Course Offer:

Global Project and Change Management

Spring Semester 2025-2026

UNIVERSITY OF APPLIED SCIENCES

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 2025-2026

Following the Global Project and Change Management programme as an exchange student in the spring of 2025/ 2026 means that you can decide between the semester with the overarching theme of energy or the semester with the overarching theme on food.

Change Management in the field of energy is offered to fulltime Global Project and Change Management students in the second semester of the first year of their studies.

Project Management in the field of food is offered to fulltime Global Project and Change Management students in the second semester of the second year of their studies.

You will follow six diverse modules that will prepare students to understand, analyse, and facilitate change within the field of (energy) transitions and sustainability.

OPTION 1: CHANGE MANAGEMENT IN THE FIELD OF ENERGY

An important part of the 30 EC minor offered by the 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 2025-2026 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 modules;
- To gain experience in team work and project management.

Description of the modules:

Applied change management I
During the initial semester of the Applied Change Management I cluster, students will be introduced to the foundational knowledge and skills of Change Management within a real-world context. They will engage with theoretical concepts of change management, which they will apply in the Living Lab environment, specifically focusing on the energy sector. Furthermore, students will enhance their comprehension of systems thinking and change management theory. They will also expand their knowledge and research skills concerning trends and innovations in the energy field, while simultaneously developing their project management capabilities.

Climate, society and sustainable development II
In this second occurrence of the cluster of the Climate, Society, and Sustainable Development, students will build on their knowledge of the multifaceted global challenges confronting contemporary society. This cluster will dive into sustainable development and provide the students with the knowledge and skills to assess sustainable development. This includes various assessment methods and a deeper understanding of the Sustainable Development Goals formulated by the United Nations.

Research methods I
This cluster focusses on foundational research concepts, knowledge, and skills essential for conducting practice-oriented research. Students will be taught quantitative research methods and qualitative research methods, both needed to have a well-equipped and well-rounded understanding and abilities of research.

Sustainable business
In this cluster, students will expand upon their initial introduction to sustainable business practices. To facilitate this, they will acquire a comprehensive understanding of economic principles and the foundational aspects of the contemporary global economy. Students will investigate the emerging paradigm of the Purpose Economy, wherein societal and environmental impacts are integral to economic success. They will delve into the theoretical foundations and practical applications of purpose-driven business models, analyzing how organizations can create value beyond profit. Furthermore, students will be instructed in product design through the principles of design thinking. They will become proficient in prototyping and evaluating product lifecycles.

Cultural communication and behaviour
Students will acquire various leadership skills and theoretical knowledge to establish a foundation for becoming effective communicators who are culturally sensitive. They will develop a profound understanding of cultural awareness, nonviolent communication, and the dynamics of intercultural interactions within organizational contexts. They will develop behavioural skills that enable them to reflect on cultural sensitivities in and outside of the workplace and make decisions from an inclusivity perspective.

Personal and professional development II
This cluster is designed to equip students with the essential skills and knowledge required for personal growth

and professional success. It encompasses a broad range of topics aimed at fostering self-development, enhancing interpersonal skills, and developing professional competencies. Additionally, students will be given the opportunity to discover which of the global challenges we are facing, enlightens their passion for change making. This is done by organizing events to inspire others, whilst building a strong community of change makers. Or by attending events that inspire the students to enhance their network and broaden their perspectives

OPTION 2: CHANGE MANAGEMENT IN THE FIELD OF FOOD

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 member check) 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 2026

YOUR CONTACT PERSONS AT HZ

Ms. Josephine Pawsey
Lecturer Global Project and Change Management
j.pawsey@hz.nl

Ms. Evelien Clemminck
Incoming exchange coordinator
evelien.clemminck@hz.nl
Office L1.06 Vlissingen: Monday, Tuesday and Thursday