

KAOSPILOT

CURRICULUM

VERSION 3.3, 2021

ENTERPRISING LEADERSHIP PROGRAM

A THREE-YEAR
FULL-TIME PROGRAM



MAKE A POSITIVE DIFFERENCE IN THE WORLD

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1 INTRODUCTION

This is the curriculum for the three-year Enterprising Leadership Program. The curriculum has been approved by the Kaospilot Board of Directors and was valid and in operation from August 2016.

Overall, this version 3.3 is an improvement of the previous version. Generally, clarifications, reformulations and adjustments have been made. The structure of the curriculum has also been adjusted. The two main changes are: (1) updated component descriptions, (2) the description of our Learning Process.

See Chapter 13 for more information and background; the version 3.2 was released in 2016 and this updated version 3.3 in 2020.

This curriculum seeks to evolve and offer our most current and relevant response to the opportunities and challenges of today, while continuing to resonate with the values, traditions and original purpose of the Kaospilot.

Development of the curriculum is always based on in-depth research and investigation into the future labor market, different fields and industries, trends and foresights as well as feedback and close dialogue with students, alumni, staff, lecturers, collaborators, clients and members of our extended community.

Aarhus, 2021

2 OPENING REGULATIONS

The three-year Enterprising Leadership Program is a full-time program approved by the Danish Ministry of Higher Education and Science (formerly the Ministry of Science) and holds the status of Private Education.

The Ministerial Order no. 130, dated the 20th of April 2006, describes the scope and range for the state support.

The education is structured according to the regulations of the Ministerial Order no. 262, dated the 20th of March 2007. The Grading Scale and Other Forms of Assessment is based on the criteria for accrediting professional bachelor degrees in Denmark.

The Enterprising Leadership curriculum is approved by EQUIS-, AACSB- and AMBA-accredited Aarhus BSS (Business and Social Sciences), Aarhus University.

The cooperation agreement between the Kaospilot and Aarhus University stipulates how the quality and the value of the education will be maintained and improved. The quality assurance takes an offset in the evaluation conducted by the Danish Evaluation Institute (EVA) in 2004 and 2014.

3 ABOUT KAOSPILOT

Founded in 1991, the Kaospilot is a self-governing institution situated in Aarhus, Denmark.

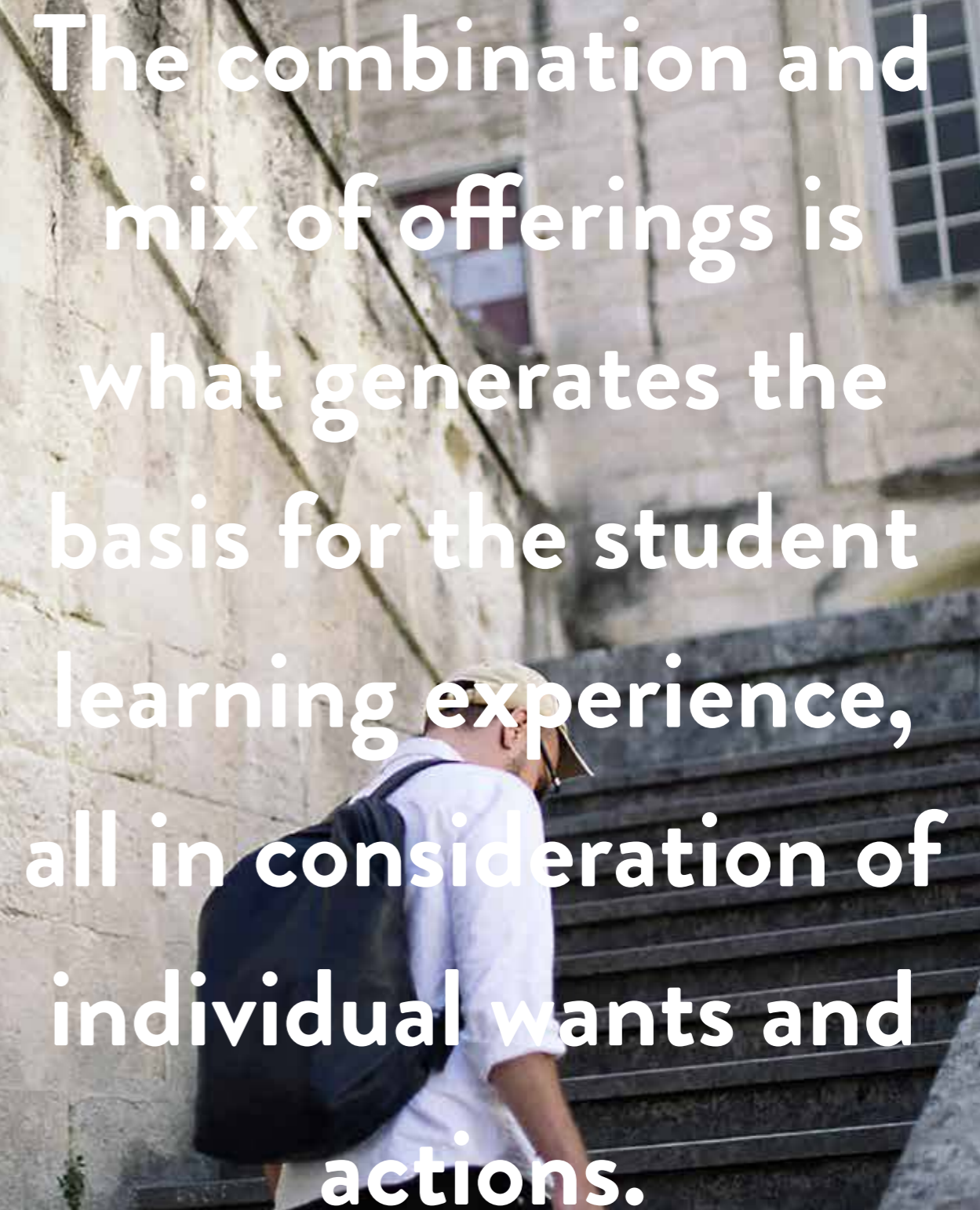
The Kaospilot is a world-renowned school for creative leadership and meaningful entrepreneurship that specializes in designing and delivering impact-driven education.

Since 1991, we have helped and trained creative leaders to work in flow, collaboratively and with purpose. Our programs are not just designed to shape emergent leaders for the future, but to help them create it. We focus on people's potential to develop and to achieve – to use their creativity and set direction and create the setting which allows them to navigate the uncertainty that follows. We guide leaders and potential change-makers to develop the knowledge, skills, attitudes and competencies they need to fulfill their values and visions. We build the frameworks that support leaders to become creative that make a positive difference in the world.

KAOSPILOT TODAY OFFERS:

- Three-year Enterprising Leadership Program
- A number of shorter professional programs covering areas such as leadership, educational and learning design, experience design, sustainability, presence, communication and collaboration, delivered in 10–20 different countries around the world.
- Customized talent development programs covering areas such as leadership, innovation, collaboration and business development.
- Consulting services around experience design, events, meeting and workshop facilitation, etc.
- Hive, our project platform and co-working space for the creative industry in Aarhus.
- Our media platform, including our Publishing house and Journal.

In short, the combination and mix of offerings is what generates the basis for the student learning experience, all in consideration of individual wants and actions.

A photograph of a person with a backpack walking up stone steps in front of a stone building. The person is wearing a white shirt and a cap. The text is overlaid on the right side of the image.

The combination and mix of offerings is what generates the basis for the student learning experience, all in consideration of individual wants and actions.

4 WHAT IS A KAOSPILOT?

A Kaospilot is a graduate from the three-year Enterprising Leadership Program. A Kaospilot is a profession in its own right. It is a person who drives results and creates transformation and who can best be described as a change-maker, an entrepreneur and a leader.

Kaospilots are people who can creatively lead a project through uncertainty and complexity. It is a person who often cares about creating meaningful change in an organization. As individuals, they possess crucial skills and are trained in critical thinking and making good judgement within their work with project management, process leadership and business development. This practice makes them masters at leading, developing and making progress with people and work in a project, especially during challenging and uncertain times. Kaospilots are trained to navigate good judgement and are excellent in taking action!

A Kaospilot is trained to work across disciplines and in different industries and sectors, using their widely varying knowledge sets, abilities and competencies to make a lasting and positive difference. Some Kaospilots work in corporations, civil organizations, government agencies or the cultural sector. Others create their own start-up, social enterprise or work on large-scale projects.

The curriculum is multi-disciplinary by nature, and students are introduced to apply in practice, theories, concepts and methods from a variety of fields: From leadership, project management, design thinking and research, entrepreneurship, sustainability to business development, communication, process leadership and organizational and community development.

The students learn to integrate these fields into their projects. There are many paths and opportunities for a Kaospilot!



**The content of
the program
offers everything
you need to
successfully
lead and develop
projects, processes
and businesses.**

5 PROGRAM

The Enterprising Leadership Program is a three-year, full-time education offered by Kaospilot, based in Aarhus.

The purpose of the Enterprising Leadership Program is:

“To develop talented leaders who are committed to realizing their visions and values, whilst advancing their abilities, attitudes and knowledge to make a difference in the world”.

(5.1) PROGRAM MISSION

The Enterprising Leadership Program is not just designed to shape emergent leaders for the future, but to help them create it. The program is committed to, and in service of, our students cultivating a sense of personal agency and making a positive contribution to the 21st century.

Students of the program work on projects that matter to themselves and the world. Embarking on a three-year journey, they learn entrepreneurial skills and mindsets, develop themselves as a leader and discover their direction and professional practice.

The program is a reality-based education where students work with real people and real challenges in the world around them. It is a team-based education where the student will learn and work in collaboration with their peers in a dynamic learning environment where each student contributes with their individual backgrounds.

The program focuses on providing the student with a holistic approach and behaviour that promotes enterprising leadership.

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(5.2) WHAT DOES IT MEAN TO STUDY AT KAOSPILOT

Together with our world view and our view on how we learn (see Section 6.2), the program seeks to create dynamic and holistic learning spaces. The numerous design elements that make up the curriculum are inspired by and carried out according to what it means to be a student at Kaospilot.

- **RESPONSIBILITY:** The student is responsible for their learning process and journey throughout the education. All students should actively and constructively contribute to the learning environment.
- **COMMITMENT AND PARTICIPATION:** The student is responsible to participate and contribute to all assignments, and at all levels of their education: individual, project group and team-wide.
- **UNIQUENESS:** The uniqueness of each student should be respected and their potential should be developed, within a coherent and shared learning space.
- **WHOLE PERSON:** Learning occurs best when the whole student is actively involved and engaged: their skills, their character, their motivations or their sense of purpose.
- **REAL WORLD:** All student projects should take place in real projects, with real partners and stakeholders, where the student practice creating real value and change.
- **LIFELONG:** Learning is seen as a lifelong process that continues after graduation.
- **RISK-TAKING:** The learning space should be experimental where both students and teachers take risks and are flexible, and open to new developments of judgements, discoveries and possibilities.

(5.3) PROGRAM CONTENT

The Enterprising Leadership Program is multi-disciplinary education where students learn how to combine the knowledge and methods from the three domains of *Business Design*, *Project Design* and *Process Design* into their own individual *Enterprising Leadership Practice (ELP)*.

