

# **KAOSPILOT**

## **ENTERPRISING LEADERSHIP PROGRAM**

### **COMPONENT DESCRIPTIONS**

**AUGUST, 2020**

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## **SEMESTER 1 — YEAR 1**

### **PROJECT DESIGN 1 (PJD 1) – FUNDAMENTALS: PRACTICE, TEAMWORK & VALUE CREATION**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”
- Domain: Project Design
- Component: Project Design 1 (PJD 1) – Fundamentals: Practice, Teamwork & Value Creation
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: None

#### **DESCRIPTION**

This component will provide the student with the basics of project leadership and management. The student will be introduced to theories, methods and tools from different schools of thoughts within project management. This provides the student with a platform for developing, organising and leading various types of projects. A large emphasis is placed on scoping a project, collaborating in a project team, working with external stakeholders and applying Design Thinking in a project. The students will be training project leadership and project management in smaller and larger group constellations. Finally focus is placed on creating value and impact and understanding value holistically. The training combines lectures, workshops and numerous parallel projects. Subject the students will be introduced to among others are:

- Agile project management
- Scoping a project
- Making professional agreements and collaborations
- Collaboration in a project group
- Design thinking

For an outline of the component refer to the semester briefs and the iCal.

#### **LEARNING OUTCOMES**

- An understanding of different project management paradigms
- An ability to scope a project
- An ability to lead and manage a project
- An ability to work with all phases of a project -from initial idea to evaluation

- An ability to make agreements with and work with and for project stakeholders
- An understanding of multiple levels of value creation in a project

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 110 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 35 hours
- Community work; socially and professionally related study activities: 30 hours

## **EXAM, ASSESSMENT & EVALUATION**

- Completion of a team wide project with an external client/collaborator
- Delivery of client collaboration agreement the 1<sup>st</sup> Client Project
- Completion of the 1<sup>st</sup> Client Project assessment process, including written deliverable, oral exam and peer assessment process. The project is assessed by an internal examiner and censor using pass/fail.
- This component is evaluated together with Process Design 1

## **COMPULSORY READING**

- IDEO (2015): The Fieldguide to Human Centered Design
- Heagney, J. (2015): Fundamentals of Project Management 5th Ed
- Visual Literacy: Compendium Available on the Server
- Parker, P. (2018): The Art of Gathering - Why we meet and why it matters, 1-34

**SEMESTER 1 — YEAR 1****PROCESS DESIGN 1 (PD 1) - COLLABORATING: ORGANIZING & CREATION****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”
- Domain: Process Design
- Component: Process Design 1 (PD1) – Collaborating: Organizing & Creation
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: None

**DESCRIPTION**

The component provides the student with fundamental theoretical and applied understanding of how to lead and facilitate collaborations in all phases of a project – from initial idea to evaluation. In addition to this the students will get a range of assignments and responsibilities to organise around. Emphasis is placed on broadening the students’ ability to recognize and make sense of how they organise around work and the effect this has on their collaboration, operation and leadership. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Design thinking
- Experience design
- Graphic facilitation
- Idea development and creative processes
- Group dynamics and collaboration
- Microstructures

For an outline of the component refer to the semester briefs and the iCal

**LEARNING OUTCOMES**

- An ability to design and facilitate Design Thinking processes
- An ability to design and facilitate creative processes
- An understanding of how to work with team development
- An ability to organize around shared work
- An understanding of the effect of organizing on work and collaboration

**LEARNING AND TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 90 hours
- Project- and group work in all phases: 90 hours
- Self-study, reading, research, and individual assignments: 55 hours
- Community work; socially and professionally related study activities: 40 hour

**EXAM, ASSESSMENT & EVALUATION**

- Completion of a team wide project with an external client/collaborator
- Delivery of client collaboration agreement the 1<sup>st</sup> Client Project
- Completion of the 1<sup>st</sup> Client Project assessment process, including written deliverable, oral exam and peer assessment process. The project is assessed by an internal examiner and censor using pass/fail.
- This component is evaluated together with Project Design 1

**COMPULSORY READING**

- Schein, Edgar - Organizational Culture and Leadership p 23-33
- Liedtka, J. (2018): Why Design Thinking Works in Havard Business Review September-October 2018
- Brown, T. and Wyatt, J. (2010): Design Thinking for Social Innovation, Stanford Social Innovation Review

