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## Development, Implementation and Sustainability Report: PhD course in Authentic Leadership

Bujac, Andreea; Turcan, Romeo V.

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# IETN

International Entrepreneurship Network  
for PhD and PhD Supervisor Training  
(IETN - KA203-2019-007)

## **Development, Implementation and Sustainability Report: PhD course in Authentic Leadership**

Andreea I. Bujac  
Romeo V. Turcan

TBRP - Theory Building Research Programme



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# Development, Implementation and Sustainability Report: PhD course in Authentic Leadership

Aalborg University (Denmark)



AALBORG UNIVERSITY

Linnæus University (Sweden)



Linnæus University

University of Tartu (Estonia)



University of Siegen (Germany)



Lappeenranta-Lahti University of  
Technology (Finland)



Aalborg  
December, 2022



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# EXECUTIVE SUMMARY

This report summarises all activities related to the development and implementation of the PhD course in 'Authentic Leadership'. This course was part of the project Intellectual Output 1 (IO1) that had the objective to enhance the quality of doctoral entrepreneurial training, skills and competences and employability in and outside academia.

The PhD course in Authentic Leadership was designed as a 5 ECTS course to tackle skills gaps using innovative pedagogies to design a curriculum with learning-outcomes that meet the learning needs of doctoral researchers. In knowledge and skills, the course adhered to the European Qualifications Framework. The training included components of innovation and creativity. By fostering entrepreneurial, open, innovative skills, postgraduate researchers can apply authentic leadership skills to their PhD and the business environment. The PhD course trained doctoral researchers in employability skills endorsed by the EU.

The PhD course in Authentic Leadership was developed by a dedicated project team led by LUT University, with regular inputs from the whole consortium and the project external quality auditor on working versions of the curriculum and the programme. Local project leaders from LUT University and Siegen University were responsible for the implementation of the pilots.

The course was first piloted in May of 2021, hosted on-line by LUT University. 18 PhD students from 5 partner universities participated. The programme comprised five full days of work as well as pre-course and post-course assignments. The course was evaluated by the participants, the project external quality auditor, and the project team. The aggregated feedback was taken into account in enhancing next version of the course. The next pilot took place in March of 2022. It was hosted by University of Siegen online. 10 PhD students from all 4 partner universities participated. The same approach to the course assessment was adopted. The totalled feedback contributed to the development of a generic curriculum and programme of the PhD course in Authentic Leadership, which serve as sustainability implementation actions.

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# 1 | SETTING THE SCENE

## 1.1 | IETN Project

International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN) is an ERASMUS+ Strategic Partnerships for Higher Education project (webpage link: <https://www.tbrp.aau.dk/ietn/>).

IETN targets doctoral candidates, supervisors, and trainers of supervisors. It aims to reduce the gaps and mismatches between knowledge, skills and competences doctoral candidates acquire, and those they need for employment in all spheres. Its objectives are to:

- Enhance the quality of doctoral entrepreneurial training, skills and competences and employability in and outside academia;
- Enhance the quality, relevance and professionalism of supervision and supervision training for supervisors;
- Create sustainable structures to foster a transnational community of scholars passionate about International Entrepreneurship, Authentic Leadership and Training for the Jobs of the Future.

A strong consortium was created to implement these objectives:

- Aalborg University (AAU);
- Linnæus University (LNU);
- LUT University;
- University of Siegen (US);
- University of Tartu (UT).

The IETN organisational structure comprises the following bodies to ensure a clear and balanced distribution of decision power and responsibilities as well as quality assurance: 1) Steering Committee; 2) Project Management Team; and 3) External Evaluation and Quality Assurance Auditor.

*Steering Committee* with five members is the governing body providing strategic leadership, accountability, oversight and assurance for training and financial performance, and

compliance with ethical standards. It comprises Local Project Leaders and will meet four times during the project duration. Among SC's primary responsibilities: Conclude the Consortium Agreement; Provide strategic direction and approve project policy; Ensure that project policies and procedures respect the requirements of the Grant regulations; Monitor the management of the project to ensure that project management conforms to set benchmarks and standards; Receive complete and regular reports on all aspects of the project implementation from the Project Coordinator who will be responsible to the SC for the overall performance of the project; Monitor progress indicators and outputs, and suggest corrective measures when needed; Approve action plans and allocation of budgets and financial reports and ensure value for money; Approve the communication and dissemination strategy; establish, if required, an ad hoc sub-committee to review and report on all cases of misconduct or any other ethical issues.

*Project Management Team* (PMT) comprises Project Coordinator, Project Administrative Manager, Financial Controller, and WP Leaders. PMT is responsible for the quality of the training programs, for the day-to-day operation and implementation of the project, including administrative and financial reporting internally and externally. View the Project Management Team.

The *external evaluation and quality assurance* is provided by an external quality auditor, John Reilly, with the following key roles (but not limited to): evaluate and contribute to the enhancement of development and implementation of the intellectual outputs and conduct summative evaluation of the project comparing actual overall impact of the project and initially stipulated project objectives. This external quality auditor monitors the progress during the project, as appropriate attend activities, produce monitoring reports and provide inputs to key deliverables. John Reilly attends Steering Committee meetings as observer. Furthermore, representatives from partners' Doctoral Schools take part in the activities of the External Evaluation and Quality Assurance Council, providing formal and institutional support to the IETN training programmes.

Members of the steering committee, project management team and external evaluation can be seen here: <https://www.tbrp.aau.dk/about/people/#international>.

## 1.2 | PhD Course in Authentic Leadership

The objectives mentioned above were achieved by developing and implementing high quality, state-of-the-art training courses during which essential knowledge, skills and competences of doctoral researchers were evaluated and using innovative pedagogies enhancing doctoral employability in and outside academia. The project objectives were also achieved by publishing an extensive Handbook on Authentic Leadership (The Emerald Handbook of Authentic Leadership). The book is a quest for insights from leadership theory and practice in the contemporary world and a manifesto for doctoral training in a value-based approach to authenticity in leadership. It brings together leading scholars, business and political leaders to provide 'beyond-state-of-the-art' insights into the authentic leadership phenomenon.

The PhD course in Authentic Leadership is a 5 ECTS course to tackle skills gaps using innovative pedagogies to design a curriculum with learning-outcomes that meet the learning needs of doctoral researchers. The training includes components of innovation and creativity. By fostering entrepreneurial, open, innovative skills, postgraduate researchers can apply authentic leadership skills to their Phd and the business environment. The PhD course will train doctoral researchers in employability skills endorsed by the EU:

- Complex problem solving, using real life case problems.
- Mental elasticity, by encouraging doctoral researchers to learn from each other in the interdisciplinary knowledge they bring.
- Critical thinking on the subjects.
- Judgement & decision making, Upon completing the course, doctoral researchers would be able to:
  - Develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL);
  - Demonstrate conceptual and theoretical understanding of AL;
  - Critically reflect upon self-awareness in AL;
  - Reflect upon and evaluate practicing AL in different contexts;
  - Illustrate how development of authentic leadership would benefit the PhD learning process.

In *knowledge and skills*, the course adheres to the European Qualifications Framework (EQF) (<https://europa.eu/europass/en/description-eight-efq-levels>). The PhD course in Authentic Leadership provides knowledge at the most advanced frontier and the interface between: social science, humanities, engineering. During the two pilot courses, the participants acquired skills such as synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.

The development of the PhD course was finalized in the first quarter of 2020. An overview of the *development plan* can be found in Appendix 1. The outcome of the development process was the *IO1 curriculum, the PhD application form template and the curriculum* (see Appendix 2). After the task force teams concluded the development each partner university applied to their PhD school to have the PhD course accredited. Four Universities accredited the course. Due to the lack of a Phd school at the University of Siegen, Aalborg University provided the accreditation for the implementation of the PhD course at Siegen in May 2022. Appendix 3 provides a general *application form* used by all partner universities, which was sent for approval to the respective PhD schools.

The implementation of the PhD course occurred over the course of two editions, one in 2021 and one in 2022:

- LUT University hosted and accredited the first pilot edition of the PhD course in 'Authentic Leadership'. It took place on May 3-7, 2021. The course enrolled 18 doctoral researchers from Aalborg University, Denmark; Linnæus University, Sweden; UT University, Finland; University of Siegen, Germany; and University of Tartu, Estonia, from various research and



business backgrounds, such as, business, psychology, military, high-tech, and physics. In addition to the lecturing team participants interacted with practitioners from industry and policy who were invited as guest lecturers.

- The University of Siegen hosted the 2nd edition of the PhD course in 'Authentic Leadership', Germany in February 14-18, 2022, and accredited by Aalborg University, Denmark. The course enrolled 10 doctoral researchers from Aalborg University, Denmark; Linnæus University, Sweden; UT University, Finland; University of Siegen, Germany; and University of Tartu, Estonia, from various research and business backgrounds, such as, business, engineering and high-tech. In addition to the lecturing team, participants interacted with practitioners from business and policy who were invited as guest lecturers.

The two pilot courses contained lectures, blended learning, online tools, simulations, PBL-oriented workshops, problem-solving and reflection exercises.

At the end of the course, the external evaluator, John Reilly, asked participants to reflect on the course and provide feedback which would be used for the implementation of the PhD course in Authentic Leadership in the following editions. The course *evaluation template* can be found in Appendix 4. More information about the PhD course can be found on the webpage: <https://www.tbrp.aau.dk/ietn/io1-phd-course-authentic-leadership/>.

## **2 | COVID-19: CHALLENGES AND MITIGATING RESPONSES**

### **2.1 | LUT University**

The effects of the pandemic started to impact Finland in March 2020 when the Finnish government declared a state of emergency on 16 March, several restrictions affecting both the public and private sectors came into force. As a result, LUT university transitioned to remote work and distance learning within one weekend. Such a rapid shift was possible because LUT had been accustomed to operating with the help of online tools on two different campuses with centralized support services. Thus, the staff was accustomed to using electronic devices like Zoom in meetings and online teaching. Fortunately, the learning management system was integrated with our student information system; thus, all courses had a course foundation in LUT Moodle. Moreover, students in Finland were well-equipped in that all students had laptops and internet connections. Virus-related measures at LUT University have been centrally managed and coordinated by a specific task force, namely the Covid-19 team, including rectors and vice rectors of education. The group's main tasks consist of ensuring safety and securing the university's operations, while minimizing the negative effects on research and education performance. IT has been an active follow-up issue, as IT lays the foundation for remote work and distance learning.

The PhD course in Authentic Leadership (IO1), was initially planned as an onsite programme but it had to be supplemented with hybrid and online formats. As the first implementation in May 2020 was amid the ongoing pandemic, it was decided to implement the course online. The Task Force Teams responsible for developing and implementing the IO1 course adjusted the programme towards the requirements and local guidelines. The initial pilot implementation in a fully online format was a success, although it brought challenges addressed during the project.

## 2.2 | Tartu University

On 13<sup>th</sup> of March, 2020, University of Tartu announced that whole university will switch to online teaching and remote work due to COVID-19. This forced the Tartu team to cancel the C2 event hosted by Linnaeus University in Kalmar in May 2020. All further activities were held online, via Zoom meetings. Due to COVID-19, the team of Tartu was struggling with high workload, as the team members had to switch their local teaching online, demanding extensive extra work. That said, IETN activities mainly were done during evenings and weekends.

C5 was hosted by Tartu team, in October 2021. As the COVID-19 situation had smoothed to some extent, the consortia decided to have C5(I02 pilot) in a hybrid version. Administratively it was very challenging for the Tartu team. As the team had no additional financial support for IT help, the team leader and project secretary had to arrange all the technics in the room and simultaneously handle people in the room and online. Also, for the multiplier event, hybrid version gave same amount of funding as if all online, thus, Tartu lost financing. Arranging a hybrid multiplier event was much more complex than an onsite or an online event. Tartu's experience accommodating the hybrid event was an excellent learning point for other teams, so the consortia decided that future events would be either online or onsite, not hybrid.

Final disruption brought by COVID-19 to the Tartu team was in May 2022, the mobility to I02 in Kalmar, hosted by Linnaeus University. One of the participants from the Tartu team caught COVID-19 just before the travel and had to cancel the trip. Thus, Tartu lost one participant. Throughout the COVID-19 period, academic staff from Tartu University travelled much less, due to COVID risk, and higher workload at their university due to online teaching and/or catching COVID-19.

## 2.3 | Aalborg University

At Aalborg University, the lockdown due to COVID-19 was announced on March 11, 2020. This meant that no AAU-students were allowed to go to the university from Thursday March 12th, all physical classes, work in groups and other physical presence at the university were suspended. This forced the AAU team to move all activities online, including attending the C2 meeting hosted by Linnæus university and C3, hosted by University of Siegen.

Due to ongoing Covid restrictions the AAU team attended the 2021 meetings, C4 hosted by LUT online. As the restriction were lifted in the second part of 2021, the team managed finally to meet face to face with colleagues from partner universities at the C5 event hosted by University of Tartu in October 2021.

As in the case of the other partner universities, the team from Aalborg University travelled much less, due to COVID risk, and higher workload due to online teaching and/or catching COVID-19.

## 2.4 | University of Siegen

On April 17, 2020, the Chancellor of the University of Siegen announced the COVID-19 lockdown for the University. No students or staff were allowed to attend the university buildings from this time. Physical classes, work in groups and other physical presence at the university were impossible. The IETN Siegen team moved all activities online, including the Transnational Project Meeting (TPM)(C3) from Oct. 5., 2020 – Oct. 9, 2020, hosted by the University of Siegen. Because of ongoing COVID restrictions in spring 2021 the University of Siegen team attended the C4 meeting hosted by LUT online.

In summer 2021, when the restriction was lifted the University of Siegen team attended the C5 event hosted by University of Tartu.

As the 'lockdown' was reintroduced in Autumn 2022 the University of Siegen had to host the IO1 PhD course in AL (C6 and ME3) from Aug, 14 – Aug, 18, 2022 online.

As with the partner universities, the scientific team at the University of Siegen travelled far less than planned in the IETN project. This was due to the high risk of COVID-19 infection, and the increased workload due to online teaching.

## 2.5 | Linnæus University

Following the recommendation from the Swedish government, the vice chancellor of Linnaeus University announced on the 17th of March 2020 that all education should be conducted online, and examinations carried out digitally. Staff was required to work from home. The transition was made from one day to another and continued until the fall semester 2020 started – then the covid-19 spread decreased in Sweden and education was partly conducted onsite. However, the spread increased during fall, and from November 2020 LNU returned to full online education and staff working from home. Only in Spring 2022 the university announced that courses should be given onsite – however – students had no longer lodging in Kalmar (after spending two years online) and international students might not even be in Sweden. Thus, there was a mix of online, onsite and hybrid solutions to finalize the Spring 2022 semester. From Fall 2022, the education and staff are back onsite at the Kalmar and Växjö campuses.

Concerning the IETN project, the planned schedule for the LNU team was changed; only the first session was attended onsite in November 2019 in Aalborg before the covid-19 pandemic started. From March 2020 the team was assigned to work at home and conduct education, research and administration digitally through tools and platforms like Zoom, Teams and MyMoodle. For the planning and implementing both the PhD course and PhD Supervisor course in Authentic Leadership (IO1/IO2)), the LNU local manager took part in the Task Force with representatives from LNU, AAU, LUT and Siegen. From Spring 2020 all meetings were conducted via Zoom. At the C2 meeting hosted online by LNU in May it was decided to implement both courses online for the first pilot rounds. The Task Force Teams adjusted the course syllabi and planning towards the new requirements and local guidelines. After that

the C3 session was attended online hosted by University of Siegen in October 2020 and the first pilot versions of the IO1 course (C4) at LUT in May 2021. Following a (temporary) waiver of the restrictions, the C5 session (IO2 pilot 1) was given in a hybrid fashion by University of Tartu in October 2021, the LNU team members attended both onsite and online. Thereafter the restrictions were reinstated, causing an online attendance of the IO1 round 2 hosted by Siegen in March 2022 (C6). Only in May 2022 the project members met again onsite in Kalmar for the C7; IO2 pilot 2, followed by evaluation meetings conducted online via Zoom.

## 3 | IO1 DEVELOPMENT

WP2 includes programme and curriculum development for the PhD course in Authentic Leadership. The first Learning, Teaching, Training Activity (Ci) held at AAU in November 2019 kicked off the development process.

From November 2019 until May 2020, the task force team (TFT) for IO1; Igor Laine (LUT), Andreea Bujac (AAU) and Gesine Haseloff (US), led by Susanne Sandberg (LNU), worked intensively on developing the course curriculum and programme (see Appendix 2), while receiving three rounds of reviews from the Consortium and the external quality expert John Reilly. At the IO1 session at the C2 meeting online hosted by LNU in May 2020 the outline of the syllabus was agreed and distributed for formalization at each of the partner universities. Appendix 5 provides a *detailed agenda* and topics discussed at the C2 event. Appendix 6 presents the outcome of this online meeting, and an *internal report* by the steering committee.

The detailed curriculum and overview of the first pilot round of the course (see Appendix 2) held in May 2021 at LUT, was determined at the IO1 session at C3 online, hosted by US in October 2020, for formal institutionalization and approval of the course syllabus at all partner universities in late October. Appendix 7 provides a *detailed agenda* and topics discussed at the C3 event. At this meeting, the *application essay* (see Appendix 8) and *assignments 1 and 2* were discussed and agreed upon (see Appendix 9 and Appendix 10). Furthermore, a generic certificate was drafted (see Appendix 11). An overview of the topics discussed and the subsequent *interim report* prepared by the management team is found in Appendix 12.

Before implementing the first pilot course at LUT, all partner universities underwent the PhD course accreditation process in Authentic Leadership. Appendix 3 provides a general application form used by all partner universities and sent to the respective PhD schools for approval. Four Universities accredited the course by May 2021. Due to the lack of a PhD school at University of Siegen, Aalborg University provided the course accreditation at Siegen in May 2022.

In terms of *knowledge and skills*, the course adhered to the Framework for Qualifications

of the European Qualifications Framework (<https://europa.eu/europass/en/description-eight-efl-levels>). This means that the course aims to provide knowledge at the most advanced frontier and the interface between: social science, humanities, engineering. During the course the participants acquired skills such as synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.

The following section presents the implementation of the PhD course in Authentic Leadership in 2021 at LUT and University of Siegen in 2022. Tables 1 and 4 below present an overview over the number of participants and their university affiliations.

## 4 | IO1 IMPLEMENTATION AT LUT

- Place: Online hosted by LUT University.
- Dates and times: May 3-7, 2021.
- Participants: 18 course participants.
- Course Host: Igor Laine, LUT University.

In February 2021 LUT University invited participants for the first implementation of the PhD course in Authentic Leadership (IO1). The invitation was circulated to all partner universities and their networks (Appendix 13). In addition, an invitation was sent over the intranet and emails to all doctoral students of LUT University.

The moodle page for the first edition of the pilot course can be accessed here: <https://tbrp-moodle.samf.aau.dk/course/view.php?id=7>.

The course took place in May 3rd to 7th, and was hosted online by LUT University, Finland. In total 18 PhD students (see Table 1) from 5 partner universities participated in the course: 4 from University of Tartu, Estonia, 5 from LUT University (Finland), 5 from Linnaeus University (Sweden), 3 from Aalborg University (Denmark) and 2 from University of Siegen (Germany) participated.

**Table 1.** Participants at first edition of the PhD course at LUT

#	University	Field of studies
1	LNU	Statistics
2	Linnaeus	Health Science; reproductive and perinatal health
3	Linnaeus	Physics
4	Linnaeus	Building Technology
5	Linnaeus	Information Systems
6	TU	Leadership
7	TU	Environmental Technologies
8	TU	Vibration analysis
9	TU	Educational Science



10	LUT	Artificial Intelligence
11	LUT	Electrical Engineering (Energy Systems)
12	LUT	Supply Chain Management
13	LUT	Circular economy of critical materials
14	LUT	International Marketing
15	Siegen	Vocational Education
16	AAU	Innovation and strategic management
17	AAU	Business and Management
18	AAU	EdTech ecosystems in HEIs

## 4.1 | Programme at LUT

Based on the generic curriculum developed by the Task Force Team 1 led by Susanne Sandberg (Linnaeus University), the programme was set for implementation by Task Force Team 2 lead by Igor Laine (LUT University). Consistent with the generic curriculum, the programme (Appendix 14) hosted online by LUT University comprised five full days of work as well as pre-course (Assignment 1, see Appendix 9) and post-course (Assignment 2, see Appendix 10) assignments.

