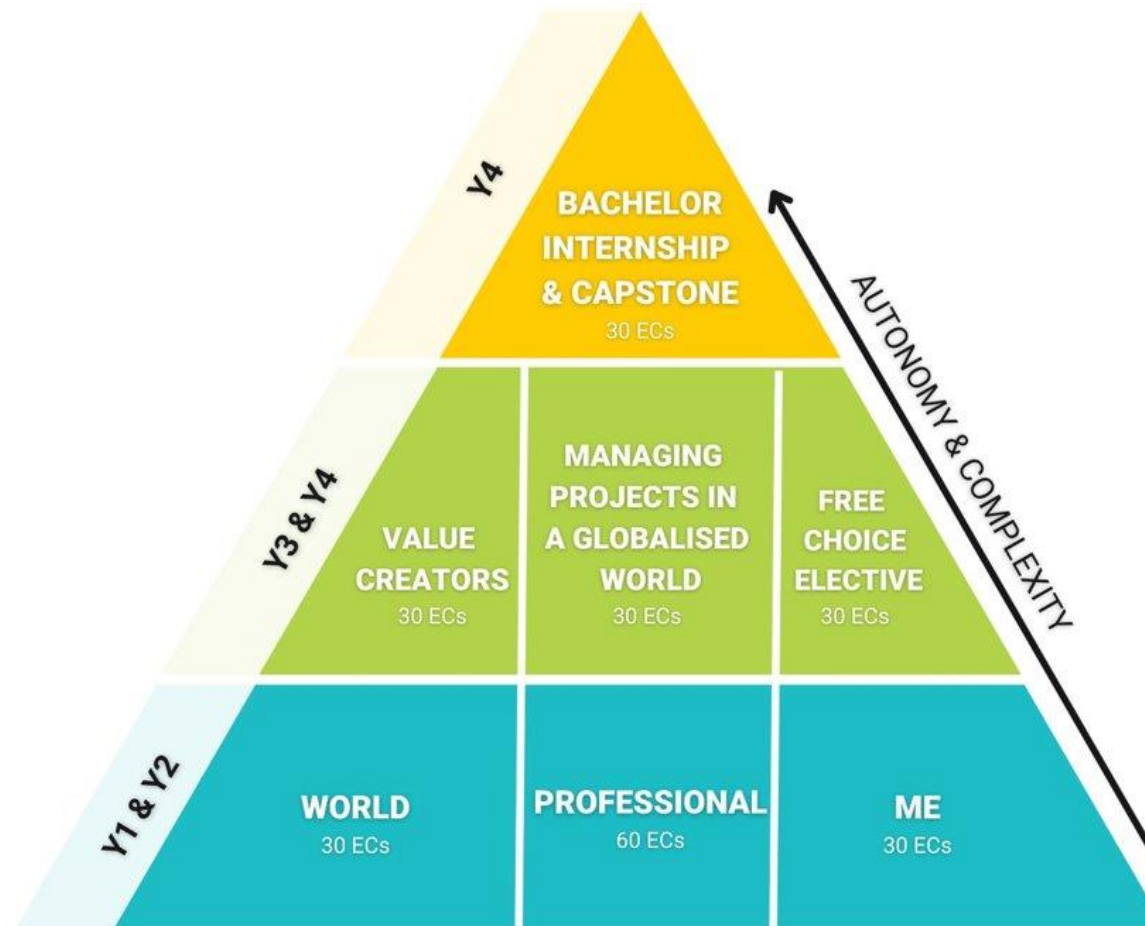



## GLOBAL PROJECT AND CHANGE MANAGEMENT,

Windesheim Honours College, BBA degree study programme




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<i>Year/ Semester</i>	<i>Learning Unit Name</i>	<i>Modules and Learning Outcomes</i>		
1 / 1	<b>The Disciplined and World-Oriented Project Manager [30 EC]</b>  	<b>Global Challenges – Understanding the World and the Human Condition [10 EC]</b> <p>I recognise that we (humans) construct our world based on different theories and worldviews, and that this leads to different perspectives on globalisation as well as on how globalisation impacts our lives. I explain how these diverse perspectives and knowledge systems influence the way we humans create mental models, and how these mental models lead to different political views and ideologies.</p> <p>I demonstrate how our political views and ideologies influence the way we organise and structure our cities, societies, economies, businesses, and organisations.</p> <p>I formulate sound research questions and apply research skills to contextualise and critically analyse knowledge about a socio-economic challenge. I substantiate my ideas and claims and correctly reference the work of others.</p>	<b>Glocal Project Manager [15 EC]</b> <p>I situate my project in the context of global sustainability challenges. I ascertain and apply appropriate tools and methods to coordinate all the elements of the project. I initiate, plan, execute, monitor, control, and close projects.</p> <p>I discern the extent of information needed and access that information efficiently and effectively. I critically evaluate sources and their content, and synthesise relevant information, including best practices from other contexts, to illustrate my arguments and counterarguments. The goals and plan of my project are thus grounded in sound research.</p> <p>I demonstrate effective use of written, verbal, and non-verbal communication to communicate with diverse stakeholders about the project.</p>	<b>Me in the World [5 EC]</b> <p>I review my values in relation to sustainability and reflect on how these values influence me and help me grow at a personal and professional level.</p> <p>I present my ideas in a professional and creative way, using good argumentation when I speak and write.</p> <p>I reflect both, in-action, and on-action, and provide constructive feedback to myself and to others.</p> <p>I appraise my qualities, strengths, and interests, in relation to sustainable development. I use this appraisal to develop a personal mission statement and choose activities for personal growth. I reflect on and share my personal growth in our learning community.</p>
		In this module you develop knowledge, skills, and qualities in: World Systems, modernity, dependency, and post-modernity theory The history of globalisation and socio-economic, cultural and political perspectives and theories on globalisation Sustainability, sustainable development, and the SDG agenda Critical thinking skills Complexity awareness Connectedness Perspective skills Sense-making Academic writing skills Research skill	In this module you develop knowledge, skills, and qualities in: Project management theories and methodologies Critical thinking skills Communication skills Co-creation skills Mobilization skills Information literacy Research skills Writing skills Creativity Perseverance	In this module you develop knowledge, skills, and qualities in: Resiliency Giving and receiving feedback Self-awareness Inner compass Openness and Learning mindset. Connectedness Courage

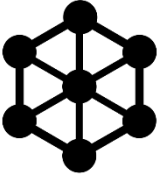
# GLOBAL PROJECT AND CHANGE MANAGEMENT,

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Year/ Semester	Learning Unit Name	Modules and Learning Outcomes		