## **SEMESTER 1 — YEAR 1**

### **ELP 1 – PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: None

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership in the education and take responsibility and initiative in their learning. Frameworks are introduced and integrated into the students practice. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating one’s progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Enterprising Leadership
- Practice and experiential learning
- Setting learning intentions
- Execution of projects and tasks
- Team culture

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master



Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100
- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP Review 1
- Collective ELP Review 1

## **COMPULSORY READING**

- Kolb, D.A. (1984): Experiential learning: experience as the source of learning and development
- Goleman, Daniel (1996): What Makes a Leader?, in HBR's 10 must reads On Leadership, 2001
- Clear, J. (2018): Atomic Habits
- Rosenberg, Marshall B. (2003): Nonviolent Communication

## **SEMESTER 2 — YEAR 1**

### **PROJECT DESIGN 2 (PJD 2) – CREATIVITY, DESIGN & COMMUNICATION**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 2 “VALUE & VALUES”
- Domain: Project Design
- Component: Project Design 2 (PJD2) – Creativity, design and communication
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 1

#### **DESCRIPTION**

The component provides the students with hands-on experience with initiating, scoping, designing and executing projects. The emphasis lies on strengthen their understanding of and ability to lead and organise a project. The students will practice experimenting and prototyping within both concept development and project management. The students should be able to apply theories and methods in practice as well as make sense of practice using theory as they communicate their work and learning. Furthermore, the aim is to work with clients and stakeholders more thoroughly, thereby increasing the students’ understanding of how to engage professionally. Subjects the students will be introduced to among others are:

- Action research
- Project management
- Project leadership
- Client relation
- Context analysis

For an outline of the component refer to the semester briefs and the iCal.

#### **LEARNING OUTCOMES**

- An ability to scope, design and execute a project in all its phases
- An ability to lead and manage a project
- An ability to engage in professional working relations, including negotiation, agreements, collaboration and evaluation with clients and stakeholders
- An ability to adapt to and act on challenges in a proactive and constructive way
- An understanding of the context which a project is based within and the implication this has for the project

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 60 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 65 hours
- Community work; socially and professionally related study activities: 50 hours

**EXAM, ASSESSMENT & EVALUATION**

- Approved synopsis for the 1<sup>st</sup> Enterprising Project.
- Completion of the 1<sup>st</sup> Enterprising Project assessment process, including written deliverable, oral exam and peer assessment process. The project will be examined by an internal examiner and an. external censors using the Danish 7-grade scale.
- Completion of the 2<sup>nd</sup> Team Wide Project and a team-based evaluation of this.
- This component is evaluated together with Project Design 2

**COMPULSORY READING**

- Swart, C. (2016): Re-Authoring Leadership
- Narratives With and Within Organizations, in OD PRACTITIONER, Vol. 48, No. 2, 2016"
- "Young, Bridget and Hren, Darko (): Introduction to Qualitative Research Methods, slides"
- Binder, Thomas and Brandt, Eva (2017): Doing (Design) Research, in Practice Based Design Research, Bloomsbury, 101-110

**SEMESTER 2 — YEAR 1****BUSINESS DESIGN 1 (BD 1) – BUSINESS MODELLING & BEING ENTERPRISING****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 2 “VALUE AND VALUES”
- Domain: Business Design
- Component: Business Design 1 (BD1) – Business modelling and being enterprising
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 1

**DESCRIPTION**

The component provides the student with a fundamental introduction of how to develop a sustainable business model. Emphasis is placed on developing and testing a concept and a business model with users through action research. Furthermore, it is an introduction that provides a basic understanding of the reality of business life and a language to navigate within business. The aim is for the students to develop their enterprising mindset and being able to navigate within a business context. Subjects the students will be introduced to among others are:

- Business modelling
- Prototyping
- Revenue streams and budgeting
- Marketing and communication channels
- User research, testing and validation

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to develop economically, ecologically and socially sustainable business models
- An ability to capture and communicate value and impact of a concept and project
- An ability to develop a viable concept through testing and validating with users
- An ability to carry out different kinds of research to investigate a field
- An understanding of theories and methods within business modeling
- An ability to develop opportunities

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 80 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 50 hours
- Community work; socially and professionally related study activities: 45 hours

