

A transdisciplinary experience in the context of the Minor Managing Projects in a Globalised World of the Windesheim Honours College

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Outline of the presentation

- Introduction
- Objective - methodology
- Results
- Conclusions



Introduction

Main characteristics MPGW

- Team internship to **practice project management and research skills** in an organisational and **cross-cultural context**, to gain new insights and skills in **leadership** and to critically reflect on the leadership style.
- 8 weeks in the Netherlands, project & supporting training/workshops.
- 8 weeks almost full time on project in the organisation (abroad or in the Netherlands)
- 3 weeks closing; final deliverables, joint appraisals and presentations



Introduction

Three main parts

1. Advanced Project Management (team)

The client can be from the Netherlands or from abroad. The project involves advanced project management approaches & (applied) research to deal with uncertainty, change, complexity.

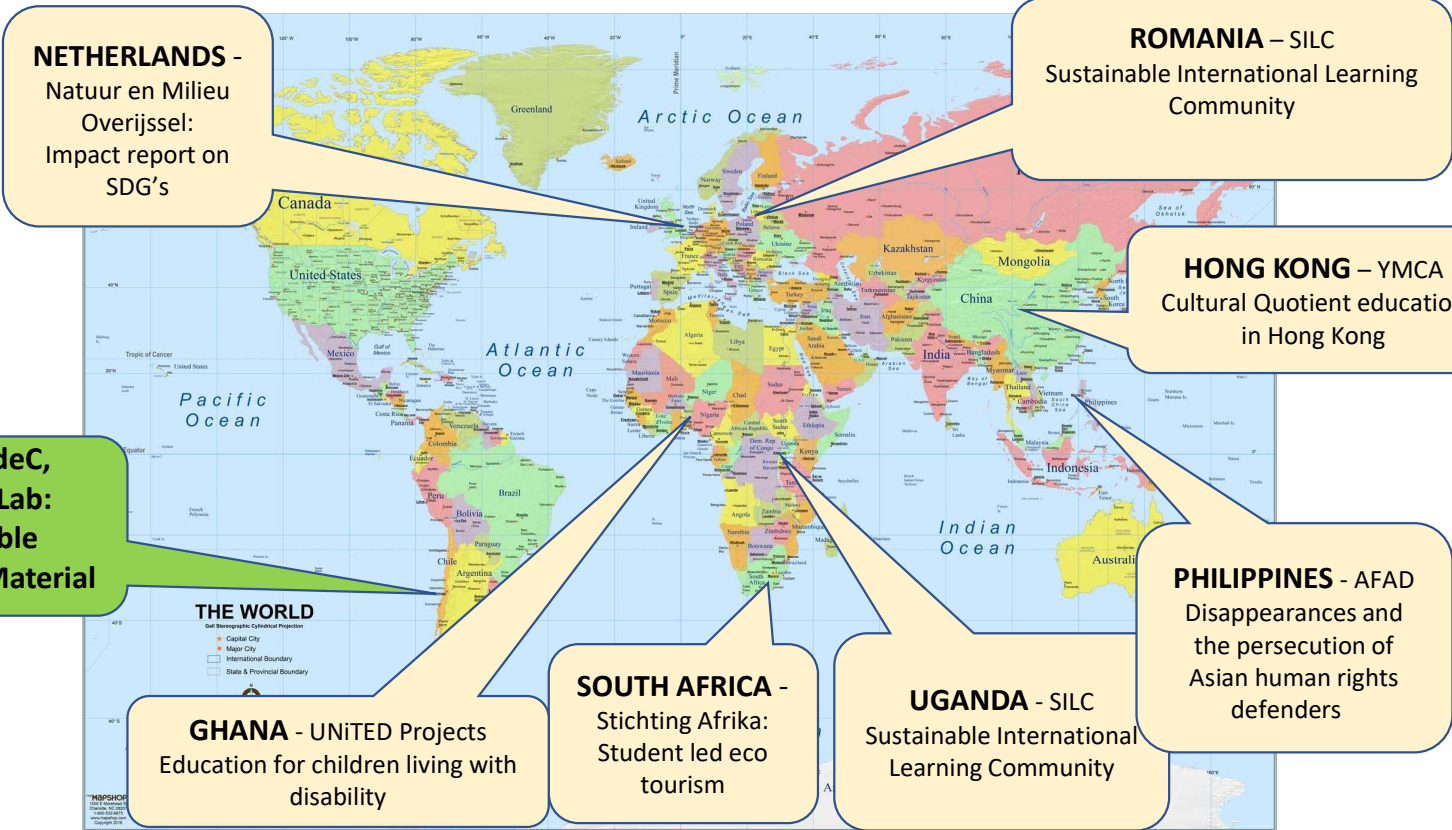
2. Research: Plan, Design, and Methodology (individual)

Every student will develop a research plan, execute the research, and present the results focused on a specific issue of the project. The findings will support the professional product of the team.

