Project Report

CHANGE5 🟧

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Project Management for Success
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May 17th, Zwolle

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Introduction

In this document the general process of the Honours DNA project will be described. There is room for reflection, looking back and giving advice on how to continue this project after it is handed over to the client. As a tool for the reflection, dashboards and issue logs have been included and made use of.

Project Background

Tineke Kingma is to be identified as the project's client and therefore a major stakeholder. The organisation she is part of is Windesheim Honours College, which includes the project teams' study programme: Global Project and Change Management, but also all other Honours programmes existent in Zwolle and Almere.

After outlining the importance of the client's role in the honour's society, it is understandable that she was recently facing multiple requests of honours students and alumni, asking for supporting advice on how to better profile their characteristics in the job market. Therefore, the project's purpose was to solve the question of whether an Honours DNA exists and if the case, how to use it when entering the labour market. Responding to the clients needs of decreasing the incoming requests of honours students not knowing their shared characteristics, the project aimed at spreading its results of honours characteristics at an organised festival in June. This was done with the help of a video, based on interviews with topic related participants. These included lecturers, alumni who graduated less than 2 years ago, honours students, regular students, and companies. Furthermore, the challenge of honours characteristic uncertainty was tackled by providing a LinkedIn forum, enabling students and alumni to exchange their information on the honours topic.

Overall, the project therefore outlined three stakeholders that benefited from the results. These identified as the project's client Tineke Kingma, honours students and recent alumni. Whereas the project's focus remained on the three mentioned stakeholders, other benefiting parties could have included students who are looking for a multidisciplinary challenge, often in addition to their studies, but are unsure about joining an honours degree. Moreover, the project additionally involved administrators of communication with students at Windesheim or Almere: Marike and Jacqueline, and a minor stakeholder responsible for handing the available budget: Lineke Stobbe. To get a feeling of proportions, the project's stakeholders identified as honours students include 80 Dutch spoken and 2 English spoken bachelor's degree programmes, 13 AD programmes and 5 masters located on 2 campuses (Almere and Zwolle).

Executive Summary

This project was focused on the Honours DNA, meant to find out if there is such a thing as Honours DNA and how honours graduates can use it to promote themselves to future employees. To reach this goal, a video and a forum were created.

Currently, most honours students do not know how to profile themselves. This is an issue that affects all honours students, so it was vital to create an aid to help them.

The client was Tineke Kingma. Tineke works for Windesheim Honours College as the Programme Manager of the Honours Programmes, the client works for both Global Project and Change Management and for other Dutch-taught honours programmes.

The ten minute video consists of thirteen interviews with relevant people: lecturers, companies, regular and honours students. They were interviewed, and snippets of these conversations were put in the video. As a second source of information, a survey was sent out to honours students of both GPCM and HP. Both sources measured how honours students identify with the honours characteristics as researched by the client.

Next to the video, a forum was launched, namely a LinkedIn group. The forum will give the project a more interactive side. The decision to go with LinkedIn was based on the fact that this is a social media platform a lot of people already use. Therefore, the threshold to participate should be lower. Furthermore, Windesheim as an organisation is moving away from using Meta platforms, and the project should adhere to the Windesheim brand. The forum aims to engage both current students and alumni in active discussions and for people to share their experiences on the labour market. It could also be the perfect place where students could ask questions and look for experts for their projects, in return alumni could look around for people interested in focus groups. The forum will be a great place for networking. The main language of the forum will be English, but when the group managers post something, the text could be included in both English and Dutch.

The deliverables will be presented twice. Originally, the deliverables were only supposed to be launched at the festival meant to celebrate Windesheim Honours College. This festival will take place on June 11th, 2022. According to the client, the festival will only take place if it can be done in person, there will be no online alternative. This is where the video has another advantage, if the festival gets cancelled due to new COVID-measures, the video can still be spread amongst the original attendees. Another bonus is that a video is timeless, it can be used for many years to come.