**EXAM, ASSESSMENT & EVALUATION**

- Approved synopsis for the 1<sup>st</sup> Enterprising Project.
- Completion of the 1<sup>st</sup> Enterprising Project assessment process, including written deliverable, oral exam and peer assessment process. The project will be examined by an internal examiner and an. external censors using the Danish 7-grade scale.
- Completion of the 2<sup>nd</sup> Team Wide Project and a team-based evaluation of this.
- This component is evaluated together with Project Design 2

**COMPULSORY READING**

- 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. 21-225
- Osterwalder, A. & Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challenges. Hoboken, New Jersey: John Wiley & Sons, Inc. Chapter 1-3
- Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York, New York: Crown Publishing Group. 15-183

## **SEMESTER 2 — YEAR 1**

### **ELP 2 - PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 2 “VALUE & VALUES”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 1

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up, though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership 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. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating ones progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Practice design
- Explore sense of direction
- Self- and peer assessment

- Management of projects and tasks
- Team reflection

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100

- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP review 2
- Collective ELP review 2

## **COMPULSORY READING**

- Clar, Tim et al. (2012): Business Model You, 81-157
- Berger, W (2013): A more beautiful question, Chapter 1, 2 and 5
- Sanford, C. (2017) The Regenerative Business: Redesign Work, Cultivate Human Potential, Achieve Extraordinary Outcomes. Boston, Massachusetts: Nicholas Brealey Publishing



**SEMESTER 3 — YEAR 2****BUSINESS DESIGN 2 (BD2) – EXPLORATION & IMPACT****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 3 “OUTPOST”
- Domain: Business Design
- Component: Business Design 2 (BD2) – Exploration & Impact
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 2

**DESCRIPTION**

The component will provide the students with a different contextual setting. The whole team is relocated for three months to somewhere in the world, as an outpost. The component presents and explores political, cultural, historical life through the lenses of a variation of local projects with different organisations. The aim is for the students to create sustainable business solutions with and for their local partners. As such, the outpost is an exploration into what happens in the world related to emerging challenges and needs, and the students will learn how to act and work in unfamiliar contexts. The student will gain knowledge and experience with new ventures and industries, and the changing local/global marketplace by working in partnership with locals. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Partnership collaboration
- Market analysis
- Implementation strategy
- Impact assessment
- Enterprising leadership

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to form, maintain and develop local partnerships
- An ability to co-create economically, ecologically and socially sustainable value and impact
- An ability to work with prototyping and implementation
- An ability to identify, develop and execute opportunities
- An ability to assess and verify the impact of a project

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 50 hours
- Project- and group work in all phases: 120 hours
- Self-study, reading, research, and individual assignments: 45 hours
- Community work; socially and professionally related study activities: 60 hours

**EXAM, ASSESSMENT & EVALUATION**

- Delivery of collaboration agreements for all partnership-projects
- Partnership-projects must be completed and evaluated by the end of the outpost period
- Completion of the Outpost assessment process, including written deliverables, oral exam and peer assessment process. The Outpost will be examined at a team base by an internal examiner and internal and external censors using pass/fail.
- This component is evaluated together with Process Design 2.

**COMPULSORY READING**

- Morgan, Gareth (1997). Images of Organization. Sage Publications: USA. Pages 3-50 (48 pages)
- Forum for the Future. The Five Capitals Model – A Framework for Sustainability.

**SEMESTER 3 — YEAR 2****PROCESS DESIGN 2 (PD 2) – ORGANIZING & COLLABORATION IN AN UNFAMILIAR CONTEXT****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 3 “OUTPOST”
- Domain: Process Design
- Component: Process Design 2 (PD2) – Organising and Collaborating in an Unfamiliar Context
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 2

**DESCRIPTION**

The component will provide the students with a different contextual setting. The whole team is relocated for three months to somewhere in the world, as an outpost. The student will gain experience with working and collaborating in an unfamiliar context. Through collaborating and organising around internal and external parallel projects and assignments, the student develops their competence as process leaders and facilitator and deepen their understanding of organisational design and – development. Furthermore, there is a focus on co-creating value with partners, collaborators and stakeholders. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Process leadership and facilitation
- Cultural diversity and intercultural awareness
- Co-creation
- Organisational design
- Leading in complexity