1/2	<p><b>The Ethical and Impactful Project Manager [30 EC]</b></p> 	<p><b>Global Challenges – Understanding Societies and Organisations [10 EC]</b></p> <p>I compare and discuss the workings of socio-ecological systems, and how they influence the way we structure and govern our societies and organisations, and how we do business. This means that I examine the workings of power and power-relations and assess the implications for: diverse groups of people; planetary boundaries; and for geopolitical interactions, at various levels (local, national, international).</p> <p>I appraise culture as a social construction. This encompasses the social behaviour and norms found in different human societies. I show how culture influences human interactions in projects and organisations.</p> <p>I apply this knowledge of cultural influences to identify where changes can be introduced; to work on sustainable development; and to facilitate diversity, inclusion, and equal opportunities for all.</p> <p>I use written and spoken formats, including visuals, to convey my understanding of societies and organisations and to persuade my audience of the changes I propose.</p>	<p><b>Project Manager for Impact [15 EC]</b></p> <p>I use creative thinking skills and resourcefulness to search for information, build knowledge, make connections, and to apply suitable tools needed for experimentation and growth in my role as global project manager.</p> <p>I effectively implement and manage all aspects of a real-life project including scope, time, costs, and quality. In collaboration with my team and stakeholders I thus ensure that the needs for which the project was undertaken are satisfied.</p> <p>I communicate clearly and professionally about the various stages of my project. This entails organising and presenting effective messages adapted to specific audiences.</p> <p>I set-up, execute, and present a simple, mixed-method project evaluation. I evaluate the project in terms of its implementation as well as its contribution to sustainable development at a local or regional level.</p> <p>I independently execute a small research project on a sustainability-related topic of my choice and present my research in a concise research report.</p>	<p><b>Me in the Profession [5 EC]</b></p> <p>I take ownership for my learning journey and cooperate constructively with others.</p> <p>I explore and explain different perspectives, and I place myself on the cultural-competency-continuum. I explain how sustainability relates to my personal life and how my actions have an impact on sustainability. Based on this explanation, and on my personal mission statement, I create my own sustainable development agenda, which encompasses the SDGs. As part of this agenda, I implement relevant actions to foster sustainability in my professional and personal life.</p> <p>I design my learning journey to meet my goals. I develop clear indicators to monitor my personal and professional growth. I reflect on and share my growth with our learning community.</p>
		<p>In this module you develop knowledge, skills and qualities in:</p> <ul style="list-style-type: none"> <li>Systems thinking</li> <li>Economics</li> <li>Organisational Behaviour</li> <li>International (Business) Relations</li> <li>Culture, identity, and intersectionality</li> <li>Critical thinking</li> <li>Appreciation</li> <li>Inclusive Mindset and Intercultural Competence</li> <li>Communication skills</li> <li>Creativity</li> <li>Optimism</li> </ul>	<p>In this module you develop knowledge, skills and qualities in:</p> <ul style="list-style-type: none"> <li>Project management theories and methodologies</li> <li>Financial literacy</li> <li>Co-creation skills</li> <li>Integrity and Authenticity</li> <li>Creativity</li> <li>Perseverance</li> <li>Mobilization skills</li> <li>Communication skills</li> <li>Information literacy</li> <li>Research skills</li> <li>Academic writing skills</li> </ul>	<p>In this module you develop knowledge, skills and qualities in:</p> <ul style="list-style-type: none"> <li>Openness and learning mindset</li> <li>Inner Compass</li> <li>Self-Awareness</li> <li>Appreciation/presence</li> <li>Inclusive Mindset and Intercultural Competence</li> <li>Humility</li> <li>Perspective skills</li> </ul>