On top of the festival, the video will also be presented on the 17th of May for the ambassadors for the Honours Programmes, lecturers and students from GPCM . The reason for this is that the festival will take place after the semester is finished. In order to round off our project alongside the rest of our fellow students, there was no other possibility than presenting the video and forum before the festival. The forum is included at the end of the video, so the attendees can immediately participate.

Project Scope

The deliverables of this project are a video and a forum. Both will be first presented at the festival on June 11th. There will be an extra presentation on May 17th, where feedback from stakeholders, client and students can be received and later applied. The video was shown to the client about three weeks before the festival. Any necessary changes could be made without the added stress for time. In the video, relevant people, such as lecturers and companies, explained their views on Honours DNA and gave advice on how students can sell their Honours DNA. Brief research was done to aid the creation of the video.

Inclusions
- **Deliverables**
- **Video**:

For the video, several things have been done. These are explained in more detail in the Work Breakdown Structure (Appendix 1). However, the main parts were interviewing the people relevant to the video, sending out the survey and putting it all together into one coherent video.
- **Forum**:

The forum is a Linkedin group. The group "Honours Forum" includes a group description. Advertising the forum will be done by announcing it on the different social media channels Windesheim Honours College has in use. It is also mentioned in the final video with a QR code. The scope of the Forum changed. The original idea was to launch the Forum on Facebook. However, after having spoken with Marike, we discovered that Windesheim is moving away from Meta Platforms. This is why the decision was made to move along with the Windesheim brand, and launch a LinkedIn group instead.

- **Research**
- **Survey**:

The survey was done together with Team Green. We decided to do this as both teams were asking the same question, and the second survey will get far fewer responses. An advantage of this is that the work was divided among both teams. The main job of the survey was to create the questionnaire and analyse the results.
- **Literature review:**

For the video, some research was necessary to guide the creation. The client had already researched this topic and created a list of characteristics that each honours student should have. This research is called 'The honours learning environment of Windesheim University of Applied Sciences'. The research consisted of reviewing these findings to see if they resemble the feelings of honours students.

Exclusions
- **Research**

- It was vital that the research was not too extensive. Doing extensive research would take a lot of time and take attention away from the main deliverable. Therefore, it was mostly limited to the honours characteristics described by the client's research.
- It was essential not to make it appear as if the client's research needs to be proven or disproven. This is not the objective of the research. It is only meant as a method of identifying gaps.

- **Forum**

- The Linkedin Forum only includes current honours students, lecturers and alumni, including those that graduated longer than two years ago. Future honour students will not be part of it.

Communication and Stakeholder Management

The major stakeholder was the client; Tineke Kingma. The agreement was made to have meetings once a month and send bi-weekly email updates. The aim of these meetings was to update Tineke on the progress of the project and to be able to ask questions or clarifications, if necessary. Mirthe was responsible for all client communication. The biggest part of this was to send out the minutes of the meetings, schedule new meetings and answer the client's emails. Mirthe was also the contact person the client approached in the case of any questions.

In the stages of execution, interviewee communication was conducted via email or LinkedIn. In order to distribute the workload, each team member was responsible for different interviewee communication. If organised interviews - which either took place at the interviewees home or at the X-building of Windesheim were not able to be attended by the interviewee contact person, the team would communicate in person or online via Whatsapp or Microsoft teams. Nicoletta was in charge of communication with Wanda, to arrange everything for the festival.

Major Stakeholder	Notes
Tineke Kingma	Tineke was our client and thereby a major stakeholder.
Honour Students	Honours students were struggling to profile themselves. With the help of the video, they were hopefully able to do so.
Recent Alumni (< 2 years)	They might have had a hard time 'selling' the honours degree part of the programme. If they did a master's degree, they were now in the process of finding a job. That was where we can help them.
Team Green	Team Green was a stakeholder because the team decided to work together for the survey. This puts them in the position that they benefited from the work Chanage5 did. The same goes the other way. Therefore, it was important that both teams hold up their end of the bargain.
Wanda Verstappen	She is responsible for the organisation of the festival. Since we are going to present our deliverables at the festival, it was important to keep close communication with her to be sure that everything was arranged properly.