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to make sense of and navigate in an unfamiliar context
- An ability to identify needs and adapt methodological approach to a context
- An ability to design, facilitate and lead various processes such as meetings, workshops and development processes
- An ability to create, maintain and develop ways of collaborating on multiple parallel projects which progress the work and foster learning
- An understanding of organizational design and - leadership

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 70 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 45 hours
- Community work; socially and professionally related study activities: 60 hours

**EXAM, ASSESSMENT & EVALUATION**

- Delivery of collaboration agreements for all partnership-projects
- Partnership-projects must be completed and evaluated by the end of the outpost period
- Completion of the Outpost assessment process, including written deliverables, oral exam and peer assessment process. The Outpost will be examined at a team base by an internal examiner and internal and external censors using pass/fail.
- This component is evaluated together with Process Design 2.

**COMPULSORY READING**

- Kegan, Robert and Lahey, Lisa Laskow. An Everyone Culture (2016). Chapters 2,3,4 & 6
- Hassan, Zaid (2014). Towards a Theory of Systemic Action.
- Kahane, Adam (2018). Collaborating Isn't the Only Option.
- Kahane, Adam (2018). How to Collaborate When You Don't Have Consensus.
- Meadows, Donella. Dancing with Systems.
- Schein, Edgar H. (2010). Organizational Culture and Leadership. Jossey- Bass. Fourth Edition pages 23-33 (11 pages)

- Senge, Peter & Kania, John (2015). The Dawn of System Leadership. Stanford Social Innovation Review. (7 pages)
- VIDEOS
  - Hassan, Zaid. Social Labs Revolution: A new approach to solving complex challenges. – [https:// www.youtube.com/watch?v=f3Siqovj-RY](https://www.youtube.com/watch?v=f3Siqovj-RY) (23:07 minutes)
  - Snowden, David J. The Cynefin Framework. – <https://www.youtube.com/watch?v=N7oz366X0-8> (8:37 minutes)

## **SEMESTER 3 — YEAR 2**

### **ELP 3 – PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: None

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up, though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership 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. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating ones progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Reflective practice as individuals and teams
- Understanding of craft
- Leadership and management of work flow
- Assessment processes

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master

Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100
- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP Review 1
- Collective ELP Review 1

## **COMPULSORY READING**

- Komives, Susan R. et al (2007). The Relational Leadership Model. Chapter 3 in “Exploring Leadership: For College Students Who Want to Make a Difference”



**SEMESTER 4 — YEAR 2****BUSINESS DESIGN 3 (BD3) – THE FUTURE OF BUSINESS & ORGANIZATIONS****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 4 “HONING YOUR CRAFT”
- Domain: Business Design
- Component: Business Design 3 (BD3) – The Future of Business & Organisations
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 3

**DESCRIPTION**

The component provides the student with an opportunity to investigate a potential vocational field. Through a three-months placement in an organization or business of their choice or as project leaders for the Systemic Leadership Assignment pre-project the student practices their Enterprising Leadership while gaining a deep understanding of the system they are immersed in from a business perspective.

The component will train the student’s ability to investigate and understand the field and system they are operating in. They will train the competence and approach to find and build up a relationship and a contract for transformative work. The student will be presented to and work with theories and methodologies within impact and value creation. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Foresight
- Selling and contracting
- Generative relationships
- Strategizing

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An understanding of the edge of leadership, organisation and business models in theory and practise within the potential vocational field.
- An ability to develop and land a project proposal with partners and other stakeholders.
- An ability to foster generative relationships with partners and other stakeholders.
- An ability to create a strategy for a project with partners

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 60 hours
- Project- and group work in all phases: 110 hours
- Self-study, reading, research, and individual assignments: 75 hours
- Community work; socially and professionally related study activities: 30 hours

**EXAM, ASSESSMENT & EVALUATION**

- Completion of placement exam process including handing in written deliverable, oral presentation and peer assessment process. The placement will be assessed on an individual level by an internal examiner and internal and external censors using the Danish 7-grade scale.
- Completion of Systemic Leadership Assignment project gate.
- This component is evaluated together with Process Design 3.