The program's philosophy and framework have evolved over 30 years of praxis, combining the experience of our vast and diverse faculty of educational practitioners with a broad yet coherent theoretical foundation. These include various schools of thoughts within pedagogic, business philosophy, psychology, action research and learning. The worldview draws inspiration from humanism while seeking to combine it with a systemic and relational view of social and natural systems (see Chapter 8 for a more detailed description), in order to realize this potential and value.

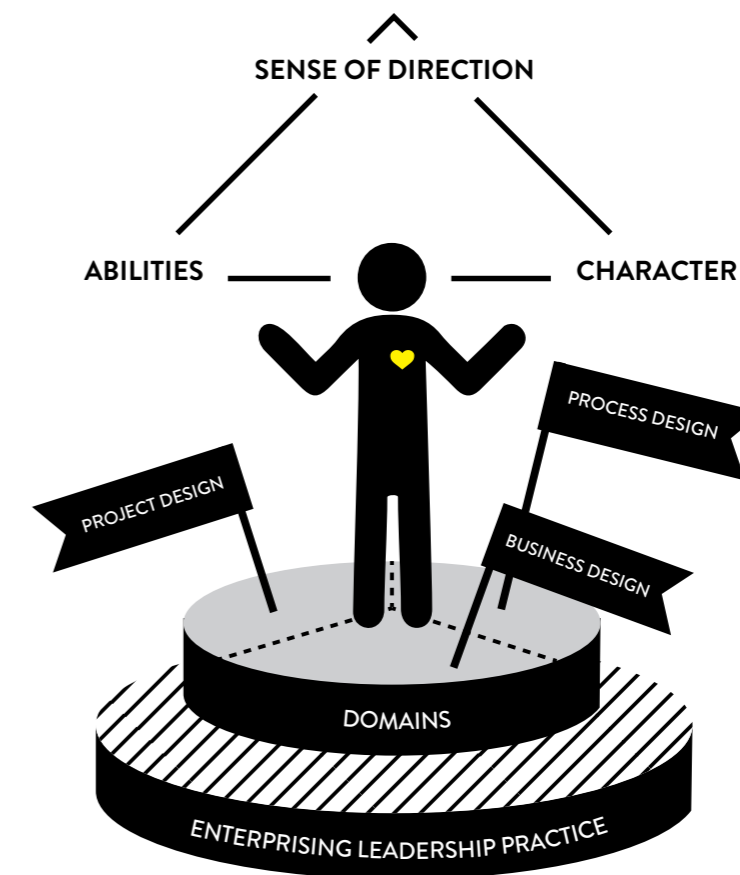
The program is organized around the ELP and three domains where students train and practice within a variety of assignments and contexts.

Enterprising Leadership Practice (ELP)

- Developing Abilities
- Cultivating Character
- Honing a Sense of Direction

The Three Domains

- Project Design (PJD)
- Process Design (PD)
- Business Design (BD)



(5.4) DESCRIPTION OF ENTERPRISING LEADERSHIP PRACTICE

Enterprising Leadership Practice (ELP) is the particular practice that is trained by the students of the program. It is a cross-disciplinary practice that combines, and is based on, the three domains. The practice enables the student to identify and realize good judgement, opportunities and potential within a given context. Over the course of the program, the student will develop particular areas in their personal ELP, which include the following.

DEVELOPING ABILITIES

The practice is centered around the following six generic abilities: *Imagining, Taking Action, Communicating, Sense-making, Collaborating and Learning.*

These abilities are practiced and alongside specific skills, methods and theories, related to the three domains:

Project Design, Process Design and Business Design.

These abilities are cultivated and developed because they are seen as essential to realizing ideas, potential and value creation. The abilities are trained as an interconnected system. They are cultivated and demonstrated in a variety of contexts, depending on the assignment or task. In each setting, the students ask themselves, “What does it mean to effectively actualize this ability (for example Collaboration), in this context?” A strong conceptual and methodological foundation is offered by various inputs from teachers, peers, guides and mentors in order to support the development and demonstration of the students’ abilities.

CULTIVATING CHARACTER

We view leadership as more than a matter of abilities or skills. Cultivating character is a crucial area of development for leaders. We look at the cultivation of character in various ways. This includes the cultivation of values-based leadership as well as certain attitudes, and a considerable focus on virtues. Virtues can be defined as acting in a way that is moral and appropriate with regard to a particular situation. We define attitudes as a position assumed for a specific purpose or “a feeling or way of thinking that affects a person’s behaviour”. Attitudes can be trained and practiced, becoming “more fit” in terms of how we respond to these challenges. Similar to abilities, virtues are situational and will depend on each individual, and our attitudinal response, to a given situation. It is a continuing process of exploration and inquiry. Key virtues of an enterprising leader include – but are not limited to – *Courage, Toughness, Patience, Generosity, Curiosity and Lightness.*

HONING A SENSE OF DIRECTION

A key focus and essential practice of the program is finding one’s way in the world. It is imperative for entrepreneurs and change-makers to have a clear sense of direction for themselves and their work. It is equally important in the pursuit of leading a fulfilling life. The world today could be characterized as being full of greater opportunities and possibilities than most other moments in history, while simultaneously being full of even more contradictions, uncertainties and challenges. The education offers a space for exploration, experimentation, inquiry and discovery where the students work towards a greater sense of clarity around key themes. These themes include their purpose; what their work is and how they could make a living, what kind of change they would like to make in the world; and what kind of community can best support them in their purposes.

(5.5) DESCRIPTION OF DOMAINS

The domains are essential in the fields the students are taught and trained within. Individual the fields are classic domains, but it is in the combination of understanding and working with all three at the same time, they become unique when students are applying them in all project work.

PROJECT DESIGN

The student will learn and practice how to creatively organize, manage and lead projects of different sizes and outcomes, all while acquiring a toolbox for leading projects effectively.

This domain consists of a unique combination of disciplines and traditions that support the students in developing ambitious ideas and concepts from conception to realization. These include Project Management (PM), Dynamic and Agile PM, Design and Design Thinking, Innovation Theory and Practice, Systemic Innovation, Leadership and Team Building, Visual Literacy and Sense-making.

PROCESS DESIGN

The student will learn and practice new ways of designing, facilitating and leading processes in diverse groups, which fosters better collaboration and results.

This domain consists of a unique combination of disciplines and traditions that support the students in leading, designing and hosting generative collaborations; learning spaces; and organizations. These include Organizational Design, Organization Development and Psychology, Participatory Process Design, Systemic Process Consulting and Leadership, Group Facilitation and Adaptive Leadership.

BUSINESS DESIGN

The student will learn and practice how to create multiple layers of value for their customers and stakeholders, and how innovation contributes to developing businesses on a commercial level.

This domain consists of a unique combination of disciplines and traditions that support the students in creating value and contributing to change in the world through the creation of start-ups, initiatives within existing organizations or enterprising projects. These include Business Model Design, Prototyping, Sales, Marketing and Branding, Finance and Economics, Entrepreneurship, and Regenerative approaches to entrepreneurship, innovation and business.

(5.6) PROGRAM LEARNING OUTCOMES

The Enterprising Leadership Program curriculum seeks to prepare the student to lead lives with fulfilling, creative and successful work, along with an overall sense of purpose and direction. Upon graduating from the program, the students should possess the following:

- A clear sense of direction, including what the students' purpose is, and how it connects to their work and making a living.
- A clear sense of what the students' skills, abilities and talents are, and how to apply them in their work.
- A clear and holistic understanding of how the student creates value and change in her/his work.
- The ability to take action personally and professionally, by making wise choices and keeping processes in motion.
- The ability to develop and realize visions, ideas and concepts.
- The ability to develop and deliver projects at various scales and levels of complexity.
- The ability to understand what transformational change is and how to make it happen with people, organizations and communities, and in a broader systemic or societal sense.
- The ability to foster and build healthy relations and collaborations in community and organizational life.
- A practice for cultivating a strong and resilient character, capable of facing tough challenges and setbacks.
- The ability to develop a 21st-century literacy, which allows the student to investigate, read and understand patterns, trends and tendencies, including ecological, media and technological literacy.

6 EDUCATIONAL PEDAGOGICAL APPROACH

This section explains the overall pedagogical approach at the Kaospilots and how it is applied. The following elements are described in the subsections below:

6.1 Enterprising Leadership Practice Framework

6.2 Program Epistemology & Ontology

6.3 Learning Process

6.4 Reading and Learning Material

6.5 Learning Community & Roles

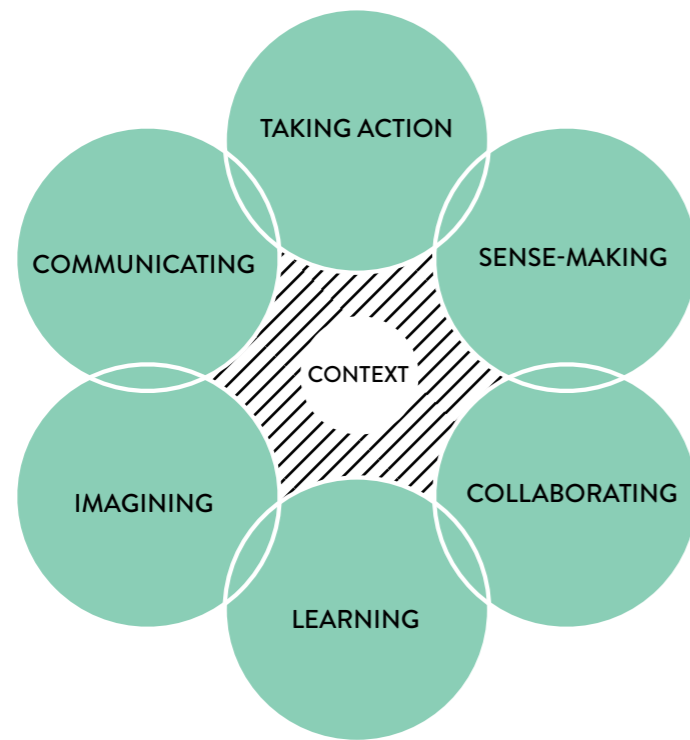
6.6 Running the Community

(6.1) ENTERPRISING LEADERSHIP PRACTICE FRAMEWORK

The framework of the Enterprising Leadership Practice (ELP) plays a central role in informing the design of many elements described in this and further sections of the curriculum. The program's learning design seeks to create conditions where the students, both as individuals and as a community, can develop their practice. The design around the ELP sees professional and personal development as inseparable. This includes developing skills and abilities by cultivating appropriate attitudes and by finding their way.

The framework is aimed at developing and cultivating the student's *Abilities, Character and Sense of Direction*, which is explained in greater detail below.

ABILITIES



IMAGINING

Imagination requires the ability to envision; conceptualize; and shape ideas, dreams and realities. It is also the ability to translate patterns across contexts and synthesizing and making new combinations.

TAKING ACTION

Taking action includes the capacity to convert values, visions, knowledge, insight, experience and situational understanding to practical- and goal-oriented action. It means the ability to display initiatives, to set goals, priorities and make decisions.