Day 1 'Discovering Authentic Leadership' started with introducing the course and workshop and presentations related to the Assignment 1. The purpose was to explore the students' understanding of Authentic leadership based on their pre-course reading and completion of the assignment.

Day 2 'Conceptual and theoretical understanding of Authentic Leadership' started with the presentation of the state of the art of the literature on authentic literature and how it related to the students' understanding elaborated during the first day.

Day 3 'Practicing Authentic Leadership' aimed to build on the understanding of authentic leadership from the previous day and discussion of real-life experience of invited speakers from different backgrounds. The day started with a panel discussion by academia and industry leaders, followed by a case discussion and a workshop.

Day 4 'Young people from across continents leading the change' was hosted by an international NGO Ambitious. Africa which facilitated a workshop where course participants had to work in groups to develop solutions for the provided challenge, as well as discuss and assess those solutions.

Day 5 'Authentic Leadership in VUCA world' started with a Multiplier Event in the form of a public debate on the topic of the day (more details in section 4.2.), which was followed by a workshop where insights from the public debate were explored from the perspective of Authentic Leadership. The day ended with a workshop concluding the course and Quality Assurance session (more details in section 4.3.).

## 4.2 | Multiplier event

The Multiplier Event, public panel discussion on Authentic Leadership in VUCA times, in connection to the pilot implementation of the PhD course in Authentic Leadership hosted by LUT University was held in Zoom. An invitation flyer (Appendix 15) for the multiplier event was distributed via intranet pages, project website and social media (LinkedIn) by project participants.

The purpose was to discuss the challenging role of authentic leadership in today's world, specifically in dealing and coping with highly uncertain and complex liquid times. Yariv Taran and Romeo V. Turcan of the AAU Business School moderated this panel discussion.

Title: **Authentic Leadership in VUCA times.**

Date and Time: Friday, May 7, 2021, 09.00 to 12.00.

Place: via Zoom hosted by LUT University.

Participants: 3 panellists, 2 moderators, 18 participants of the course, X project participants, Y public audience.

The distinguished panellists introduced themselves and addressed the questions from the moderators. These provocative questions opened a lively discussion involving dialog between the panellists and online attendants.

The panellists (guest speakers):

- **Chris Mould**, CEO, Foundation for Social Change and Inclusion.  
 Profiled by Guardian Newspapers as one of the UK's top social entrepreneurs, Chris Mould is an innovative leader, widely experienced in the public and voluntary not for profit sectors. With expertise translating public policy into practice, he founded more than 20 organisations in public and private sectors and has worked with the highest levels of government in the UK and the European Union. Chris is the founder and CEO of [the Foundation for Social Change and Inclusion](#) and a partner in [the Shaftesbury Partnership](#). Chris read Modern History at Magdalen College, Oxford, and has an MSc in Social Policy from the London School of Economics.
- **David Woolcombe**, Chairman, Peace Child International.  
 The Founder and President, Peace Child International and life-long advocate for the education and empowerment of young people. As President, and now as Chairman of the Board, he intends to use his global contacts to ensure that the organisation moves to a new generation of leadership, equally committed to the central role that young people can play in our world. David's faith in young people, and the value of their participation in decision-making, remains undimmed.
- **Jeremy Lefroy**, Executive Director, Cafe Africa.  
 Executive Director of Cafe Africa, which supports smallholder coffee farmers in Uganda, Tanzania and DR Congo. He is also a director of EFAfrica Group, a leasing business which supports sustainable employment creation in East Africa; and is Vice-Chair of the Board of the Liverpool School of Tropical Medicine. He was a UK Member of Parliament from 2010-2019, serving on the International Development Committee and chairing the

international Parliamentary Network on the [World Bank](#) and IMF.

Panel discussion moderators:

- **Yariv Taran**, Associate Professor, AAU Business School.
- **Romeo V. Turcan**, Professor, AAU Business School.

47 participants attended the Multiplier Event via Zoom (see Zoom screenshot below).



## 4.3 | Quality assurance

Participants' feedback survey form can be found under the Appendix 16. Below, we present responses to the open-ended questions. We received responses from 15 attendees out of 18 who registered to the course. Students were mostly either satisfied or very satisfied with the course from various angles –academic content, communicating its content, administration and organization, expectations have been met.

**Table 2.** Participants' feedback (quantitative)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know
Q1: How satisfied are you with the course in terms of academic content?	3	10	2	0	0
Q2: How satisfied are you with the course in terms of communicating its content?	4	8	2	0	1
Q3: How satisfied are you with the course in terms of organization/ administration	6	6	1	1	1
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Q4: My expectations have been met ...	4	8	1	0	2

Table 3 (below) reveals feedback in open ended format. From the course organization, participants appreciated the mix of background of the trainers – this was a criterion which the organizing team applied from the start in the creating the program. To have trainers that represent STEM humanities and social sciences. From the negative side, participants stressed a need for more time for discussion –future, programs should be less packed, each session (especially workshops) should be longer than 1.5 or 2 hours. Zoom break-out room activities need min 2 moderators. This time the main host had to juggle between the physical room workgroups and Zoom workgroups, which caused a lot of delay to many teams . Online and hybrid events need IT support, host universities need additional resources to have people handling IT related problems in the room.

From the side of the content, participants would have liked a broader perspective of leadership theories, to see where Authentic Leadership is located.

**Table 3.** Participants` feedback (qualitative)

**Q5: Please state three things that you liked most about the course**

- Very inspiring cases, real life examples.
- Competent and nice course organizers and speakers, interesting participants with different backgrounds and from different universities.
- The inside out confessions of PhD students and Enelis session have been the ones I could relate to most and there I could notice the most direct learning effect for myself, as I can see how I can directly use what they said in my current work.
- Experiences from guest lectures.
- PhD graduates job market.
- Statistics on PhD studentship life.
- I enjoyed interactions with fellow attendees.
- The broad diversity of the group was a major plus; I particularly enjoyed having “non”-academics involved.
- It was an interesting basis for discussion about leadership.
- The participants, very nice people!
- The conversations in the groups.
- Some of the guest speakers.
- Multidisciplinary perspective on AL.
- “Different viewpoints regarding of AL during group-works”.
- Good structure for real meeting for real life, well designed.
- To communicate with different students and teachers globally.
- To learn in deep the meaning and understanding of the leadership and authentic leadership.
- To have several times breakout rooms with other fellow students.
- The presentation literature review on Authentic leadership. This actually explained the theoretical details of the AL concept.
- The practical sessions by the people in industry was also valuable. I can also talk about the experiences shared by the two PhD graduates. It was helpful.
- The quality of presenters / panel was very good if not excellent.
- Good lectures, good groups discussions and meeting people in diverse areas.
- I enjoyed the company and organizations presentations.

- I like the challenges brought up for group work.
- I liked the diversity of course participants in terms of nationalities, academic background/ research topics, age, etc.
- Getting to know diverse PhD students:
  - enjoyed the group work,
  - enjoyed very much the real life cases and discussions.
- I liked how well it was organized and various seminars were held in a very systemic and timely manner. Very informative and interactive in my opinion. I thoroughly enjoyed the course. Thank you for the course.
- Liked the fact that various fields were covered.
- Loved the interactions with the various leaders and how interactive and approachable they were.
- Practical challenges.
- Friday's seminar session.
- Different topics from different angles.
- Group discussions.
- Friendly people both organizers and participants.
- Great variety of the topics being discussed under AL, not just theory.
- Cases from the real life.
- Lecturers in general.
- Learning about AL and having workshops with the other PhD-candidates.

**Q6: Please state three things you would like to be improved and/or added**

- I think we had too many breakout room sessions with similar tasks, from Wednesday on it got a bit exhausting. Always being sent into groups and having very short time to get to know the people, deciding on how to prepare power points, who is going to do what, and then developing a solution was quite stressful after a few sessions for me, and sometimes (even though the Ambitious Africa and automotive industry cases were very interesting), I did not see that much learning effect. I would have preferred to have more lectures on what Authentic Leadership actually is before discussing it extensively.
- Shorter days or longer breaks would have made it easier for me to do some of my other daily tasks during this very intense week. Now I did not have much time for myself to reflect on what I learned during the day, so maybe my feedback is not even that valuable.
- I liked everything about the course.
- The literature – the eight articles essentially said the same things (except maybe the critical ones) – Introducing an article that describes different types of leadership would be nice. (for the uninitiated, AL is very vague.
- The course structure – would be nice to have a more solid introduction to key concepts. Felt like the first day was an uninformed debate, rather than a theoretical discussion.
- The assignments – Integrate them to the course. The workshop/1st assignment combo needs revision. Four people that don't know each other can't properly make a presentation based on their personal experiences, at least not in the way it was set up.
- See all the points we gave to John on Thursday.
- Why evaluate in this very poorly made word-document? Just do it online, there are several programs for that.
- If this course will remain online, length and intensity of the day should be considered. Currently tempo is quite exhaustive.

- More real-life leadership practice introductions (like Jan Tollet or VUCA-day). Maybe consider to include some more leadership practices from different perspectives and occupations and leadership levels.
- Some topics for me were very loosely connected with AL or leadership at all.
- More PDFs after the course finished to know more about the leadership (after course) like before course.
- To organize the course in two weeks than one intensive week (so every other days the lectures can be).
- The moodle connection had problem for my case.
- Maybe enough time should be allowed for students to study the literature provided before the start of the course.
- Feedback for the application and the first assignment still lack; cannot see the link between application and the further lecture series. Would like to get some comments on our own understanding of AL BEFORE lecture starts:
  - the structure of the course, e.g., some of the sessions should be placed in the first day to give us an understanding of the state-of-the-art literature on authentic leadership and Demet's review
  - it would have been nice to have a networking sessions with the course participants.
- More shorter breaks to move around, especially when the course is held online.
- Larger picture of other leadership theories and their relation at the moment.
- I would like it to be more short hours because it's difficult to concentrate for such long hours. Apart from that everything was great and went well.
- Literature could be less but still informative and also including a short summary of different types of leadership.
- More breaks.
- Files for each day could have been sent one day ahead.
- Some of the workshops were not really touching the subject in my opinion i.e. case from the car industry.
- More short breaks.
- To meet in person, not on Zoom.
- To stick to the time schedule. Maybe it's just me but I prefer that a lesson starts and ends when it should according to schedule.
- More time to learn from the other PhD-candidates, hear about their projects and experiences from their different fields.

**Q7: Please provide any other suggestions, comments, or ideas you would like to share**

- All in all, I was positively surprised about the engagement of other students, the contents, and the general vibe of the course. As a pilot course, I think the organizers and presenters did a very good job. There is still definitely room for improvement, but a great start to an interesting, and diverse PhD course.
- Some presentations were in nature very generic in leadership matter, if this course will dig deep in AL, maybe there is necessity for a pre-course which describes other leadership theories (i.e. vision is usually seen as part of the transformational leadership). You done great, keep up a good work!
- All was fine, and many thanks to organizers and teachers tea.
- I would suggest more practical sessions – people from industry and academia to share their experiences.

- Thank you for organizing this course and opportunity to meet people.
- Create GDPR -proof system for online attendance thank you.
- I wish it was spread out for few weeks and not just a week full of the course.
- The course should focus on more practical side of Authentic Leadership. Otherwise, the audience will get lost in theoretical studies. Also, I think we have not talked about the future and how an authentic leader should be prepared for the future. It would be great to have this component as part of the course as well. Also, more use cases from real life would be great to have as part of the course. Then you have a chance to see how AL applied in real life. On theory, everything seems perfect. However, the real life is messy and full of chaos.

Feedback from the external reviewer can be found in Appendix 17. The external reviewer noted that although some students were active in the plenary discussion in general it was at the level of question and comment rather than active debate over ideas and theories emerging from the presentations. For the further implementation of the PhD course at University of Siegen in November 2021 and since the Zoom format is likely to continue, ideas for facilitating more engaged discussion should be considered. One of the suggested techniques taken into discussion is to designate a member of another group to respond to a presentation and facilitate discussion, which would subsequently help develop generic skills.

## 4.4 | Learning reflections

These three types of feedback/learning reflections were considered for the subsequent implementation of the course at Siegen University.

Based on their experience of the pilot implementation of PhD course at LUT University, several participants suggested rethinking our approach to the first day of the course to include more introductory lectures regarding the concept of authentic leadership. Our initial assumption that the provided pre-reading package and pre-course assignment was sufficient to introduce the concept of authentic leadership did not hold. In addition to the revised reading list and clarified pre-course assignment, the idea of the first day was revisited for the following implementation. In Siegen, the first day was devoted to building shared understanding of authentic leadership and discussion of relevant literature.

The second day aimed to deepen conceptual and theoretical understanding of authentic leadership. It was decided that a session on the historical development of leadership theories would benefit the appreciation of authentic leadership within the plethora of other leadership theories from ancient times. More time was allocated for discussion between the participants to get to know each other and their understanding of the concept. In addition, for personal development the consortium agreed to provide a coaching session focusing on learning skills such as critical thinking as part of leadership behaviour.

## 5 | IO1 IMPLEMENTATION AT SIEGEN

In 2021, November the University of Siegen invited participants to the second IO1 course. The invitation was circulated to all partner universities and their networks (see Appendix 19).

The moodle page for the second edition of the pilot course can be accessed here: <https://tbrp-moodle.samf.aau.dk/course/view.php?id=23>.

From 2022, March, 14th to 18th, the course took place online at the University of Siegen, Germany. 10 PhD students from 4 partner universities: University of Tartu, Estonia, University of Lappeenranta (Finland), Linnaeus University (Sweden), Aalborg University (Denmark) and University of Siegen (Germany) participated.

**Table 4.** Participants at first edition of the PhD course at University of Siegen

#	University	Field of studies
1	University of Tartu	Political Science
2	University of Lappeenranta	Business Management, Engineering Science
3	University of Lappeenranta	Green Chemical Technology
4	University of Lappeenranta	Innovation Management
5	University of Lappeenranta	Industrial Engineering and Management
6	University of Lappeenranta	Energy, Sustainability
7	University of Lappeenranta	Environmental Politics
8	Aalborg University	Entrepreneurship
9	University of Siegen	Engineering Sciences
10	University of Lappeenranta	Environmental Sciences

### 5.1 | Programme at Siegen

In Siegen we were particularly interested in confronting the course participants with topics of sustainable acting in the world of work. Hence, case studies were developed that raised sustainability questions in work and organizational processes. The IO1 course in Siegen



focused on the historical development of leadership theories and the lessons learned from history. An additional focus was critical thinking as part of leadership behaviour.

The *IO1-curriculum* for the Siegen IO1 course in Authentic Leadership was discussed and accepted by all partners in the IETN project (see Appendix 19).

## 5.2 | Multiplier event

The Multiplier Event (ME1) was supposed to take place with C2 at Linnæus University in May 2020. Due to CoVID-19 restrictions, ME1 was rescheduled and moved to take place together with TPM2 and C3 (hosted by Siegen in October 2020).

Due to Corona, the multiplier event at the University of Siegen took place on Zoom on October 8, 2020 from 9:00 a.m. to 11:30 a.m. The panel participants included: Prof. Tim Kenyon (Vice President Research, Brock University, Ontario, Canada), Dr. Axel Barten, (CEO, Achenbach Buschhütten GmbH & Co. KG) and Dr. Daniel Müller (Head of the House of Young Talents – HYT – of the University of Siegen) A total of 21 listeners attended the event (via zoom). The ME was entitled: PhD and Supervisor Training for Sustainable Leadership. In particular, the question should be answered concerning the role of sustainability and responsibility in leadership processes and whether / how this could be involved in leadership training. The guests represented positions from business (Axel Barten), science (Tim Kenyon) and study organizations (Daniel Müller). Ralph Dreher moderated the ME and included questions from the audience. The *flier for the event* can be found in Appendix 20 as well as on the IETN webpage: <https://www.tbrp.aau.dk/ietn/io1-phd-course-authentic-leadership/hosted+by+siegen/guest-lecturers/>.

## 5.3 | Quality assurance

8 Participants (PhD researchers) filled in the evaluation sheet and answered as follows. Participants' feedback survey form can be found in Appendix 21. Below we present answers from the feedback form (Table 5). Altogether we received the responses from 7 attendees out of 10 who registered to the course. Students were mostly either satisfied or very satisfied with the course academic content, communicating its content, administration and organization. Most of them found their expectations met.

**Table 5.** Participants' feedback (quantitative)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know
<i>Q1: How satisfied are you with the course in terms of academic content?</i>	5	3	0	0	0
<i>Q2: How satisfied are you with the course in terms of communicating its content?</i>	6	2	0	0	0
<i>Q3: How satisfied are you with the course in terms of organization/ administration</i>	6	2	0	0	

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Q4: My expectations have been met ...	5	3	0	0	0

Table 6 reveals feedback in open ended format. All students gave the course a high approval. The participants voted the course very high for academic content, teaching and organisation. The multidisciplinary approach the transparency and the invited panelists were described as very interesting. Participants profited significantly from their diverse backgrounds.

Most participants welcomed the one-week-format online-format of the IO1 course because of flexibility (no travelling, more time, lower costs). But some participants reflected drawbacks- no personal meetings/relationship, difficult for networking, discussions, feedback. The balance between formal presentations and group work (break out rooms) was good.

The instructors were seen as passionate about their topics. Participants liked practical cases because of the interaction with the world of work and suggested more case studies (real life or simulated).

Participants criticized the communication. They stated that earlier information about the course and the detailed agenda and better marketing could have brought a higher number of participants.

Participants liked working with international partners because of the diversity, in geography, disciplines, and work experience which brought different viewpoints on leadership that would not come together otherwise. Students suggested that it would be suitable to alternate between groups.

They would have appreciated more time for debating, discussing, reflecting after the presentations. In addition, they would welcome more feedback for group work and peer feedback. For networking the IO1 course was a starting point for them. They would have liked more information about networking opportunities with other PhD researchers.

Another critique was the introduction of Authentic leadership as a leadership theory. Participants would have liked a general introduction on AL and discussion of different perspectives about authentic leadership.

**Table 6.** Participants` feedback (qualitative)

**Q5: Please state three things that you liked most about the course**

- It was very good to have many different lecturers with their different perspectives. That was very important.
- The open and safe atmosphere.
- It was a challenging course in which we were asked to reflect a lot about our own leadership style and our assumptions about leadership. The course content and the invited discussants were very interesting.
- I liked the practical sessions, as they acted as decision-forcing cases similar to how they are used in military education. We were able to get an idea of how we would lead in practice, not just in theory. Siegen is lucky to have Ralph and Justinus!
- All of the instructors were extremely passionate about their respective topics, which meant for a

very interesting series of lectures!

- The guest speakers as well as the panelists were very good and from diverse backgrounds and brought in a vast diversity in the content making the course fruitful.
- The link of ancient Greek philosophical artefacts with authentic leadership.
- The technical side was very well handled. Zoom run smooth and was well handled. Moodle was a good help.
- Content was versatile and interesting.
- Group dynamics and interactions were handled well.
- The group tasks given in breakout groups were great and greatly helped in getting across the concepts more effectively.
- The interaction with different persons from industry as they share their diverse experience on leadership.
- A lot of fruitful discussions between the participants of the course.
- The international side of the lecturers and participants was very helpful and also their diversity in backgrounds.
- Considering it was online, it was good mix of lecture and interaction.
- The fact that the course participants came from a highly diverse background was great. It also presented challenging conversations, with a lot of learning opportunities.
- Additionally, I liked the diversity of the group, in terms of geography, disciplines, and work experience. It brought together a plethora of viewpoints regarding leadership that would not always come together organically. This open consortium format should be retained in the future.
- Lastly, the multidisciplinary approach and transparency was great. In very few courses would you have sustainability as a concept in the same curriculum as a discursus on antiquity. Additionally, this was done in a way that we were treated not as beginners but as skilled learners who could analyze the complex topics given to us.
- The topic itself is important for any organization, person and student to learn about. I strongly believe a lot of the content was very interesting, but more importantly the content is helpful for my research. Thank you!
- The attendees were encouraged to speak and share their views and experience, so this brought in a lot of meaning to the course as most of the attendees are themselves either in teaching positions or professionals with reasonable work experience.
- The rich wealth of knowledge from the facilitating team was so amazing.
- Kenneth's presentation.

