clarify and deepen questions related to social identity mechanisms.

The final part of the workshop consists of a short intervention by Rafael delineating the contours of Goal Framing Theory, followed by a reflection by the participants, in pairs, on the complementarities and differences of the two theoretical lenses. The course day concludes with a short plenary wrap-up.

Reading list (subject to change)

1. Ellemers, N., & De Gilder, D. (2020). Categorization and identity as motivational principles in intergroup relations. *Social Psychology: Handbook of Basic Principles* (pp 452-472). Third edition. P. Van Lange, E.T. Higgins, & A. Kruglanski (Eds.) New York: Guilford Press.

2. Ellemers, N. (2018). Morality and social identity. In: M. Van Zomeren & J. Dovidio (Eds.). *The Oxford Handbook of the Human Essence* (pp. 147-158). Oxford Library of Psychology, Oxford University Press.

3. Scheepers, D.T., & Ellemers, N. (2019). Social identity theory. In: K. Sassenberg & M. Vliek (Eds.). *Social psychology at work: Evidence based interventions from theory to practice* (129-143). New York: Springer.

4. Wittek, R. & Giardini, F. (2023). *Evolutionary Foundations of Reputation Based Cooperation. A Goal Framing Theory of Gossip*. Cambridge: Cambridge University Press (Chapters 1 and 3).

LEARNING OUTCOMES	1.4
After attending this workshop, participants are able to:	
1 display a working knowledge of key assumptions and explanatory mechanisms of two behavioral microfoundations of cooperation (Social Identity Theory and Goal Framing Theory).	
2 apply one of the approaches totheir PhD research projects and provide an illustrative hypothesis.	
3 break down the different analytical components of each approach and identify complementarity between them.	
4 differentiate between the disciplinary perspectives offered in this workshop.	

Transdisciplinary Diagnoses: Resilience in Work, Care and Inclusion

Expert Contributors
Dr. Tanja van der Lippe, Dr. Eva Jaspers & Thomas Martens, Msc

Content
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 participants engage more deeply with stakeholder engagement, given its transdisiciplinary focus.

Format
As input for this course day, participants will prepare a short list with the resilience problems their PhD project aims to tackle. There will be a combination of lectures and group activities throughout the workshop encouraging participants to explicate the societal relevance of their own project to formulate a proof of concept for it.

Reading list (subject to change):
1. Prasad, M. (2018). Problem-solving sociology. *Contemporary Sociology*, 47(4), 393-398.

LEARNING OUTCOMES	1.5

After attending this workshop, participants are able to:

1 identify the resilience problem related to care, work or inclusion, for their own PhD project.

2 understand the importance of societal relevance in scientific research.

3 present first thoughts of their Proof of Concept for their own PhD research projects.

4 develop their perspective taking skills when understanding stakeholders' resilience problems.

Crossing Disciplinary Boundaries: Conceptual, Methodological and Practical Issues

Expert Contributors
Dr. Jan-Willem Romeijn, Dr. Russell Spears & Dr. Andreas Flache

Content
During this course day, participants will engage with the challenges that may occur when undertaking research across disciplinary boundaries. Specifically, we ask participants to reflect on the combination of disciplines in their own projects, and what they may gain from such interdisciplinary research processes. We also use this opportunity to check in with participants to understand where they were experiencing challenges when engaging in their interdisciplinary research projects. Participants also gain from the experiences of SCOOP experts who have been conducting interdisciplinary research.

Format
The workshop consists of a combination of mini-lectures and group activities encouraging participants to address established challenges in conducting interdisciplinary research.

Reading list
n.a.

LEARNING OUTCOMES	1.6
After attending this workshop, participants will be able to:	
1 identify the problems that may arise in cross-disciplinary collaborations.	
2 creatively construct solutions to these problems based on an overview of different techniques discussed during workshop.	
3 give an example of interoperability problems in their own PhD research projects.	
4 obtain an overview over "best practices" for interdisciplinary research, and make concrete plans to foster an interdisciplinary approach in their own project.	
5 engage in disciplinary perspective taking (that is, seeking to understand different disciplinary perspectives) during their communication of their research projects.	