SENSE-MAKING

Sense-making comprises a crucial set of research-based abilities, including interviewing, observing and recording; analyzing and synthesizing; and communicating data, findings and insights. It is the ability to practice judgement and discernment, as well as clear thinking.

COMMUNICATING

A key ability in the program is for the students to develop their ability to communicate. The ability is containing as a way of gaining understanding and learning, as a way of fostering relationship and collaboration and also as a means to execute, coordinate, advocate for ideas and goals.

COLLABORATING

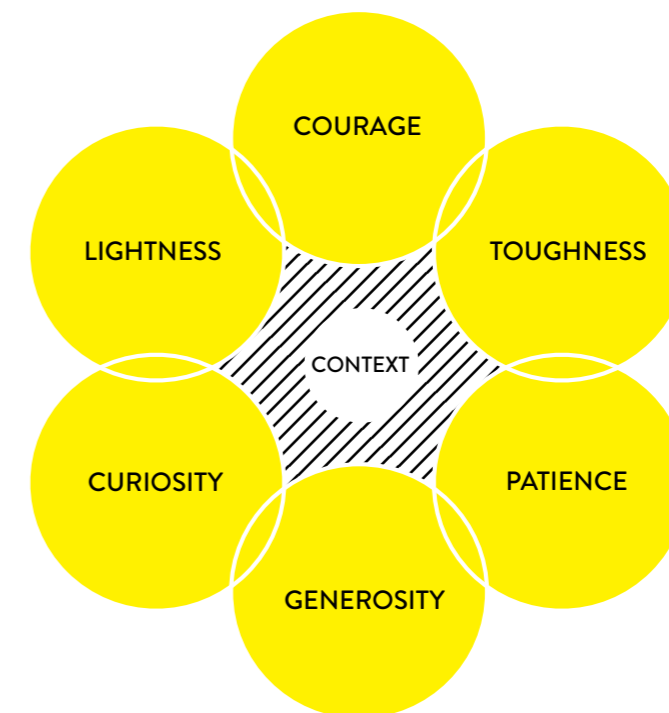
Collaborating is the ability to foster and maintain relations and collaborations. This includes the ability to interact with and constructively relate to other people, and the ability to collaborate on common assignments and goals and to create and maintain contact and trust.

LEARNING

We constantly strive for our students to build their own capacity for learning: learn how to learn. It is essential for lifelong learning, and it is an important part in developing and refining the student's practice. This includes the ability to think and act in new terms (both theoretical and applied), the ability to train how to learn and the ability to adjust and/or unlearn inappropriate habits.

CHARACTER

Cultivating character is crucial to being a leader. One of the key areas of the program is the cultivation of certain virtues, values and attitudes that can help a leader to lead and respond to challenging situations. The main focus of the education, in terms of cultivating character, is the cultivation of salient virtues. The ELP virtues are generic and situational, and the manner in which they are practiced will depend on each individual and the given situation. It is a continuous process of exploration and inquiry. Key virtues of an enterprising leader include courage, curiosity, lightness, patience, toughness and generosity. There are many other relevant and essential virtues, but what matters most is the overall development of the practice of cultivating character, and how to practice and develop them. It is up to the individual to find out which virtues that they need to develop.

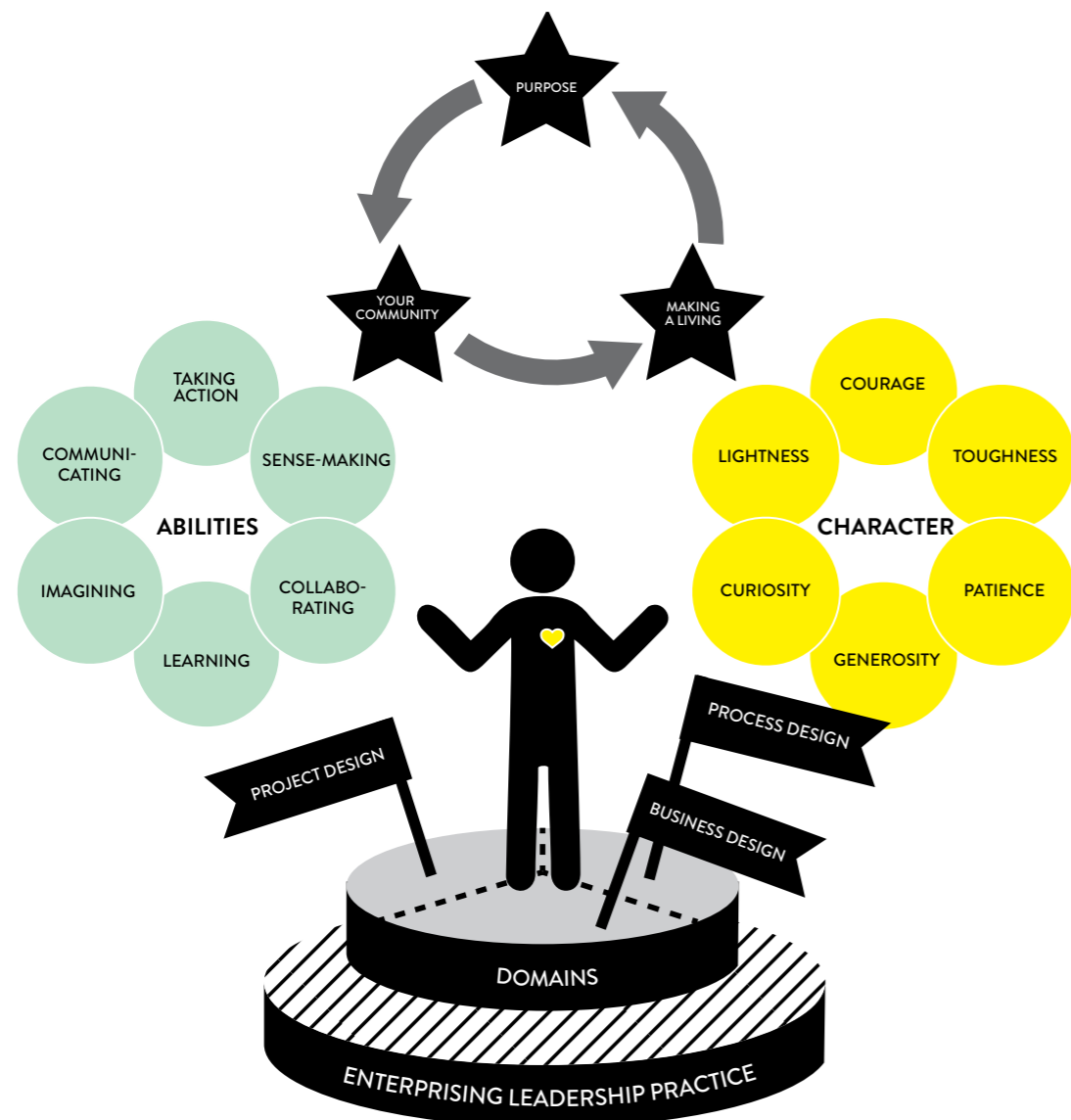


SENSE OF DIRECTION – FINDING & CONNECTING WITH PURPOSE

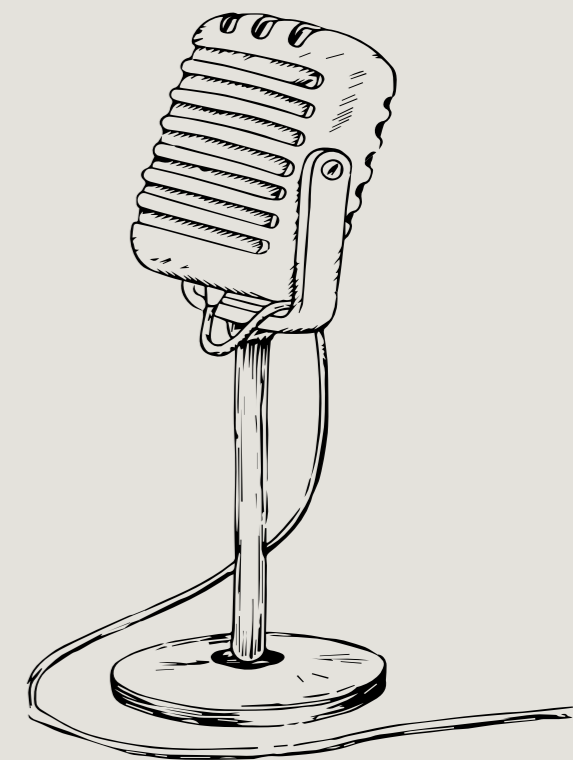
Throughout the program, the students will explore what it means to find their way, and how the students can come to a sense of direction, both on a personal and professional level. This area of the ELP framework draws on knowledge and methods from various fields and disciplines, which support the students in making sense of their journey. These include sociology, philosophy, leadership theories, psychology and coaching. Inquiries are carried out on various levels and woven into the assignments, guidance sessions and evaluations that are undertaken and framed by these dimensions:

- What is the students' purpose? What is their sense of purpose which makes them come alive, which motivates them and which they believe is most worth doing, that is also making a meaningful contribution to the world?
- What is their concept of a good life, for themselves and those around them, that fits with their context and this moment in history?
- How could they go about making a living out of their craft?

As a student you are the center of your own education!

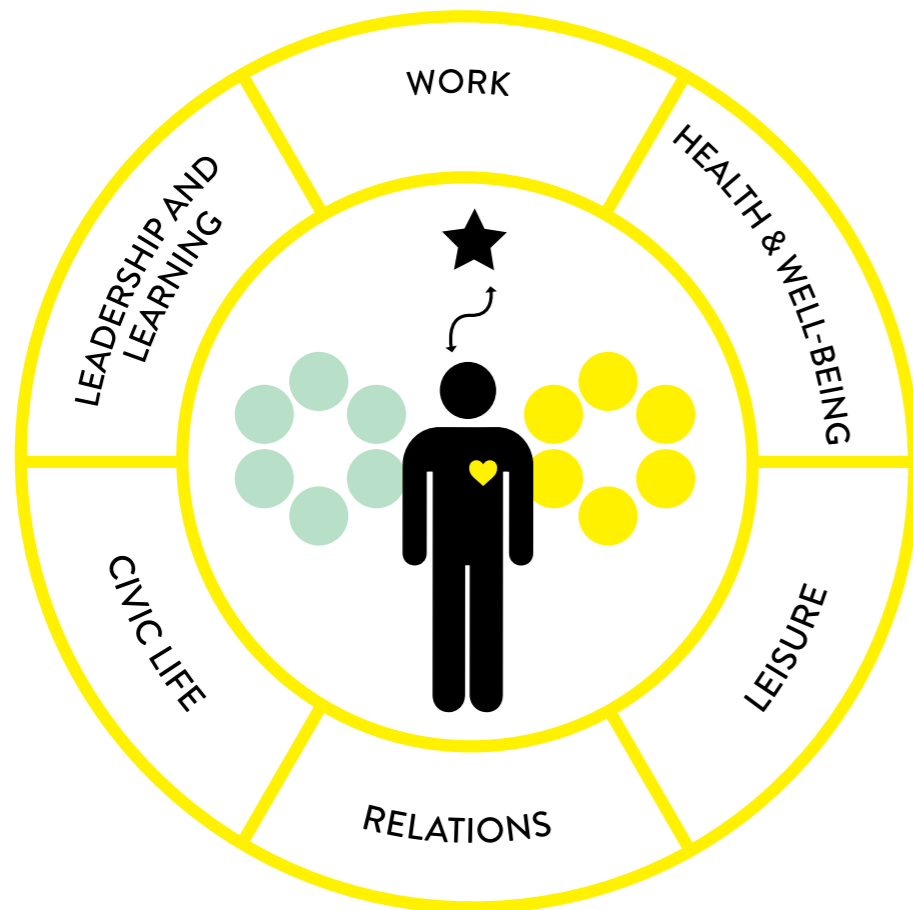


As a student you are the center of your own education!