**Q6: Please state three things you would like to be improved and/or added**

- Zoom did not allow to share files. Please provide a cloud file storage for all.
- The leadership vs management session, some more clarification and academic insight.
- I did not understand why we were not shown the task documents during Wednesday's workshop session. We received a rather specific task (we were told about it) but we couldn't look it up. To be able to look up the specific task and look at the document usually helps participants to understand the task and it increases engagement.
- The structure of lectures could be more streamlined. I have designed similar programs and know that a lot of this depends on lecturer availability, but the logical transition from one lecture to the next was sometimes lacking.
- Perhaps an opportunity to network (more) with the other students? I don't think it was until the very end when we got to really get to know each other, suggestions for LinkedIn, etc. It would be

helpful to have a few more networking opportunities (even virtually) with the potential for future research collaboration and also to simply to get to meet new people in academia.

- The concept of Authentic Leadership vis-à-vis the other leadership theories, and why AL is better can be added in the course (the history of when leadership theories evolved were shown on a timeline by one of the speakers, but I think it can be more elaborate as it would provide an introduction to the attendees about other leadership theories as well).
- Whole day programming was not easy better half day over two weeks so that routine work can continue.
- According to the difficult situation in the world I think it could be good if no political topics were presented.
- We were asked to prepare a presentation slide for an activity but the internet tool was not well operational (suggesting another tool).
- Some more discussions about different academic perspectives about authentic leadership.
- The course should begin with an introductory lecture on AL more generally – starting with going into the bibliometrics without having a concise overview of the field was a bit like jumping into the deep end of the pool without necessarily having the knowledge to swim. This is not a critique of Hannes – he is intelligent and knows what he is talking about – but such specificity should come later.
- If possible, it would be helpful if more practical examples can be included to relate the theory a bit more to real-life situations and/or leadership examples in the practical world as well as theoretical thinking.
- One or more case studies (real life or simulated) can be added for the benefit of the participants relating it or benefitting out of it in their own workplace.
- Increased number of participants because it gives a plethora of insights from different participants through the questions and observations.
- It could be good if we could share our own experience.
- Zoom did not allow to chat with a subgroup. Provide an alternative chat platform.
- The critique towards AL in academic level and discussion about that.
- Although I understand the logic of the initial assignment – a literature review to give us a feeling of the concept – it should be integrated more into the course. We get no sense of whether our own understanding of AL prior to the course is in line with the contemporary one in leadership studies as a whole or if we have misunderstood some of the more fluid concepts. This is especially the case when we are allowed to diverge from the required reading to other scholarly works.
- The leadership coaching, though very thought provoking, was based on Greek philosophy. While parallels were drawn to contemporary leadership scenarios in a very nice manner, but I felt that including some contemporary case studies or scenarios also would make it all the more interesting.
- Breakout rooms should keep changing to facilitate diverse interaction and experience sharing.

**Q7: Please provide any other suggestions, comments, or ideas you would like to share**

- Overall a very good course. Thanks.
- Would be interesting to hear more leadership stories that have shaped the leaders become who they are today.
- My comments have mostly been already articulated. Good practical sessions, lectures, and lecturers should be maintained. The assignment and assessment should be laid out from the beginning and a course logic should be made clear from this time as well. Otherwise, great job!

- The course was great. One of my favourite courses I have taken in a long time. I learned a lot and will definitely apply some of the ideas to my research. Thank you!
- Advertise the course to many other students its very useful to PHD students.
- I liked practical cases and I think it could be good if we had them every day. They develop the creativity.

Feedback from the external reviewer can be found under Appendix 22. The external reviewer stressed that the organization and administration of the course was of a high quality. He noted that the participants could/should have received information about the course earlier. It was recommended to revise the students' first assignment in the scope of work. The participants and external reviewer stressed the quality of the sessions and the variety of trainer backgrounds, discussions in the case studies.

## 5.4 | Learning reflections

In reviewing the three types of feedback/learning reflections the IETN Team agreed as follows.

The Siegen-team agreed to continue with the online or hybrid format because it offers more flexibility especially if participants from different countries would like to participate.

The PhD researchers and the Siegen team were disappointed with the number of participants at the lower limit of the targeted 10 to 25 participants. The IETN Team agreed to improve the course information and invitation process. So that potential participants are informed earlier and in more detail.

After each session, the IETN Siegen team would provide more structured, extended feedback. This would support the learning processes of the participants.

Regarding networking, we propose to keep workshops, prepare more possibilities for peer learning, and change the working group members so that more interaction is facilitated in each session. We understand that this accommodates the desire for diverse experiences and networking.

The organizational form of alternating lectures/workshops/peer learning was successful. It will be retained, as well the length and compactness of the course.

The course topics were interesting, inspiring and meaningful, and will be retained. Sometimes, there was not enough time for discussion – this should be changed.

The same applies to the panel discussion. The practical experiences of the presenters were particularly appreciated. However, more time should be allowed for questions. The IETN Siegen team decided to work with fewer speakers in the panel in the future courses. The time gained can be used for discussion.

Because the participants appreciated the benefits of case studies, we plan to continue using them in future course implementations.

The IETN team takes seriously the point that the objectives seem over extended ("the

Development of AL in leadership research; Criticism of AL; Leadership vs management; AL as path to sustainable leadership"). We agree to focus on the critical discussion of the leadership theory.

While we think it makes sense to refer to literature (and not just personal experiences) for Assignment 1, in Assignment 2 participants are free to report and share their experiences.

According to the reviewer, the task in Assignment 2 only applies to two sessions. But the reflection should relate to the entire course. It is therefore proposed to revise the task formulation.

From our point of view it would make sense to discuss the submitted Assignment 2 essays with all PhD researchers (participants) after the course. This could be realised via Moodle with a subsequent discussion about 2 weeks after the course.

Lessons learnt in a nutshell:

1. The format remains: one week / zoom (or other digital format).
2. The group work remains – but participants change the working groups from session to session.
3. Alternation of workshops, lectures and self directed work in break out rooms.
4. Preparation of useful cases (examples) for training authentic leadership behavior.
5. Short descriptions for each session in the agenda.
6. Earlier and more information about the course and the detailed agenda.
7. More marketing to inviting more participants.
8. Start with a course overview and a content (AL) overview.
9. More time for debating, discussing, reflecting after the presentations (reduce presenters).
10. More time to share leadership experiences from participants.
11. More feedback for assignments.
12. peer review for group work.
13. Assignment 2: change the task description (course content) and the requirements.
14. Some more discussions about different (academic) perspectives about authentic leadership.
15. Short overview: AL and other concepts of Leadership concepts.

## **6 | IO1 SUSTAINABILITY**

### **6.1 | Project level Training-of-Trainers**

The IETN consortium serves as the Training-of-Trainers (ToT) platform where the consortium ensures continued internal learning, development and implementation of the generic curriculum and programme.

This knowledge and experience were transferred to developing and implementing IO2 that focused on training in AL of PhD supervisors. And vice-versa, knowledge and skills gained in IO2 were applied in IO1.

The accumulation of knowledge and skills was facilitated in the development of the course curriculum, implementation of the course at LUT and SIEGEN, and probably mostly during the assessment of the feedback from the participants, IETN external quality auditor, John E. Reilly, and internal discussions following the implementation of the courses. All these allowed the consortium to review, revise, and enhance the initial generic curriculum (Appendix 2) and (Appendix 23).

### **6.2 | Generic curriculum and programme**

The enhanced generic curriculum and programme are presented in Appendix 23. The content and context of this PhD course is unique. Although the leadership literature is well established, Authentic Leadership, training for doctoral candidates despite its relevance, is not. The generic program pays special attention to the following themes: Discovering AL; Conceptual and theoretical understanding of AL; Practicing AL; Navigating AL within different contexts; Integration of AL into the PhD project. It allows partners to design their program around these generic themes, tailoring it to local needs and capacities. Two assignments are integrated. First assignment is submitted a week before the course start. It focuses on "Discovering AL and reflecting on how I manage my PhD project". It is based on proposed selected readings and reflections on personal experience in managing

PhD projects. Assignment two, delivered within four weeks after the course end asks the students to “Design personal AL styles for current and future career”. The course has a set of generic templates: application essay (Appendix 23:A), learning reflections (Appendix 23:C), certificate (Appendix 23:D).

### **6.3 | Sustainability actions**

To ensure sustainability for the PhD Course in Authentic Leadership , the consortium met for the closing conference organized by AAU in November 2022. For a detailed program see Appendix 24. A Multiplier Event has hosted by AAU, titled ‘In Search for Authentic Leadership in a Modern World’, where guest speakers from business, sectors discussed and debated what authentic leadership is, what major challenges and issues are in understanding and embracing authenticity in leadership practice and training (see flier in Appendix 25).

The implementation of sustainability will depend on each partner’s local rules and regulations as presented in subsections below. Thus, each partner will lead the accreditation and implementation process of the course, other consortium partners will contribute to its development and implementation. As an inter-disciplinary course, it appeals to PhD students across all faculties. the course can be adapted as micro-credentials at BSc and MSc (6 and 7 learning objectives) levels.

Each partner could consider the following actions when tailoring the development and implementation of the course:

- Plan interactive workshops, panel discussion, public debates.
- Invite leaders from business, public and non-for-profit sectors as guest lecturers, panellists, or speakers.
- Invite PhD graduates, employed in and outside academia, to share their experiences during their PhD studies and how the study has helped their professional careers.
- Set a Learning Management System (e.g., Moodle).
- Use ERASMUS+ staff mobility to support faculty and PhD students’ participation in the course.
- Design a course fee for participating students that will cover lunches, coffee breaks, two dinners, and course material costs.
- Seek funding from own PhD schools/department/faculty to cover honorary fees for external guests.

### **6.4 | LUT**

The course has been approved by the Head of Doctoral School in Business and Administration and the Academic Council. The accredited course received a course code A350AJ500. After initial implementation of the course, the approval and course code is maintained, hence the course can be implemented in future without the need to reapply and go through the accreditation process again. To implement the course, the responsible teacher of the course needs to take part in an annual curriculum planning cycle and inform about any minor



changes to the curriculum. If significant changes are required, such as complete revision of the learning outcomes and course contents, then those changes should be approved by the Academic Council.

## 6.5 | AAU

At AAU, the PhD school invites in the fall applications for PhD courses for the following year. The application is based on the PhD school template. The proposal is reviewed by a department PhD education section leader who has to approve the hours of the department staff involved in the development and implementation of the course. The application is reviewed and approved (or sent for revision) at the PhD study board meeting. The PhD school uses the following criteria for assessing PhD course applications:

- Scientific quality.
- Relevance for a broad segment of PhD students across the doctoral programmes under the doctoral school.
- The anchoring of the course in an active research environment and expertise.
- The pedagogical methods for achieving the learning objectives of the course.

After the course end, the applicant reports to the PhD school on: course evaluation by students; number of participants; share of internal/external participants; conclusions from the evaluation and suggestions for improvements; and whether the course will be repeated and why. The cycle repeats yearly, where a new application must be submitted every year for approval.

## 6.6 | Tartu

Tartu was not the organizer of IO1, to implement the course, we need to present the curriculum at the council meeting of School of Economics and Business Administration. If approved the course information can be fed to the study system and Moodle page. The process is at least one semester before the course begins. The course would run if there are at least 5 participants. Another option for University of Tartu is to continue participating by sending our PhD students to partner universities – Aalborg, LUT, etc.

## 6.7 | Linnaeus

LNU, the PhD school for Business & Economics (SBE) invites in the fall applications for PhD courses for the following year. The application is based on the PhD school template. The relevant departments handle the proposal, which approves the hours of the department staff involved. The application is reviewed and approved (or sent for revision) at the PhD study board meeting. The PhD school uses the following criteria for assessing PhD course applications:

1. Scientific quality.
2. Relevance for a broad segment of PhD students across the doctoral programmes under the doctoral school.

3. The anchoring of the course in an active research environment and expertise.
4. The pedagogical methods for achieving the learning objectives of the course.

After the course end, the applicant shall report back to the PhD school inter alia on: course evaluation by students; summary of this evaluation; number of participants in relation to maximum number of participants; share of internal/external participants; main conclusions from the evaluation and suggestions for improvements of the course; will the course be repeated and why. The cycle repeats every year, should SBE faculty decide to continue implementing the course.

## 6.8 | Siegen

TVD is in intensive exploratory talks among others with two institutions in particular: The state government of North Rhine-Westphalia and a hidden but very successful champion in the economy of the region of Siegerland. Both have approved or signalled approval. Achenbach Buschhütten is an independent, owner-managed family business that can look back on a history of over 570 years. Today, Achenbach is active worldwide as a system supplier for non-ferrous metal rolling mills with rolling oil systems and its automation technology, as well as foil slitting machines for winding, separating and slitting the thinnest metal foils and converting materials. The product spectrum ranges from turnkey complete lines to line combinations or individual machines to selected technology components ([www.achenbach.de](http://www.achenbach.de)).

The State Government has agreed to support this course and is initially sending a doctoral student.

The CEO of Achenbach Buschhütten strongly supports the course and sends young leaders to participate.

Hence, Academia (TVD of Siegen University, Faculty IV) and Economy (Achenbach Buschhütten) at Campus Buschhütten ([www.campus-buschhuetten.de](http://www.campus-buschhuetten.de), recently founded by Achenbach Buschhütten) with the support of the State government address their PHD students` – as future leaders` – and their need of further (leadership) qualifications to facilitate easier transition between the industrial-technical strands to the academic world.

# 7 | APPENDIXES



# APPENDIX 1

## Development Plan

### Intellectual Output 1 (IO1) and Intellectual Output 2 (IO2)

IO1		IO2	
Leader	TFT	Leader	TFT
Susanne Sandberg (Linnaeus)	Igor Laine (LUT)	Igor Laine (LUT)	Susanne Sandberg (Linnaeus)
	Andreea Bujac (AAU)		Eneli Kindsiko (Tartu)
	Gesine Haseloff (Siegen)		Ralph Dreher (Siegen)

Task	Date	Responsibility	Send to
<b>Collect PhD Course templates for IO1</b>	Jan 24 <sup>th</sup> 2020	Susanne Sandberg (Linnaeus)	-
<b>Collect Staff Course templates for IO2</b>	Jan 24 <sup>th</sup> 2020	Igor Laine (LUT)	-
<b>Develop a general template for IO1 and IO2</b>	Jan 31 <sup>st</sup> 2020	Andreea Bujac (AAU) with help from Susanne and Igor	-
<b>1<sup>st</sup> draft of IO1 and IO2 development including:</b> <ul style="list-style-type: none"> <li>Filled in general PhD course/Staff course template</li> <li>½ page description of the internal process of each institution for conducting PhD/staff courses (information about meeting dates for discussing PhD/staff courses by each PhD School)</li> </ul>	Feb 29 <sup>th</sup> 2020	IO1: Susanne (Linnaeus) IO2: Igor (LUT)	Consortium and John Reilly
<b>Feedback on 1<sup>st</sup> draft of IO1 and IO2 development</b>	Mar 31 <sup>st</sup> 2020	Consortium and John Reilly	IO1: Susanne (Linnaeus) IO2: Igor (LUT)



<b>Final draft of I01 and I02 development</b>	Apr 13 <sup>th</sup> 2020	I01: Susanne (Linnaeus) I02: Igor (LUT)	Consortium and John Reilly
<b>C2 Meeting at Linnæus: I01, I02 and I03 are finalized:</b> Preliminary Schedule: <ul style="list-style-type: none"> <li>• Day 1: Arrival at Linnæus University</li> <li>• Day 2: Finalize I01</li> <li>• Day 3: Finalize I02</li> <li>• Day 4: I03</li> <li>• Day 5 morning: ME (Multiplier Event)</li> <li>• Day 5 afternoon: Departure from Linnæus University</li> </ul>	May 5 <sup>th</sup> -7 <sup>th</sup> 2020	All	



## APPENDIX 2

# Development of Intellectual Output 1

## 1.1 | Introduction

The current document represents the work-in-progress report on the development of Intellectual Output (IO) 1 of the Erasmus + project International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN), namely the PhD course and supervisor training in Authentic Leadership. In order to outline the need for the proposed courses the next section critically discusses the current state of PhD training from the perspectives of individual career development of prospective graduates as well as overall societal impact as it is understood by the members of the Consortium. The following section introduces the concept of Authentic Leadership and proposes its application in the context of doctoral education as a paradigm leading to a greater individual fulfilment of PhD students, more meaningful and relevant careers as well as sustained societal impact of doctoral education programs. An appendix contains the generic templates for the PhD course in Authentic Leadership developed by the Consortium. These will be given in pilot version in two rounds within the project during 2021/22.

## 1.2 | The problems of existing systems of doctoral education

During the first set of workshops held in Aalborg University in November 2019, the participants outlined a number of challenges and drawbacks pertinent to the doctoral education programs in general and in participating countries in particular. In many countries a high percentage of doctoral graduates are employed outside academia – for the EU as a whole 51% of researchers work in the private sector in 2017 (Eurostat). It is now an effective requirement that all doctoral candidates should receive formal training extending beyond their specific subject to generic competences to equip them for the widest high-level employment and

this project seeks to contribute to the quality and content of that training. Furthermore, the objective is to react to the societal challenges of a world that has become more volatile, uncertain, complex, and ambiguous (VUCA). One competence which is essential in all walks of life and all employment spheres is Leadership and this is imperative in the VUCA environment. While we recognize that a Doctoral training unit cannot itself create a cohort of leaders it is our view that an introduction to concepts of leadership and team work with opportunities to explore key issues related to the theory and practice will commence a process of formation which will enhance the potential for the development of leadership qualities. The following section introduces the concept of Leadership authenticity which is one of the current themes in leadership theory and practice.

### 1.3 | Enhancing doctoral and supervisor education by an introduction to the principles of Leadership Authenticity

Although there are numerous definitions of authentic leadership, the core of the concept is that authentic leadership is the pattern of leader's behaviours that are authentic in a sense that they promote the following four aspects: self-awareness, internalized moral perspective, balanced processing of information, and forming of transparent relationships (e.g. Avolio & Gardner, 2005; Avolio et al., 2004).

- **Self-awareness** refers to "the degree of leader's awareness of his or her strengths, limitations and how the leader impacts others" (Muceldili et al., 2013, p. 674).
- **Internalized moral perspective** signposts that "one's values act as a filter to shape decisions and actions" (Corriveau, 2020, n.a.). Authentic leaders are said to "exhibit a higher moral capacity to judge dilemmas from different angles and are able to take into consideration different stakeholder needs" (May et al., 2003, p. 249).
- **Balanced processing of information.** Authentic leaders are said to be "inclined and able to consider multiple sides of an issue and multiple perspectives as they assess information in a relatively balanced manner" (Avolio & Gardner, 2005, p. 317).
- **Relationship transparency** signposts that "the leader displays high levels of openness, self-disclosure and trust in close relationships" (Gardner et al., 2005, p. 347).

It is important to stress that we see the Leadership authenticity course as part of and complementary to the doctoral education which all doctoral candidates should receive in subject-specific and generic skills. At the same time, we consider that leadership understanding and competence is now so fundamental that it should be an obligatory unit in all doctoral education. We acknowledge that the topic of leadership is overwhelming and has generated a vast literature, but we consider that the concept of authenticity presents an effective route into the leadership issues and will involve students delving into other and counter theories and practice.