3. Leadership and Team Development (team)

Students receive leadership training, personal coaching and peer group counselling.

Introduction



Objective

To share the strategic design characteristics of the minor and the results obtained in a real experience developed in Chile.

Methodology

A qualitative approach was applied using the focus group technique.

The focus group included 5 MPGW students and was led by an Educational Psychologist.

The responses were analyzed using thematic analysis technique to identify converging subjects (most frequent emerging categories).

Results: perceived benefits of the experience

PROVIDES TOOLS TO BE A BETTER PROJECT MANNAGER IN OTHER CULTURES:

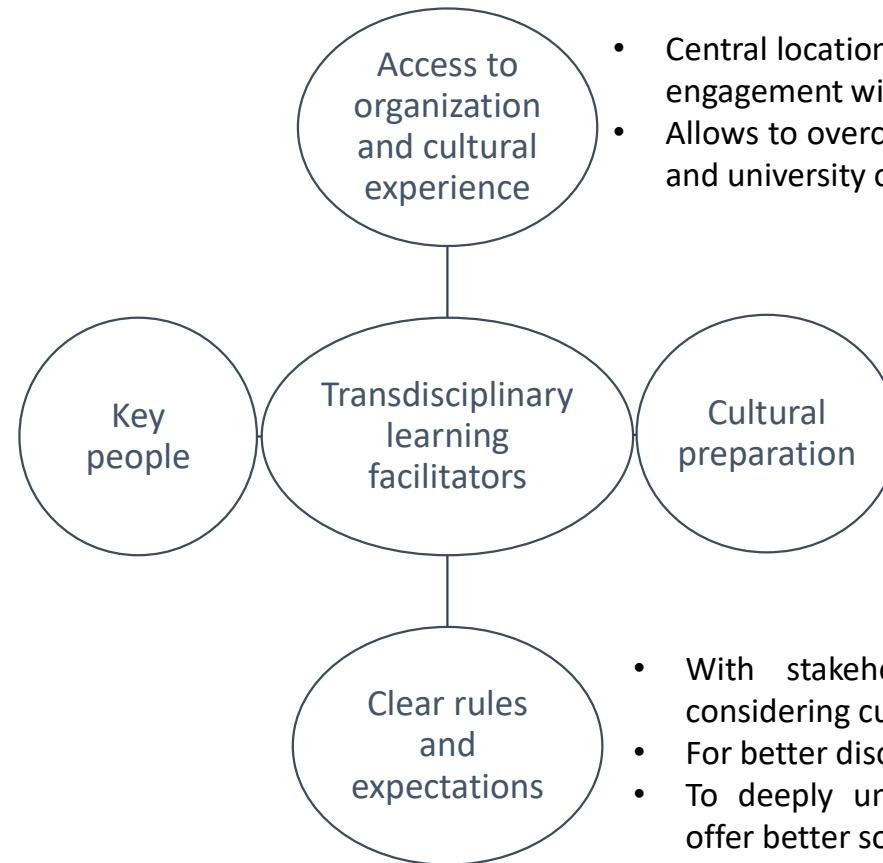
- Improves awareness and sensitivity towards culture, people, and interactions.
- Differences in culture become clear and allows to behave in a better way. E.g., Dutch culture is more formal than Chilean: contact on WhatsApp instead of email), different ways of greeting, differences in signing emails/ greeting the person addressed (in the Netherlands: Surname, in Chile: Forename).
- Increases flexibility to different/ intercultural working conditions.
- Language opportunity (being able to speak)

REAL EXPERIENCE (LEARN BY DOING) DRIVES LEARNING SKILLS HARD TO GET IN A REGULAR FORMAT:

- Real life situations require commitment and initiative.
- Opportunity to learn from the experiences of an existing network.
- "Real life project" requires learning about processes.
- Overcoming (language) barriers contributes to the inter and transdisciplinary work

Results: transdisciplinary learning facilitators

- Client: Providing contacts, help, etc.
- Contacts pre-arriving: engineering students, researchers and the network.
- To connect with people/peers active in the field (engineers, students, companies, etc.)