COURSE 2

SCOOP Analysis and Applications

Introduction

The second course, *SCOOP Analysis and Applications*, starts with the annual SCOOP Conference, during which a selection of projects are presented and discussed. This is followed by four course days. The course provides an analytical strategy to bridge the macro-micro divide in models of sustainable cooperation, and illustrates how this strategy can be applied to the transdisciplinary study of resilience problems in the policy domains of work, care, and inclusion. It starts with interactive sessions during the yearly SCOOP conference, when workgroups are formed to discuss the work of SCOOP PhD-candidates in their final year (workshop 7). This is followed by training days on social mechanism reasoning to bridge the macro-micro divide (workshop 8), and on the meso-level of organizations, communities and families (workshop 9). Workshop 10 consists of work package meetings, covering applications of this strategy to the domains of work, care, and inclusion, respectively. Participants are expected to attend at least one of these work package meetings on domain specific applications.

Learning outcomes:

After attending this course, participants are able to:
1. apply the SCOOP conceptual model as an analytical lens in their PhD research projects.
2. draw from multiple social mechanism reasonings to bridge the macromicro divide in their research.
3. disentangle different social mechanisms that are relevant for formulating research plans for their PhD projects.

Annual SCOOP Conference:
Project Progress

Expert contributors
SCOOP supervisors and other consortium members

Content
The annual SCOOP conference is an integral part of the Transdisciplinary Training Program. A core element of the conference is an interactive workshop during which the progress of the third and fourth year projects is discussed, and core elements for synthesis of the SCOOP program are distilled. This workshop serves two main purposes. First, it enables SCOOP PhD students to reflect on how their work contributes to the SCOOP program, to present their work to the SCOOP community and to receive feedback. Second, the workshop is designed to facilitate synthesis by collecting and reflecting on insights from the various subprojects.

The resulting inventory facilitates (1) getting an overview over which specific SCOOP problem(s) each PhD-project addresses, (2) discovering potential commonalities and patterns in findings so far, across work packages, challenges and disciplines, which can serve as a basis for working towards synthesis, and (3) identifying unanswered questions and steps for future research.

Format
PhD-students in their third or fourth year present for the full audience and have 20 minutes to outline the current state of affairs of their research, i.e. the overall research question, the theoretical approach(es), the most important results, contributions and implications (societally and theoretically) of the research in light of the SCOOP research agenda. The presentation is followed by a Q&A session. During the presentations, two PhD students in their first or second year take notes and subsequently prepare an informal "infographic" of the project.

After the presentations, we form workgroups (composed of fellow PhD students and SCOOP consortium members) around each of the presented projects. The purpose of the workgoup meetings is to further brainstorm on the project's contributions, both to the research field of the study, and to the SCOOP research agenda.

These subgroups will be as diverse as possible in terms of disciplinary background, work package, challenge, in order to explore if and how insights gained in separate projects might overlap between domains and disciplines, how insights gained relate to each other. The workgroup meetings start with the presentation of and joint reflection of the infographic, and subsequently discuss three questions: (1) What is the cooperation problem and what insights does the project generate related to resilient societies? (2) What is the theoretical contribution to the SCOOP model? (3) What can we learn regarding interventions

LEARNING OUTCOMES	2.1
After attending this conference, participants will be able to:	
1 identify core topics for the introduction and conclusion of their dissertation projects.	
2 succinctly summarize the core argumentation and findings of a PhD-project.	
3 explicate a project's contribution to the overarching SCOOP framework.	