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<i>Year/ Semester</i>	<i>Learning Unit Name</i>	<i>Modules and learning outcomes</i>		
2 / 1	<p><b>The systemic and emphatic change agent [30 EC]</b></p> 	<p><b>The Global Change Agent navigating through chaos [5 EC]</b></p> <p>I bring a futures thinking capacity applying relevant tools to anticipate and explore a variety of plausible alternative futures as a basis for more robust futures-aware planning. I analyse how economic, cultural, social, ecological systems grow, adapt, and evolve and hence give rise to the collective behaviour. I examine how a system interacts with other systems, which leads to complex nature of the global challenges we face as humanity. This analysis enables me to map the complex nature of an emergent issue/global challenge.</p> <p>I am aware of the role and impact of technology and digital transformation in the dynamics of complex systems. I translate big data to make sense of complex systems and synthesize them in a coherent analysis.</p>	<p><b>Change Agent in complex contexts and transition [15 EC]</b></p> <p>I manage my time and work efficiently as part of multiple projects and teams. I listen closely to the needs of diverse stakeholders, aiming for interdisciplinary approaches which can integrate all their voices into my work. I take individual differences and ethical concerns into consideration in the decision-making process and design of actions.</p> <p>I apply future thinking tools, backcasting and forecasting to provide my client with the best advice and route for change, anticipating uncertain conditions and unforeseen circumstances.</p> <p>I design, in collaboration with my team members, an innovative and future oriented value proposition in the context of the transition to emerging sustainable economic models. I leverage best practices and translate them into meaningful recommendations.</p>	<p><b>Me and the dimensions of empathy [10 EC]</b></p> <p>I play an active role in my learning community and society by proposing, advising and starting processes of sustainable development change. I organise and participate actively in feedback and feedforward sessions of growth with fellow students, student counsellors, lecturers and mentors from my community. I find mentorship around me and contribute to the mentorship of others, always with empathy and purpose. Through this process of interaction and reflection, I test my assumptions, beliefs, values and privileges. I start seeing and sensing the things I need to let go to engage in personal transformation. I identify when I use my voice of fear, my voice of judgement and my voice of cynicism, and I find ways to control these voices in different situations</p>