**COMPULSORY READING**

- Schein, E. (2004): Organisational Culture and Leadership, Part 2, p. 85-188
- Freeman, Jo (1970). The Tyranny of Structurelessness
- Minzberg, H. et al (2009): Strategy Safari - Your Complete Guide Through The Wilds of Strategic Management, Chapter 1 (1-22) and Chapter 12, p. 363-396
- Block, P. (2011): Flawless Consulting, Chapter 4 and 5, p.51 - 106
- Keagan,R. And Lahey, L. L. (2001): The Real Reason Why People Won't Change in On Change Management, HBR's 10 Must Reads, p. 119-136
- Turnbull, Colin M. 1962. "The Forest People". New York: Simon & Schuster. Read chapter 1 "The World of the Forest", page 11-27 in the 1987 2nd paperback edition.
- Luker, Kristin. 2010. "Salsa Dancing into the Social Sciences - Research in an Age of Info-Glut" Cambridge, Mass.: Harvard University Press. Read chapter 4 "What Is This a Case of Anyway?", page 51-75.

- Ringer, Agnes. 2013. "Researcher-Participant Positioning and the Discursive Work of Categories: Experiences from Fieldwork in the Mental Health Services." *Qualitative Studies* 4 (1): 1–20.
- Emerson, R., R. Fretz, and Lina L. Shaw. 2014. "Writing an Ethnography." In *Writing Ethnographic Field Notes*, 2nd ed., 201–242. Chicago: The University of Chicago Press.

## **SEMESTER 4 — YEAR 2**

### **PROJECT DESIGN 3 (PJD 3) – CRAFT & WORK**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 4 “HONING YOUR CRAFT”
- Domain: Project Design
- Component: Project Design 3 (PJD3) – Craft & Work
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 3

#### **DESCRIPTION**

The component provides the student with an opportunity to investigate a potential vocational field. Through a three-months placement in an organisation or business of their choice or as project leaders for the Systemic Leadership Assignment pre-project the student practices their Enterprising Leadership while gaining a deep understanding of the system they are immersed in from an organisational perspective.

This component creates clarity around the student’s sense of vocational direction while developing their understanding of how to contribute to transformation in the system they have chosen to enter. Furthermore, the student will strengthen their ability to collaborate across time and space through various group-based projects and assignments. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Research methods
- System thinking
- Transformational change
- Sense-making

For an outline of the component refer to the semester briefs and the iCal.

#### **LEARNING OUTCOMES**

- An ability to conduct research in an organizational context and of a professional field
- Ability to make progress towards and achieve aims in a system
- Ability to make sense of and communicate knowledge about an organization and field.
- Ability to work on multiple parallel projects, across time and place

- Understanding of how to contribute to transformation

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 60 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 80 hours
- Community work; socially and professionally related study activities: 35 hours

**EXAM, ASSESSMENT & EVALUATION**

- Completion of placement exam process including handing in written deliverable, oral presentation and peer assessment process. The placement will be assessed on an individual level by an internal examiner and internal and external censors using the Danish 7-grade scale.
- Completion of Systemic Leadership Assignment project gate.
- This component is evaluated together with Business Design 3.

**COMPULSORY READING**

- Haslebo, G. & Nielsen, K.S. (2000): Systems and Meaning - Consulting in Organizations, Chapter 5, p. 101-138
- Schein, E. (1999): Process Consultation Revisited - Building the Helping Relationship, Chapter 8 and 9, p. 145-200
- Storm, L. & Hutchins, G. (2019): Regenerative Leadership, 177-211
- Denzin, Norman K., and Yvonne S. Lincoln. 1998. "Introduction: Entering the Field of Qualitative Research." In The Landscape of Qualitative Research: Theories and Issues, edited by Norman K. Denzin and Yvonne S. Lincoln, page 1–34. Thousand Oaks, California: Sage.

- Kvale, S. 2007. "Conducting an Interview". In Kvale, S. Doing interviews. page 52-66. London: SAGE Publications
- Meeting conflicts mindfully, Else Hammerich, 5-33
- Harriet Lerner and Brené Brown: I'm Sorry: How To Apologize & Why It Matters (podcast)

## **SEMESTER 4 — YEAR 2**

### **ELP 4 – PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 4 “HONING YOUR CRAFT”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 3

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up, though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership 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. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating ones progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Honing sense of direction
- Learning relationships and learning processes
- Communication of understanding of a field and a subject

- Collaborating on multiple parallel projects across time and space
- Knowledge sharing

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.