This is an overview of the stakeholders for Change5, briefly explaining why they are stakeholders. Tineke Kingma represents the Windesheim Honours College, therefore the decision was made to not include both as a combined stakeholder. The table helps keep a clear overview of the stakeholders. The stakeholders were reviewed periodically, making sure it was still up to date and there were no stakeholders left out of the mix.

In [Appendix 4](#), the Stakeholder Matrix has been included. This table helped identify what stakeholders were most important and what influence they have had on the project. As can be seen, Tineke was our only stakeholder with high power and high interest. This was because Tineke was the client and gave the green light to go ahead with the project. The project had to fit the clients needs. For high interest and low power, the honours students and recent alumni were included. They had no power in the project, they could not make decisions, but they did have interest in it. The deliverables were focussed on them as these were tools to help them navigate the labour market.

The decision to put Team Green between high and low power was because it was an agreement that both parties' benefited from. Luckily, both sides held up their end of the bargain, resulting in neither team suffering. Moreover, Wanda Verstappen, is also a stakeholder with medium power and high interest as she is a relevant member organising the honours festival. Further reflection can be found later in the [General Reflection](#).

Budget

The costs and budget needed to complete the project tasks were mainly for video editing and travelling. The expenses will be inserted in an Excel document, this can be found in [Appendix 5](#), specifying what and how much. This way, it can later be approved by the client.

After analysing the Gantt Chart, Change5 has estimated that the hours needed for this project are 380 hours. The following approximation was stated based on these times:
- One monthly client meeting, usually 60 minutes each (6 hours).
- Three hours of Introduction of Project Management (95 hours total).
- Two hours of Project Management for Success (80 hours total)
- Two weekly team meetings of 1 hour and 30 minutes each. (70 hours)
- Travel time. (3 hours)
- Thirteen interviews (3 hours each, 39 hours total)
- 15 hours to spend on the video's editing
- Finally, some extra hours were included for additional tasks.

The project team has worked both semesters with two or one weekly meeting depending on the elements that needed to be done and having one meeting every four weeks with the client to keep the client updated and discuss questions. With this procedure followed, Change5 met the deadlines in the specific timeframe. However, some exceptions are explained in the project dashboards.

Video editing: With all the research, interviews, surveys, and information gained, a video was made. A professional video editor from Windesheim was contacted, Patrick van Kleeff, who agreed to do our video. As he works for Windesheim, the editing of the video was done without any payment. However, adding subtitles to the video was needed. Therefore, Amberscript, an online tool which converts audio to text, will be used, and the estimated budget is €20 per minute of the video. It is estimated that the cost of adding subtitles will be €300; however, this is an estimate, and it can change depending on the final length of the video and preferences.

Travelling: The team might travel to interview the different interviewees that will be reached out to for our research. The estimated cost is €100 (€20 for each member); however, that was not necessary as most of the interviews were at Windesheim. Just one member had to pay travel costs to Almere which ended up being a total of €32 euros.

Relevance and Application

When looking at the project's application of final deliveries, high relevance was identified in a local context. This local environment included the project's stakeholders identified above. Hundreds of students who graduated with an honours certificate from either Zwolle or Almere, were now able to recognise characteristics they and other honours students had in common. This meant that there was less confusion on how alumni had to profile their honours degree in the labour market and less

requests of how to do so. Advice on what made honours students special was not only derived from the video, but additionally from the advertised honours LinkedIn forum. The forum represents the opportunity to actively participate and ask further questions on the honours topic, using a new network of the entire Windesheim Honours College community. Moreover, the video is timeless. People who were not present at the festival on which the final results were presented, would be able to revisit the video by contacting the people in charge.

