



Course Offer:

**Global Project and Change
Management**

Spring Semester 2024-2025

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GLOBAL PROJECT AND CHANGE MANAGEMENT

Following Global Project and Change Management (GPCM) as an exchange student will allow you to follow a diverse range of integrated (theoretical) topics whilst also working on real-life projects. Your semester following the GPCM programme will teach you how to look at complex sustainability issues from many different disciplines by working on local and global issues from your future field of work. You will learn to approach issues from amongst others; an economic, technological, social, and environmental perspective. Throughout the semester you will be provided with knowledge, skills, and practical experience to grow as a change agent.

For the spring semester 2024-2025, GPCM is offering a two semesters, each with a variety of topics that aim at either a specialisation in creating change within the energy transition or the food transition. Both semesters are offered to regular GPCM students in the 2nd semester of the 1st year (energy) or the 2nd year (food) of their studies. Both semesters cover a vast array of topics, which are explained below, supplemented with a Living Lab concerning either the energy transition or the food transition.

The complete course covers 30 EC's, and is taught in English.

COURSE OFFER SPRING SEMESTER 2024-2025

OPTION 1: ENERGY TRANSITION

GPCM-S2-02V4 Development 30 EC	
Living Lab Energy	
Global challenges	Impact of solutions
Presenting skills	
Change management	Systems thinking
Qualitative research	
Business models	

Following the Global Project and Change Management programme as an exchange student in the spring of 2024/ 2025 means you will be taught in the following seven topics. Besides these topics you will also spend around 8 hours a week working on a real-life project in what we call a Living Lab around Energy. Together with the seven above mentioned “theoretical” topics, this minor prepares students to understand, analyse, and facilitate change within the field of (energy) transitions and sustainability.

Description of Topics:

- **Global Challenges** introduces students to current global challenges. We will dive into the global challenges we are facing and the deep systemic change needed from sustainable solutions. During the semester you will discover, uncover, and discuss the complexities of challenges from various aspects and view the interconnected relationships and divides the political, social, ecological aspects have created. It is by understanding these gaps and the complexities of global challenges that this topic will help you develop your global consciousness and contribute to your development as a sustainable oriented professional.
- **Impact of Solutions** deals with issues like climate change, environmental destruction and inequality exist in so many forms around the world. They can be advanced technologies or non-technical solutions using natural material and simple methods. This class explores all kinds of solutions through the lease of impact. We learn how to analyse, describe and even quantify impact on environmental, social and economic systems. In addition to exploring which solutions you are most interested in and how to get involved, you will learn how to identify low hanging fruits. I.e. activities with minimal investment and maximum impact: low input -> high impact.
- **Systems thinking** is a holistic approach that helps us understand complex challenges by looking at the overall system (the whole), its parts and how these parts relate and influence each other. The whole is seen as more than the sum of its parts because together new emergent properties come into existence. By understanding the whole and its parts, it is possible to cause sustainable change in a system. Focusing solely on the parts of a problem could lead to short-term benefits, and (unexpected) long-term costs. As the solution for one problem or aspect may actually cause another problem in another part of the system.
- **Qualitative Research** helps us question and deepen the understanding of the complex world around us and creates possibilities for the future. Being curious about the world drives us to identify problems, ask questions, challenge our assumptions and norms as well as generate creative ideas which can be translated into innovative solutions for sustainable development. As a future changemaker, good research skills are a must. In this course you are going to work on your qualitative research skills. Qualitative research focuses on understanding how people perceive and give meaning to the world around them. It is not about numerical (factual) information but investigates feelings, emotions, beliefs, assumptions, experiences. It is interpretative of nature and focusses on the social reality of people. Qualitative research methods include interviewing, (participant) observations, focus groups and document analysis (e.g. analysis of a diary). In this course we will focus on interviewing as these skills are also of use outside "formal" research projects, for example when working together on a project with people with different worldviews.
- **Business Models** provides an overview of and their innovation for sustainability. It covers the definition of business model innovation, different business model types, sustainability-driven business model design, building a culture of sustainability, implementing sustainable business practices, corporate sustainability, importance of transparency, and sustainability-oriented business models and value creation. The work forms for this course include class discussions, debates, exercises, and group projects. Students will gain an understanding of sustainability's importance in business, business model innovation's role in promoting sustainability, and develop critical thinking, communication, problem-solving, creativity, and teamwork skills. This course will prepares students to become leaders in sustainable business practices, create sustainable value for organizations, society, and the environment.

Description of the Living Lab: Energy

An important part of the 30 EC minor offered by Global Project and Change Management programme is a Living Lab. In the Living Lab students work together with external stakeholders on a wicked problem in the field of the energy transition.

The Living Lab is designed to give students practical experience, building on their theoretical knowledge, through collaboration with external organizations in a real life project. The Living Lab offered in the spring semester of 2024-2025 is focused on the theme of energy and the energy transition.

The HZ University of Applied Sciences, located in the Province of Zeeland, has strong ties to many organizations situated in the broader region of the Delta area. An area characterized by organizations who are pioneering in the fields of food, water, climate change, and the energy transition. Within the Living Lab, GPCM students can contribute to the most current challenges of these organizations.