- Lectures, workshops, presentations, evaluations, and guidance: 100
- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP Review 4
- Collective ELP Review 4
- Research Sharing

## **COMPULSORY READING**

- Your own choice related to your vocational field
- Sanford, C. (2020): The Regenerative Life, Chapter 1-3, p. 1-65
- Clear, J. (2018): Atomic Habits, Chapter 1, p. 13-55

**SEMESTER 5 — YEAR 3****PROJECT DESIGN 4 (PJD 4) – COMPLEX SOCIAL CHANGE****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 5 “SYSTEMIC TRANSFORMATION”
- Domain: Project Design
- Component: Project Design 4 (PJD4) – Complex Social Change
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 4

**DESCRIPTION**

The component provides the student with a deep understanding of and experience with contributing to systemic change. Project groups will work with local partners on addressing a complex social challenge in a systemic way through multi-stakeholder engagement. The students will practice leading, managing, organising and collaborating around complex large-scale multi-stakeholder projects. There is a focus on working in close collaboration with stakeholders and developing the project together. In essence the students will contribute to and develop a framework for sustainable, transformative change. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Social change
- Multi-stakeholder projects
- Large scale project leadership
- Project hand-over
- Information and communication flow

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to work with a social complex challenge with multi-stakeholder engagement
- An ability to manage and lead a multi-stakeholder project
- An ability to create value for multi-stakeholders
- An ability to communicate value creation to various audiences
- An ability to hand over work and processes, that can be taken further by the stakeholders

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 70 hours
- Project- and group work in all phases: 110 hours
- Self-study, reading, research, and individual assignments: 55 hours
- Community work; socially and professionally related study activities: 40 hours

**EXAM, ASSESSMENT & EVALUATION**

- Approved project plan.
- Completing the Systemic Leadership Assignment assessment process, including written deliverable, oral assessment and peer assessment. The oral exam is evaluated on a group level by internal and external censors using pass/fail.
- This component will be assessed together with Process Design 3.

**COMPULSORY READING**

- The Lean Startup, by Eric Ries
- Moneyball: The Art of Winning an Unfair Game, by Michael Lewis
- How to Win Friends and Influence People, by Dale Carnegie
- “Measuring Social Capital”: <https://www.socialcapitalresearch.com/measure-social-capital/>
- “Dawn of Systems Leadership”, by Peter Senge  
[https://ssir.org/articles/entry/the\\_dawn\\_of\\_system\\_leadership#](https://ssir.org/articles/entry/the_dawn_of_system_leadership#)
- Professor Ronald Heifetz Adaptive Leadership Presentation:  
<https://vimeo.com/13117695>

## **SEMESTER 5 — YEAR 3**

### **PROCESS DESIGN (PD 3) – SYSTEMIC LEADERSHIP**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 5 “SYSTEMIC TRANSFORMATION”
- Domain: Process Design
- Component: Process Design 3 (PD3) – Systemic Leadership
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 4

#### **DESCRIPTION**

The component provides the student with a deep understanding of and experience with contributing to systemic change. Project groups will work with local partners on addressing a complex social challenge in a systemic way through multi-stakeholder engagement.

The student will gain experience with designing and facilitating multi-stakeholder change processes, as well as setting up, maintaining and developing internal working processes. In addition, the students will work with developing reflective capacity with their external collaborators. The component gives the student with an understanding of working, leading, organising and collaborating in complexity. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Systemic change
- Multi-stakeholder processes
- Conflict resolution
- Agile work flow
- Reflective practitioners

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to design and facilitate internal work processes
- An ability to lead multi-stakeholder change processes
- An ability to reflect on and make adjustments to work with external collaborators
- An understanding of how to work in complexity
- An understanding of how to contribute to transformative change

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100 hours
- Project- and group work in all phases: 75 hours
- Self-study, reading, research, and individual assignments: 60 hours
- Community work; socially and professionally related study activities: 40 hours

**EXAM, ASSESSMENT & EVALUATION**

- Approved project plan.
- Completing the Systemic Leadership Assignment assessment process, including written deliverable, oral assessment and peer assessment. The oral exam is evaluated on a group level by internal and external assessors using pass/fail.
- This component will be assessed together with Project Design 4.