Even though the project seemed to only be applicable in the local context, this turned out to not be the case. Honours programmes became a common feature of higher education systems all around the world. Despite differing application or graduation processes in other countries, the project's results may have helped honours students globally as many characteristics overlapped. In addition, honours programmes are known to attract international students due to many seeking the extra challenge, aiming at higher education, and wanting to make a change in the world. Therefore, the project's outcome could have helped universities better advertise honours programmes to international students and consequently increase the international scale of students attending.

General Reflection

Risks and Issues

When planning the project, the project team came up with several risks that were likely to occur during the execution phase of the project. By analysing these risks, the team prepared possible responses to reduce their probability and/or impact. Looking back on the process some of these risks became issues. The team also encountered problems that were not previously taken into consideration. These were then analysed and by working in a flexible way, creative solutions were found. In the following text, the team will reflect on some of the major issues that came up and how they were handled.

An important risk was the risk of having quality problems with the video footage. Even though the team was working on minimising this risk by testing the equipment before starting to record the interview, some sound issues were detected while editing the video. Sometimes the microphone created a high-pitched noise in the background, which decreased the quality of the video footage immensely. To manage this issue the team had to choose the parts of the interview where the quality was acceptable and by adding background music to the final video the sound quality was reaching the set quality standards. These solutions minimised the risks impact.

Another risk that was taken into consideration before starting to implement the project plan was the risk of not getting enough responses from organisations to interview. This was actually the case, because many of the organisations were very busy and not willing to punt in the time for an interview with Change5. As a solution the team chose to interview an alumnus that founded his own company to give us the perspective of an employer during the interview. This issue was also discussed with the client and this solution was agreed on mutually.

In January the video editor that the team was planning to collaborate with, communicated that he will not be available to edit the video for the team. This change was endangering the entire project's success. However, after communicating with multiple people the team decided to work together with the editor from the Windesheim media centre. This proved to be beneficial in several aspects. Firstly, the editor is employed by Windesheim, which means that the team does not have to pay him and hereby save the money from the available budget. Another benefit was that the editor already had access to the specific Windesheim transitions, which made the editing process faster and gave the team more time to conduct interviews.

Another factor that endangered the scope and success of the project was the fact that one of the team members decided to leave the study programme in the beginning of January. This impacted the planning of the project immensely since the project was ambitious with five team members and became even more challenging with four team members. As a solution the team limited the scope by reducing the amount of interviews. By working in this way the team managed to deliver the final video on time.

Time Management

Change5 paid special attention to time management throughout the project. Every team member was expected to attend the meetings prepared and on time. This behaviour was kept throughout the project. Special attention and preparation was given to meetings with external stakeholders. These meetings were prepared in detail so that they could run efficiently and achieve their objective.

Deadlines and Schedule

The team had several deadlines throughout the project. These quickly changed during the execution phase. In January the team noticed that they were behind schedule due to inactivity during the holidays. As soon as this was discovered the team worked hard to get back on schedule. However, the schedule also changed when the team switched video editors. Originally the date to preview the product with the client was planned for the 26th of April. This was postponed and the meeting took place on the 12th of May instead. This change in date also influenced all other deadlines that the team had set themselves. The team took deadlines very seriously and these were always reached. However, the video selection and pre-editing process took longer than expected and the team did not make the deadline on the agreed day. The video clips were sent to the editor two days later. This did not create a delay in the schedule since the team planned with a lot of slack.

Meeting Management

The team had fixed team meetings on Tuesdays before class. These were usually used to discuss topics that were important for the upcoming week. These meetings were usually kept on a time limit of one hour and could last up to two hours. If the team noticed that there are further topics to discuss a second meeting was scheduled. In the first semester, the team decided to work on meeting efficiency by time boxing the meetings to an hour. As the team was executing the project plan, more topics came up that needed to be discussed, updated and decided on. This led to longer and more frequent meetings, which were not as efficient as in the first semester. However, the team improved a lot in terms of task division. In the first semester the team tended to use meeting time to work on tasks together whereas in the second semester the team really implemented task division and only used the meetings to update the other members on their progress or make decisions as a group. For meetings with stakeholders every team member was present as these topics often concerned the entire team of Change5. During such meetings the team would take meeting minutes and send them directly to the stakeholder after the meeting.