Analytical Strategy I:
Bridging the Macro-Micro Divide

Expert contributors
Dr. Rafael Wittek & Dr. Martin van Hees

Content
Though research on cooperation has flourished during the past two decades, a major shortcoming of current explanations in the humanities and the social and behavioral sciences is that there is a disconnect and little co-creation between the different literatures. This holds in particular with regard to a gap between institutional approaches interested in macro-level societal processes and outcomes, and micro-level approaches adopting individual level behavioral theories to explain cooperation. Second, comparatively little attention has been paid to the question what makes cooperation sustainable. This is reflected in the analytical scope of the dominant frameworks applied in the science of cooperation, with most of them focusing on what gets cooperation going, but being ill-equipped to capture and theorize problems of cooperation decay.

This course day presents an analytical strategy to link the macro- and the micro-level. In this social mechanism approach, institutional context conditions are linked to behavioral level processes in three analytical steps, specifying, respectively, a situational, an action-generating, and an aggregation mechanism. Case examples will be used to illustrate this analytical strategy, and participants will apply it to their own projects.

Format
The training day consists of two interrelated parts. The first part provides an overview of the general problem of linking macro- and micro-levels, and describes one possible way to connect them: social mechanism explanations. Using illustrations from previous research, we will start with a lecture elaborating a step-by-step approach to develop a social mechanism explanation. This framework will then be used to discuss pre-workshop assignments. The second part of the training day focuses on the so-called aggregation problem as a particularly challenging element of social mechanism explanations, i.e. the step explaining how micro-level processes transform into meso-or macro-level collective phenomena.

Reading list (subject to change)

1. Hedström, P., & Udehn, L. (2009). Analytical sociology and theories of the middle range. P. 25-47 in *The Oxford Handbook of Analytical Sociology*, edited by P. Hedstrom & P. Bearman. Oxford: Oxford University Press.
2. Wittek, R., Morales, F. N., & Mühlau, P. (2014). Evil Tidings: Are Reorganizations more Successful if Employees are Informed Early? *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 66(1), 349-367.
3. Ylikoski, P. (2016). The Coleman Boat Explained. Youtube Video at https://www.youtube.com/watch?v=dGaz0xKG060.
4. Hirose, I. (2014). Moral Aggregation. Oxford: Oxford UP (pp. 3-14, 19-25).
5. List, C., and P. Pettit (2002). Aggregating Sets of Judgments: An Impossibility Result, *Economics and Philosophy*, 18, 89-96 (excerpt)

LEARNING OUTCOMES	2.2
After attending this course day, participants will be able to:	
1 describe and provide examples for all three steps of a social mechanism explanation.	
2 apply social mechanism reasoning and its constituting macro- and micro-elements to their own project.	

Analytical Strategy II:
The Meso Level: Organizations,
Communities, Families

Expert contributors
Dr. Rafael Wittek & Dr. Bas van Bavel

Content
This course day explores the question how the institutional context affects the sustainability of cooperation and value creation at the level of families, communities and organizations. Two types of institutional contexts are discussed. At the (macro) level of societies, scholars distinguish between the market, the state, and the association as overarching principles of coordination and allocation. Though Associative Orders played an important role in many Western European countries – and in particular in Austria and the Netherlnads – during the post-Second World War decades, its form, functioning and welfare effects are still little understood. At the (meso) level of organizations, groups, and families, a large variety of theories of governance has proposed an equally large variety of governance structures. In this discussion, the antecedents, functioning and consequences of so-called "new organizational forms" plays a prominent role. For example, whereas "traditional" bureaucracies rely on command and control, some new organizational forms put much more emphasis on "flat" governance structures emphasizing self-organization or reputation management in order to elicit intelligent effort from employees. Similarly, local communities experiment with participatory forms of citizen empowerment. A main assumption behind efforts to implement and study these "new" arrangements is that they are more effective and robust when it comes to create value.

During the second part of the training day, we discuss this assumption in more detail. More specifically, we examine the argument that any governance structure bears the seeds of its own decay.