**COMPULSORY READING**

- Purple Cow: Transform Your Business by Being Remarkable, by Seth Godin • The Innovator's Dilemma, by Clayton M. Christensen
- Worldchanging 2.0, by Scott Sherman
- Human Scale Development (Section 2, p. 17 - 48), by Manfred Max-Neef • Conversations for Action, by Fernando Flores
- Principle-based Evaluation: the Guide, by Michael Quinn Patton
- "Why Feedback is Irresponsible and What to do Instead", by Carol Sanford
  - Part 1 - <https://medium.com/@carolsanford/why-feedback-is-irresponsible-and-what-to-do-instead-part-one-of-six-c52ab3392e9c>
  - Part 2 - <https://medium.com/@carolsanford/why-feedback-is-irresponsible-and-what-to-do-instead-part-two-9510ab88604b>

- Part 3 - <https://carolsanford.com/2011/07/why-feedback-is-irresponsible-and-what-to-do-instead-part-3/>
- Part 4 - <https://carolsanford.com/2011/07/part-4-why-feedback-is-irresponsible-and-what-to-do-instead/>
- Part 5 - <https://medium.com/@carolsanford/why-feedback-is-irresponsible-and-what-to-do-instead-part-five53e6734a7c>

## **SEMESTER 5 — YEAR 3**

### **ELP 5 – PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 5 “SYSTEMIC TRANSFORMATION”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 4

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up, though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership 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. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating ones progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Managing multiple parallel projects across time and space
- Learning and systemic change
- Communication of the impact and value of work

- Collaborating in complexity
- Community of reflective practitioners

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100



- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP review 5
- Collective ELP review 5

## **COMPULSORY READING**

- Good to Great, by Jim Collins
- The Hard Thing About Hard Things, by Ben Horowitz
- “The 13 Behaviours of a High Trust Leaders”, by Stephen M. R. Covey

**SEMESTER 6 — YEAR 3****PROCESS DESIGN 4 (PD 4) – ENTERPRISING LEADERSHIP****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 6 “PILOT PROJECT”
- Domain: Process Design
- Component: Process Design 4 (PD4) – Enterprising Leadership
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 5

**DESCRIPTION**

The component provides the student an opportunity to carry out a Pilot Project, as the culmination of the three-year Enterprising Leadership Program. The intention of the Pilot Project is to provide the student with the opportunity to develop their Enterprising Leadership and create a platform for their vocational future. The student will gain experience with conducting research, scoping and designing a project, developing collaborations and developing a concept. Furthermore, the student is expected to practice experimentation, ongoing reflection and learning and adaption to change. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Project leadership
- Research design
- Learning design
- Professional collaborations
- Change mindset
- Enterprising mindset

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to design, conduct and apply research of a field
- An ability to apply tools, methods and theory appropriately throughout the project
- An ability to reflect, learn and make adjustments throughout a project
- An ability to systematically experiment
- An ability to respond appropriately and creatively to change
- An ability to foster relevant and generative relationships and collaborations
- An ability to create opportunities and progress

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 80 hours
- Project- and group work in all phases: 100 hours
- Self-study, reading, research, and individual assignments: 80 hours
- Community work; socially and professionally related study activities: 15 hours

**EXAM, ASSESSMENT & EVALUATION**

- Completion of peer reviewed Learning Design and Research Design
- Approved Pilot Project synopsis
- Completion of the Pilot Project assessment process, including written deliverable and oral exam. The Pilot Project is assessed by an internal examiner and an external censor using the Danish 7-grades scale.
- This component is assessed together with Business Design 4.

**COMPULSORY READING**

- Reading list is field specific

**SEMESTER 6 — YEAR 3****BUSINESS DESIGN 4 (BD 4) – SUSTAINABILITY & IMPACT****FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 6 “PILOT PROJECT”
- Domain: Business Design
- Component: Business Design 4 (BD4) – Sustainability & Impact
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 5

**DESCRIPTION**

In this component the student will carry out a Pilot Project through all its phases; from idea to realization, including developing sustainable strategy for the future of their concept. they create through the. project. The student will demonstrate and communicate the project concept: research, deliverables, and results from testing and experimentation, and the value and impact created. The developed concept, the executed project, the methodology, process and learning are all taken into assessment of the Pilot Project and are seen as tightly interrelated and interdependent. The Pilot Projects is done individually or in groups. The training combines lectures, workshops and numerous parallel projects. Subjects the students will be introduced to among others are:

- Concept development
- Feasibility and viability
- Value creation
- Business development
- Strategizing
- Networking

For an outline of the component refer to the semester briefs and the iCal.