DIMENSIONS OF PRACTICE

The dimensions of practice constitute a template for the students to work holistically with their ELP. It provides the student with a holistic framework to support them in becoming capable leaders who are able to succeed in their work and conduct their lives overall, and be a fulfilled person. The students are encouraged and supported to develop a leadership practice, within the following six dimensions:



(6.2) PROGRAM EPISTEMOLOGY & ONTOLOGY

The Enterprising Leadership Program is based on both epistemological and ontological standpoints that seek to identify some of the recurring and coherent patterns and themes that describe how the learning community is experienced.

These themes are outlined below:

EPISTEMOLOGY – OUR VIEW ON THE WORLD & HUMANS

- The world and societies are evolving and are in a state of constant change.
- The world is comprised of interconnected and nested systems, and that there is no clear distinction between natural and social systems. They are nested within each other.
- Complexity and Living Systems Theory informs our view of how individuals, groups, institutions, society and the natural world interact and how change happens in the world.
- Humans have agency, meaning that they have the ability to realize themselves and contribute to the world. They can take responsibility for themselves, their reactions and their actions in the world. Humans are creative, resourceful and whole.
- Humans are born with the capability of learning; learning is a continuous process.
- Individuals thrive best relationally, rather than as isolated individuals, and we should be considerate of others as we work towards cultivating our own agency.

ONTOLOGY – HOW WE THINK WE LEARN

- We think that learning takes place both individually and within teams, groups, ensembles and communities.
- We think that we learn better with a high degree of ownership and responsibility towards what and how we learn.
- We think that skills, character and one's craft are best developed when appropriately exposed to the students' stretch zones in ambiguous and challenging situations.
- We think that learning and creating are interconnected activities, thus learning should be experiential, engaging and meaningful.
- We think that learning should include the development of the intellect, skills and abilities, as well as cultivating character.
- We think that transformative learning is important and requires engaging the whole person regularly over a long period.

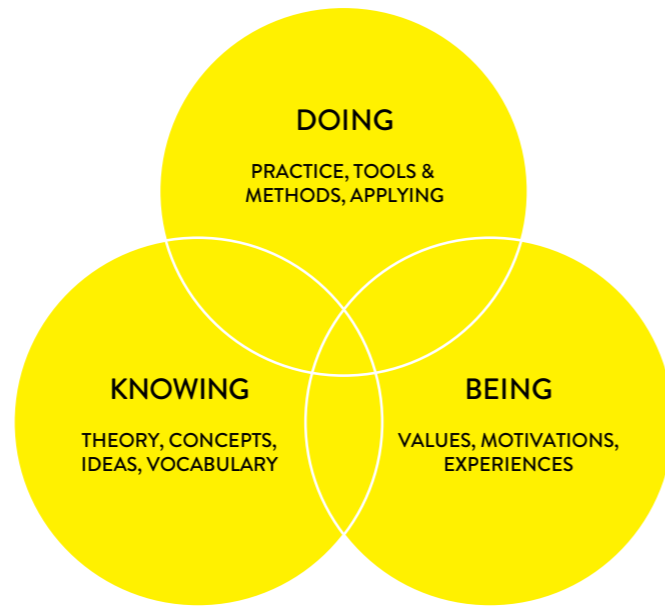
(6.3) LEARNING PROCESS

Our learning process is a combined one that consists of the following: our holistic learning model, the design and learning loop and levels of work.

OUR HOLISTIC LEARNING MODEL

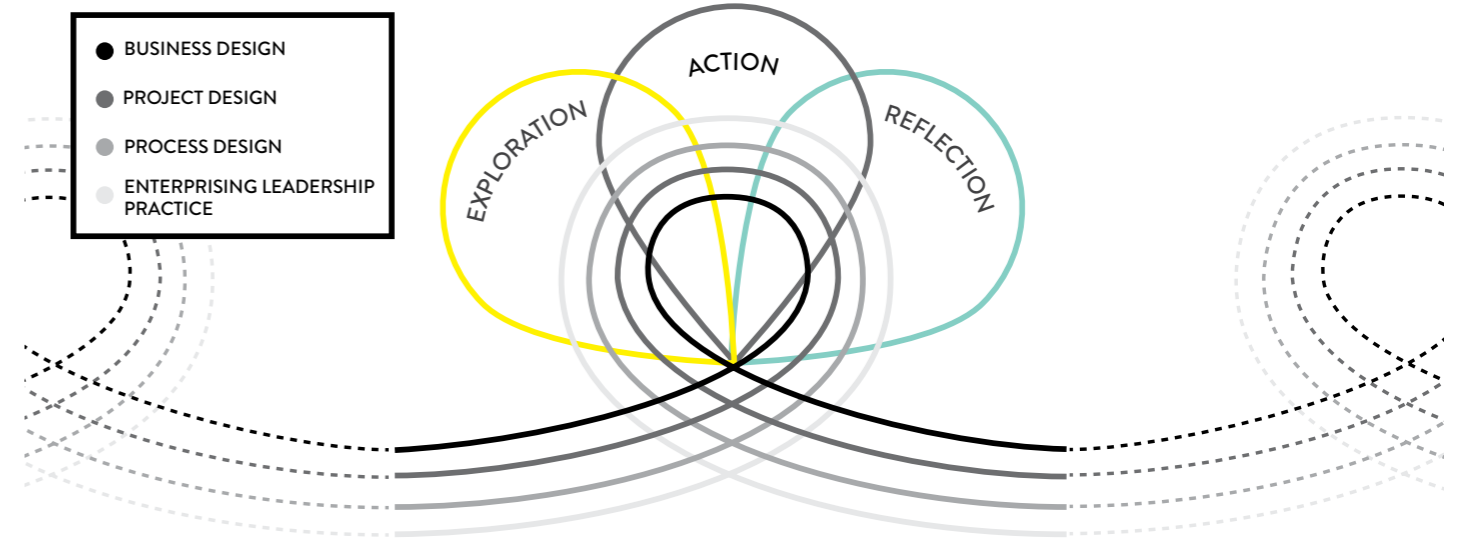
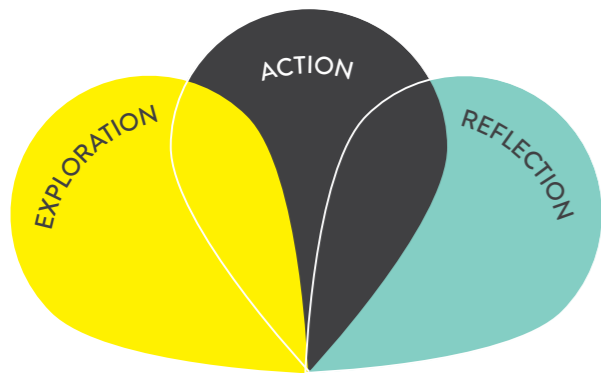
Our learning model is based on circular thinking where theory is put into praxis and praxis into theory. Therefore, it is essential that learning occurs in combination with Knowing, Doing and Being. Our students' learning is praxis driven, and learning-by-doing is the foundation for this approach. It is a non-linear process where we both reflect *in* action and reflect *on* action.

Knowing, Doing and Being are set in motion in combination with each other and at the same time.



DESIGN & LEARNING LOOP

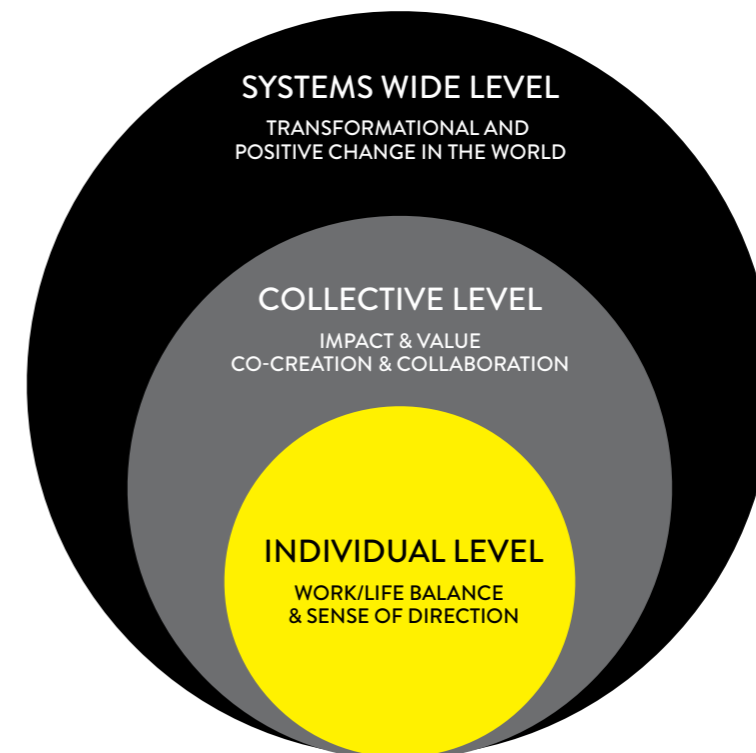
Projects in the Enterprising Leadership Program are carried out in a design and learning loop that contains the stages of *exploration*, *action* and *reflection*. During their education, each student's project follows the same loop. When doing project work in this loop, the student actualizes the domains. Throughout their education, the student will experience that the domains will evolve in complexity and in depth. This loop offers a fundamental design and learning process that they consciously will be able to carry out, in different fields and in different sizes of projects, the rest of their lives. This becomes a professional mindset and working and learning process that they master to the best of their abilities.



LEVELS OF WORK

As part of the learning process, students are trained to work in different project constellations that vary in complexity. Here, a combination of projects ranging from an individual, group to team-wide constellations. We have consciously designed the education so that our students work with many projects at the same time, on different levels and in a non-linear setting. The purpose of this is to enable their abilities to multitask, organize and navigate in a complex world.

The student works on multiple projects at the same time, where each project is characterized by containing a systemic world view. This means that there is an in- and outlook on each level, which occurs interchangeably. A student relates to themselves, their education and the outer world, in a meaningful way and at the same time as illustrated in the model below.