Format
The training day starts with a lecture outlining the key elements of three macro-level allocation systems. This is followed by an interactive session during which illustrative examples and key contrasts between the three orders are elaborated in more detail. The afternoon session starts with a lecture on four meso-level governance mechanisms and the related

governance traps. Subsequently, four work groups are formed, each focusing on one of the four mechanisms, and apply it to a specific SCOOP project. Findings are reported back during a plenary session. We conclude with a discussion of the role of macro- and meso-level institutional arrangement for sustainable cooperation and value creation.

Reading list (subject to change)

1. Van Bavel, B. (2022). Coordination systems and government: a renewed attempt at categorization of ideal types. *Unpublished Manuscript*.
2. Wittek, R. (2022). Reputation Traps: Social Evaluation and Governance Failures. *Sociologica*, 16(2), 75-102.

LEARNING OUTCOMES	2.3
After attending this course day, participants are able to:	
1 describe and provide examples for three types of (macro level) institutions for societal coordination.	
2 describe and provide examples for four different types of (meso level) governance structures.	
3 reconstruct at least one mechanism explaining how a specific (meso-level) governance structure may trigger a vicious cycle of cooperation decay.	
4 identify the role of macro- and meso-level institutions for their own project.	

Applications:
Building a Joint Research Information Infrastructure

Expert contributors
Dr. Liesbet Heyse & Daniela Torres, MSc

Content
During this workshop, participants are introduced to SCOOP's online *Research Information Portal*. The portal is a shared data-infrastructure which aims to synthesize SCOOP's research to answer core research questions of the program. Additionally, it also presents SCOOP's research to the outside world, while fulfilling SCOOP's Open Science and Open Access mandate. It also archives information after the completion of PhD projects. For new PhD participants, it also aids to prevent overlap, and provides options to complement & build on ongoing research, plus room for potential collaborations.

Format
The workshop starts with a short introduction to the portal by Liesbet, followed by an explanation of the back-end portal by Daniela. During the afternoon, a working and Q&A session is held while participants start uploading their PhD projects' information into the portal.

Reading list
n.a.

LEARNING OUTCOMES	2.4
After this workshop, participants are able to:	
1 understand the technical side of the portal→ know how to handle back end of the portal, create and/or modify content of the projects and studies.	
2 understand the strategic side of the portal→ understand how to input high-quality information efficiently and accurately.	

Applications II:
Work Package Meetings: Care, Inclusion, Work, Synthesis

Expert contributors
Dr. Naomi Ellemers, Dr. Russell Spears, Dr. Martin van Hees & Dr. Tanja van der Lippe

Content
The SCOOP Program is organized into four workpackages (Care, Inclusion, Work Synthesis), though projects can be related to more than one work package. Each work package hosts several PhD- and Postdoc projects, which jointly contribute to the solution of the general research problems in the work package. Their members meet on an ad hoc basis. PhD candidates are expected to regularly participate in the meetings of their primary work package, but are welcome to join the meetings of any other work package. The main purpose of the meetings is to update each other about the progress in the different projects, to identify emerging joint insights, and to identify opportunities for further cooperation.

Format
The exact frequency and format is at the discretion of the WP leaders and therefore differs across work packages, but all of them are organized such as to facilitate participation, interaction, and joint learning. Participants usually provide structured update about their projects, in order to facilitate theoretical and empirical synthesis across the projects of the work package, as well as to identify open questions and emerging issues.

Reading list
To be announced per work package.

LEARNING OUTCOMES	2.5
After this workshop, participants are able to:	
1 identify the major research problems investigated in the context of their work package, and summarize the main current insights of related SCOOP projects.	
2 explicate their own current contribution to solving the research problems of the work package.	
3 identify open research questions in their work package.	

COURSE 3

Trandisciplinarity in Practice

Introduction

The main aim of the third course, Transdisciplinarity in Practice, is to familiarize participants with the challenges related not only to integrating knowledge of different disciplines, but also to translating them to practice right from the beginning. Transdisciplinarity therefore requires perspective taking, but also bridging the world of science and theory with the world of policy makers and other societal stakeholders. The course consists of three workshops. Workshop 10 introduces the core distinctions between mono-, multi-, inter- and transdisciplinarity. In Workshop 11, participants reflect on the opportunities and constraints related to transdisciplinary interventions, and practice to "think like a scientist, but act as a practioner". Finally, using social network research on the sustainability of energy communities, Workshop 12 illustrates the challenges inherent to translating theory to practice.