Dashboards

A dashboard was made to follow the project progress monthly regarding stakeholder involvement, project schedule, project budget, project scope, resource availability, anticipated quality and team performance.
These key performance indicators allowed us to see what was done wrong each month and what needed improvement. Moreover, two more dashboards, deadlines and management of risks were included. The 'Deadline dashboard' has three important deadlines included: 12th of May, the preview of the video to the client, the 17th of May, the presentation to stakeholders, the client and GPCM students and finally, the 11th of June when the video is going to be presented in the Honours festival. Finally, the dashboard management of risks, in which we keep track of how we managed the risks each month.

The project dashboards can be found in (Appendix 2) in which explanations on the evaluation can be found in the Issue log.

Problem solving

When encountering problems with planning and executing the project, the team followed the 4P's for problem-solving. For instance, we started analysing the situation carefully to learn more about the problem (prep) and brainstorm alternative solutions (plan) with the team. Then, with the multiple solutions, the team selected the one that would give us the best outcomes (perform). Finally, the team checked to see if the end goal had fulfilled the problem. If not, the team went back, reviewed, and reworked the solution (perfect). Following the 4P's from problem-solving allowed the team to develop a suitable solution for the problems and provide a simple, clear strategy for tackling them, enabling the project's success and the client's satisfaction.

Issue Log

Date	Issue	Description of problem	Involved	Solution approach
September	Internal team communication	The team struggled with respectful communication within the team.	Entire team	We planned team bonding activities and paid more attention to letting each other talk and responding in respectful ways.
November	Creating a schedule	The festival moved from the 23rd of April to the 11th of June.	Entire team + client	The festival was moved due to fear of the festival not happening because of Covid constrictions. This changed the scope of the project slightly, because we now had to find an earlier opportunity to present.
January	Delay in schedule	Team is behind schedule	Entire team	Work on catching up with the workload
January	Video editor not available	After talking and planning with the editor he informs us that he is not available during that time.	Entire team	Find another editor that is available, able and willing to edit the video.
January	Team member left Change5	One team member decided to quit the programme, which affected the team's planning.	Entire team	Reduce scope by reducing the amount of interviews.
April	Little stakeholder involvement	The team was very busy when executing the project and did not keep the client updated, which led to problems in the stakeholder communication.	Entire team + client	Address the problems in the client meeting, make an agreement on how to keep the client more in the loop and stick to it.
April	Behind schedule	The team was behind schedule when interviewing the participants which led the team to not make the deadline of sending the interview clips to the editor.	Entire team + video editor	Putting in extra time and effort to reduce any delays.
April	Insufficient sound quality	Some of the interviews have audio problems.	Entire team	Find the parts of the interviews where the audio is acceptable.
May	No subtitles	The editor informed the team that he is not able to make the needed subtitles of the video.	Entire team	Find an external editor that can generate subtitles. (Amberscript)

Respectful behaviour

The relationship between the team members and the client was based on respect—the same way in the team. In between the team members, the team could share any information or ideas without a concern that it would be dismissed or mocked. The team members supported one another in a way that made our team more effective, encouraged participation, gave positive feedback, showed honesty. Although the team encountered some problems when sharing ideas in the first semester, as a member felt left aside, it was talked through, and the team considered this drawback in future meetings, which enabled the team's development.