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<i>Year/ Semester</i>	<i>Learning Unit Name</i>	<i>Modules and learning outcomes</i>		
2 / 2	<p><b>The transformative and compassionate change agent [30 EC]</b></p> 	<p><b>The Conscious Change Agent: leading transformation from the emergent future [5 EC]</b></p> <p>I apply Theory U philosophy to build my capacity to lead transformative change in processes. I practice the capacity for deep listening, precise observation and generative dialogue and I employ these to create and propose innovations that generate wellbeing in society. I demonstrate my understanding of social and behavioural change as a process and as a product through different knowledge systems. I integrate storytelling and rhetorical techniques to successfully implement processes of change and inspire and facilitate others to take action.</p>	<p><b>Change Agent for transformation [15 EC]</b></p> <p>I develop a strategy for implementation taking into consideration uncertainties and ambiguities. I identify and use technological tools to support the implementation of change processes as well as support others in implementing change in their organisations. I develop clear targets and indicators that serve me, my team and my stakeholders to evaluate change and impact. I foster change by using diverse efficient and effective communication tools to engage all the stakeholders involved. In my writing and communication, I take inclusivity into consideration, and I bring cross-cultural competences into my narrative.</p>	<p><b>Me and the level of compassion [10 EC]</b></p> <p>I realize that the world has been, is, and will be changing over time, which changes the conditions for people of different places and generations. I utilize appropriate leadership and/or negotiating processes and skills to fit the current challenge I am working with. By recognizing the implications of my actions in the systems I am part of, I span boundaries and challenge the status quo when appropriate, always leading with compassion and purpose. I develop my own evaluation compass that helps me to continuously question my assumptions, my beliefs and values, and act accordingly in my personal, professional and community life. I embrace these insights using my creativity and I can draw a roadmap of who I want to become in the coming years and what steps of learning and action I need to take.</p>

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YEAR 3 AND 4
<p><b>The Reflective and Collaborative Global Project Manager (MPGW semester) 30 ECs</b></p> <p>I engage in and facilitate collaborative team processes, and broader processes of co-creation with multiple stakeholders in an unfamiliar environment. I explore the problem or issue presented by a stakeholder with curiosity and appreciation for (cultural) context, applying relevant research tools and using a multi-disciplinary approach. Through a process of relationship and trust building and ongoing communication, I – in consultation with peers - define and deliver concrete project outcomes that are relevant to the needs of the stakeholder and significant in their impact. Balancing orientation to process and results, I apply tools and mechanisms for effective project management, team accountability, monitoring &amp; evaluation. I identify personal development goals related to leadership and self-mastery. I pro-actively navigate my own growth with increasing self-awareness, while supporting other team members in their learning process as well.</p>
<p><b>The Value Creator and Change Agent (Value Creators semester) 30 ECs</b></p> <p>I navigate complexity, uncertainty, and ambiguity by using a systemic approach to a complex question and to explore the areas where social value can be co-created. I feel comfortable in interdisciplinary settings and can take on distinct roles in a team and engage and co-create with different professional networks. Demonstrating strong competences in personal leadership, I organise my own time and use part of the semester to design my own learning paths that can be self-assessed through self-reflection. I understand and apply elements of Theory U (deep data) and Theory of Change (indicators and monitoring) in the process of co-creating social value.</p>
<p><b>The Autonomous Global Project Manager and Change Maker (Electives) 30 ECs</b></p> <p>I determine and articulate areas for broadening and deepening knowledge and competency, based on personal purpose, needs and preferences. I explore (available) opportunities and apply consultation in the process of decision making. I take responsibility for my own learning trajectory and engage in the trajectory that is set out with self-directedness and self-efficacy. I adapt to changing circumstances and can integrate in a diverse social context. I build and rely on support structures/networks. In situations of uncertainty, adversity or setbacks, I discern and seize opportunities for growth and development as a whole person.</p>
<p><b>The Versatile Project and Change Manager (BA level) 30 ECs</b></p> <p>I conduct research with full autonomy, meeting the standards of applied scientific practice. The research assignment delivered has a high cross-organisational character and it is supported by different stakeholders. I can translate the findings into an academic or professional final product. I approach the final internship as a project, independently and effectively organizing, planning, and managing all the tasks and deliverables required from the academia and the organisation. I appraise prior work with a critical perspective and evaluates professional and personal identity through reflection on experiences and application of contextual knowledge obtained during his/her study GPCM. I translate my learning journey and own transformation as global citizens into a powerful visual representation.</p>