The Taskforce Teams working on the development of IO1 (the PhD course in Authentic Leadership) arrived at a common understanding of the concept as it was originally outlined by Bass and Steidlmeier (1999) in 'Ethics, character, and authentic transformational leadership behaviour', as well as by William George (2003). One of the main ideas in their view is that leadership is more about discovering and building on your true strengths, than about becoming a different person. You have to be authentic and the genuine you. George's model (2015) focuses on the different qualities an authentic leader has (or can develop). There are five dimensions described, and each is associated with an observable characteristic: purpose and passion, values and behaviour, relationships and connectedness, self-discipline and consistency, and heart and compassion (Figure 1; Table 1). A central tenet of George's (2015) authentic leadership model is the importance of the leader's life story in his or her development. George (2015) argues that authentic leaders do not have any fixed skills, styles, or traits - authentic leaders will each have their own style, which incorporates various behaviours and skills and fits the specific context of the situation, based upon their particular life experiences. When we apply the concept of authenticity to doctoral education and supervisor training, we will take the specific context into account in planning and implementation of the courses. For example, supervisors should not supervise all their students in the same way, but vary their approach based on the individual student background and needs. In case of the PhD course, it would mean training students to further discover/nurture/develop their leadership authenticity skills.

**Figure 1.** The Authentic Leader's Characteristics



Source: George (2003). *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*, p. 36.

**Table 1.** Authentic leadership and its observable characteristics

Dimensions of authentic leadership	Observable characteristics of an authentic leader
Authentic leaders have <b>Purpose</b>	Purpose manifests as <b>Passion</b> – passionate people care about what they are doing



Authentic leaders have <b>Values</b>	Values manifest through <b>Behavior</b> – authentic leader acts according to values
Authentic leaders build <b>Relationships</b>	Relationships lead to <b>Connectedness</b> with the followers – they listen and they share
Authentic leaders have <b>Self-Discipline</b>	Self-Discipline leads to <b>Consistency</b> – being able to pursue your purpose even when you have obstacles and setbacks
Authentic leaders have <b>Heart</b>	Heart manifests in <b>Compassion</b> – being sensitive to other’s needs, being helpful

## 1.4 | An overview of the course

The aim of the PhD course is to enhance the quality and content of PhD training and high level of employability. If around half of the graduates are continuing to be employed in the academic world, then the leadership training needs to accommodate them as well. Good leadership in Universities is even more important in the VUCA world than it might have been in the past, ergo the training is for all doctoral candidates. It is a practical course – not a textbook course on leadership authenticity. Giving the leadership authenticity concept, an empirical value is achieved by educating students on how to be true to yourself and to open up career choices and potential. The 1-week course will be built around the four aspects of leadership authenticity: self-awareness, internalized moral perspective, balanced processing of information, and forming of transparent relationships (e.g. Avolio & Gardner, 2005; Avolio et al., 2004).

PhD supervisors will discuss and reflect on leadership skills and competences with their colleagues and other internal/external lecturers. Thus, participants’ reflections also provide important inputs to the training material, and they will be documented in logbooks and portfolios. The aim of the supervisor course is thereby to develop the skills/competences for supervisors to prepare PhD students for employability also outside academia. The innovative side of the project lays in the fact that authentic leadership is applied to enhance supervision skills, so that they are more fit with needs from both the academic and non-academic labor market.

The course is available for further refinement during the project and will have two pilot versions within the frame of the project in order to secure the participation of the consortium teacher team and funding for all participants. Also after the projected ended the experiences and expertise within the consortium will be available through a ‘manual’ for running the course based on the pilots, and also by continuous collaborations within the international entrepreneurship network for future times the course will be given at the partner universities.



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# Appendix: IETN – PhD Course Application Form

**Course organizer (name, department and research group):**

**Title and date of the course:**

- PhD Course in 'Authentic Leadership' (possible to adjust in line with uni-specific templates and requirements).

**Location:**

- The pilot editions of the course will be held at Lappeenranta-Lahti University and University of Siegen in 2021 and 2022 respectively.
- Additional implementations by other members of the consortium.

**Subject-specific PhD course:**

**Generic PhD course:**

**Course description:**

- The purpose of the PhD course in 'Authentic Leadership' is to contribute to PhD training through discovering as well as nurturing and developing leadership authenticity skills among PhD students.
- The course is a 5 ECTS course which will provide the PhD students with theoretical and conceptual understanding of the concept of Authentic Leadership as well as train the students in critical reflection and application of AL in different contexts. The course will be based on the principle of complex problem solving, bringing in real life problems, to which the students find solutions.

**Learning objectives and outcomes:**

Upon completing the course, the PhD students should be able:

- To develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL);
- To demonstrate conceptual and theoretical understanding of AL;
- To critically reflect upon self-awareness in AL;
- To reflect upon and evaluate practicing AL in different contexts;
- To illustrate how development of authentic leadership would benefit the PhD learning process.



### Prerequisites:

- Students should be admitted to the doctoral education at their university. Teaching language is English demanding proficient level of oral and written English communication skills.
- For developmental purpose, the pilot editions of the course will prioritize participants with a range of experience from from the first to third year of the PhD education.

### Academic year, Semester:

- Pilot PhD course – Spring 2021 and Spring 2022 – where the courses will be taught, discussed, enhanced. If any project partner wishes to introduce this course outside the project scope, they are free to do so (e.g. starting with the year 2023 onwards). Then the course could be delivered as part of the package offered by the respective doctoral schools.

### Learning and Teaching methods (course contents):

- The course contains lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized.
- Pre-course work: material for the course will be available 1 month before the on-site session.
- There will be online communication as well as written assignments before and after the on-site session.

### Lecturers:

- Consortium teaching team, External and internal lecturers, guests and student participants.

### Key literature/Course materials:

- Turcan et al. (forthcoming) The Emerald Handbook of Authentic Leadership (selected chapters, ca 200 pages). *Will be provided as pre-reading for the course.*
- Selection of articles (Reading list ca 200 pages) plus own choices in collaboration with supervisor (ca 100 pages).
- Audio and video material.

### Assessment methods:

- Grades Pass/Fail.
- Group and individual written reports, group and individual presentations, peer evaluations.

### Course evaluation:

- There will be a formal structured evaluation form for course participants. The analysis of the evaluation will be presented to the students who have completed the course.

### Minimum and maximum number of participants:

- 10-25 (four from each partner university and 5 from outside the Consortium).

**Number of ECTS:**

- 5 ECTS.

**Language of instruction**

- English.

**Volume and form of study**

- teacherled studies: lectures, PBL-oriented workshops, simulations (25 hrs);
- independent work: written reports, essays, presentations (individual pre-assignments 40 hrs, individual and group reflection essays and presentations 5 hrs, individual post-assignments 50 hrs);
- field training: structured company explorations, lectures on site at companies, student reflections (10 hrs);
- total workload 130 hours.

**Budget:**

- Participant fees: For non-consortium PhD students only.
- IETN (the EU funded project) will cover the participation costs for selected doctoral students from the Consortium.

**Amount to be covered by the PhD course funds:**

**Application:**

- The participants will submit a motivation application that will include inter alia PhD project description and statement of purpose (3 pages).
- The complete application form, template for statement of purpose and formatting guidelines could be accessed here (to be announced).

**Other comments:**

- Upon course completion the student will be awarded a course certificate attesting the student successfully completed a 5 ECTS PhD course in Authentic Leadership.

**Other comments:**


**Preliminary agenda of the PhD student course**

	<b>DAY I: Discover AL</b>	<b>DAY II: Conceptual and Theoretical Understanding of AL</b>	<b>DAY III: Practicing AL: Self-awareness in AL</b>
<b>Time allocation:</b>	<b>Classroom: 8 hrs, divided into 4 timeslots</b>	<b>Classroom: 8 hrs, divided into 4 timeslots</b>	<b>Classroom: 8 hrs, divided into 4 timeslots</b>
	<b>1.1 Introduction (1,5h)</b> Course, week, students, staff, logistics Introduction to Assignment 1 and 2.	<b>2.1 Value-driven Authentic Leadership (lecture)</b> Will build on the presentations from Day 1. Various topics: Development of AL in leadership research Criticism of AL Leadership vs management	<b>3.1. Discovering Authenticity and Practicing AL in different contexts</b> (Panel discussion 2-3 guests) Invited guests from various contexts, public or private, large/small, profit/non-profit, national/international do discuss and address various issues and challenges on AL
	<b>1.2 Assignment 1</b> <ul style="list-style-type: none"> <li>What are my aims of 'Leadership'?</li> <li>in groups students discuss their understanding of leadership (why/how/in what context: current and future)</li> <li>exploration and understanding of 'Authentic Leadership'</li> </ul>	<b>2.2 Inside-out Confessions</b> (lecture and workshop) Presentations on PhD life in and outside academia by recent PhD graduates	<b>3. 2. Workshop: Discovering Authenticity and Practicing AL in different contexts</b> This workshop is a follow-up to the morning session to discuss, reflect and brainstorm after the panel session together with panel members on discovering and practicing AL
	<b>1.3. Assignment 1 (cont)</b>	<b>2.3 Transformational leadership</b> Guest lecture and round table discussion: business, politics, or NGO sectors (lecture on the value of learning from setbacks and how to use them as strengths)	<b>3.3. Theoretical and Conceptual Understanding of AL Self-awareness</b> <ul style="list-style-type: none"> <li>Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning + other relevant readings)</li> <li>As part of this session there will be introduced new mini cases/role playing/simulations on the topic</li> </ul>
	<b>1.4. Assignment 1 - presentations</b> Group presentations of written reports and how this relates to AL/ leadership authenticity	<b>2.4 Workshop / brainstorming / conceptual, practical application on AL dilemmas</b> <ul style="list-style-type: none"> <li>Group reflection presentations</li> </ul>	<b>3.4. Workshop "Theoretical and Conceptual Understanding of AL Self-awareness"</b> Concluding workshop of the day/ Takeaways: Students present in groups their theoretical and practical reflections regarding self-awareness in their PhD learning process (practical steps on how to apply this understanding into practice) Part of Assignment 2
	<b>Individual 40 hrs</b> pre-assignment: critical review of literature on Leadership based on lists to be provided <b>In sum: 48 hrs</b>	<b>In sum: 8 hrs</b>	<b>In sum: 8 hrs</b>

## Preliminary agenda of the PhD student course

	<b>DAY IV: Practicing AL: Navigating AL within social contexts</b>	<b>DAY V: Practicing AL: Decision-making in VUCA world</b>
<b>Time allocation:</b>	<b>Classroom: 8 hrs, divided into 4 timeslots</b>	<b>Classroom: 8 hrs, divided into 4 timeslots</b>
	<b>4.1 Leading vs being led</b> <b>The whole day will take place at company (preferably one that hires PhD students )</b> Welcome from the host/ company tour and presentations led by the host on the topic of "How to deal with powerful, empowering and busy people" Negotiate access, build and maintain social capital, networking, people management. Managing people vs. leading people authentically	<b>5.1. Public debate on AL in VUCA world</b> 3-4 business and policy leaders as panel members. Topic: Confrontational debate: Balancing information in a VUCA world (topics can be different: AI, sustainability, international entrepreneurship)
	<b>4.2. Continuation of the morning</b> <b>Getting out of your comfort zone</b> (workshop) How to transition from being PhD leader to business leader. Simulations or role play; academia vs practice; independent researcher vs dependent.	<b>5.2. Workshop on public debate on AL in VUCA world</b> <ul style="list-style-type: none"> <li>in groups, students discuss/reflect upon the learnings gathered during the public debate</li> </ul> Part of Assignment 2
	<b>4.3. Theoretical and Conceptual Understanding of 'How to deal with powerful, empowering and busy people'</b> Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning) Workshops/simulations/role-playing at the organization: <ul style="list-style-type: none"> <li>Ask organizations to reflect upon students' simulation</li> </ul>	<b>5.3. Workshop / One to one session</b> Students present their learnings gathered so far on AL
	<b>4.4. Workshop Theoretical and Conceptual Understanding of 'Leading vs being led'</b> Concluding workshop of the day/Takeaways: Students present in groups their theoretical and practical reflections regarding 'how to deal with powerful, empowering and busy people'in their PhD learning process (practical steps on how to apply this understanding into practice) Part of Assignment 2	<b>5.4. Concluding workshop</b> <ul style="list-style-type: none"> <li>Feedback on their processes</li> <li>Peer-review and evaluation</li> <li>Individual learning feedback</li> <li>Introduction to post-session assignment</li> </ul>
	<b>Individual 8 hrs</b>	<b>Individual 50 hrs</b> post-assignment: essay on the path to AL. <b>In sum: 58 hrs</b>



## APPENDIX 3

# IETN - PhD Course Application Form

**Course organizer (name, department and research group):**

### Title and date of the course

PhD Course in (Contemporary Perspectives on) 'Authentic Leadership' (*possible to adjust in line with uni-specific templates and requirements*).

### Location

The pilot editions of the course will be held at Lappeenranta-Lahti University and University of Siegen in 2021 and 2022 respectively.

Additional implementations by other members of the consortium.

**Subject-specific PhD course:**

**Generic PhD course:**

### Course description

The purpose of the PhD course in 'Authentic Leadership' is to contribute to PhD training through discovering as well as nurturing and developing leadership authenticity skills among PhD students.

The course is a 5 ECTS course which will provide the PhD students with theoretical and conceptual understanding of the concept of Authentic Leadership as well as train the students in critical reflection and application of AL in different contexts. The course will be based on the principle of complex problem solving, bringing in real life problems, to which the students find solutions.



## Learning objectives and outcomes

Upon completing the course, the PhD students should be able:

- To develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL);
- To demonstrate conceptual and theoretical understanding of AL;
- To critically reflect upon self-awareness in AL;
- To reflect upon and evaluate practicing AL in different contexts;
- To illustrate how development of authentic leadership would benefit the PhD learning process.

## Prerequisites

Students should be admitted to the doctoral education at their university. Teaching language is English demanding proficient level of oral and written English communication skills.

For developmental purpose, the pilot editions of the course will prioritize participants with a range of experience from the first to third year of the PhD education.

## Academic year, Semester

Pilot PhD course – Spring 2021 and Spring 2022 – where the courses will be taught, discussed, enhanced.

## Learning and Teaching methods (course contents)

The course contains lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized.

Pre-course work: material for the course will be available 1 month before the on-site session. There will be online communication as well as written assignments before and after the on-site session.

## Lecturers

Consortium teaching team, External and internal lecturers, guests and student participants.

## Key literature/Course materials

Turcan et al. (forthcoming) The Emerald Handbook of Authentic Leadership (selected chapters, ca 200 pages). *Will be provided as pre-reading for the course.*

Selection of articles (Reading list ca 200 pages) plus own choices in collaboration with supervisor (ca 100 pages).

Audio and video material.

## Assessment methods

Grades Pass/Fail.

Group and individual written reports, group and individual presentations, peer evaluations.

## Course evaluation

There will be a formal structured evaluation form for course participants. The analysis of the evaluation will be presented to the students who have completed the course.



### Minimum and maximum number of participants

10-25 (four from each partner university and 5 from outside the Consortium).

### Number of ECTS

5 ECTS.

### Language of instruction

English.

### Volume and form of study:

- teacher led studies: lectures, PBL-oriented workshops, simulations (25 hrs);
- independent work: written reports, essays, presentations (individual pre-assignments 40 hrs, individual and group reflection essays and presentations 5 hrs, individual post-assignments 50 hrs);
- field training: structured company explorations, lectures on site at companies, student reflections (10 hrs);
- total workload 130 hours.

### Budget

Participant fees: For non-consortium PhD students only.

IETN (the EU funded project) will cover the participation costs for selected doctoral students from the Consortium.

### Amount to be covered by the PhD course funds:

### Application

The participants will submit a motivation application that will include inter alia PhD project description and statement of purpose (3 pages).

The complete application form, template for statement of purpose and formatting guidelines could be accessed here (to be announced).

### Other comments

Upon course completion the student will be awarded a course certificate attesting the student successfully completed a 5 ECTS PhD course in Authentic Leadership.

### Other comments:

## PRELIMINARY AGENDA OF THE PHD STUDENT COURSE

<p><b>Time allocation:</b></p>	<p><b>DAY I: Discover AL</b> Classroom: 8 hrs, divided into 4 timeslots</p> <p><b>1.1 Introduction (1,5h)</b> Course, week, students, staff, logistics. Follow up on Assignment 1 (pre-assignment prepared and submitted before the module on site) and introduced Assignment 2 (post-module assignment to be delivered 1 month after)</p>	<p><b>DAY II: Conceptual and Theoretical Understanding of AL</b> Classroom: 8 hrs, divided into 4 timeslots</p> <p><b>2.1 Contemporary Perspectives on Authentic Leadership (lecture)</b> Will build on the presentations from Day 1. Various topics:</p> <ul style="list-style-type: none"> <li>• Development of AL in leadership research</li> <li>• Criticism of AL</li> <li>• Leadership vs management</li> <li>• AL as path to sustainable leadership</li> </ul>	<p><b>DAY III: Practicing AL: Self-awareness in AL</b> Classroom: 8 hrs, divided into 4 timeslots</p> <p><b>3.1. Discovering Authenticity and Practicing AL in different contexts</b> (Panel discussion 2-3 guests) Invited guests (CEO level position) from various contexts, academy, public or private, large/small, profit/non-profit, national/international do discuss and address various issues and challenges on AL. Arranging unis responsible for inviting panellists.</p>	<p><b>DAY IV: Practicing AL: Navigating AL within social contexts</b> Classroom: 8 hrs, divided into 4 timeslots</p> <p><b>4.1 Leading vs being led at company (preferably one that hires PhD students)</b> Welcome from the host/ company tour and presentations led by the host on the topic of "How to deal with powerful, empowering and busy people" Negotiate access, build and maintain social capital, networking, people management. Managing people vs. leading people authentically</p>	<p><b>DAY V: Practicing AL: Decision-making in VUCA world</b> Classroom: 8 hrs, divided into 4 timeslots</p> <p><b>5.1. Public debate on AL in VUCA world</b> 3-4 business and policy leaders as panel members. Topic: Confrontational debate: Balancing information in a VUCA world (topics can be different: AI, sustainability, international entrepreneurship) Arranging uni responsible for inviting panellists</p>
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	<p><b>DAY I: Discover AL</b></p> <p><b>1.2 Assignment 1 Workshop</b> <b>Start with individual presentations</b></p> <ul style="list-style-type: none"> <li>• What are my aims of 'Leadership'?</li> <li>• What are my own values in my day-to-day activities?</li> <li>• How do my values translate into AL?</li> <li>• Why is AL important for me?</li> </ul> <p>In groups students discuss their understanding of leadership (why/how/in what context: current and future)</p> <ul style="list-style-type: none"> <li>• exploration and understanding of 'Authentic Leadership'</li> </ul>	<p><b>DAY II: Conceptual and Theoretical Understanding of AL</b></p> <p><b>2.2 Inside-out Confessions</b> (lecture and workshop)</p> <p>Presentations on PhD life in and outside academia by recent PhD graduates</p> <ul style="list-style-type: none"> <li>• Presentations by PhD Students (Louise, Lucia)</li> <li>• Organizing universities can invite their own PhD students who can reflect on their journey</li> </ul>	<p><b>DAY III: Practicing AL: Self-awareness in AL</b></p> <p><b>3.2. Workshop: Discovering Authenticity and Practicing AL in different contexts</b></p> <p>This workshop is a follow-up to the morning session to discuss, reflect and brainstorm after the panel session together with panel members on discovering and practicing AL</p>	<p><b>DAY IV: Practicing AL: Navigating AL within social contexts</b></p> <p><b>4.2. Continuation of the morning Getting out of your comfort zone (workshop)</b></p> <p>How to transition from being PhD leader to business leader. Challenges of transforming theories into practice. From talking the talk to walking the walk.</p> <p>Simulations or role play; academia vs practice; independent researcher vs dependent.</p>	<p><b>DAY V: Practicing AL: Decision-making in VUCA world</b></p> <p><b>5.2. Workshop on public debate on AL in VUCA world</b></p> <ul style="list-style-type: none"> <li>• in groups, students discuss/reflect upon the learnings gathered during the public debate</li> <li>• implications for future paths within and outside academia and employability</li> </ul> <p>Part of Assignment 2</p>
<b>Time allocation:</b>					
<p><b>1.3. Assignment 1 (cont)</b></p> <p>Workshop</p>	<p><b>2.3 Transformational and Servant Leadership</b></p> <p>Guest lecture and round table discussion: business, politics, or NGO sectors</p> <p>(lecture on the value of learning from setbacks and how to use them as strengths)</p> <p>(e.g. Founder of "Angry Birds" at the LUT Pilot course, 2021)</p>	<p><b>3.3. Theoretical and Conceptual Understanding of AL Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning + other relevant readings)</li> <li>• As part of this session there will be introduced new mini cases/role playing/simulations on the topic</li> </ul>	<p><b>4.3. Theoretical and Conceptual Understanding of 'How to deal with powerful, empowering and busy people'</b></p> <p>Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning)</p> <p>Workshops/simulations/role-playing at the organization: Ask organizations to reflect upon students' work</p>	<p><b>5.3. Workshop / One to one session</b></p> <p>Students present individually their learnings gathered so far on AL.</p> <p>"Sandwich evaluation"</p> <p>Self evaluation, students address the expectations and questions from the first day.</p>	