Learning outcomes:

After attending this course, participants are able to:

1. effectively communicate key ideas and insights to audiences with a diverse (disciplinary and practitioner) background
2. integrate non-academic knowledge into proposed projects without creating a hierarchy of knowledge
3. identify differences in priorities and focus of each field that they are combining, and establish points of overlaps and synergies
4. connect method and theory in applying a transdisciplinary approach to studying social issues.

Multi-,Inter- and Transdisciplinary Approaches in Various Research Settings

Expert contributors
Dr. Wike Been & Dr. Liesbet Heyse

Content
In this workshop participants will learn to reflect on how to theoretically integrate SCOOP's core disciplines and how to translate these disciplines into their own research projects. We will discuss the differences between multi-, inter-, and transdisciplinary research to learn about the various ways in which disciplines can come together in a meaningful way in research. In an interactive way students will get acquainted with the core of the theoretical lenses of each discipline in SCOOP and apply this to their own project. Participants will develop a concrete plan as to how to integrate disciplines in their project.

Format
The workshop fosters interactive learning and knowledge creation. The day starts with a presentation by Liesbet and Wike regarding the differences between multi-, inter- and transdisciplinary approaches followed by examples of how they can be realized in practice.

Reading list
1. Hoffmann, S., Pohl, C., & Hering, J. G. (2017). Methods and procedures of transdisciplinary knowledge integration: empirical insights from four thematic synthesis processes. Ecology and Society, 22(1).

LEARNING OUTCOMES	3.1
By the end of this day, participants will have:	
1 acquired knowledge about the differences and similarities regarding multi-, inter-, and transdisciplinary research and developed the ability to situate their own project within this context.	
2 acquired knowledge about the four disciplinary theoretical lenses central to SCOOP (Philosophy, Sociology, Social Psychology and Economic and Social History)	
3 acquired the ability to view their own project from these four disciplinary theoretical lenses.	

4	formulated ideas as to how to practically incorporate the other discipline(s) in their project, i.e. how 'to do' multi-, inter-, or transdisciplinary research).
5	formulated a clear plan for leveraging the acquired knowledge in their own projects (what, how - in a multi-, inter-, or transdisciplinary way - and why).

Transdisciplinary Interventions: Think Like a Scientist – Act Like a Practitioner

Expert contributors
Dr. Naomi Ellemers

Content
This workshop aims to provide a clear view into how to bridge the gap between science and practice. It gives participants insight into what do policy makers and practitioners seek from science – and how to manage these expectations, in addition to explaining the added value of scientific research for the problems they encounter. It also gives participants the tools necessary to balance confidence in their scientific analysis with uncertainty about specific outcomes. Finally, it also aims to instruct participants how to turn a practical question into a research opportunity, while combining approaches from different disciplines for scientific advancement.

Format
The workshop starts with a presentation by Naomi regarding how to bridge the gap between science and practice, and how to communicate about science with non-scientists. This is followed by a plenary discussion. During the afternoon session, Naomi starts with a short lecture regarding creating opportunities to do science in practice, followed by an individual reflection exercise where participants are asked to 1) propose an analysis and specify how the validity of this analysis might be tested in a practical context, and 2) propose an intervention and specify how the impact of this intervention might be tested in a practical context. The workshops ends with a plenary discussion, where participants present their individual reflection exercises.