There are three general categories of assignments in the education: external, internal and personal. Internal and external are solved in team-wide, group and individual constellations, whereas the ELP assignments are mainly solved as individuals. All the internal and external assignments are achieved by applying the systemic, collective and individual levels. In the following, you will find a short description of the different assignment types:

- **External Assignments:** The students carry out projects in the real world and develop creative and valuable ideas, concepts and solutions, which serve their collaborators, clients and stakeholders. The Enterprising Leadership curriculum does not use case studies; we only work on real challenges and opportunities and with real clients and partners.
- **Internal Assignments:** Assignments that provide the leadership infrastructure for the teams of students to effectively self-organize and take leadership to complete all of their external assignments. Preparation for next semester, community event and the application process are also internal assignments solved in collaboration with the students.
- **ELP Assignments:** Assignments that are related to the students designing their individual practice and intentionally practicing and reflecting upon it, while they carry out their external and internal assignments.

(6.4) READING AND LEARNING MATERIAL

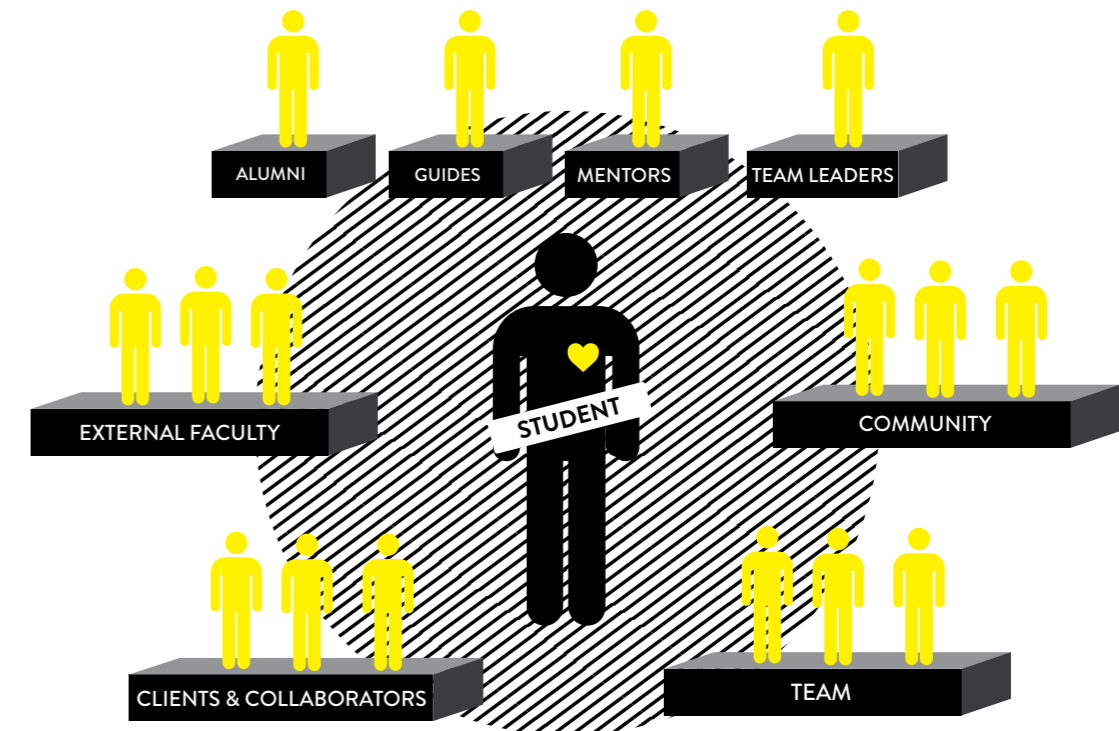
The program draws upon international examples and resources. However, European experiences, settings and arenas will be used actively.

The learning material is presented in component descriptions for the specific component (see Chapter 7). Changes may arise in a component and, as such, the student should consult the appropriate indicative reading list for the year in question.

The program builds on the notion of students taking responsibility for their own learning; thus, the students are expected to actively find reading and learning material that suits the fields and contexts of their projects, their interests, their learning style for the indicative reading and learning materials.

(6.5) LEARNING COMMUNITY & ROLES

The Enterprising Leadership Program happens within a community of students, internal staff, external faculty, clients and collaborators, mentors, alumni and practitioners. The students are encouraged to take responsibility and create a support network within the internal and external community. It is essential that each student creates a good internal and external support system and network.



INDIVIDUAL, GROUP AND TEAM

Each year's class is called a team, and is given a number: e.g. Team 25 as the 25th class. A team consists of approximately 35 students. Each team stays together for the entire three years of the education. Within the structure and context of the team, each student has a strong level of individual responsibility for their own learning and how they should apply and develop their learning journey, as well as shared responsibility for collaborating with their peers and supporting a vibrant learning environment within the team.

TEAM

The word "team" is a generic term for the group of students. The team may form around various types of collaboration structures, depending on the nature of the assignments they are carrying out. The team members have the responsibility of learning how to lead and organize themselves for solving their tasks and assignments. This level of responsibility offers a complex and vital challenge within the education and plays an important and explicit part of the learning for the students, offering ample opportunity for practicing leadership and co-creation. The team constitutes the learning environment for the students as an entity; the team holds responsibility for building and maintaining a culture that supports collective and individual learning.

PEER LEARNING SETUP

As a community- and team-based education that places a lot of emphasis on individual responsibility, peer learning is an essential element. Framed and supported by the ELP framework, students support each other in cultivating their abilities, attitudes and honing their sense of direction. Specific activities include peer assessments, coaching, dialogue and reflection. Peer learning can take place in either informal and short-term constellations, or more formal and long-term constellations, such as learning groups.

TEAM LEADER

The Team Leader position is unique to the Enterprising Leadership Program. A Team Leader is responsible for designing, developing and delivering each semester. The Team Leader group collaborates and coordinates with each other to create coherence throughout the program. The responsibilities of the Team Leader depend on the particular semester or project at hand. Their responsibilities include and are not limited to the following:

- **Educational Design:** Designing the overall learning processes for teams of students, in accordance with the curriculum. Maintaining an overview of the design across the entire three-year education.
- **Planning:** Planning and organizing the execution of the education, including administrative assignments.
- **Leading & Hosting Learning Processes:** Hosting the team and supporting the creation of a coherent flow of their semester. Hosting the overall learning process, as well as hosting the external faculty. Additionally, designing and facilitating evaluations of various kinds. Supporting the development of a vibrant and healthy team culture. Handing over more responsibility of sense-making to the students over time.
- **Co-creation:** The Team Leader includes the students in co-creating the design, execution and evaluation processes when it makes sense for the students' learning journey.
- **Guidance and Coaching:** Supporting the students and project groups in their work with sourcing and executing projects and assignments.
- **Opportunity Development:** Finding opportunities to connect with relevant projects, persons and institutions. Creating opportunities for students to gain practical experience and relevant connections.
- **Community Building:** Both formally and informally, contributing to the vitality of the overall community and culture, at the Kaospilots.

GUIDANCE

Guidance is a central element in the relationship between the student and the Team Leaders, as well as other teaching staff who are primarily in charge of the guidance. The overall purpose of a guidance session is to support the students in creating a practice as Enterprising Leaders that is supported, but not limited to, the ELP framework. Guidance is meant to heighten the students' abilities and character, with regard to taking charge of their own study-related development. It can best be described as an approach that is aimed at helping people to learn, rather than merely teaching them. There are different types of guidance: individual or group, assignment-related or more generally focused on developing their ELP.

Guidance is characterized by:

- Focusing on the student's own practice and experience of a situation.
- Aiming to support the student's abilities, character and sense of direction.
- The sessions that are based on reflective conversations.
- The starting point being the student's particular situation.
- An agenda that reflects the students' own agenda and what is important to their learning and development.

A relationship is established in the guidance session that enables the student to reflect, understand and act with regard to the situation that is relevant for his or her own learning and performance.

EXTERNAL FACULTY

The program makes use of a variety of different contributors, with the purpose of giving the students access to a broad spectrum of expertise, and connection to a wide range of thought leaders and practitioners as both teachers and role models.

- **Guest Teachers & Trainers:** External teachers and trainers carry out most lectures and workshops. The content of lectures and workshops is decided upon in collaboration between Team Leaders and the guest teachers and trainers, and the training is related to the domains.
- **Mentors:** Students are explicitly encouraged and required to find mentors for projects as well as their individual learning processes.
- **External Censors:** Censors assist in the assessment of the result and learning that the students create. These are chosen for their appropriate level of knowledge about the type of skill and competence that the program wishes to produce, as well as their expertise within the field in focus for the assessment.
- **Collaborators & Clients:** Due to the practical nature of the education, the students are in close contact with a wide range of external parties. The aim is for the student during their education to build up a strong and relevant network for their further work.

(6.6) RUNNING THE COMMUNITY

CULTURE AND COMMUNITY

Participation in maintaining and developing the community is an inherent part of the education, meaning students are required to contribute to the wide variety of activities that take place within the community at the Kaospilots. Actual participation in the community is an important part of the training. It contributes to building the students' network as well as offers various opportunities for building skills and competencies. Increasing the agency of the community members and strengthening the relationships in our broader community are two of the most vital aims of the education. A key objective at the Kaospilots is learning how to nurture healthy relationships and build internal and external community and network.

The community comprises staff, current students, alumni, external faculty and various project collaborators. The community hence offers a wide range of opportunities for mutual learning, sparring and inspiration, and relies on community members actively contributing to it. This gives enrolled students the opportunity and responsibility to co-create a community that is valuable for all of its members. Students are encouraged to take initiatives that support the community and are also required to display respect and consideration to other community members.

RUNNING OF THE SCHOOL

Students play an important role in the daily operations at the school premises. Administrative staff members have overall responsibility for the premises, and students are expected to see themselves as contributors to the everyday operations in practical aspects.

SPACES AND SETTINGS, INCLUDING TAKING CARE OF THE SCHOOL

As members of the community at the Kaospilot, students are expected to be respectful of the physical frames. Initiatives to beautify and make the spaces more functional and inviting are welcome. Students are required to assist in keeping the school premises tidy and clean, as they are the shared commons and work environment for many people.

HOSTING

The student will take on a hosting role from time to time. The purpose of hosting is twofold: to support the learning environment, as well as train the leadership and management skills involved in creating physical and mental spaces that support learning and development.