<p><b>DAY I: Discover AL</b></p> <p><b>1.4. Assignment 1 - presentations</b></p> <p>Group presentations of discussions based on the individually written pre-assignment and how this relates to AL/leadership authenticity</p>	<p><b>DAY II: Conceptual and Theoretical Understanding of AL</b></p> <p><b>2.4 Workshop / brainstorming / conceptual, practical application on AL dilemmas</b></p> <ul style="list-style-type: none"> <li>Group reflection presentations</li> <li>Role play: Academic and business challenges where AL traits need to be implemented:</li> <li>emotional intelligence</li> <li>ethics (ethic thinking vs. moralistic doing)</li> <li>critical thinking (this could create challenges in preparing the scenario/set-up: "I am against this" vs "We consider alternatives")</li> <li>based on the reflection of 'potential for program to over-promise'</li> <li>by using the general questions of philosophy to find truth: What/when /why/who...)</li> </ul> <p><b>End with: The 'real' content of AL</b></p> <p>Presentations and reaching a common understanding of AL (Alt: replace the inside-out confessions?)</p>	<p><b>DAY III: Practicing AL: Self-awareness in AL</b></p> <p><b>3.4. Workshop "Theoretical and Conceptual Understanding of AL Self-awareness"</b></p> <p>Concluding workshop of the day/ Takeaways: Students present in groups their theoretical and practical reflections regarding self-awareness in their PhD learning process (practical steps on how to apply this understanding into practice)</p> <p>Part of Assignment 2t</p>	<p><b>DAY IV: Practicing AL: Navigating AL within social contexts</b></p> <p><b>4.4. Workshop Theoretical and Conceptual Understanding of 'Leading vs being led'</b></p> <p>Concluding workshop of the day/ Takeaways: Students present in groups their theoretical and practical reflections regarding 'how to deal with powerful, empowering and busy people in their PhD learning process (practical steps on how to apply this understanding into practice) and how to navigate in different social contexts.</p> <p>Part of Assignment 2</p>	<p><b>DAY V: Practicing AL: Decision-making in VUCA world</b></p> <p><b>5.4. Concluding workshop</b></p> <ul style="list-style-type: none"> <li>Feedback on their processes</li> <li>Peer-review and evaluation</li> <li>Individual learning feedback</li> <li>Introduction to post-session assignment</li> </ul>
<p><b>Time allocation:</b></p>				
<p><b>Individual Assignment 1:</b></p> <p><b>40 hrs</b> pre-assignment: critical review of literature on Leadership (reading list to be provided) related to own experiences of leadership challenges</p> <p><b>In sum:</b> 40 + 8 hrs</p>		<p><b>In sum:</b> 8 hrs</p>		<p><b>Individual</b> 8 hrs</p>
<p><b>Individual Assignment 2:</b></p> <p><b>50 hrs</b> post-assignment: essay on the path to AL and its implications on future employability + 3 moodle mini case tests (if not in class) + evaluation questionnaire</p> <p><b>In sum:</b> 58 hrs</p>				

# APPENDIX 4

## PhD Course in Authentic Leadership

### Evaluation

**1. How satisfied are you with the course in terms of academic content?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**2. How satisfied are you with the course in terms of communicating its content?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**3. How satisfied are you with the course in terms of organization/administration?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**4. My expectations have been met...**

Strongly agree	Agree	Disagree	Strongly disagree	Don't know

**5. Please state three things that you liked most about the course**

a) .....

.....

.....

.....

b) .....

.....

.....

.....



c) .....

**6. Please state three things you would like to be improved and/or added**

a) .....

b) .....

c) .....

**7. Please provide any other suggestions, comments, or ideas you would like to share**

.....



## APPENDIX 5

# IETN – Programme Digital Sessions 25-27<sup>th</sup> of May 2020

**Dear all,**

Most welcome to the digital IETN sessions 25-27<sup>th</sup> of May, replacing the meeting originally planned at the Linnaeus University, 4-8<sup>th</sup> of May in Kalmar. All sessions will now be conducted via Zoom.

The sessions will cover C2, a 3-day Workshop focusing on the IOs. As C2 is a Learning/Teaching/Training activity, the attendees should (according to budget) be up to 4 academic staff/PhD students from each partner university. Guests may also attend.

Programme:

Monday 25 <sup>th</sup> of May	Topic	Moderator
09.00-10:00	Welcome & State of the Union of IO1, IO2 and IO3, expectations for the week	Romeo Turcan
10:00-10:15	Break	
10:15-11:00	Discussion of Authentic Leadership vs. Leadership Authenticity	John Reilly/ Romeo Turcan
11:05-12:00	Discussion of IO1 and IO2 - John Reilly's feedback on IO1 and IO2	John Reilly
Lunch break		
13.00-13.30	IO1 - PhD course Presentation of current status of course syllabus	Susanne Sandberg
13:35-14.30	Workshop "Developing and Finalizing IO1" • Template for IO1 is finalized based on the feedback received from John Reilly and Consortium	Susanne Sandberg
14:30-14:45	Break	
14:45-16:00	Discussion and Planning of Contents for IO1- based on feedback from John Reilly and Consortium	Susanne Sandberg





<b>Tuesday 26<sup>th</sup> of May</b>	<b>Topic</b>	<b>Moderator</b>
09.15–09:30	Welcome	Andreea Bujac
09:30–10:45	Finalizing Contents for IO1	Andreea Bujac
10:45–11:00	Break	
11:00–11:40	Presentation of current status of course syllabus & Discussion and Planning of Contents for IO2 (based on John Reilly's & Consortium comments)	Igor Laine
11:40–13:00	Presentations by responsible for PhD staff education to share their experiences (LUT and Linnæus) + Q&A	Igor Laine
Lunch break		
14.00–15:00	Workshop "Developing and Finalizing IO2" Template for IO2 is finalized based on the presentation & feedback received from John Reilly and Consortium	Igor Laine
15:00–16:00	Workshop: Implementing IO1 and IO2 Presentation (15 min each project manager): <ul style="list-style-type: none"> <li>• Individual institutional pathways from application to formal approval) any risks?</li> <li>• Internal institutional templates</li> <li>• Implementation timeline for IO1 and IO2</li> </ul>	Igor Laine
<b>Wednesday 27<sup>th</sup> of May</b>	<b>Topic</b>	<b>Moderator</b>
10:00–10:45	Concluding session on IO1 and IO2, including deadlines and milestones: IO1 – PhD Course on Authentic Leadership IO2 – PhD Supervisor Training Course on 'Authentic Leadership and Supervision Facilitation'	Susanne Sandberg Igor Laine
10:45–11:45	Budget	Berit K. Jakobsen
Lunch break		
	IO3 – Handbook	
13:00–14:30	Presentation of current status of IO3, including deadlines and milestones	Romeo Turcan
14:30–15:00	Break	
15:00–15:30	Communication and Dissemination Strategy	Andreea Bujac
15:30–16:00	Wrap Up/Multiplier Event	Andreea/Romeo/ Susanne

Best regards,

Susanne, Igor and Andreea



## APPENDIX 6

# Second Internal Project Report of the Steering Committee: International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN)

May 25<sup>th</sup> - 27<sup>th</sup>, 2020

Aalborg, Denmark

The workshop was held on-line via "Zoom". Attendees included project leaders and academic/admin staff from each consortium.

The three-day workshop was designed in such a way that maximum effort will be done by the participants to facilitate project managers in developing the final draft of IO1, IO2 Intellectual Output action plans, and to continue to sharpen and develop further IO3. The objective of the workshop was also to cover C2, a 3-day Workshop focusing on the IOs. As C2 is a Learning/Teaching/Training activity, the attendees should (according to budget) be up to 4 academic staff/PhD students from each partner university, where guests could also attend.

### The first day (May 25<sup>th</sup>)

**Participants:** Romeo V Turcan, Hannes Velt, Igor Laine, Gesine Haseloff, Eneli Kindsiko, Katrin Tamm, Susanne Sandberg, John Reilly, Yariv Taran, Andreea Bujac, Gaygysyz Ashyrov, Kenneth Jørgensen, Per Servais, Heinz Leymann, Helen Poltimae, Friederike.

- 1. Follow up on State of the Union of IO1, IO2, & IO3, and expectations for the week** (Andreea Bujac, Romeo V. Turcan, Susanne Sandberg). It was stated that: As for now we are quite on time with what we need to produce. We have asked to postpone the results of the project and the Agency allowed for 4 months. They also allowed to be able to reallocate travel grants to the partners for the development of the intellectual outputs instead. The

funding will be distributed equally between the partners. It was also reported that IO1 and IO2 is in a final version so the aim for this session is to finalize these outputs. Next step is then to implement these at each partner Uni. For IO3 Romeo approached several publishers, but found a certain resistance to the concept AL. But now Emerald have approved the draft of the Handbook – but there are some parts that needs to be revised compared to the original plan.

- 2. John Reilly gave comments for IO1:** Overall comment is that it is treated as a career event – but this is a course in leadership. Career should be considered throughout the PhD programme and not in a separate course. It's a worry that the focus is about preparing students for work outside academia, but this is not a problem, as many still do. Leadership competences however is important both in and outside academia. Many academics have not had leadership training. So, consider a course on leadership in context where career advise is given throughout the entire programme. John further suggested that the learning outcomes needs revision, and to try and avoid the term “understand”, as it is difficult to know what is meant by it. Looking into the suggested outline, the first aim is “to be aware of alternative career routes of PhD”, but this is not what should be done. Instead, it should reflect what is leadership, and implication and effect of it on the participants. There are many lectures suggested, but its better to let them discuss leadership in smaller groups based on their pre-work, so that the students are driving the course, rather than a strict programme set. Further recommendations for making adjustments and widening the focus included: Sharpening the learning outcomes; Discuss the difference between leadership and management, i.e. “Managing” your supervisor vs. “leading”; Sessions of business representatives in the program is important to consider, but what about academic leaders, Uni managers?; It's the generic features that should be the focus, but to consider widening the focus outside business, to also e.g. the public sector.
- 3. John Reilly gave comments for IO2:** Good progress was made so far, but more work, possibly a wider approach, is needed, for sharpening better IO2 content, context and design. Questions were raised regarding, for example, whether we should aim for 2 instead of 3 ECTS course; At what stage do we want participants to attend?; Should it be applied only to Associate Professors?; Pre-reading and post-session reflection report; Learning outcomes vs planning; Career tracks; Leadership and leadership development; practice leadership vs. being a “good” supervisor; Pragmatism and flexibility to fit content and context with the right audience; Authentic leadership needs to be looked upon also from a critical point of view.
- 4. PhD course: Presentation of current status of course syllabus (Susanne)** – Susanne provides a short overview of IO1 – PhD Course – development plan. Adjustments on the contents of the application form were made (see IETN\_IO1\_v2).



**5. Workshop “Developing and Finalizing I01” – Template for I01 is finalized based on the presentation & feedback received from John Reilly and Consortium.** Key points that were discussed:

- a. PhD students will be able to reflect on Leadership skills conceptually and contextually.
- b. We give the chance to develop own personality – as base for leadership.
- c. Learning from different PhD students from different subjects.
- d. Students should develop their own personal growth.
- e. How to lead/How to manage?
- f. Different critical scenarios of how Authentic Leadership evolves.
- g. More depth on authentic leadership theory and theory critiques.

## The Second day (May 26<sup>th</sup>)

**Participants:** Kenneth M. Jørgensen, Andreea Bujac, Romeo V Turcan, Igor Laine, Gesine Haseloff, Eneli Kindsiko, Katrin Tamm, Susanne Sandberg, Yariv Taran, Heinz Leymann, Hannes Velt, Kenneth M. Jørgensen, Friederike (see snapshots).

**1. Welcome and more clarification on the topic AL vs. Authenticity**

- We agreed this is also a discovery for us.
- The current crisis shows that there is a need for AL, and we are in the process of discovering it.
- We don’t have all the answers, but the purpose of the course is to “Explore and Discover”.

**2. Finalizing Contents for I01 (Andreea)** – See final draft – where John Reilly’s comments have been taken into account.

**3. Presentation of current status of course syllabus & Discussion and Planning of Contents for I02 (Igor) (based on John Reilly’s & Consortium comments).** The course syllabus was presented by Igor and discussed in the group. Adjustments have been done in advance, based on Johns’ comments and we decided upon: Grading pass/fail; 2 ECTS which equalize 50-60 hrs (depending on national regulations); Application: 1-page motivation letter and one online survey.

**4. Presentation by Terhi Virkki-Hatakka from LUT,** who discussed Supervision doctoral studies and dissertation course on University pedagogics, followed by a **seconded presentation by Yael Tågerud, Section for Higher Education Development and Office of HR from Linnæus University,** discussing supervision in postgraduate programmes.

**5. Workshop “Developing and Finalizing I02”** – Template for I02 is finalized based on the two presentations & feedback received from John Reilly and Consortium. The discussion around “Authentic Leadership” or “Leadership Authenticity” is not decided yet.

**6. Workshop: Implementing I01 and I02** – It was agreed that: By October (meeting at Siegen) every partner needs to have an approval from their Doctoral Schools for I01 and I02.

Application of courses in each University has been discussed. It was also mentioned that we need to ask for accreditation for the next 3 years. If not approved, we have to apply every year.

## The Third day (May 27<sup>th</sup>)

**Participants:** Kenneth M. Jørgensen, Andreea Bujac, Romeo V Turcan, Igor Laine, Gesine Haseloff, Eneli Kindsiko, Katrin Tamm, Susanne Sandberg, Hannes Velt, Kenneth M. Jørgensen, Ralph Dreher, Berit K. Jakobsen, Yariv Taran, Heinz Leymann Friederike.

- 1. Workshop:** More concrete details on Implementing IO1 and IO2 were discussed, as well as deadlines, milestones and budget.
- 2. Tentative Agenda for SIEGEN meeting (October 2020) was suggested.**
- 3. IO3: The Emerald Handbook of Authentic Leadership** – In discussion with the publisher some changes were made to the overview of the handbook and the parts and chapters to be included. Romeo goes through the different chapters discussing with authors on the content of each. The Handbook should be inspiration and contribution to the current “state of the art” study in this field, so each chapter should be a source of inspiration for further research in the upcoming 5-7 years (i.e. further contribution to theory and/or to practice). Also, each chapter should be stand-alone (available for purchase on a single chapter basis). The number of chapters are now 22, but we will try to get some elasticity on the number of wordcount in each chapter. Authentic Leadership will be the overarching concept, and each chapter will focus on one theme or aspect of that. The referencing might be overlapping, but the separation into single chapters should be sufficient to deal with that challenge. The introducing chapter will handle the concept of AL, setting the scene, and discuss AL in general terms, but each chapter needs to take its own stance and have its own introduction, main body and conclusions. Submission dates and deadlines were also discussed.
- 4. Communication Strategy (presented by Andreea), followed by a Wrap-up, deadlines and milestones set ahead.**

## Overall review of progress:

The three days digital IETN sessions (25-27th of May) were successful in serving their purpose. Project managers received constructive comments for improving all three Intellectual Output Action Plans (IO1, IO2, and IO3). The workshops applied took these comments into considerations while the group as a whole continued to improve these intellectual outputs content and context quality, implementation plan, and milestones set ahead.

Also, it seems that the time-table set and project budget are progressing as planned, approved by all participants, and no special exceptions were reported by any of the partners involved.



## APPENDIX 7

# Agenda

## IETN Transnational Project Meeting (TPM2)

October 5<sup>th</sup>, 2020

**Attendees: 2 members (project leader and project manager/contact person) from each consortium**

<b>Monday, 5/10/20</b>	<b>Transnational Project Meeting (TPM2): Steering Committee Meeting</b> (Yariv Taran, Romeo Turcan, John Reilly, Berit Klitgard and project leaders, project managers from each University)
09:00 – 09:10	Welcome
09:10 – 11:00	Steering Committee meeting (moderation by Yariv Taran) <ul style="list-style-type: none"> <li>• Discuss the IETN project results so far</li> <li>• Check and revise overall action plan and deadlines</li> <li>• Discuss financial issues (Berit Klitgard)</li> <li>• Financial issues</li> </ul>
12:00 – 13:00	Lunch Break
13:00 – 16:00	Development state and tasks for the following days for IO1 and IO2 <ul style="list-style-type: none"> <li>• Linnaeus University, Sweden – Susanne Sandberg</li> <li>• Lappeenranta University, Finland – Igor Laine</li> <li>• University of Tartu, Estland – Eneli Kindsiko</li> <li>• University of Siegen, Germany – Gesine Haseloff</li> </ul>

# Implementation workshop “PhD and PhD-Supervisor courses” (C3) and Multiplier Event (MS2)

October 6th – 9th, 2020

**Attendees: 4 academic/admin staff and PhD students from each Consortium partner + 16 multipliers at Thursday 8/10/20**

<b>Tuesday, 6/10/20</b>	<b>Preparing a case / Refining I01 for Implementation</b>
09:00 – 09:10	Welcome, Ralph Dreher
09:10 – 09:40	Advisors Perspective: Justinus Pieper, Coach and Habilitant, Uni Siegen
10:00 – 12:30	Workshop: preparing the PhD course implementation: Working on a case: leading position in the field of sustainable energy supply (led by Ralph Dreher) Participants will be divided into groups to work on the assignment
12:30 – 13:30	Lunch Break
13:30 – 16:00	Workshop: Refining the program for I01 (moderation Susanne Sandberg) Participants will be divided into groups
<b>Wednesday, 7/10/20</b>	<b>Refining I02 for Implementation / I01 and I02 Workshop Results</b>
09:00 – 09:30	Employers and PhD-students perspective: Heinz Leymann, PhD student Uni Siegen
09:45 – 12:00	Workshop: Refining the program for I02 (moderation Igor Laine) Participants will be divided into groups
12:00 – 13:00	Lunch Break
13:00 – 16:00	Presentation of I01 and I02 Workshop results, discussion



<b>Thursday, 8/10/20</b>	<b>Multiplier Event: PhD and PhD-Supervisor Training for Sustainable Leadership</b>
09:00 – 09:15	Welcome and moderation: Ralph Dreher
09:15– 09:45	PhD and Supervisor Training for Sustainable Leadership – A trainer’s perspective: Daniel Müller, House of young talents, Universität Siegen
10:00 – 10:30	PhD and Supervisor Training for Sustainable Leadership - The company perspective Axel Barten, Achenbach Buschhütten GmbH & Co. KG
10:30 – 11:30	Break
11:30 – 12:30	Tim Kenyon (Brock University, Canada): Workshop: From supervisor and employer perspectives to PhD student knowledge, skills, and competences, Participants will be divided into groups
12:30 – 13:30	Lunch Break
13:30 – 16:00	Workshop with Tim Kenyon continues. Participants work in groups
<b>Friday, 9/10/20</b>	<b>Publication/ IO3 and finalizing the implementation concept</b>
09:00 – 09:30	State of development IO3 - Romeo V. Turcan
09:30 – 10:00	Discussion about news in “authentic leadership research” (led by John Reilly)
10:30– 12:00	Questions regarding the articles and discussions
12:00 – 13:00	Lunch Break
13:00 – 15:00	Reflections and wrap up the meeting (Ralph Dreher, Yariv Taran) New deadlines, New meetings... (Romeo Turcan, Andreea Bujac)



## APPENDIX 8

# PhD Course in Authentic Leadership (5 ECTS)

May 3 – 7, 2021

### Application Essay

Please fill in the application essay below (max. 3 pages):

- Name of PhD Candidate;
- Name and Address of University;
- Start of PhD Studies (year; month);
- Field of Research;
- Working Title of PhD Thesis;
- Additional work experience (i.e. business work experience).

