

COMPONENT DESCRIPTION – PJD2

PROGRAMME

3-Year Enterprising Leadership Programme

COMPONENT

Project Design 2 – Creativity, Design & Communication

SEMESTER

Semester 2 “VALUES AND VALUE”

DOMAIN

Project Design

DESCRIPTION

The component provides the students’ knowledge and skills concerning developing, organising and leading projects. The thematic focuses are on creativity, and the design and communication of different concepts, processes, methods and techniques. The emphasis lies on experimenting with different approaches when working. The student should be able to constructively go about realizing an enterprising project, and communicate the results and approaches convincingly. Furthermore, the aim is to work with clients and stakeholders more thoroughly, thereby increasing the students’ understanding of how to work with professional relations.

DURATION

7 weeks

ECTS

10

PREREQUISITES

Semester 1

LEARNING OUTCOMES

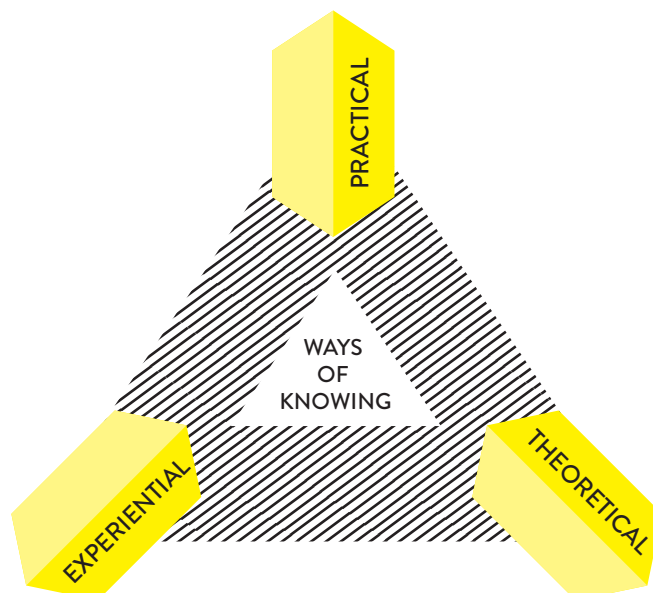
- The student will develop an ability to design a project, based on an understanding of different project phases
- The student will gain experience and knowledge of carrying out an enterprising project (by own choice) in practice

- The student will develop an ability to adapt to and act on challenges in a proactive way and with creative solutions
 - The student will gain an understanding of the bigger picture of a project
 - The student will learn to involve and engage with professional stakeholder
 - The student will practice to model physical and personal communication
 - The student will develop the ability to communicate the results of their work
 - The student will start to develop an ability to engage in professional working relations, including negotiation, collaboration and evaluation with clients and stakeholders
 - The student will learn to work across timescales, on several projects and thus practice time management individually and in project groups.
 - The student will gain increased understanding of and experience with planning project activities
 - The student will be trained in observing, analyzing and selecting the new team for the next coming
- Enterprising Leadership Programme

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 a practical project for 4 weeks - the duration of the project will overlap with

next component BD1. The theory and methodology are disseminated through lectures, seminars and field studies. Internal and external experts will hold the lectures and seminars. The teaching is rooted in a process oriented teaching style.

MARKING CRITERIA & ASSESSMENT

The student will start to create, develop, plan and execute an enterprising project, based on the student's own choice. The project should be created either by the student or in collaboration with others. A written synopsis outlining the project creates the foundation for a pass/fail assessment.

The student must also be an active part in and complete the application process of new students, including mandatory training for the process.

During the component, the students must work with the project-based-learning organisation's activities and tasks the upcoming semesters.

REALISATION

Lectures, workshops, presentations, evaluations, and guidance: 80 hours

Organisational, project- and group work in all phases: 80 hours

Self-study, reading, research, and individual assignments: 35 hours

Application process, community work; socially and professionally related study activities: 80 hours

The students also will be working with different responsibilities and assignments in their project-based-learning organisation.

COMPULSORY READING

PRIMARY LITERATURE:

- Knapp, J., Zeratsky, J., Kowitz, B. (2016) *Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days*. Great Britain: Penguin Random House
- Lidwell, W., Holden, K., Butler, J. (2010) *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Beverly, Massachusetts: Rockport Publishers

SECONDARY LITERATURE:

- Pedersen, C. L. & Ritter, T. "The 4 Types of Project Manager." July (2017): Published on HBR.org
– 6 pages

- Staff, Harvard Business Review. “The Four Stages of Project Management.” Harvard Business Review. November (2016): Published on HBR.org – **6 PAGES**
- Staff, Harvard Business Review. “Five Critical Roles in Project Management.” Harvard Business Review. November (2016): Published on HBR.org – **4 PAGES**
- Tonnquist, B. & Hørlück, J. (2009). Communication In *Project Management – a complete guide* (pp. 161-174). Aarhus, Denmark: Academica. – **14 PAGES**

INDICATIVE READING:

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