Reading list (subject to change)
1. UNDG Theory of change (http://tinyurl.com/34xav6vv)
2. Writing an op-ed (http://tinyurl.com/3uapsjwv)
3. Check out the following websites for inspiration:
    a. https://sparq.stanford.edu/
    b. https://www.wiseinterventions.org/#Top
    c. https://www.bi.team/
    d. https://www.socialevraagstukken.nl/dossiers/scoop-reeks-duurzame-samenwerking/

LEARNING OUTCOMES	3.2

After this workshop, participants are able to:

1	bridge the gap between scientific and practical communication.
2	clearly define the added value of your academic analysis and research skills.
3	benefit from research opportunities in practice, to advance science.
4	apply insights from research to address issues in practice.

An Application of Network Theory : Stability and Diffusion of Norms & Behavior

Expert contributors
Dr. Jakob Dikstra

Content
This course day is about sociological theory concerning the role of social networks in the diffusion of new behavior, new ideas, or new technologies. The main application will be community energy initiatives in the North of the Netherlands. However, the theoretical topic of "diffusion on networks" might be applicable to participants' research project to various degrees.

Format
The workshop starts with a plenary discussion regarding the pre-workshop assignment and reading. Later, Jakob introduces network theory, followed by some practical exercises. During the afternoon session, Jakob gives a short lecture explaining how the theory of the stability and diffusion of social norms and behavior apply in a real-world context, such as energy initiatives. Finally, a plenary discussion gives participants the opportunity to reflect upon how network theory may be a tool they can/can't apply to their own PhD projects.

Reading list (subject to change)
1. Goedkoop, F., Dijkstra, J., & Flache, A. (2022). A social network perspective on involvement in community energy initiatives: The role of direct and extended social ties to initiators. *Energy Policy, 171*, 113260.

LEARNING OUTCOMES	3.3
After this workshop, participants will be able to:	
1 understand the basics of network theory, and how it can be a useful tool for their project.	
2 understand how the stability and diffusion of norms and behaviour apply are used in practice.	

COURSE 4

Life After SCOOP

Introduction

The aim of this module is to help participants envision and prepare for their next career step (within or outside academia). Focus is on showcasing their multiple skills and broad experiences, and building on the strengths of the SCOOP program and how they can develop these further in the next stage in their career. The course will help them engage with the question of what their ambitions are and offer practical steps towards realizing them.

Learning outcomes:

After this course, particpants will be able to:

1. write a professional CV for their dream job within or outside academia.
2. indicate two possible roles as a professional they should involve themselves in.
3. facilitate the transition between PhD life and their professional endeavors.

"Scooping" Your Next Job

Expert contributors
Dr. Naomi Ellemers

Content
This workshop focusses on having participants specify the characteristics of their ideal next job, and developing a strategy of moving in that direction. This includes jointly finding concrete examples of such jobs, vacancies, University settings or organisations where this might be possible, and considering who within the SCOOP consortium and its network connections might know more about this.

Format
The workshop starts with an introduction by Naomi regarding what to expect after finishing a PhD, followed by an interactive plenary discussion regarding how to deal with constructive criticism in the workplace, how to find the right career mentor, and understanding how choosing a career path shapes a transdisciplinary scholar within and outside academia.

Reading list
n.a.

LEARNING OUTCOMES	4.1
After this workshop participants:	
1 have more insight about the characteristics of their ideal new job, and start developing a strategy to move in that direction.	
2 know how and where to find concrete examples of job vacancies within University settings or organisations, and how to use SCOOP's network to facilitate their job search.	

Intervision

Expert contributors
Dr. Naomi Ellemers & SCOOP Alumni

Content
In this workshop, participants share joint experiences and learning points, develop a strategy for the next career step, and specify the next thing to do to realize this strategy. Participants select their SCOOP role model, and plan a conversation with them to test their strategy and ask remaining questions.

Format
This workshop is a "hands-on" interactive session in which participants review their CV 1:1 with Naomi, in addition to participating in plenary and small group discussions about career planning and strategy.

Reading list
n.a.

LEARNING OUTCOMES	4.2
After this workshop participants should:	
1 have a professional and/or academic CV ready.	
2 understand what they would like to do with their professional/ academic careers, and develop a strategy to reach their career goals.	
3 know how to find the right career mentor, and what to expect.	