To apply to this PhD course, each candidate shall submit an essay comprising of a personal skill audit that will be discussed and enhanced at the end of the course.

Specifically, the essay will discuss the following issues:

1. What is your area of research and how could you benefit from authentic leadership in your research process?
2. What major issues and challenges do you currently see when facilitating transitions between your research process and the work environment?
3. What are your expectations from the PhD course in terms of personal skill needs?
4. Are you interested in certain focal points within the area of Authentic Leadership?

Place your essay here:



## APPENDIX 9

# PhD Course in Authentic Leadership (5 ECTS)

May 3 – 7, 2021

### Individual Assignment 1

(40 hrs pre-module assignment)

For LUT: Application 15th of March, Decision and task 19th of March, submission IA1 26th of April, Module starts 3rd of May 2021.

Do a critical review of the literature on Authentic Leadership (reading list to be provided) and use it as basis for a 3–5 page problem-based essay:

1. Choose 1-3 leadership-based challenges you have encountered during PhD or work experience.
2. Synthesize 10 articles from the list of references to analyze your problems: a) what is the problem b) what in these leadership-based challenges were authentic, not authentic? c) could authentic leadership help to solve this problem, if so, how?

## APPENDIX 10

# PhD Course in Authentic Leadership (5 ECTS)

May 3 – 7, 2021

### Individual Assignment 2

(50 hrs post-module assignment)

#### Learning objectives and outcomes connected to IA2:

- To reflect upon and evaluate practicing AL in different contexts.
- To illustrate how development of authentic leadership would benefit the PhD learning process.

#### Task:

**Write an essay of 3-5 pages.** Please illustrate how development of authentic leadership would benefit you in the PhD learning process and how this process would have positive implications for future employability.

The Essay should address the following questions, but is not limited to them:

1. Thinking of the PhD training process, how could AL benefit you in terms of managing the overall progress of your studies?
2. What could be the benefits from AL in terms of the supervision process (your relationship with your supervisor), work in research groups and accommodating yourself into the academic community?
3. After the PhD defense, how could help you in your preferred career track (academic, non-academic, combining both)?

**Deadline submission IA2:** 4th of June at 15.00 in Moodle.

*The reports will be assessed, and feedback will be given after submission.*

**Responsible teacher:** Eneli Kindsiko [eneli.kindsiko@ut.ee](mailto:eneli.kindsiko@ut.ee).



# APPENDIX 11









## Certificate of Completion

This is to certify that \_\_\_\_\_  
has attended and successfully completed the PhD Course in 'Authentic Leadership'.  
The course was held online on May 3-7, 2021, hosted and certified by University Name.  
The course has 5 ECTS.

Name of Host  
Title  
Place of work

Romeo V. Turcan  
Professor  
Aalborg University Business School  
TBRP Leader

June 15, 2021  
Aalborg University  
[www.tbrp.aau.dk](http://www.tbrp.aau.dk)

## APPENDIX 12

# Interim Report

## International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN) Project ID: KA203-2019-007

### **1. Please provide an overall state of play of your project: what are the achievements of the project at this stage? Are the initial project activities and objectives being carried out and reached so far?**

International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN) is an Erasmus+ project that targets early stage researchers (ESRs), doctoral supervisors (DS) and trainers of supervisors (TOS). The objectives of the project are to:

- (1) Enhance ESRs' skills and competences and increase ESRs' employability outside academia by developing and implementing a high-quality training program for ESRs.
- (2) Enhance the quality, relevance and professionalism of supervision and supervision training for faculty members engaged in doctoral supervision/or doctoral supervisor training by developing and implementing a training program for DS and TOS supervisors.
- (3) Create sustainable structures to foster a transnational community of scholars passionate about International Entrepreneurship, Authentic Leadership and Training for the Jobs of the Future.

In order to meet these objectives, the first year of the project (Oct. 2019-Oct. 2020) was devoted to the process of developing 3 intellectual outputs (IO):

- IO1 (PhD Student Course in Authentic Leadership);
- IO2 (PhD Supervisor Course in Authentic Leadership);
- IO3 (Handbook on Authentic Leadership).

In order to achieve timely development of the three outputs, a 1-year action plan has been agreed upon during the first transnational project meeting (TPM1) held at Aalborg University (November 2019).



The partners of the project are:

- Aalborg University, Denmark (AAU);
- Lappeenranta University of Technology, Finland (LUT);
- Linnæus University, Sweden (LNU);
- University of Tartu (UT);
- University of Siegen (US).

All IETN project members have agreed to work intensively on deliverables, in order to meet the deadlines posited at the start of the project. Thus, all initial project activities and objectives have been carried out and reached thus far, which accounted for 26% of the total budget of the project.

An overview of the working packages (WP) for the first year of activity and their completion percentage can be seen below:

### **Project Launch – Completion 100%**

WP1 includes the finalization of the consortium agreement; fine-tuning the 3-year action plan as well as a detailed 1st year work plan; the launch of the project website ([www.ietn.aau.dk](http://www.ietn.aau.dk)) and MS Teams intranet where the members of the Consortium were able to discuss, meet and upload relevant materials for the development of the three IOs.

### **Development of IO1 – Completion 100%**

WP2 includes program and curricula development for the PhD course in Authentic Leadership. The first Learning, Teaching, Training Activity (C1) held at AAU in November 2019 kicked off the development process for the PhD student course in Authentic Leadership. From November 2019 until May 2020, the task force team (TFT) for IO1; Igor Laine (LUT), Andreea Bujac (AAU) and Gesine Haseloff (US), led by Susanne Sandberg (LNU), has worked intensively on developing the course template, while receiving three rounds of reviews from the Consortium and the external quality expert John Reilly. At the IO1 session at the C2 meeting online hosted by LNU in May 2020 the outline of the syllabus was set and distributed for further formalization at each of the partner universities. The syllabus and its contents (planned overview of the first pilot round of the course to be held in May 2021) was determined at the IO1 session at C3 online, hosted by SU in October 2020, for formal institutionalization and approval of the course syllabus at all partner universities in late October.

### **Development of IO2 – Completion 100%**

WP3 includes program and curricula development for the PhD supervisor course in Authentic Leadership. As in the case of IO1, the first Learning, Teaching, Training Activity (C1) held at AAU in November 2019 kicked off the development process for the PhD supervisor course in Authentic Leadership. From November 2019 until May 2020, the task force team (TFT) for IO2; Susanne Sandberg (LNU), Eneli Kindsiko (UT) and Ralph Dreher

(US), led by Igor Laine (LUT), has worked intensively on developing the course template, while receiving three rounds of reviews from the Consortium and the external quality expert John Reilly.

At the IO2 session at the C2 meeting online hosted by LNU in May 2020 the outline of the syllabus was set and distributed for further formalization at each of the partner universities. The syllabus and its contents (planned overview of the first pilot round of the course to be held in October 2021) was determined at the IO2 session at C3 online, hosted by SU in October 2020.

### **Development of IO3 - Completion 100%**

WP5 includes the development of a Handbook on Authentic Leadership (IO3). This will be a major publication with contributions from the consortium and an international group of authors – a total of over 20 chapters have been agreed and the publication will be in the order of 200,000 words.

For the proposal development and contracting of the Handbook, Romeo Turcan (AAU), who is the leader of the TFT, and John Reilly, have been in contact with renowned publishers like Palgrave and Emerald (from November 2019-January 2020). In January 2020, the Consortium received a positive answer from Emerald Publishing, which has resulted in a formal agreement and contract for the publication of the Handbook. In February 2020 the manuscript development started with detailed briefs for each chapter and the authors' agreement. Each author has been working on an extended abstract for their chapter to be submitted by 12<sup>th</sup> October. The abstracts will be reviewed and commented on by the editors. Key milestones to deliver the publication to the publisher by 31<sup>st</sup> December 2021 have been agreed.

### **Communication and dissemination strategy - Completion 100%**

Besides IO3, WP5 includes the development of a communication and dissemination strategy.

The communication and dissemination strategy, led by Andreea Bujac (AAU) was developed, implemented and approved by the Consortium during the Learning Teaching Training Activity C2 in May 2020. The outlets for communicating and disseminating knowledge are: IETN website; Faculty News at AAU, LNU, LUT, UT and US; and Social Media: Facebook (IETN Erasmus+), LinkedIn (IETN Erasmus+ Project) and Twitter (IETN). In addition to the formal dissemination channels the process of consultation for the two IOs has ensured informal dissemination in each of the partner Universities.

### **Multiplier Event**

The impact of the Covid 19 pandemic and the resulting restrictions on travel have had a serious impact on the arrangements for the Multiplier Event. The Multiplier Event (ME1) was supposed to take place together with C2 at Linnæus University in May 2020. Due to CoVID-19 restrictions, ME1 was rescheduled and moved to take place together with TPM2 and C3



(hosted by Siegen in October 2020).

Linnæus University will, as planned, host ME5 in May 2022.

### Target Audience

The immediate target audiences for the project are:

- (1) Doctoral candidates in each of the partners; Doctoral candidates in other Universities and enterprise partners who are contributing to the project and wish to support the development of generic skills in doctoral education.
- (2) Doctoral supervisors in each of the partners; Doctoral supervisors in other Universities; enterprise partners who are contributing to the project and wish to support the high level and professional training of Doctoral candidates for the widest employment.
- (3) Academic and administrative staff in the partner Universities who are not directly involved in the project staff.
- (4) Employers in the public and private sectors who are not directly involved in the project who will wish to appoint Doctoral Graduates who received high level training in a range of generic as well as subject specific skills.

All the partner Universities are committed to Doctoral education and recognize the need for on-going professional development of their academic staff. This is particularly true in relation to doctoral education which is a growth area of increasing importance to the wider economy as well as the promotion and implementation of research in all fields. The quality of all aspects of the supervision of Doctoral candidates is integral to the success of the candidates. Universities have regulations governing who may supervise and require mentoring and training for supervisors.

However, this tends to be local ('local' here includes regional and national) but is rarely international.

This project is distinctive because it is international and because it focuses on a critical theme - the development of an understanding of Leadership. It is designed to enhance the quality of supervision, an understanding of elements of Leadership authenticity and the materials for training trainers all through international collaboration

As a result of the dislocation and interruption caused by Covid 19 the project coordinators are grateful that the National Agency has approved:

- **Extension** of 4 months of the project, thus, new date for finalizing the project is 31.12.2022;
- **Reallocation of funds** to online meetings due to the current inability to travel abroad. For C2 (hosted by Linnæus in May 2020) and C3 (hosted by Siegen in Oc. 2020), the reallocation of travelling funds to online meetings is 100% of the initial budget.

To sum up, all the initial planned project activities and objectives have been achieved, with the exception of ME1, which was rescheduled to a later date.



## 2. Please describe further in details the project activities supported by the grant for Project Management and Implementation that have been carried out until now.

An overview of the activities performed during the first year of the IETN project can be found in the following.

### Transnational Project Meeting (TPM1)

Nov. 12, 2019 – First Transnational Project Meeting (hosted by AAU).

The first Steering Committee Meeting (TPM 1) was held on November 12<sup>th</sup> 2019 in Aalborg University. Here the following issues were discussed:

- Formation of the Steering Committee. Yariv Taran will be the head of the steering committee for the first year of the project;
- Formation of task Force Team (TFTs) and the project management team;
- Revise and approval of the overall action plan;
- Discussion on the Consortium Agreement and deadlines;
- Mutual agreement on the first-year action plan;
- Development and implementation of:
  - Intellectual Output 1 action plan (IO1) – PhD course in Authentic Leadership. Responsible; local project manager Susanne Sandberg (LNU);
  - Intellectual Output 2 action plan (IO2) – PhD supervisor training in Authentic Leadership. Responsible; local project manager Igor Laine (LUT);
  - Intellectual Output 3 action plan (IO3) – Handbook on Authentic Leadership. Responsible; Romeo Turcan and John Reilly;
  - The meeting had a detailed review of the budget and financial arrangements to ensure full understanding, transparency and agreement about procedures and the basis for allocating funds to each partner. This was subsequently communicated in writing and the relevant Finance officers in each partner have been briefed and are in contact.

### Learning, Training Teaching Activity (C1)

Nov. 13-15, 2019 – C1: Learning, Training, Teaching Activity (host AAU)

The three-day **Learning Teaching Training Activity (C1)** was designed around workshops, stimulating presentations and full, active engagement of all the participants. Each day had a different focus on the three planned outputs. This helped to establish a shared understanding and provided a structured platform to facilitate project managers in developing the first drafts of all three Intellectual Output action plans: IO1, IO2, and IO3.

The first day (November 13<sup>th</sup>) had an “inside-out perspective” with past PhD student’s presentations. The presentation topics evolved around challenges and issues that might be considered in the employability of PhD students outside academia from the eyes of



postgraduates. Stimulated by the three presentations, a first brainstorm open discussion was conducted, followed by a workshop. Initial thoughts and ideas on all three Intellectual Output action plans were developed.

Particular effort was made to translate challenges and issues identified into knowledge, skills and competences.

The second day (November 14<sup>th</sup>) had an “Outside-in perspective”. Here, particular effort was made to interpret challenges and opportunities that might affect the wider employability of PhD graduates. Presentations were made on:

- 1) Vocational training.
- 2) Creative thinking skills development.
- 3) technological knowledge, skills and competences to enhance employability.
- 4) Development of Authentic Leadership skills in a VUCA world.
- 5) gaps, and need for theory development, in Legitimation and Authentic Leadership.

Following these presentations, a second workshop was conducted, in which the initial workshop findings were developed into operationalization processes. Here, participants continued to translate identified external and internal challenges and opportunities into knowledge, skills and competences training.

The third day (November 15<sup>th</sup>) consisted of a reflection, findings and summary. The day started with two presentations: The first, by Professor Romeo V. Turcan, discussed the role of Problem-Based Learning (PBL) in preparing PhD students for employability. The second presentation, by John Reilly (Higher Education Consultant), discussed the New 21-27 EU Agenda for PhD education in the context of the Horizon Europe agenda and the six research clusters supporting the Sustainability goals and the five ‘Mission’ areas. He emphasized the centrality of training in Doctoral programs.

In the final workshop

project leaders of IO1, IO2, and IO3 took the lead in developing a more detailed plan (i.e. context and content) for all three expected outputs.

The productive joint activities and collaborative efforts made by all members in this three-day Introductory Workshop seminar, have generated the following outcomes:

- 5 ECTS PhD Course in Authentic Leadership (IO1) – Topics and teaching themes were agreed upon, and a preliminary teaching and training activities were proposed to each day of the course;
- 2 ECTS PhD Supervisor Training Course in Authentic Leadership (IO2) – Topics, and detailed planning activities were proposed;
- Preliminary Table of contents to the Handbook on Authentic Leadership was proposed, and an extended abstract to each chapter was requested to be delivered by mid. December 2019 (IO3).

## Development of IO1 and IO2

The task force teams (TFTs) for both IO1 and IO2, met virtually four times to discuss the development of the course templates.

In developing IO2 (PhD supervisor training on Authentic Leadership) the team has been mindful and learnt from best practice in each partner institution and internationally, noting, inter alia, training material on the role of the supervisor produced by the UK Council for Graduate Education [www.ukcge.ac.uk](http://www.ukcge.ac.uk) on **Professional Development for Research Supervisors** which includes *benchmarks* of good supervisory practice.

The drafts were sent for revision to the consortium and external quality assurance expert. All in all, 4 versions were produced, with receiving feedback 3 times: two times from the Consortium (March and April 2020) and from John Reilly (external quality assurance partner) on the 2<sup>nd</sup> of April and 25<sup>th</sup> of May. After the revision occurring during the online Learning, Training, Teaching Activity (C2) hosted by Linnæus University in May 2020, additional feedback was given by the consortium and the external evaluator (29<sup>th</sup> of September). In parallel after the online meeting the templates were internally approved and formalization process started at each of the Partner Universities.

As an aspect of internal quality assurance, the programs have been submitted for validation through the formal quality approval process in each partner university. As of September 30<sup>th</sup> 2020 LUT, has formally validated the objectives and outline structures for the modules. Linnæus, AAU and Tartu are still waiting for the process to be completed. University of Siegen cannot award ECTS credits but will issue a certificate of participation to the two courses. They will offer the courses together with the House of Young Talents at University of Siegen <https://www.uni-siegen.de/hyt/start/>. However, since the modules will be validated overall by Aalborg candidates will be eligible for the award of credits by Aalborg.

The following activities were undertaken for the development of IO1 and IO2:

- Dec. 2019 – Feb. 2020 – Consortium members from AAU, LUT, Siegen, Tartu and Linnæus have worked on the development of IO1 and IO2 syllabus. Leader for IO1 TFT: Susanne Sandberg (LNU); IO2 TFT leader: Igor Laine (LUT);
- Feb 2020: 1<sup>st</sup> draft of the course templates for IO1 and IO2 development was submitted to the Consortium and John Reilly (external quality assurance partner);
- Mar 31<sup>st</sup>, 2020: Consortium and John Reilly (external quality assurance partner) provides feedback to the leaders of the task force teams (TFT) concerning the course templates;
- Apr 13<sup>th</sup>, 2020: TFT leaders of IO1 and IO2 submit final draft of IO1 and IO2 templates to local project managers of each partner university;
- May 25<sup>th</sup> -27<sup>th</sup> 2020: C2: Learning, Training, Teaching Activity (online meeting hosted by Linnæus University), where course templates for IO1 and IO2 are finalized;
- May 30<sup>th</sup> 2020: John Reilly provides final feedback on IO1 and IO2 course developments;
- June 1<sup>st</sup>, 2020: Formalization process of IO1 and IO2 starts for local project managers and TFT leaders oversee this process;



- Sep. 30<sup>th</sup>, 2020: Formalization of I01 and I02 are completed at LUT. LNU, AAU and UT are still awaiting response from their respective Dean/PhD School/Faculty council. For SU the House of Young Talents has approved the syllabus.

Link to I01 course: <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-course-authentic-leadership/>.

Link to I02 course: <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-supervisor-training-authentic-leadership/>.

### Development of I03

For the proposal development and contracting of the Handbook, Romeo Turcan (AAU), who is the leader of the TFT, and John Reilly, have been in contact with renowned publishers like Palgrave and Emerald. Finally, Emerald Publishing has approved 'The Emerald Handbook on Authentic Leadership' to be published starting 2022. The handbook includes 22 chapters, with high profile contributors from international policy, business and academia.

Specifically, the following activities were undertaken for the development of I03:

- Nov. 2019 – Jan. 2020 – Development and contracting of the Handbook, Romeo Turcan (AAU), who is the leader of the TFT, and John Reilly (external quality assurance partner), have been in contact with renowned publishers like Palgrave and Emerald;
- Jan. 2020 – 'Emerald Handbook on Authentic Leadership' has been approved by the publisher;
- Feb. 2020 the manuscript development started by outlining the table of contents and authors of the 22 chapters. Contributors: we have attracted high profile contributors from international policy, business and academia;
- May 30<sup>th</sup>, 2020 – TFT for I03, send out emails for first draft of papers to I03 contributors;
- May 25<sup>th</sup> -27<sup>th</sup> 2020 – C2: Learning, Training, Teaching Activity (online meeting hosted by Linnæus University), where I03 manuscript development is kicked off;
- Oct 12 – authors submit their extended abstracts to the editors (AAU).