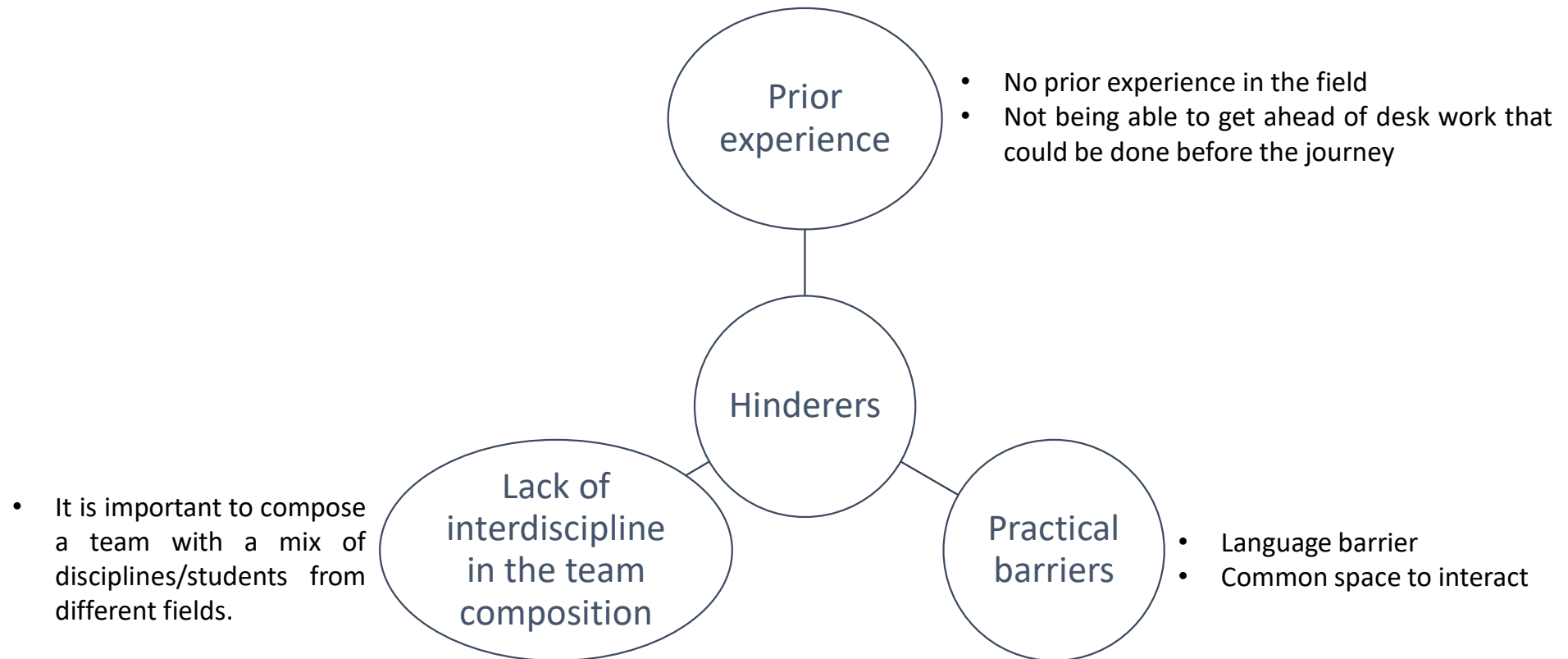


- Central location provide more opportunities to real engagement with the network and culture.
- Allows to overcome barriers (walking distance, city and university orientation, etc.).

To be prepared on cultural differences related with work and interpersonal relationships allows to make better use of the experience.

- With stakeholders to get mutual understanding considering cultural differences.
- For better disciplinary contributions.
- To deeply understand stakeholders perspective and offer better solutions.

Results: transdisciplinary project hinderers



Results: key facilitators of co-creation process

TEAM ATTITUDES		
Intrinsic motivation	Open work perspective	Building relationships
<ul style="list-style-type: none"> • Initiative/ proactiveness of the team • Showing interest in the topic • Initiative from the learners to be involved 	<ul style="list-style-type: none"> • Considering different perspectives & approaches (gathering diverse insights from people of different educational/ professional background) • Without co-creation work would be biased, missing information, not fulfilling the client's needs. • Being open to the experience and to work out of the comfort zone 	<ul style="list-style-type: none"> • Actively involving stakeholders to improve experience. • How does every actor benefit from co-creation? • Take time and put effort into your network & contacts /relationships. • Snowball-effect to expand the network.

Conclusions

- The results highlight the importance of a coherent designed experience
- The projects facilitate the transdisciplinary experience of undergraduate students
- The program facilitates co-creation and learning across the boundaries of disciplines, cultures and sectors
- There are possibilities of improvement related with the interdisciplinary composition of the team



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For more information please visit:

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