SCHOOL-WIDE EVENTS

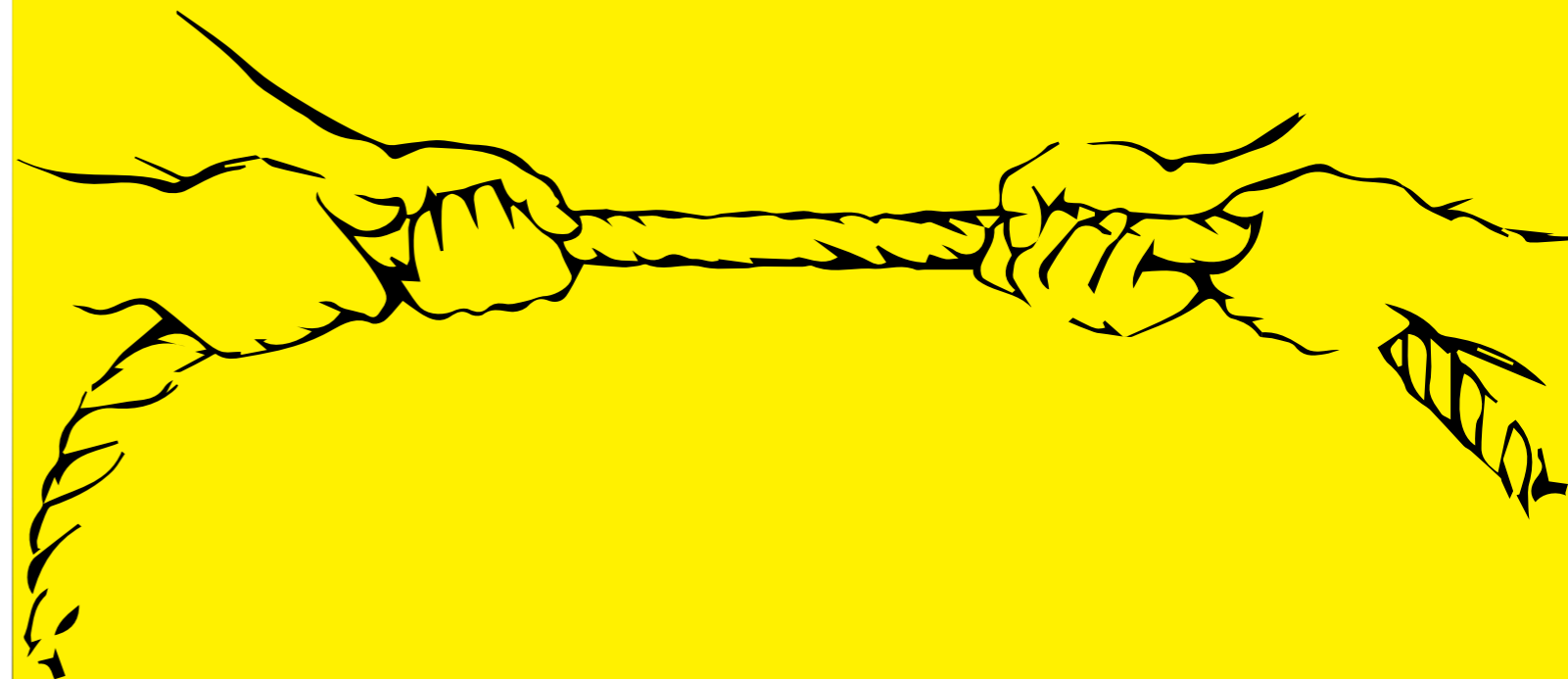
There are a wide variety of events taking place every year, which include the enrolled students in the planning, designing and execution (for example, celebrations) of new teams and graduating teams.

STUDENT BOARD

The students are expected to form a representational organization in order to coordinate activities between the student body and the staff, who design and deliver the Enterprising Leadership Program. The purpose of the Student Board is to represent the student “voice”. Their primary assignments are to organize and lead a structure, for example, school board representative, community learning and crossover activities. It is the students’ responsibility to ensure a committee, with which the staff can communicate around initiatives and practicalities.

“A sense of belonging is the start of a community”

Christer Windeløv-Lidzélius,
Principal at Kaospilot



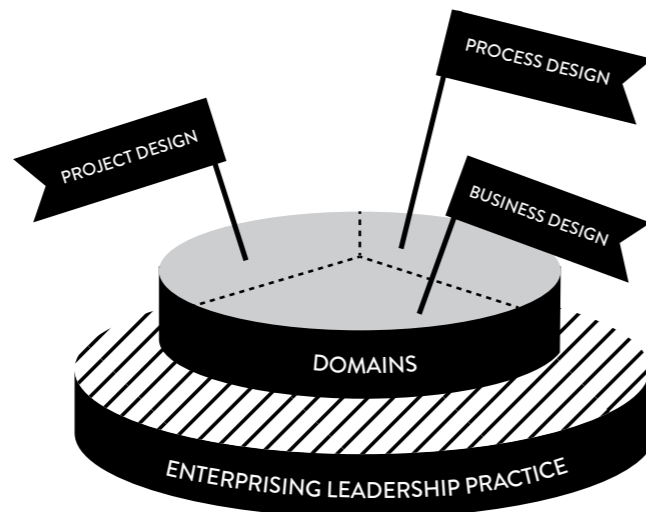
PROGRAM STRUCTURE

The Enterprising Leadership Program is a three-year, full-time program divided into six semesters. Each year corresponds to 60 European Credit Transfer System (ECTS) points (180 points in all), and each semester lasts 19–21 weeks.

The semesters have to be followed by the student in chronological order.

The program is organized around the Enterprising Leadership Practice (ELP) and three domains where the practice occurs. The domains are all interrelated and integrated. The domains allow for new combinations in practice, and they encourage multi-disciplinary approaches in how the students apply the content from one domain within another.

- **Enterprising Leadership Practice (ELP)**
- **Business Design (BD)**
- **Process Design (PD)**
- **Project Design (PJD)**



The ELP and domains – Business Design, Process Design and Project Design – are divided into 18 components in total. All 18 components are integrated with each other in the work and learning journey of the program. The 18 components are divided as followed:

- Six components are focused for Enterprising Leadership Practice, named as ELP 1–6 with one component for each of the six semesters.
- Each of three domains have four components divided over the six semesters, named as Business Design (BD) 1–4, Process Design (PD) 1–4, Project Design (PJD) 1–4.
- Each of the 18 components deepen the knowledge, abilities and character of the students in an integrative and complementary way.

A component description explains the component’s content, learning outcomes, learning and teaching strategy (including allocated hours), exam, assessment and evaluation and a reading list. A component has a duration of seven weeks.

Content of components can be found in Chapter 8. For a full overview, see separate document: Component Descriptions.

The following table offers an overview of each components per semester and corresponding ECTS points for each component:

	SEMESTER 1 “ENTERPRISING LEADERSHIP FUNDAMENTALS”	ECTS
1 ST YEAR	PJD 1 – Fundamentals: Practice, Teamwork & Value Creation	10
	PD 1 – Collaborating: Organizing & Creation	10
	ELP 1 – Enterprising Leadership Practice	10
2 ND YEAR	SEMESTER 2 “VALUES AND VALUE”	
	PJD 2 – Creativity, Design & Communication	10
	BD 1 – Business Modeling & Being Enterprising	10
	ELP 2 – Enterprising Leadership Practice	10
	SEMESTER 3 “OUTPOST”	
	BD 2 – Exploration & Impact	10
PD 2 – Organizing & Collaboration in an Unfamiliar Context	10	
ELP 3 – Enterprising Leadership Practice	10	
3 RD YEAR	SEMESTER 4 “HONING YOUR CRAFT”	
	BD 3 – The Future of Business & Organizations	10
	PJD 3 – Craft & Work	10
	ELP 4 – Enterprising Leadership Practice	10
	SEMESTER 5 “SYSTEMIC TRANSFORMATIONS”	
	PJD 4 – Complex Social Change	10
	PD 3 – Systemic Leadership	10
	ELP 5 – Enterprising Leadership Practice	10
	SEMESTER 6 “PILOT PROJECT”	
PD 4 – Enterprising Leadership	10	
BD 4 – Sustainability & Impact	10	
ELP 6 – Enterprising Leadership Practice	10	

8 PROGRAM DESCRIPTION

SEMESTER 1 - COMPONENTS

SEMESTER 1 - COMPONENTS	ECTS
PJD 1 – Fundamentals: Practice, Teamwork & Value Creation	10
PD 1 – Collaborating: Organizing & Creation	10
ELP 1 – Enterprising Leadership Practice	10

PROJECT DESIGN 1 (PJD1) – FUNDAMENTALS: PRACTICE, TEAMWORK & VALUE CREATION

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 thought within project management. This provides the student with a platform for developing, organizing 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. Subjects 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

PROCESS DESIGN 1 (PD1) – COLLABORATING: ORGANIZING & CREATION

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 organize around. Emphasis is placed on broadening the students' ability to recognize and make sense of how they organize 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

ELP 1 – ENTERPRISING LEADERSHIP PRACTICE

The Enterprising Leadership Practice (ELP) 1–6 components all have a similar buildup, though each has 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 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 and evaluating one's progress to the last ELP 6 where the students 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

SEMESTER 2 - COMPONENTS

	ECTS
PJD 2 – Creativity, Design & Communication	10
BD 1 – Business Modeling & Being Enterprising	10
ELP 2 – Enterprising Leadership Practice	10

PROJECT DESIGN 2 (PJD2) – CREATIVITY, DESIGN & COMMUNICATION

The component provides the students with hands-on experience with initiating, scoping, designing and executing projects. The emphasis lies on strengthening their understanding of and ability to lead and organize 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

BUSINESS DESIGN 1 (BD 1) – BUSINESS MODELING AND BEING ENTERPRISING

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

ELP 2 – ENTERPRISING LEADERSHIP PRACTICE

ELP 2 focus: 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 further explanation of ELP see ELP 1.

SEMESTER 3 - COMPONENTS

	ECTS
BD 2 – Exploration & Impact	10
PD 2 – Organizing & Collaboration in an Unfamiliar Context	10
ELP 3 – Enterprising Leadership Practice	10

BUSINESS DESIGN 2 (BD2) – EXPLORATION & IMPACT

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 variety of local projects with different organizations. 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

PROCESS DESIGN 2 (PD2) – ORGANIZING & COLLABORATION IN AN UNFAMILIAR CONTEXT

The component is interwoven with previous component, as an outpost. The student will gain experience with working and collaborating in an unfamiliar context. Through collaborating and organizing around internal and external parallel projects and assignments, the student develops their competence as process leaders and facilitators and deepen their understanding of organizational 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
- Organizational design
- Leading in complexity

ELP 3 – ENTERPRISING LEADERSHIP PRACTICE

ELP 3 focus: 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 workflow
- Assessment processes

For further explanation of ELP see ELP 1.

SEMESTER 4 - COMPONENTS	ECTS
BD 3 – The Future of Business & Organizations	10
PJD 3 – Craft & Work	10
ELP 4 – Enterprising Leadership Practice	10

BUSINESS DESIGN 3 (BD3) – THE FUTURE OF BUSINESS & ORGANIZATIONS

The component provides the student with an opportunity to investigate a potential vocational field: through a three-month placement in an organization or business of their choice or as project leaders for preparing next semester assignment – Systemic Leadership Assignment where all 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 students’ 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

PROJECT DESIGN 3 (PJD3) – CRAFT & WORK

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

This component creates clarity around the students’ 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
- Systems thinking
- Transformational change
- Sense-making

ELP 4 – ENTERPRISING LEADERSHIP PRACTICE

ELP 4 focus: 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 further explanation of ELP see ELP 1.

SEMESTER 5 - COMPONENTS	ECTS
PJD 4 – Complex Social Change	10
PD 3 – Systemic Leadership	10
ELP 5 – Enterprising Leadership Practice	10

PROJECT DESIGN 4 (PJD4) – COMPLEX SOCIAL CHANGE

The component provides the student with a deep understanding of and experience with contributing to systemic change by doing their Systemic Leadership Assignment. 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, organizing 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

PROCESS DESIGN 3 (PD3) – SYSTEMIC LEADERSHIP

The component provides the student with a deep understanding of and experience with contributing to systemic change by doing their Systemic leadership Assignment. 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 an understanding of working, leading, organizing 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 handling
- Agile workflow
- Reflective practice

ELP 5 – ENTERPRISING LEADERSHIP PRACTICE

ELP 5 focus: 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 further explanation of ELP see ELP 1.