Coordination and Collaboration

Coordination and collaboration was good, however what the team could have done differently was appointing one person to be in charge. They would have been the person in charge of coordinating all the tasks and team members. This is also something that could have switched between members of the group. At the same time, this is also something that worked for the team. Sometimes better than others, but in general it worked. Same goes for collaboration. The team worked together pretty well most times. When we noticed issues, we tried to address them, also taking Marike's workshop on constructive feedback into account. We also noticed towards the end we were well tuned together, we knew each other's capabilities and powers, but also where we should help and support each other. This was a really nice thing to notice. During the first semester, the team struggled with task division and the dividing of roles. Especially the task division is something that improved massively during the second semester. Meetings were no longer doing tasks together, but updates in what had been done. Another thing the team could have done differently is having a coordination platform like Trello or Asana. Change5 mostly used Whatsapp, and sometimes Teams, this made it confusing and if there was a discussion, team members needed to be online, or they would miss the entire thing. In next projects, team members would use platforms like that, also to make it easier to find certain documents. The last thing that could have been different is that there could have been more consistency in taking team meeting minutes. The team took minutes during (important) meetings in the first semester, but this practice was abandoned during the second semester. Sometimes, short notes were exchanged on Whatsapp, but it would have been better to keep up the practice of taking minutes consistently.

Adaptation to Changes

The team has adapted to change quite well. An example of this is the decision of Jelle to leave the programme. This meant that the team was down one valuable team member. In close communication with the client about it, she advised the team to lower the number of interviews, the amount of interviews decreased from 17 to 13, and to really look at what we needed to have versus what was nice to have. Another change we had to adapt to was the change of scope of the 17th of May. The team had prepared it as a dry run for the final presentation on the 11th of June, whereas the client saw it as an opportunity to receive feedback from the stakeholders. The team decided to change the scope to the feedback evening, because it was one of the first times the stakeholders could offer feedback and input.

Communication, reporting and the use of feedback

Reporting to the client, Tineke Kingma, was agreed to take place during bi-weekly updates. Looking back at the project team's performance in the first semester, the reporting cycle was mainly kept to by sending updating emails, in addition to meeting face to face the majority of the time. The specific agenda of each meeting was sent a few days in advance via email as well. However, this process of keeping the client constantly in the loop and up to date, changed during the project's execution in April. Change5 was getting into contact, scheduling and interviewing project relevant participants. During these steps of execution, the team did not bump into any severe problems concerning scope nor schedule. Overall, the project was running smoothly, but the client was kept in the dark about the project's current situation. That was when the entire team learned an important lesson. No matter how a project seems to run, it is always important to keep close ties to the client and report frequently. Since then, the client's feedback was incorporated and further communication improved immensely until the project's closure. Overall, one can say that the project definitely also benefited from personal

contact. Interview, team meetings, most client meetings and honours festival meetings were done face to face. This greatly increased work efficiency, but also better project networking, expectation management and feedback adjustment on both sides.

Conclusion

All in all, the team looks back on a very successful project. There have been a lot of learning opportunities, for example the client communication struggles in April, the adaptation to a team member leaving the group at the beginning of the second semester, or the implementation of task division. These opportunities are something the team will apply in our projects in the following years.