The goals of the Living Lab:

- To experience what the energy transition means for organizations and get insight into enablers and blockers of the energy transition;
- To apply and practice theories and methods the students will learn in the topics Systems Thinking, Change Management, Qualitative Research;
- To gain experience in team work and project management.

OPTION 2: FOOD TRANSITION

GPCM-S4-04V4 Leadership 30 EC	
Living Lab Food	
Co-creation	Network-leadership
Project proposal	
Good governance	Law and policies
Quantitative research	
Ethics in innovation	Technology for social innovation
International economics	

Description of Topics:

- **Co creation** In this topic students learn to create change by using co-creation, a process of change making and problem solving by participatory and collaborative methods. They learn about and apply Action Research as the overarching method to work on co-creation and change. Four methods connected to Action Research (appreciative inquiry, photo voice method, solution focused coaching/groupwork and membercheck) are being studied and put to practice.
- **Network leadership** This topic explores what network leadership is and how students can apply their personal leadership competencies (as further developed in previous topics) for building and maintaining strong networks. Specific attention goes to online networking. Students learn about their online presence, defining their personal brand and building a sustainable (online) network.
- **Project proposal** The project proposal classes are connected to the living lab food and are there to help students create a proposal for a food related project. This topic aims at connecting knowledge and skills students have gained in previous topics (project management, change management, systems thinking, research skills, writing skills and presenting skills) and applying this in practice. Whereas in previous topics students were assigned to specific assignments, in this course they come up with their own ideas for change and translate these into a project plan.
- **Good governance** The topic good governance introduces the basic principles of governance. Students learn about different forms of governance and the changing role of governments in a global world. Students explore how 'good governance' contributes to sustainable development and what actors are involved in the processes of 'good governance'. Students also learn about informal governance structures and how these are used for social movements in various fields (e.g. climate-change, racism, migration)
- **Law and policies** In this topic the students get an introduction to the basic principles of law and policies. They study the various domains of law and their legality. Additionally, they dive into policies, policy making, and learn to analyze policies.
- **Quantitative research** In this topic students study the basics of quantitative research. They learn about different types of statistical concepts and calculations (e.g. descriptive statistics, normal distribution, p-values, power analysis, F-test, t-test). Students apply this knowledge directly by setting up and executing an experiment, analyzing the results and sharing their results in a written research report.
- **Ethics in innovation** For this topic students study different ethical theories among which virtue ethics, duty ethics, consequentialism and ethics of care. They discuss a number of philosophy of food subjects and learn how to identify values at stake in food transition.
- **Technology for social innovation** This topic is a comprehensive exploration of the relationship between technology and society, focusing on how technological innovations can be used to create positive social change. Students explore the historical, philosophical, and ethical dimensions of technology, as well as its potential to drive social innovation in a wide array of sectors/themes. They learn to critically evaluate the effectiveness of technological innovations, identify opportunities to use research outcomes and innovations, and integrate ethical considerations into the solutions that address wicked problems and/or the unintended effects of such technological solutions.
- **International economics** The purpose of this topic is to examine economic theories put forward by seven economists: Adam Smith, David Ricardo, Arthur Pigou, John Maynard Keynes, Milton Friedman, John Nash, Joan Robinson and Kate Raworth. Students discuss the application of these theories to the many questions currently facing 21st-century decision-makers. Different topics are addressed among which: comparative advantage and

international trade, negative externalities, government borrowing, liquidity in economic downturns, game theory business solutions, wage growth and the 21st century doughnut.

Description of the Living Lab: Food

An important part of the 30 EC minor offered by Global Project and Change Management programme is a Living Lab. In the Living Lab students work together with external stakeholders on a wicked problem in the field of the energy transition.

The course contains a living lab in the context of food, the main theme of the semester. Instead of working on a pre-arranged project, students in teams, set up their own project in order to create change in the field of food. Students must apply their networking skills to find stakeholders to work for and with for this project

The Living Lab is designed to give students practical experience, building on their theoretical knowledge. Instead of working on a pre-arranged project, students in teams, set up their own project in order to create change in the field of food. Students must apply their networking skills to find stakeholders to work for and with for this project. The Living Lab offered in the spring semester of 2024-2025 is focused on the theme of food (production) and the food transition.

The HZ University of Applied Sciences, located in the Province of Zeeland, has strong ties to many organizations situated in the broader region of the Delta area. An area characterized by organizations who are pioneering in the fields of water, climate change, and the energy transition. Within the Living Lab, GPCM students can contribute to the most current challenges of these organization.

More detailed information on our whole Global Project and Change Management programme can be found [here](#).

ADDITIONAL COURSE FOR EXCHANGE STUDENTS

CU34638 Dutch Culture & Language 2 ECTS

This class helps you to become knowledgeable in basic Dutch and introduces you to Dutch culture and history.

TIMELINE OF HZ UAS COURSES AND TESTS

Under Dutch law, every student is entitled to re-sit each test once per year. It is crucially important that you do not schedule your homeward travel home for before the re-sit opportunity. Test dates are usually finalized three to four weeks in advance. Test weeks however are already known now. The full year plan can be found [here](#).

- First classes: from Monday 03 February 2025

YOUR CONTACT PERSONS AT HZ



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