

COMPONENT DESCRIPTION- ELP1

PROGRAMME

3-Year Enterprising Leadership Programme

COMPONENT

Enterprising Leadership 1 – Practice review and evaluation

SEMESTER

Semester 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”

DOMAIN

Enterprising Leadership Practice

DESCRIPTION

The ELP 1 – 6 components all have a similar build up, though each have specific focuses depending on the previous component in the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component. An overall introduction will follow in this section and won't be repeated under ELP 2 - 6; only the specific focus for the ELP component will be presented.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout the semester, and an opportunity for the student to review and evaluate progress with their Team Leaders, peers on the team and with external partners. The ELP components serve as a map and compass to help the students to orient themselves in the education and take responsibility and initiative in their learning. Frameworks are introduced and integrated into the students practice regarding the three dimensions of the ELP: Developing Abilities, Cultivating Character, and honing A Sense of Direction. The ELP review and evaluation is meant to provide a consistent and iterative framework, where the students can return to the same themes and review the progress, during each semester. The evaluation occurs on individual, group and team/organisation-wide levels.

As a central part of the programme, each student is exposed to different challenges and work on a number of assignments and projects, either by their own making, or provided by the school. As such, each student will develop a portfolio of projects, which reflect the experiences gained, the methodologies, abilities and attitudes acquired, as well as the network created, during the course of their education. The portfolio, therefore, provides a strong testament of what the students are able to do and have to offer to future clients and employers. The creation and maintenance of the portfolio is an integrated part of the ELP.

ELP 1 focus: The component provides an introduction to central theories surrounding leadership and organisations. Personal leadership is addressed and the students learn models and techniques for developing their own abilities and attitudes.

DURATION

6 weeks

ECTS

10

PREREQUISITES

Project Design 1

LEARNING OUTCOMES

Developing a Practice

The student should start to gain an ability to form, maintain and develop a practice, including:

- The ability to reflect and inquiry into ones learning
- The ability to reflect and inquire around the themes
- The ability to set out challenges, goals and follow through to reach them
- The ability to form a personal reading list of compendium

Cultivate Abilities

The student should start to build up the capacity to intentionally cultivate the specific abilities: imagination, action, sense making, collaboration, communication, and learning, which includes:

- The capacity to connect assignments to the cultivation of relevant abilities
- The capacity to identify strengths and weaknesses within each of the abilities and develop approaches to practices to strengthening them
- The capacity to reflect on their abilities and relate it to their unique abilities and practice.

Cultivate Character

The student should start to build up the capacity to intentionally cultivate their character as an Enterprising Leader, which include:

- The capacity to identify the salient attitudes that are called for in a situation and act upon them
- The capacity to identify strengths and weaknesses within their character and develop approaches and practices to strengthening them
- The capacity to reflect on their character and relate it to their unique abilities and practice.

Sense of Direction

The student should start to build up the capacity to intentionally sense their direction, including:

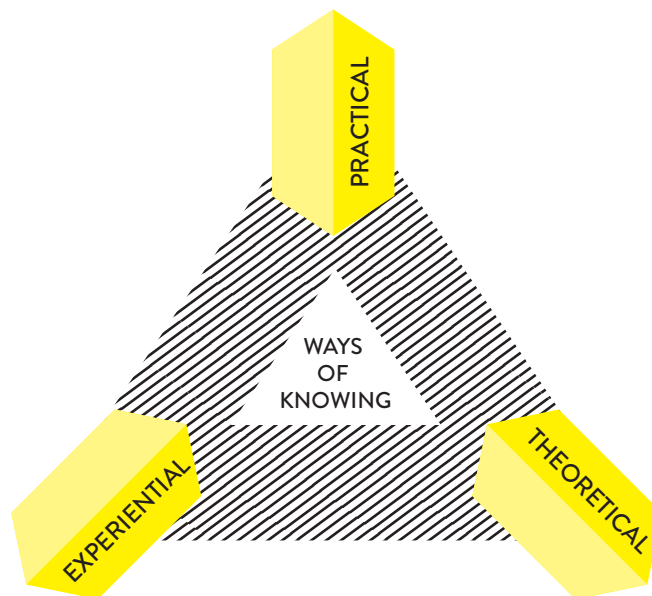
- The ability to articulate potential vocational fields of interest to investigate further.

- The ability to articulate ones values and what matters most to them as leaders.
- The ability to investigate and articulate a draft of their potential fields for their upcoming assignments, such as the PBA (2nd Semester) and the their 4th Semester Plan.

LEARNING & TEACHING STRATEGY

The learning process that the students carry out in their work and assignments is called Creative Inquiry. It is a process that is intended to be holistic, that involves exploration, creation and reflection and includes three ways of knowing and learning:

- Conceptual and theoretical knowledge
- Methodological and practical knowledge
- Phenomenological and experiential knowledge



The component is organised around an individual exploration, evaluation and assessment, with particular focus starting up the foundation for gaining the learning outcomes in the ELP components. The students explore through lectures, self-study, and guidance, peer to peer work and practical work on collaborative and individual assignments.

MARKING CRITERIA & ASSESSMENT

The students shall create and share a detailed ELP Plan, which outlines their reflections, goals and development approach, within the three dimensions of the ELP: cultivating abilities, cultivating character and honing a sense of direction. The student will also work on their first draft on a personal set-up of a professional portfolio.

The assessment will partly be peer-to-peer assessment and evaluated and reviewed in collaboration with team leaders. ELP1 is a pass/fail assessment.

REALISATION

Lectures, workshops, presentations, evaluations, and guidance: 50 hours

Organisational, project- and group work in all phases: 60 hours

Self-study, reading, research, and individual assignments: 86 hours

Community work; socially and professionally related study activities: 40 hours

COMPULSORY READING

Goleman, Daniel (2000). *Leadership That Gets Results*. (26 pages) HBR

Argyris, Chris (1991). *Teaching Smart People How to Learn*. (23 pages) HBR

Kleiner, Art (2011). *How to Balance Power and Love*. Interview with Adam Kahane (author of "Power and Love – A Theory and Practice of Social Change", 2010)

<https://www.strategy-business.com/article/00066?gko=521f0>

The students will also be provided with a selection of articles by guest faculty and Team leaders.

INDICATIVE READING

Hock, Dee. *Birth of the Chaordic Age*. ISBN 978-1576750742. Berrett-Koehler Publishers, 2000.