Appendices

### Appendix 1. Work breakdown structure
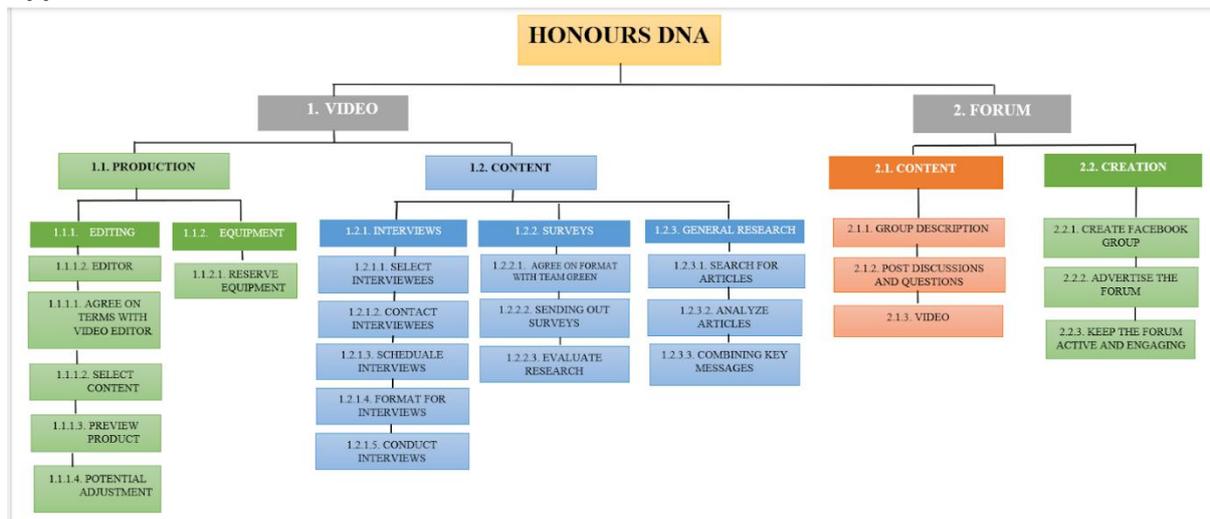
Appendix 2. Project Dashboards

Key Performance Indicators	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Overall Project Performance										
Stakeholder involvement										
Project Schedule										
Project Budget										
Project Scope										
Resource Availability										
Anticipated Quality										
Team performance										

Deadline	Date	Progress
Preview the product to the client	12th of May	
Presentation for GPCM students	17th of May	
Festival	11th of June	