### Learning Teaching Training Activity (C2)

May 25<sup>th</sup> -27<sup>th</sup> 2020 – C2: Learning, Training, Teaching Activity (zoom meeting hosted by Linnæus University).

The second **Learning Teaching Training Activity (C2)**, hosted by Linnæus University from the 25<sup>th</sup> to the 27<sup>th</sup> of May 2020, was conducted as an online meeting (due to COVID -19 restrictions).

The 3-day event was designed in such a way that maximum effort will be done by the participants to facilitate project managers in:

- finalizing the course templates for I01 and I02;
- starting the writing process of chapters for I03.

The central point on the agenda for the first day (May 25<sup>th</sup>) was to discuss and implement the comments received by the quality assurance expert, John Reilly, for the course templates for IO1. First an overview of IO1 and its purpose was presented by Susanne Sandberg (Linnæus), the leader of the IO1 TFT.

After rigorous discussions and workshops conducted by the participants, the course template for IO1 was finalized.

The central point on the agenda for the second day (May 26<sup>th</sup>) was to discuss and implement the comments received by the quality assurance expert, John Reilly, for the course templates for IO2. First an overview of IO2 and its purpose was presented by Igor Laine (LUT), the leader of the IO2 TFT. After rigorous discussions and workshops conducted by the participants, the course template for IO2 was finalized.

The third day of C2 was dedicated to IO3. Here, TFT leader for IO3, Romeo Turcan (AAU) presented an overview of the 22 chapters included in the Handbook.

It was concluded that each chapter of the handbook should be a source of inspiration for further research the upcoming 5–7 years, and thus, they should not only be state of the art or descriptive or normative chapters.

Furthermore, the communication strategy was presented by the project manager, Andreea Bujac (AAU) on the third and final day of C2.

The productive joint activities and collaborative efforts made by all members in this three-day event, have generated the following outcomes:

- Finalizing of the course template for the 5 ECTS PhD Course in Authentic Leadership (IO1);
- Finalizing of the course template for the 2 ECTS PhD Supervisor Training Course in Authentic Leadership (IO2);
- Monitoring of the progress of the Emerald Handbook on Authentic Leadership.

### 3. How is the monitoring of the project being carried out so far and by whom?

The monitoring of the project has been done in 2 ways:

- **External**

External quality reporting is being undertaken by the project's quality auditor, John Reilly. He has contributed to and provided feedback on key deliverables:

- Consortium Agreement (CA): provided feedback and contributed to the final version of the CA;
- He contributed to the Aalborg workshop discussions and provided an evaluative report;
- Curricula of IO1 and IO2: John Reilly has provided 2 rounds of detailed comments and suggested revision to the drafts and curricula of the course templates for the



PhD course in Authentic Leadership and the PhD supervisor course on Authentic Leadership;

- Handbook on Authentic Leadership: John has together with Romeo Turcan drafted the proposal for the book to the different publishers and helped in shaping the table of contents of the handbook;
- The external quality auditor has monitored progress during the project as well as attended Steering Committee and Project Management meetings as observer.

Furthermore, at partner universities the syllabus has been monitored by relevant PhD and supervisor councils.

- **Internal:**

- Internal quality reporting of each activity (1 TPM, and 2 Teaching Learning Activities) was carried out by the chair of the steering committee –Yariv Taran (Aalborg University) who was chosen as head of the steering committee for 1 year (Oct. 2019 – Oct 2020);
- In addition, in each University the program has been subject to the formal internal quality evaluation and validation procedures. This has not only contributed to the overall quality assurance but the feedback from the colleagues in the partner institutions has helped to shape thinking and contributed to the programs.

Project activities, such as agendas, minutes of the meetings, development/implementation files for the three outputs, have been all documented in a joint MS Teams folder where everyone has access to them. Andreea Bujac (AAU) who is the project manager lead of the IETN project has ensured timely, full and accurate documentation of the activities.

Financial matters have been monitored by the financial officer of the project – Berit K. Jakobsen (AAU), who has made sure that all partner universities document their activities and deliver their time sheets on time. This has been helped by the full transparency and sharing of financial information manifest from the first meeting. Each meeting has involved a review of expenditure.

#### **4. How did the project partners contribute to the project so far? Has the distribution of tasks been adjusted since the application stage?**

##### **Contributions to IO1 Development**

Each member of the consortium has been fully engaged and has ensured the engagement of their institution. Specific responsibility for the development of discrete outputs IO1 (TFT1) has been allocated to:

- Susanne Sandberg, leader (LNU);
- Igor Laine (LUT);
- Gesine Haseloff (US);
- Andreea Bujac (AAU).

The TFT for IO1, led by Susanne Sandberg (Linnæus University) has worked intensively on developing the course template for IO1, while receiving three rounds of reviews from the Consortium and the external quality expert- John Reilly.

In addition to consortium members, local university staff members participated in discussions concerning the development of IO1, as well as provided feedback on the syllabus:

- At AAU – discussions with Head of Section at the Department of Business and Management;
- At LNU – 7 meetings held at PhD council meetings. In 2019 the anchoring of the project was made by informing colleagues within the Leadership area; senior lecturers Mikael Lundgren, Katarina Zambrell and Magnus Forslund, all involved on our CELED – Center for Leadership in Småland, as well as relevant knowledge platforms; Prof Saara Taalas (research leader Leadership and Organizational Renewal) and Prof Malin Tillmar (research leader Entrepreneurship in Social Change). A first presentation was made at the Supervision Council in Business Administration. During Spring 2020 information was given to the pro-dean Anders Pehrsson, director for the PhD research programme, the project was presented at the Supervisor Council and PhD Programme Council. Meetings were conducted with Linda Reneland who is in charge of a Supervisor course at LNU and also with PhD student Katarina Ellborg. Yael Tågerud, also part of the Supervisor course at LNU, attended as a presenter at the C2 session online. Then for early fall, the project was presented at the Supervisor Council in Economics and Statistics, meetings were made with Martina Lago, LNU responsible for a joint PhD course in a network of Swedish universities and PhD student Aira Ranta. On 14th of September the syllabus was presented again at the Supervisor Council in Business Administration and support was given to send it to the Dean for approval. Feedback was given at the meeting and suggestions for literature were provided by Mikael Lundgren and Saara Taalas;
- At US: Discussions about the course development held with House of Young Talents (HYT);
- At UT: School of Business Administration and Economics (University of Tartu) has been teaching leadership courses also at the doctoral level. So far, authentic leadership has been only a small part of a larger leadership course. In 2020, we held first doctoral pre-defense of a dissertation on authentic leadership. The final defense is expected to be at the end of 2020 or at the beginning of 2021. That said, the interest and the acceptance of the topic is present. By the end of October 2020, the PhD course (IO1) will be added to the study system.

### Contributions to IO2 Development

Members of the development process of IO2 (TFT2) are:

- Igor Laine, leader (LUT);
- Susanne Sandberg, (Linnæus University);
- Eneli Kindsiko (Tartu University);
- Ralph Dreher (University of Siegen).



Task force team (TFT) for IO2, led by Igor Laine (LUT) has worked intensively on developing the course template, while receiving three rounds of reviews from the Consortium and the external quality expert – John Reilly.

In addition to consortium members, local university staff members participated in discussions concerning the development of IO2, as well as provided feedback on the syllabus.

### **Contributions to IO3 Development**

Members of the development process of IO3 (TFT3) are:

- Romeo Turcan, leader (AAU);
- Andreea Bujac (AAU);
- Yariv Taran (AAU);
- Kenneth M. Jørgensen (AAU).

Romeo Turcan (AAU), who is the leader of the TFT, and John Reilly, have been in contact with renowned publishers like Palgrave and Emerald for the development and contracting of the Handbook. Emerald Publishing has approved 'The Emerald Handbook on Authentic Leadership' to be published starting 2022. The editors of the handbook are Romeo Turcan, leader (AAU), John Reilly, Yariv Taran (AAU), Kenneth M. Jørgensen and Andreea Bujac (AAU). Out of the 30 contributors to the book, 12 are members of the consortium.

### **Transnational Project Meeting**

Aalborg University has hosted TPM1 and C1 in November 2019. Since this is the leading university for the project, full involvement was dedicated to the project since the beginning.

### **Hosting and Facilitating C2 and C3**

C1 kicked off the development of IO1 (PhD Course in Authentic Leadership) and IO2 (PhD Supervisor Course in Authentic Leadership) and IO3 (Handbook on Authentic Leadership), where task force teams were formed in order to complete the first stage of the project, namely the 'development of IO1, IO2 and IO3'.

Linnæus University hosted and facilitated C2 from the 25<sup>th</sup> to the 27<sup>th</sup> of May 2020, as an online meeting (due to the restrictions imposed on travelling due to COVID-19). C3 is scheduled to be hosted and facilitated by University of Siegen as an online zoom meeting from the 5<sup>th</sup> to the 9<sup>th</sup> of October 2020.

### **Hosting Multiplier Event (ME1)**

The Multiplier Event (ME1) was supposed to take place together with C2 at Linnæus University in May 2020. Due to CoVID-19 restrictions, ME1 was rescheduled and moved to take place together with TPM2 and C3 (hosted by Siegen in October 2020).

### **Steering Committee**

The Steering Committee is the governing body providing strategic leadership, accountability, responsibility for overall project implementation and quality, oversight and assurance for training and financial performance, and compliance with ethical standards.



The Steering Committee consists of the 5 Local Project Leaders:

- Yariv Taran (AAU);
- Ralph Dreher (University of Siegen);
- Eneli Kindsiko (University of Tartu);
- Igor Laine (LUT);
- Per Servais (Linnæus University).

The Steering Committee elects a Chair on an annual rotating basis. For the year 2019-2020, Yariv Taran (AAU) was elected Chair.

### **Project Management Team**

The Project Management Team (PMT) consists of Project Coordinator (Romeo V. Turcan), Project Administrative Manager (Andreea Bujac), Financial Controller (Berit K. Jakobsen), and TFT leaders: Susanne Sandberg (IO1) and Igor Laine (IO2). The PMT was responsible for the day-to-day operation and implementation of the project, including administrative and financial reporting internally and externally.

The PMT met formally during TPM 1 at AAU in November 2019. Informally the PMT held 2 online meetings to discuss other important matters.

All partner universities (AAU, Linnæus, Tartu, LUT and Siegen) have contributed equally to the development and implementation of the outputs, with AAU being involved in the development of IO3 in a greater manner, since they took the initiative in contacting the publisher and editing the book chapters.

## **5. If your project involves other organisations, not formally participating in the project, please briefly describe their involvement.**

Other participants (outside of the consortium) who are involved in the project are book chapters contributors for IO3 and multiplier event (ME) participants at the event hosted by US on the 8<sup>th</sup> of October 2020.

### **Book Chapter Contributors:**

- Rudolf R. Sinkovics, University of Auckland, New Zealand;
- Mihai Pohontu, CEO at Amber, former VIP at Samsung and Disney, US;
- Justin Ferbey, Deputy Minister of Economic Development, Yukon, Canada;
- Lord Michael German OBE, Member of the House of Lords, UK;
- Samuel Rachlin, Journalist, DK/US;
- Chris Mould, CEO, The Shaftesbury Partnership Ltd, UK;
- Tommi Auvinen, University of Jyväskylä, Finland;
- Ole Madsen, Aalborg University, Denmark;
- Niilo Noponen, University of Jyväskylä, Finland;



- Pasi Sajasalo, University of Jyväskylä, Finland;
- Sofia Daskou, Nottingham Trent University, UK;
- Nikolaos Tzokas, Mohammad bin Salman College for Business and Entrepreneurship, Saudi Arabia;
- Xiaotian Zhang, Shanghai University, China;
- Michael Fast, University College Northern Denmark, Denmark;
- Andy Lowe, Grounded Theory Institute, US;
- Nikhilesh Dholakia, University of Rhode Island, US;
- Ben Heslop, University of Newcastle, Australia;
- Chaoying Tang, Chinese Academy of Sciences, China;
- Louise B. Kringelum, Aalborg University;
- Lucia Mortensen, Aalborg University;
- Kadri Ukrainski, University of Tartu;
- Maaja Vadi, University of Tartu.

#### ME Participants at Siegen:

- Axel Barten, Achenbach Buschhütten GmbH & Co. KG, Contributes to the IO2 Implementation (Workshop) with his leadership development experience as head of a company;
- Prof. Dr. Tim Kenyon (Brock University, Canada), Contributes to the IO1 Implementation (Workshop), he is involved in research projects regarding leadership development for many years;
- Ifkom, Heinz Leymann, contributes to the IO2 Implementation (Workshop), Ifkom is an association of engineers that focusses on networking, sustainable technology shaping and emphasizes the responsibility of engineers in this context: <https://www.ifkom.de>;
- Dr. Justinus Pieper, researcher at the University of Siegen, considers historical leadership and the development of a sustainable leadership, he contributes to the implementation (workshop) of IO1.

## 6. If relevant, please describe any difficulties you have encountered until now in managing the implementation of the project and how you and your partners handle them

The challenges that we have encountered until now in managing the project are due to COVID-19 pandemic and the institutionalization process of the IOs at partner universities.

Challenges in connection to COVID-19:

- As a result of the dislocation and interruption caused by COVID-19 the project coordinators are grateful that the National Agency has approved:
  - **Extension** of 4 months of the project, thus, new date for finalizing the project is 31.12.2022;

- **Reallocation of funds** to online meetings due to the current inability to travel abroad. For C2 (hosted by Linnæus in May 2020) and C3 (hosted by Siegen in Oc. 2020), the reallocation of travelling funds to online meetings is 100% of the initial budget;
- Short term Learning/Teaching/Trainig activities at LNU (May 2020) and US (October 2020) were conducted as online meetings;
- Finally, the workload on the individuals (in connection to work-from home activities, operational activities in the institutions, day-to-day work activities) due to COVID-19 has resulted in many of the project members getting overworked and thus, looking for different possibilities of better time-management.

Challenges connected to the institutionalization process of IO1 and IO2 at partner universities:

- All partner universities had to provide a literature list on the concept of Authentic Leadership and a thorough explanation of the objectives for developing the PhD course on Authentic Leadership as well as a PhD supervisor course on Authentic Leadership, to PhD schools, fellow colleagues and other stakeholders in order to put the institutionalization process in motion.

## 7. Impact. What has been the project's impact so far on the participants, participating organisations, target groups and other relevant stakeholders?

The IETN project has had the following impact on the consortium and event participants:

- New knowledge creation and dissemination; Relevancy of the different activities, such that the topics discussed address authentic problems; Challenging status quo of authentic leadership thinking.

The learning teaching training activity events, C1 and C2, hosted local guest lectures who presented their attitudes and perceptions on Authentic Leadership as well as provided valuable feedback to the development process of IO1 and IO2. This has allowed for IO1 and IO2 to be developed in their final drafts in May 2020.

- Signing of the 'Emerald Handbook on Authentic Leadership' with Emerald Publishing.
- Increasing international visibility of the IOs.
- News about the IETN project have been communicated both nationally and internationally through the following outlets: IETN website; Faculty News at AAU, Linnæus, LUT, Tartu and Siegen; Social Media: Facebook (IETN Erasmus+), LinkedIn (IETN Erasmus+ Project) and Twitter (IETN).
- Institutionalization of IO1 and IO2.

The following participating organizations have institutionalized the 'PhD course in Authentic Leadership' and the 'PhD Supervisor Course in Authentic Leadership':

- Lappeenranta University of Technology: Approved;
- University of Tartu: Awaiting response;



- Linnæus University: Awaiting response;
- Aalborg University: Awaiting response;
- University of Siegen: They cannot award ECTS credits but will issue a certificate of participation to the two courses. They will offer the courses together with the House of Young Talents at University of Siegen <https://www.uni-siegen.de/hyt/start/>.

## **8. Dissemination and Use of Projects' Results. In case already applicable, to whom did you disseminate the project results inside and outside your partnership so far? Please define in particular your targeted audience(s) at local/regional/national/EU level/ international and explain your choices.**

In order to facilitate the communication and dissemination of project results and event reporting to both local and international audiences, a communication strategy has been developed.

The objective is to create awareness about the IOs, so advertise the results via:

- direct mail to academic staff;
- product/service advertising;
- stakeholder communication (business life and policy makers).

The target audiences are PhD students, PhD supervisors, trainers of trainers, and business/policy.

So far, deliverables have been communicated both nationally and internationally through:

- IETN website;
- Faculty News at AAU, Linnæus, LUT, Tartu and Siegen as well as direct emails:
  - Advertisement of ME (October 2020):
    - › Ifkom, <https://www.ifkom.de/index.php?id=startseite-ifkom>;
    - › FinAF, Forschungsinstitut für die nachhaltige Ausbildung von Führungskräften <https://www.ifkom.de/index.php?id=startseite-ifkom>;
    - › CON.VET, international Research Group in the field of Vocational Education and Training Research in Sub-Saharan Africa, <https://convet.org/2020/09/18/invitation-to-participate-in-the-conference-phd-and-phd-supervisor-training-for-sustainable-leadership/>;
    - › House of Young Talents, University of Siegen Graduate Center, <https://www.uni-siegen.de/hyt/aktuelles/?lang=de>;
    - › Direct emails to the department at AAU, LNU, UT and LUT;
- Social Media: Facebook (IETN Erasmus+), LinkedIn (IETN Erasmus+ Project) and Twitter (@IETN10).

During the first year of the IETN project, we planned to disseminate project results through multiplier events (ME).

Linnæus University was supposed to host the first multiplier event (ME) of the 3-year project, but due to COVID-19 restrictions, the ME was rescheduled to be held during the October 2020 online meeting, which will be hosted by University of Siegen. Here max. 30 participants, outside of the consortium are invited to discuss the topic of Authentic Leadership' and the two pilot rounds for IO1 and IO2 in 2021 and 2022.

All in all, both national and international exposure is vital to the success of the IETN project, since we believe that the subject of authentic leadership is important in every aspect of employability, whether an academic or non-academic one.

On behalf of the project consortium who contributed to the interim report,

**Romeo V. Turcan**

Project Coordinator,  
Aalborg University

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Christian Nielsen**

Head of Business School  
and Legal Representative,  
Aalborg University

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix: Budget and Spending Budget

<b>TOTAL GRANT</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	54 000.00	54000.00
Transnational Project Meetings	18 400.00	4025.00
Intellectual Outputs	88 658.00	19686.00
Multiplier Events	23 000.00	0.00
Learning/Teaching/Training Activities	105 213.00	7118.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	27 900.00	0.00
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>317 171.00</b>	<b>84829.00</b>
<b>AALBORG UNIVERSITET Annex a</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	18 000.00	18000.00
Transnational Project Meetings	2 300.00	0.00
Intellectual Outputs	24 582.00	2169.00
Multiplier Events	4 600.00	0.00
Learning/Teaching/Training Activities	19 602.00	0.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	27900.00	
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>96 984.00</b>	<b>20169.00</b>
<b>LINNEUNIVERSITETET Annex a</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	9 000.00	9000.00
Transnational Project Meetings	4 600.00	1150.00
Intellectual Outputs	22 172.00	2169.00
Multiplier Events	4 600.00	0.00
Learning/Teaching/Training Activities	19 602.00	604.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	0.00	0.00
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>59 974.00</b>	<b>12923.00</b>



<b>LAPPEENRANNAN-LAHDEN TEKNILLINEN YLIOPISTO LUT Annex a</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	9 000.00	9000.00
Transnational Project Meetings	4 600.00	1150.00
Intellectual Outputs	17 548.00	6634.00
Multiplier Events	4 600.00	0.00
Learning/Teaching/Training Activities	22 681.00	1610.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	0.00	0.00
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>58 429.00</b>	<b>18394.00</b>
<b>UNIVERSITAET SIEGEN Annex a</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	9 000.00	9000.00
Transnational Project Meetings	3 450.00	575.00
Intellectual Outputs	17 548.00	6420.00
Multiplier Events	4 600.00	0.00
Learning/Teaching/Training Activities	19 841.00	805.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	0.00	0.00
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>54 439.00</b>	<b>16800.00</b>
<b>TARTU ULIKOOL Annex a</b>		
Budget Items	Total Grant	Current budget
Project Management and Implementation	9 000.00	9000.00
Transnational Project Meetings	3 450.00	1150.00
Intellectual Outputs	6 808.00	2294.00
Multiplier Events	4 600.00	0.00
Learning/Teaching/Training Activities	23 487.00	4099.00
Exceptional Costs for Expensive Travel	0.00	0.00
Special Needs Support	0.00	0.00
Exceptional Costs	0.00	0.00
Exceptional Costs Guarantee	0.00	0.00
<b>Total Grant</b>	<b>47 345.00</b>	<b>16543.00</b>



## APPENDIX 13

# PhD Course in Authentic Leadership (5 ECTS)

**Venue: Lappeenranta-Lahti University  
of Technology (LUT), Finland**

**May 3 – 7, 2021**

**Contact person: Igor Laine** ([Igor.Laine@lut.fi](mailto:Igor.Laine@lut.fi))

How come some leaders are followed, whilst others are not? What does it take to be a great leader?