**LEARNING OUTCOMES**

- An ability to deliver a validated and coherent concept with a viable business model
- An ability to create a need-based concept which create value for the stakeholders
- An ability to assess the value and impact of a concept with stakeholders
- An ability to understand and communicate multiple forms value and impact; social, economic and ecological
- An ability to assess and plan for the future of the concept beyond the project period

**LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 60 hours
- Project- and group work in all phases: 140 hours
- Self-study, reading, research, and individual assignments: 60 hours
- Community work; socially and professionally related study activities: 15 hours

**EXAM, ASSESSMENT & EVALUATION**

- Completion of peer reviewed Learning Design and Research Design
- Approved Pilot Project synopsis
- Completion of the Pilot Project assessment process, including written deliverable and oral exam. The Pilot Project is assessed by an internal examiner and an external censor using the Danish 7-grades scale.
- This component is assessed together with Process Design 4.

**COMPULSORY READING**

- Reading list is field specific

## **SEMESTER 6 — YEAR 3**

### **ELP 6 – PRACTICE**

#### **FACTS**

- Program: 3-Year Enterprising Leadership Program
- Semester: Semester 6 “PILOT PROJECT”
- Domain: Enterprising Leadership Practice
- Component: Practice
- Duration: 7 weeks
- ECTS: 10
- Prerequisites: Semester 5

#### **DESCRIPTION**

The ELP 1 – 6 components all have a similar build up, though each have specific foci depending on the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout each semester, and for the student to review and evaluate progress with their Team Leaders, peers and external partners. The ELP components serve as a map and compass to help the students to orient their personal and professional leadership 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. The ELP review 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 ELP components create a progression from being presented for a working method, through understanding it, working with it iteratively, evaluating ones progress to the last ELP 6 where the student master the ability to work consciously with their own practice, ability, character and sense of direction.

As a central part of the program, each student is exposed to different challenges and work on a number of assignments and projects. As such, each student will develop a portfolio of projects, which reflect the experiences gained, value and impact of the work, the methodologies, and abilities and attitudes acquired. 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.

The training combines lectures, workshops and numerous parallel projects. Subjects the students will work with among others are:

- Professional platform
- Self-directed learning
- Communication of the craft, work and impact

- Learning community
- Team transitions

For an outline of the component refer to the semester briefs and the iCal.

## **LEARNING OUTCOMES IN PROGRESSION ELP 1-6**

### **Developing a Practice**

- The ability to develop a practice design within the various areas of your life
- The ability to adapt and develop your practice for a specific context
- The ability to develop and practice specific routines, within your practice.
- The ability to reflect and inquire into your learning and practice
- The ability to set intentions and aims within the various domains of your practice.

### **Developing Abilities**

- The ability to identify and practice the salient abilities that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific abilities.
- The ability to reflect on your abilities, their development and your practice for developing them
- The ability to understand and communicate your work and learning

### **Cultivating Character**

- The ability to identify and practice the salient virtues that are called for in a situation
- The ability to develop and actualize practices and routines that strengthen specific virtues, values and attitudes.
- The ability to reflect upon your character, its development, and your practice for cultivating it

### **Honing a Sense of Direction**

- The ability to investigate and articulate your sense of direction
- The ability to identify, articulate and investigate a potential vocational field
- The ability to identify and articulate your sense of purpose within a specific context

## **LEARNING & TEACHING STRATEGY**

The learning process is designed around a creative inquiry process, where the students learn from a combination of theoretical, practical and experiential knowledge. Refer to the Master Curriculum for more information.

- Lectures, workshops, presentations, evaluations, and guidance: 100

- Project- and group work in all phases: 50
- Self-study, reading, research, and individual assignments: 100
- Community work; socially and professionally related study activities: 25

## **EXAM, ASSESSMENT & EVALUATION**

- Practice Design
- Practice Essay
- Individual ELP review 6
- Collective ELP review 6

## **COMPULSORY READING**

- Reading list is field specific