	Management of risks
Oct	
Nov	
Dec	
Jan	
Feb	
March	
April	
May	
June	
July	

Appendix 3. Visual
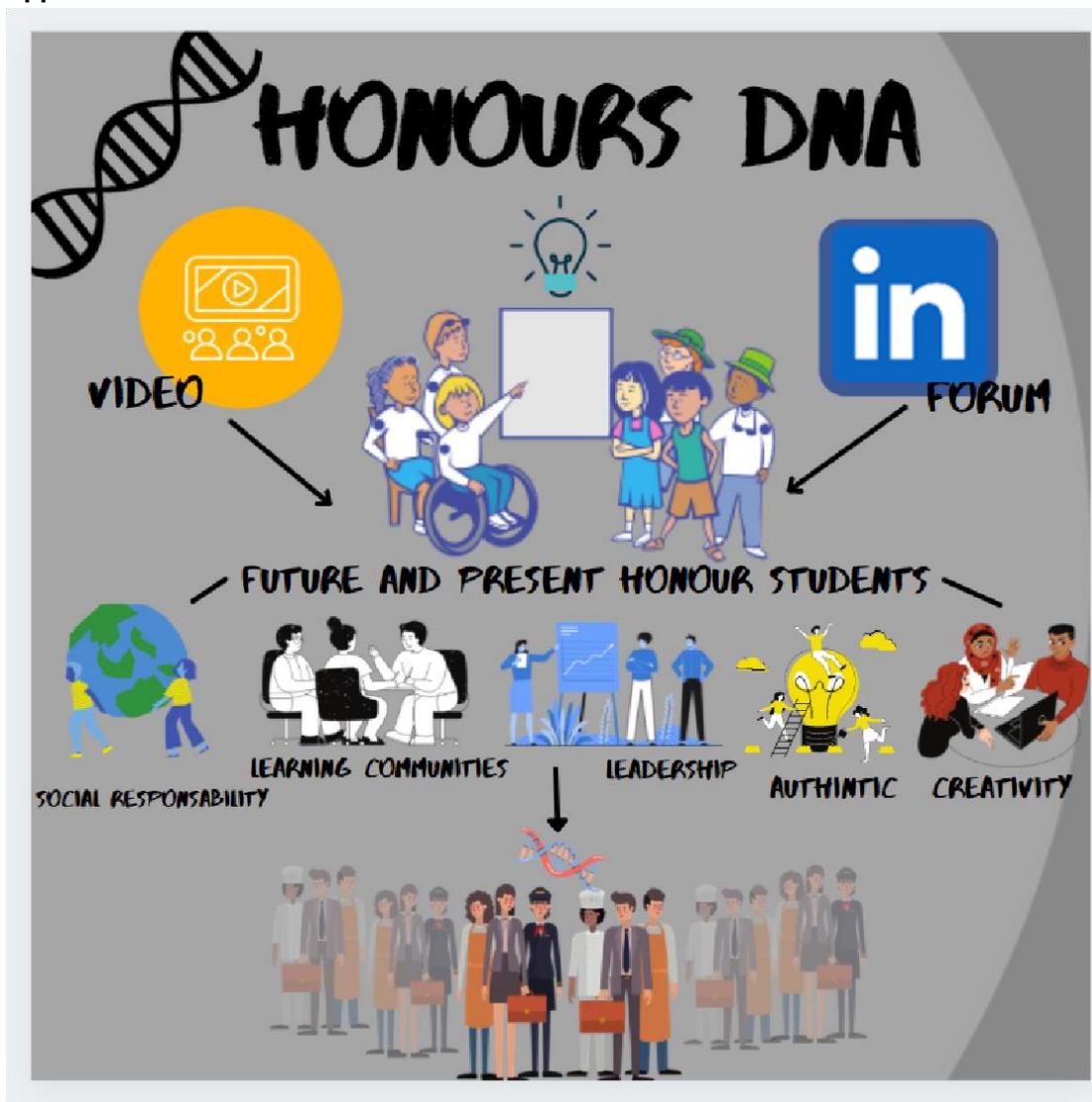
Appendix 4. Stakeholder Matrix
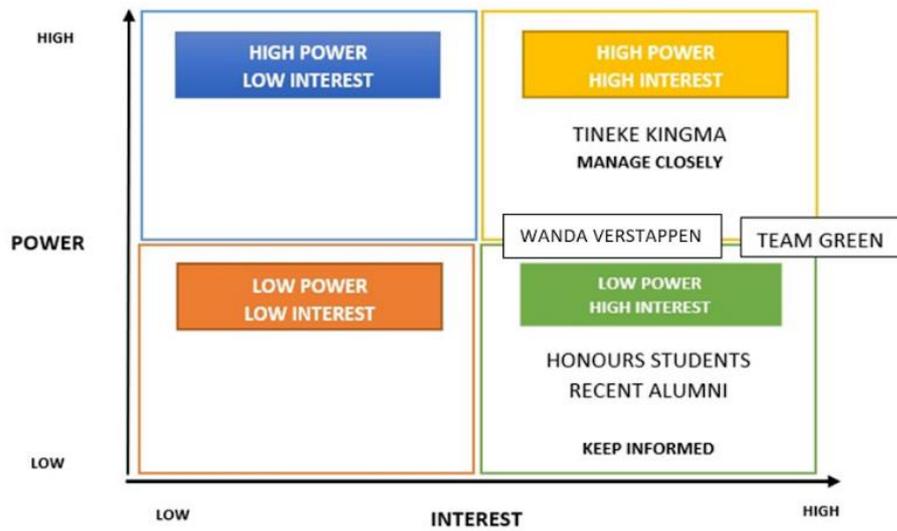
Appendix 5. Budget

BUDGET CHANGE5	INFO	TOTAL	
Travel costs	Travel costs of one member to do an interview in Almere	€	32,00
Video subtitles	Amberscript. Estimated cost: €30 per minute. The video is +-10 min long.	€	300,00
		€	332,00

*Estimate

References

Kingma, T., Dommerholt, K., & Rijsdijk, L. (2017). The honours learning environment of Windesheim University of Applied Sciences. *Journal of the European Honors Council*, *1*(2), 1–13. https://jehc.eu/index.php/jehc/article/view/19