SEMESTER 6 - COMPONENTS	ECTS
PD 4 – Enterprising Leadership	10
BD 4 – Sustainability & Impact	10
ELP 6 – Enterprising Leadership Practice	10

PROCESS DESIGN 4 (PD4) – ENTERPRISING LEADERSHIP

The component provides the student with 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 parallel projects. Subjects the students will be introduced to among others are:

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

BUSINESS DESIGN 4 (BD4) – SUSTAINABILITY & IMPACT

In this component the student will still carry out their Pilot Project through all its phases: from idea to realization, including developing sustainable strategy for the future of their concept. 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 Project 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

ELP 6 – ENTERPRISING LEADERSHIP PRACTICE

ELP 6 focus: 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 further explanation of ELP see ELP 1.

9 EVALUATION, ASSESSMENT AND EXAMINATION

The Enterprising Leadership Program uses various processes and procedures for evaluating, assessing and examining the students and their assignments. The intention of these processes and procedures is to support and enhance the students' learning and development throughout their education.

EVALUATIONS

The Enterprising Leadership Practice (ELP) framework also informs the evaluations. Personal reflections (supported by materials and methods), self-assessments and peer reviews, along with team-wide evaluations, are included in these evaluations. Evaluations are made in both quantitative and qualitative versions.

The focus of the evaluations can also be extended to evaluate the role of the curriculum and semester design and how it supports the fulfillment of the assignments and the learning process. All evaluations and exams are documented.

ASSESSMENT AND EXAMINATION

The assessment and examination processes are intended to support the learning and development of the students. The intentions of the assessment and examination procedures are as follows:

- Support and enhance the student's learning process.
- Promote continued learning.
- Serve as a foundation for certification of the students.
- Be a tool for quality assurance and control.
- Exhibit high reliability and validity.
- Promote qualifications.
- Provide feedback of the student's performance at the exam.

EXAMINATION AND ASSESSMENT PROCEDURES

The examination and assessment procedures follow the Ministerial Order no. 262 of the 20th of March 2007 on the Grading Scale and Other Forms of Assessment:

- Assessment “Pass/Fail” is used if stipulated by the rules for the individual, group and team assignments.
- Grades for assessment are awarded using the Danish 7-point grading scale.
- Assessment of evaluations must be completed and approved to receive a diploma.
- In addition to the examiner appointed by the Kaospilots, external assessment is subject to censor(s) coming from a different institution or company.
- Internal assessments are subject to continuous assessment and are arranged and managed by the Team Leaders.
- Peer reviews are organized within a team of students.

The following table illustrates how the components are assessed.

FIRST YEAR	Group size			Assessment type		Censor	
	Individual	Group	Team	Pass/Fail	7-Point grading scale	Internal	External
Semester 1 (1st Year Client Project)		X		X		X	
Project Design I		X		X		X	
Semester 1 (1st Year Client Project)		X		X		X	
Process Design I		X		X		X	
Semester 1 ELP 1	X		X	X		X	X
Semester 2 (1st Year Enterprising Project)	X				X		X
Project Design II					X		X
Semester 2 (1st Year Enterprising Project)	X				X		X
Business Design I			X	X		X	
Semester 2 ELP 2	X		X	X		X	

SECOND YEAR	Group size			Assessment type		Censor	
	Individual	Group	Team	Pass/Fail	7-Point grading scale	Internal	External
Semester 3 (Outpost) Business Design II			X	X		X	X
Semester 3 (Outpost) Process Design II			X	X		X	X
Semester 3 ELP 3	X		X	X		X	
Semester 4 (Research) Business Design III	X				X		X
Semester 4 (Research) Project Design III	X				X		X
Semester 4 ELP 4	X		X	X		X	

THIRD YEAR	Group size			Assessment type		Censor	
	Individual	Group	Team	Pass/Fail	7-Point grading scale	Internal	External
Semester 5 (Systemic leadership Assignment – SLA) Project Design IV		X		X			X
Semester 5 (SLA) Process Design III		X		X			X
Semester 5 ELP 5	X		X	X		X	
Semester 6 (Pilot Project) Process Design IV	X				X		X
Semester 6 (Pilot Project) Business Design IV	X				X		X
Semester 6 ELP 6	X			X		X	

THE 7-POINT GRADING SCALE

Each grade, awarded according to the 7-point grading scale, shall be accompanied by the letter on the European Credit Transfer System (ECTS) scale, which corresponds to the grade in question on the leaving certificate.

12 OR A FOR AN EXCELLENT PERFORMANCE

As such: an excellent performance displaying a high level of command of all aspects of the relevant competence areas, with no or only a few minor weaknesses. It can also be a project delivered where all expectations are met and the delivery exceeds, by far, what could be expected.

10 OR B FOR A VERY GOOD PERFORMANCE

As such: a very good performance displaying a high level of command of most aspects of the relevant competence areas, with only minor weaknesses. It is an accomplishment or a project meeting all expectations in a satisfying way.

7 OR C FOR A GOOD PERFORMANCE

As such: for a good, average performance displaying good command of the relevant competence areas, but also demonstrating some weaknesses. It is an accomplishment or a project where the main points from the subjects, or the project problems are understood and solved in a good way.

4 OR D FOR A FAIR PERFORMANCE

As such: a fair performance displaying some command of the relevant competence areas, but also demonstrating some major weaknesses. The student displays problems with communicating important areas and conducting independent reflections – alternately, he /she has problems with delivering a satisfying result on the project.

02 OR E FOR AN ADEQUATE PERFORMANCE

As such: a performance meeting only the minimum requirements for acceptance. The student possesses some knowledge within one or several areas of competence, but with great shortcomings. The student lacks overview and shows lack of independent action, reflection or individual opinions – alternately, he/she is not capable of delivering the project in accordance with the expectations.

00 OR F FOR AN INADEQUATE PERFORMANCE

As such: a performance that does not meet the minimum requirements for acceptance. The student has not understood what the subject or the project is all about, and is not able to solve the assignment, reflect, make an individual opinion, create relationships or deliver the project.

-3 OR F FOR AN UNACCEPTABLE PERFORMANCE

As such, a performance which is unacceptable in all respects.
If the student is given a 00 but would be able to receive a 02 with some adjustment or add-ons, the student can be offered an opportunity to submit a written supplement for a specific part of the project. It should be handed in no more than three weeks after the exam.

10 ADMISSION

A minimum of 35 students are admitted to the Enterprising Leadership Program each year.

The ambition level of the program requires a very high degree of independence, ingenuity, communicative and cooperative abilities from the candidates. They should be self-driven and self-motivated due to the expectation that they have a big influence in co-creating their own education.

The application procedure contains three steps, where each has a set of criteria that must be met in order to enter the next:

1. The applicant must live up to the formal requirements.
2. Submission of application (including solving a creative assignment).
3. Participation in an admission assessment workshop (including an interview).

FORMAL REQUIREMENTS

The student must be proficient in English.

The student must have completed a secondary school education and have a minimum of one year of relevant experience (i.e. employment, own company, projects, travel, etc.). If the student has not completed a secondary school education, they can still be eligible for the program by documenting other substantial, professional qualifications or relevant practical experience.

APPLICATION

In addition to the minimum requirements there is a need to make sure that the student's profile matches the program setup. The application schedule consists of two parts that the student must fill out: a personal presentation and motivation coupled with a creative assignment.

The creative assignment is an opportunity for the students to show that they are able to work with a challenging exercise without any given answers. The completion of the assignment is assessed based on how the student solves the assignment, the format in which the assignment is presented, as well as the actual content.

The personal presentation and motivation are an opportunity for the student to document:

- The level of knowledge concerning the education they have applied for, what is demanded in order to succeed and what kind of opportunities that exist for their future.
- The necessary motivation and will to finish the program.
- Any previous achievements that are relevant to the program and what he or she has done that has led to where they are right now.

11 GUIDE AND REGULATIONS

- Proof that they have the experience, potential, will, skills and competencies to change, act, create and engage with other people and the world.
- Potential students will be selected and invited to an admission assessment workshop. The selection of these potential students is carried out by a designated group of people, consisting of staff members and enrolled students. The Principal or Head of Studies is responsible for the process and final selection.

ADMISSION ASSESSMENT WORKSHOP

The workshop runs approximately two days. The purpose of the admission assessment workshop is to provide the best possible format for selecting and enrolling students, as well as to provide an opportunity for the applicant to get a practical and in-person understanding of what the program is about and determine if it is desirable to them.

The applicant works together with other applicants to solve a creative task. The applicants go through a series of individual and group assignments in order to challenge their ability to work independently as well as in a group. The nature of the creative assignment is analytical and logical, creative, emotional and ethical, communicative and reflective. The purpose is to allow the different sides of the applicant to be shown and observed in order for us to see if they have the necessary knowledge, skills and attitudes to excel during the program.

There is also a personal interview with the individual applicant where the applicant assesses their personal strength and weaknesses, ambitions and motivation. Staff members are responsible for the interviews.

A team of enrolled students, staff members and externals, that have experience in similar processes, observe the applicants. The observers undergo extensive training before embarking on this task.

When the workshop is finished, the observers grade the applicants based on their observations under the supervision and guidance of the Head of Studies, or other individuals with designated responsibility. After the admission assessment has concluded, the observers and other people involved get together and rank the students, based on the grading as well as the application schedules.

The process is a thorough and comprehensive exercise where the quality of the process is monitored and evaluated every year. The Principal or Head of Studies is responsible for the final decision of who is accepted to the program.

If extraordinary circumstances prevail, and meeting in person is not a possibility, the regular setup of the admission assessment workshop will not be carried out. A setup will be activated where assessment of each applicant is done in an alternative way. Staff members are responsible for the interviews.

CODE OF CONDUCT AT KAOSPILOT

The Enterprising Leadership Program is a team-based education where each student is required to participate and to be present in the given lectures, projects and group work. The rules of attendance are specified in the curriculum and/or component descriptions.

APPROACH TO OFFENSIVE OR ABUSIVE BEHAVIOUR

We stand for a responsible and open educational and working environment, and strive together to maintain an equal, respectful, safe and open learning environment for students, staff and collaborators. At the Kaospilot, we have no tolerance for any form of bullying, harassment, differential treatment, discrimination, threatening behaviour or physical violence.

Students and staff have a shared responsibility for acknowledging and upholding a culture based on respectful and inclusive behaviour. This is not only about upholding appropriate values, but this is also an essential prerequisite to establish a safe and highly productive learning environment.

Anyone who is exposed to, and witnesses or learns about offensive or abusive behaviour is expected to take action, regardless if one is directly involved or not. Students and staff also have the right to protect themselves against actions or statements, which they perceive to be offensive or abusive.

GUIDELINES FOR DEALING WITH OFFENSIVE OR ABUSIVE BEHAVIOUR

Offensive or abusive behaviour may take different forms, and it is not Kaospilot policy to have rules for them all. If a student feels violated at the Kaospilot, or witnesses or learns about such a situation, they should exercise their responsibility to act. First, attempt to resolve the issue through dialogue with the offending party. If this is unsuccessful or the situation is grave, they should contact their Team Leader or the Head of Studies for further process.

APPROACH TO MENTAL HEALTH CONDITIONS AND DIAGNOSES

Students at Kaospilot are responsible for their own learning. Kaospilot believes that all people are whole and resourceful, no matter what we are dealing with. Therefore, mental health conditions or circumstances that will impact a student's presence, participation and capacity to comply with our approach must be resolved. It is in the interest of the student, his/her peers and staff that this is done respectfully, with relevant transparency and without unnecessary delays. Specific solutions will always have to balance the needs of the student, the team, staff and the upholding of this curriculum.

The Kaospilot organization does not have the expertise or capacity to work with psychological issues. Therefore, we expect you as a student to have/build a strategy for your well-being during your studies. This is an important part of your responsibility towards yourself as an enterprising leader. If you are dealing with any mental health conditions or diagnoses that influence your studies or interactions, you must inform and involve your Team Leader immediately.

ATTENDANCE AND ABSENCE

Daily attendance is according to the planned schedule provided by the school. Scheduled teachings and trainings are mandatory.

The student should be present for all activities related to the school and education on an individual, group, team and community level. It is the students' responsibility to plan and organize their time according to the provided schedule. The student must plan for an average of 40 hours of study-related activities weekly.

The student is allowed a maximum absence of 20%. It is the student's responsibility to give notice about absence to the Team Leader and the team on a daily basis.

If a student reaches high absence or has an excessive lack of activity or presence, this will be considered as a breach of contract of the educational agreement and can cause the student to be expelled from the program.

Other alternative actions can be taken instead. However, this is to be agreed upon between the student, the Team Leader and Head of Studies, if deemed necessary by the Head of Studies.

In the case of illness that is documented by a medical certificate, the Head of Studies has the ability to give dispensation for absence.

Non-agreed absence during an evaluation will fail that evaluation. A student may only be excused from an evaluation when the student provides official written proof of a reason for the absence, for the school.

EXPULSION

The Team Leader can recommend that a student can be expelled from the program, if the student is considered to:

- Show a lack of active participation in the classes and project work.
- Show a lack of suitability for the program, understood as unwilling or unable to play a constructive role in the learning environment.

The student can be expelled, without warning, in the event of gross negligence or unbecoming behaviour. The Principal must approve the final decision regarding expulsion.

RE-EXAMS

A student, or a group of students, who does not pass an exam is allowed two additional attempts (three attempts in all). If the student fails on the second attempt, costs incurred for external censors and guidance are to be paid by the student or group of students for the third attempt.

Re-exams during the program, in general, take place no more than three months after the first exam and/or take place in a two-week period just before next semester starts.

A Final Project can be re-examined up till three years after graduation. Special arrangements, changes or requested additions to this provision will be decided on a case-by-case basis by the Head of Studies.

ACADEMIC MISCONDUCT AND APPEALS

The assessment of students in the program shall be the responsibility of a group of staff, which consist of – but is not limited to – Head of Studies, Team Leader, internal censors and public censors. The Head of Studies is overall responsible; if he or she is unavailable, then one Team Leader, or the examiner, will assume responsibility.

The staff will meet yearly with representatives of censors and examiners to evaluate the exams and assessment setup. The group is providing analyses and feedback for the school.

AN APPEAL AGAINST AN ASSESSMENT & EXAMINATION

The student submits the appeal to the Head of Studies. The appeal must be in writing, motivated and handed in no later than two weeks after the exam.

An appeal must be supported by at least one of the following forms of documentation:

- A statement indicating material administrative error in the conduct of the assessment.
- A statement outlining how the assessment was not in accordance with the documented assignment criteria and program learning outcomes or an agreed upon student-staff contract.
- A statement of errors during the examination.
- A statement of disagreement over the given grade or the argumentation following the grade.
- A relevant medical certificate.

The appeal will in most cases be handed over to the evaluators – the examiner and censor – for their opinion but ultimately it, depends on the sort of appeal and whom it is relevant to involve. This process can take up to two weeks and holidays are not included. Based on the different statements, the Head of Studies will make a written decision. The decision can be:

- Offering a new exam.
- Offering a new assessment – setting a new grade and/or new feedback.
- Not accepting the appeal.

If the student is offered a new exam or new assessment, the student must be informed that the process can result in a lower or higher grade than previous given. The student has two weeks to accept the decision, and then the new exam process will begin. The final result cannot be appealed.

AN APPEAL AGAINST THE UNACCEPTED APPEAL

The student can choose to appeal against a refused appeal, within two weeks of receiving it, by submitting a written argument based on the student's first appeal and the evaluators' statements.

A neutral board consisting of a public censor, Team Leader and a student representative will treat the appeal and all materials related to it. The board's decision must be in writing, motivated and the procedure can take up to two months. The possible outcomes of the decision are the same as above.

If the student is offered a new exam or assessment, the student must be informed that the process can result in a lower or higher grade than the first given. The student has two weeks to accept the decision, and then the new exam process will begin. The final result cannot be appealed.

If the appeal is not accepted, the student cannot re-appeal this decision; the decision is final.

PLAGIARISM

Plagiarism is the presentation by a student as his or her own work of a body of material (written, visual or oral) that is wholly or partly the work of another. Plagiarism is considered to be a serious offense, and action will be taken against any student, who plagiarizes whether through negligence, foolishness or deliberate intent. Make sure the written material is acknowledged through the use of quotation marks, references and bibliographies.

DEFERMENT

Applications for a deferment of assessment or interruption of study (postponing your studies) must be supported by:

- A medical certificate from a registered medical practitioner, or
- A statement showing justifiable reasons for any deferment or interruption of study.

Each case is considered on a case-by-case basis and is granted at the sole discretion of the Head of Studies.

STUDENT REPRESENTATIVES

Students have an opportunity to volunteer and to elect their own representatives. Two student representatives from each team are invited.

Student representatives are invited to attend the Student Board and are responsible to canvass and notify the Board concerning academic issues that have been brought to their attention by their fellow students. Their role is to channel and voice the opinion of the student group concerning issues that may affect their learning experience.

STUDENT STAFF COMMITTEE

The purpose of the Student Staff Committee is to provide a forum for discussion between students and staff, involving all aspects of the program. A meeting is held once per semester. The membership may include:

- Head of Studies
- Team Leaders
- Student members from the Student Board

The Student Board decides whom should attend from the student's side. If students do not wish to commit to this committee, the school will have alternative ways to invite students for having the possibility to discuss different themes and subjects.

Minutes reporting discussions, decisions and actions taken at the committee meetings are circulated to members, stored and filed.

COMPONENT ANNUAL EVALUATION'S AND PROGRAM EVALUATION

Annual evaluations and program feedback are conducted throughout the education. The Head of Studies sends out annual quantitative surveys that are focused on evaluating the components that the student has completed during the previous year. This survey also asks the students to rate her/his or own development.

Furthermore, evaluations are planned and executed with the students on an annual basis. The evaluations are made with a qualitative approach, allowing the student to go more into depth with their feedback. The aim of this feedback and evaluation process is to elicit views concerning the quality of the components taken.

Feedback is continuously asked for and collected from students, external and internal staff, censors, alumni and collaborators by the Team Leaders.

The outcome and result of feedback and evaluations will be brought to the continuous designing and improvement of the program by the Team Leaders. Improvement takes place in the development and planning of each semester twice annually, and all evaluations are documented and stored.

The Head of Studies will handle issues of bigger importance together with the internal staff, e.g. Team Leaders. If radical changes are made within the curriculum, it will be documented and delivered to Aarhus School of Business for approval.

SABBATICAL

The student can apply for a sabbatical for no more than one academic year. Meaning if the student postpones their return for an additional year, they will have to re-apply to the program through the open application process. A sabbatical contract concerning requirements and expectations is made between the student and the Head of Studies.

12 FURTHER STUDIES

The Enterprising Leadership Program is not officially recognized as a bachelor's or a master's degree. As such, the graduate cannot continue their studies if a desired educational program requires, for instance, a bachelor's or master's degree. However, a Kaospilot can apply with his or her Enterprising Leadership Program certificate and supplement with other relevant studies and work experience, although no guarantee can be given from the Kaospilot concerning success of such an endeavor. There have been ample examples of graduates pursuing master's degrees of different kinds in the past.



13 DATE OF VALIDATION AND DEVELOPMENT

CURRICULUM 2016

Version 3.2 was approved by the Board of Directors and Aarhus School of Business, and was valid and in operation from August 2016.

Version 3.2 of the curriculum was characterized by the following changes:

- Re-framing and re-articulating the four previous disciplines:
 - The former Creative Leadership discipline is now called the Enterprising Leadership Practice (ELP).
 - The other three former disciplines are now referred to as domains: Project Design, Business Design and Process Design.
- Replacing the Competence Model with a more comprehensive “Enterprising Leadership Practice”, consisting of three dimensions: developing Abilities, a focus on cultivating Character and honing a Sense of Direction.
- Offering a greater focus on integrating and combining the methodologies and theories, within the three domains: Project Design, Process Design and Business Design. The methodologies are more curated, resulting in “teaching less, integrating more”.
- A higher priority on training and practice.
- An updated and refined set of pedagogical principles that inform the design and development of the curriculum.
- The refinement and naming of the learning process as “Creative Inquiry”.
- A renewed commitment to putting projects in service of creating value and contributing to transformation for the common good.
- Providing the students, at an individual and team-wide level, with more responsibility for their education and learning process.
- A combination of short-term assignments within semesters, and longer-term multi-semester assignments.

The development of the curriculum version 3.2 (2016) was led by

Head of Curriculum Research and Development – Pete Sims – and Head of Studies – Kis Jakobsen.

CURRICULUM 2021

This updated version 3.3 is approved in 2021.

This curriculum seeks to evolve and offer our most current and relevant response to the opportunities and challenges of today, while continuing to resonate with the values, traditions and original purpose of the school.

The design question that informed the research and design of the curriculum:
“What should the next version of the Kaospilots’ curriculum contain, in order to best prepare the students to thrive and make a meaningful contribution in the 21st century?”

After launching in 2016, the entire curriculum has been implemented and developed. Based on our experience and the results of our experiments, the following additions and changes were made to version 3.3 of the curriculum:

Overall, version 3.3 is an improvement of the previous version. Generally, clarifications, reformulations and adjustments have been made. The structure of the curriculum has also been adjusted. The two main changes are: (1) updated components descriptions, (2) the description of our Learning Process. Other smaller changes/additions include:

Development the ELP.

- Updated component descriptions.
- Updated ELP components.
- New framing of our Learning Process.
- Code of Conduct at the Kaospilots.
- Approach to offensive behaviour.
- Approach to mental health conditions.

Further development of the curriculum happens based on ongoing evaluations and improvements. A future overhaul of the curriculum happens in conjunction with official approval.



Photo by Hrefna Björg Gylfadóttir, Team 24

KAOSPILOT