The purpose of the PhD course in 'Authentic Leadership' is to contribute to PhD training through discovering as well as nurturing and developing leadership authenticity skills among PhD researchers. The course is a 5 ECTS course which will provide PhD researchers with theoretical and conceptual understanding of the concept of Authentic Leadership as well as train students in critical reflection and application of authentic leadership in different contexts. The course will be based on the principle of complex problem solving, bringing in real life problems, to which the students find solutions. The PhD course is a practical course, not a textbook course on leadership authenticity. PhD researchers have the possibility to network with others on an international level. Giving the leadership authenticity concept an empirical value, this PhD course will educate researchers on how to be true to one-self and to open up career choices and potential.

### How to apply?

The course will enrol max 25 doctoral students. The selection of PhD students will be based on: year of enrolment in their doctoral studies and the application essay.



### Deadlines:

March 31<sup>st</sup> 2021 – Submission of motivation letter.

April 6<sup>th</sup> 2021 – Acceptance letter.

April 10<sup>th</sup> 2021: Registration & payment of fee.

**Apply and register here:** <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training-phd-course-authentic-leadership/apply-register/>

### Syllabus

Day I: Discover Authentic Leadership (AL).

Day II: Conceptual and Theoretical Understanding of AL Day III: Practicing AL – Self-awareness in AL.

Day IV: Practicing AL – Navigating AL within social contexts.

Day V: Practicing AL – Decision-making in VUCA world.

The course contains lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized.

Assessment: pass/fail.





# APPENDIX 14

## PhD Course in Authentic Leadership (5 ECTS)

(Hosted by LUT University,  
accredited by Aalborg University)

May 3 – 7, 2021

### Course agenda

<b>Monday, May 3</b>	<b>DAY 1: DISCOVERING AUTHENTIC LEADERSHIP</b>
08:30 – 10:00	Session 1: <b>Introduction to the course</b> Course, week, students, staff, logistics, assignments ( <i>by Romeo V. Turcan and Igor Laine</i> )
10:15 – 11:45	Session 2: <b>Assignment 1 workshop</b> ( <i>facilitated by Susanne Sandberg and Gesine Haseloff</i> )
11:45 – 12:45	Lunch break
12:45 – 14:15	Session 3: <b>Assignment 1 workshop continued</b> ( <i>facilitated by Susanne Sandberg and Gesine Haseloff</i> )
14:30 – 16:00	Session 4: <b>Assignment 1 workshop presentations</b> ( <i>facilitated by Susanne Sandberg and Gesine Haseloff</i> )
<b>Tuesday, May 4</b>	<b>DAY 2: CONCEPTUAL AND THEORETICAL UNDERSTANDING OF AUTHENTIC LEADERSHIP</b>
08:30 – 10:00	Session 5: <b>Mapping the field and perspectives in Authentic Leadership</b> ( <i>presented by Hannes Velt and Demet Shaefer</i> )
10:15 – 11:45	Session 6: <b>Inside-out confessions</b> ( <i>presented by Louise Brøns Kringelum and Lucia Mortensen</i> )
11:45 – 12:45	Lunch break
12:45 – 14:15	Session 7: <b>Workshop on Authentic Leadership in automotive industry</b> ( <i>facilitated by Ralph Dreher</i> )
14:30 – 16:00	Session 8: <b>Workshop on Authentic Leadership in digitalisation of production</b> ( <i>facilitated by Ralph Dreher</i> )



<b>Wednesday, May 5</b>	<b>DAY 3: PRACTICING AUTHENTIC LEADERSHIP</b>
08:30 – 10:00	Session 9: <b>Panel discussion: Bridging the skills and competencies of PhD graduates with the demands of the job market</b> (panelists: Jan Tollet, Sami Itani, Paavo Ritala; moderated by Igor Laine)
10:00 – 11:45	Session 10: <b>Mini-case: Ugly strike in Shanghai</b> (presented by Jan Tollet) and Groupwork in breakout rooms
11:45 – 12:45	Lunch break
12:45 – 14:30	Session 11: <b>Presentations, feedback and real story solution</b> (group presentations and feedback by Jan Tollet, original solution presented by Jan Tollet)
14:30 – 16:30	Session 12: <b>Workshop: Theoretical and conceptual understanding of AL self-awareness</b> (facilitated by Eneli Kindsiko)
<b>Thursday, May 6</b>	<b>DAY 4: YOUNG PEOPLE FROM ACROSS CONTINENTS LEADING THE CHANGE</b> (hosted by Ambitious.Africa)
09:00 – 10:30	Session 13: <b>Introduction to Ambitious.Africa and Finland's Africa Strategy Workshop</b> (presenters: Peter Vesterbacka, Maija Luukka, and Jennifer Ohemeng)
10:30 – 11:30	Session 14: <b>The Challenge and Q&amp;A</b> (presented by Ambitious.Africa)
11:30 – 12:45	Lunch break
12:45 – 14:15	Session 15: <b>Participants work in groups on The Challenge</b> (self-governed groupwork)
14:30 – 16:00	Session 16: <b>Presentations of the solutions to The Challenge</b> (group presentations and feedback by Ambitious.Africa)
<b>Friday, May 7</b>	<b>DAY 5: AUTHENTIC LEADERSHIP IN VUCA WORLD</b>
09:00 – 12:00	Session 17: <b>Public debate on Authentic Leadership in VUCA world</b> (panelists: Chris Mould, David Woollcombe, Jeremy Lefroy, Yariv Taran; moderated by Romeo V. Turcan)
12:00 – 13:00	Lunch break
13:00 – 14:30	Session 18: <b>Workshop on Authentic Leadership in VUCA world</b> (facilitated by Yariv Taran)
14:45 – 15:45	Session 19: <b>Concluding workshop on Authentic Leadership</b> (facilitated by Romeo V. Turcan and Igor Laine)
15:45 – 16:30	Session 20: <b>Quality Assurance</b> (by John Reilly)

Event	Date and time	Link	Meeting ID	Passcode
Day 1 Sessions 1-4	Mon, May 3 <sup>rd</sup> 08:30 – 16:00	<a href="https://aauk.zoom.us/j/68336742633">https://aauk.zoom.us/j/68336742633</a>	683 3674 2633	947887
Day 2 Sessions 5-8	Tue, May 4 <sup>th</sup> 08:30 – 16:00	<a href="https://aauk.zoom.us/j/66077757371">https://aauk.zoom.us/j/66077757371</a>	660 7775 7371	038930
Day 3 Sessions 9-12	Wed, May 5 <sup>th</sup> 09:00 – 16:30	<a href="https://aauk.zoom.us/j/68062973360">https://aauk.zoom.us/j/68062973360</a>	680 6297 3360	795012
Day 4 Sessions 13-16	Thu, May 6 <sup>th</sup> 09:00 – 16:30	<a href="https://aauk.zoom.us/j/68983515067">https://aauk.zoom.us/j/68983515067</a>	689 8351 5067	273501
Day 5 panel Session 17	Fri, May 7 <sup>th</sup> 09:00-12:00	<a href="https://aauk.zoom.us/j/67841732263">https://aauk.zoom.us/j/67841732263</a>	678 4173 2263	
Day 5 Sessions 18-20	Fri, May 7 <sup>th</sup> 13:00 – 16:30	<a href="https://aauk.zoom.us/j/63639977678">https://aauk.zoom.us/j/63639977678</a>	636 3997 7678	124360



## APPENDIX 15

# Invitation to a panel discussion on Authentic Leadership in VUCA Times

Please book the morning of **Friday, May 7, 2021**, between **09.00 and 12.00**, for this panel discussion **open** to public.

The panellists include:



**Chris Mould**

CEO  
Foundation for Social Change  
and Inclusion



**David Woolcombe**

Chairman  
Peace Child International



**Jeremy Lefroy**

Executive Director  
Cafe Africa



**Yariv Taran**

Associate Professor  
AAU Business School



**Romeo V. Turcan**

Professor  
AAU Business School

**We haven't got a plan so  
nothing can go wrong!**

**Preparing Authentic  
Leaders in a VUCA World**

**Leadership as  
Service**

**Authentic leadership  
in a VUCA world**

**Moderato**

The panellists will discuss the challenging role of authentic leadership in today's world, specifically in dealing and coping with highly uncertain and complex liquid times. More information about the panellists can be found here: <https://www.tbrp.aau.dk/dissemination/savvy-seminars/>.

This panel discussion is part of the PHD course in 'Authentic Leadership', hosted by the LUT University, Finland and accredited by Aalborg University, Denmark. Information about the course can be found here: <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-course-authentic-leadership/>.

**Venue:** LUT University - Via ZOOM: <https://audk.zoom.us/j/67841732263>.

**Time / Date:** 09.00 – 12.00 / May 7, 2021.

**Registration:** no registration required; Zoom room will be open 10 min before the hour.

**Fee:** no fee applied.

**Contact the host:** Igor Laine, [Igor.Laine@lut.fi](mailto:Igor.Laine@lut.fi).

# APPENDIX 16

## PhD Course in Authentic Leadership (5 ECTS)

May 3 – 7, 2021

### PhD Course Evaluation

#### 1. How satisfied are you with the course in terms of academic content?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

#### 2. How satisfied are you with the course in terms of communicating its content?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

#### 3. How satisfied are you with the course in terms of organization/administration?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

#### 4. My expectations have been met...

Strongly agree	Agree	Disagree	Strongly disagree	Don't know

#### 5. Please state three things that you liked most about the course

- a) .....
- .....
- .....
- .....
- b) .....
- .....
- .....



## APPENDIX 17

### Erasmus + International Entrepreneurship Network for PhD and PhD Supervisor Training

# Authentic Leadership PhD Course

*LUT University*

May 3<sup>rd</sup> - 7<sup>th</sup>, 2021

#### Review Meeting: Thursday 6<sup>th</sup> May 2021

All the students attended the Review Meeting at the end of the fourth day of the course. A note, with questions to facilitate discussion, had been circulated in advance (copy attached). The students had an opportunity for a brief closed session before I joined them.

The first point, which was raised, related to an administrative issue. An open list of participants had been circulated which included dates of birth. This was considered, not only inappropriate, but also contrary to current data protection legislation. Course organisers should attend to this as a matter of priority.

In contrast to the concern about the list with dates of birth, it was suggested that it would have been helpful to have brief bio-notes of individuals in advance. This would have helped, particularly in the first sessions and because individuals changed groups.

The duration and intensity of the course was discussed. Two views were expressed.

The first argued that that the course is too intensive and that more time for reflection and review is necessary to reinforce the presentations and work in the breakout sessions. The virtual mode (Zoom) facilitates this and provides an opportunity to hold the course over an extended period for half-days, allowing an opportunity for digesting and thinking.



The contrary view was that, although more frequent, short breaks would have been helpful and should be considered, the intensity of the course generates a work oriented dynamic, which helps to focus attention and concentration and contributes to the establishment of a group identity, particularly in the breakout sessions, precisely because of the intensity of the work.

The required reading for the first assignment was felt to be too long and repetitive. It was suggested that fewer articles and including one or two which presented different, alternative leadership theories would have been more useful. Moving from the theory of 'authentic leadership' to material on "good leadership" would have been welcomed.

All the students were required to write a motivation letter. The literature advertising the course suggested that they would receive feedback on this. Apparently, there has been no feedback and they would welcome feedback. (This is something which the course organisers may wish to consider).

There was a shared view that students had expected feedback on the first assignment. The course organisers should consider how they might respond to this expectation. A good deal of time in the breakout session was taken up with repeating what each one had written in their assignment review. It was suggested that it would have been more constructive use of time if participants had an opportunity to read the reviews of the literature by the other students in advance.

**Note:** This view conflicts with the proposition that there was too much (repetitive) prior reading. Since the circulation of all the reviews would entail even more reading, organisers might wish to consider whether groups of three might share presentations, with a requirement to present and review the work of another student rather than their own. It was suggested that since time and effort had gone into the assignments more should use should have been made of them but quite what this might have entailed was not discussed and it may simply be an indication of a sense that the nature or scope of the first assignment may need review.

There was a strong endorsement of the value of the group breakout meetings and the presentation which resulted. However, too much time was spent trying to agree what the precise task or objective was for each breakout session. It was suggested that discussion might have been more productive and targeted if the topics and tasks were more specifically articulated for each session.

**Note:** This was something which I observed and can endorse. In one case, because there had been a misunderstanding, the tasks for the breakout groups had to be agreed on the spot following a brief consultation. The feedback from the groups, for this session, was positive but the need to agree on the task during the course underlines the necessity of pre-planning, discussing, agreeing breakout tasks and objectives and presenting these to the groups in written format. In the particular case each group was given a different task/topic



and this may be worth extending to other sessions in future courses, if discussion on each group presentation can be facilitated (see comment below).

Comments on the formal plenary presentations were in general positive. It was suggested that, earlier in the course, there might have been a shorter presentation of understandings of authentic leadership.

The practical sessions were most appreciated, in particular, presentations by Jan Tollet. The 'inside-out' sessions by the two former Doctoral candidates were also noted. While there were no adverse comments some reservations were expressed about the constant need to return to definitions of leadership and the workshop on the automotive industry and digitalisation of production.

It was suggested that the first day objectives were vague and consequently it was difficult to keep motivated although the group sessions did help.

I may have misunderstood this point but one of the presentations was apparently related to a hospital at a theoretical level. The students would have liked more practical illustrations of how authentic leadership operates within a hospital context.

Overall, the students rated the learning experience highly, indicating that it addressed the objectives as advertised and as they expected and was a good experience, so much so, that they would welcome a follow-up course, preferably in a physical location.

A final comment on reflection and review and evaluation, was that the intensity of the course has made it difficult to stand back and reflect. In this context it may be valuable to circulate a feedback request in two or three weeks. I would be happy to help with this if it is felt to be valuable.

## General comment

I was not able to attend the whole course but from the sessions which I did attend I would echo the high rating of the students. I was impressed by the quality of the reports and presentations following the breakout sessions. However, although some students were active in the plenary discussion in general it was at the level of question and comment rather than active debate over ideas and theories emerging from the presentations. Following formal (external) presentations this is probably inevitable but critical discussion of ideas from the breakout sessions should be expected and is perhaps an area of the course which might be reviewed. The Zoom format is an impediment, but it is likely to continue, consequently ideas for facilitating more engaged discussion might be considered. One technique might be to designate a member of another group to respond to a presentation and facilitate discussion. This would also help to develop generic skills.

John Reilly  
11<sup>th</sup> May 2021



## General Comments

I would echo the concerns of students in terms of intensity and the need for shorter sessions with breaks. Even in a physical context, an hour-and-a-half has been demonstrated from numerous studies, to be too long and in the Zoom mode which includes the breakout sessions, it can be taxing.

As I was unable to attend all the course, I cannot comment in any more detail but I did think that the presentation by Jan Tollet was exceptionally valuable in a whole range of ways and stimulated considerable thought on aspects of leadership.

On the other hand, although I enjoyed and was interested in the ambitious Africa presentation, I was less clear about its focus and outcomes, although I hasten to say that the breakout group discussion and presentations were thoughtful and creative.

I would welcome the opportunity to review the individual feedback in due course.

I would like to compliment the team on putting together the course and evidently stimulating the students in a whole range of ways and for securing positive and instructive reflection although, as they indicated they would like to digest further the outcomes at an individual level.

It might be an interesting experiment to consider bringing them together in, say, two to three weeks' time for a Zoom meeting to review their more considered thoughts about the course. Since it is a pilot, this might be a worthwhile activity and might extend for no more than an hour. Again, if this is felt to be useful, I would be willing to assist and facilitate.

John Reilly  
7 May 2021

## APPENDIX 18

# PhD Course in Authentic Leadership (5 ECTS)

Venue: **Online**; hosted by University of Siegen, Germany

Contact person: Gesine Haseloff (Haseloff.tvd@uni-siegen.de)

**March 14 - 18, 2022**

How come some leaders are followed, whilst others are not? What does it take to be a great leader?

The purpose of the PhD course in 'Authentic Leadership' is to contribute to PhD training through discovering as well as nurturing and developing leadership authenticity skills among PhD researchers. The course is a 5 ECTS course which will provide PhD researchers with theoretical and conceptual understanding of the concept of Authentic Leadership as well as train students in critical reflection and application of authentic leadership in different contexts. The course will be based on the principle of complex problem solving, bringing in real life problems, to which the students find solutions. The PhD course is a practical course, not a textbook course on leadership authenticity. PhD researchers have the possibility to network with others on an international level. Giving the leadership authenticity concept an empirical value, this PhD course will educate researchers on how to be true to one-self and to open up career choices and potential.

### How to apply?

The course will enrol max 25 doctoral students. The selection of PhD students will be based on: year of enrolment in their doctoral studies and the motivation letter.



### Deadlines:

- February 1<sup>st</sup> 2022 - Submission of motivation letter.
- February 14<sup>th</sup> 2022: Submission of Assignment 1.

### Apply and register here:

<https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-course-in-authentic-leadership/apply-register/>

### Syllabus

- Day I: Discover Authentic Leadership (AL).
- Day II: Conceptual and Theoretical Understanding of AL.
- Day III: Practicing AL- Self-awareness in AL.
- Day IV: Practicing AL-Navigating AL within social contexts.
- Day V: Practicing AL - Decision-making in VUCA world.

The course contains lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized.

Assessment: pass/fail.



## APPENDIX 19

# IETN - PhD Course Application Form

**Course organizer (name, department and research group):**

**Title and date of the course**

PhD Course in (Contemporary Perspectives on) 'Authentic Leadership' (*possible to adjust in line with uni-specific templates and requirements*).

**Location**

The pilot editions of the course will be held at Lappeenranta-Lahti University and University of Siegen in 2021 and 2022 respectively.

Additional implementations by other members of the consortium.

**Subject-specific PhD course:**

**Generic PhD course:**

**Course description**

The purpose of the PhD course in 'Authentic Leadership' is to contribute to PhD training through discovering as well as nurturing and developing leadership authenticity skills among PhD students.

The course is a 5 ECTS course which will provide the PhD students with theoretical and conceptual understanding of the concept of Authentic Leadership as well as train the students in critical reflection and application of AL in different contexts. The course will be based on the principle of complex problem solving, bringing in real life problems, to which the students find solutions.



## Learning objectives and outcomes

Upon completing the course, the PhD students should be able:

- To develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL);
- To demonstrate conceptual and theoretical understanding of AL;
- To critically reflect upon self-awareness in AL;
- To reflect upon and evaluate practicing AL in different contexts;
- To illustrate how development of authentic leadership would benefit the PhD learning process.

## Prerequisites

Students should be admitted to the doctoral education at their university. Teaching language is English demanding proficient level of oral and written English communication skills.

For developmental purpose, the pilot editions of the course will prioritize participants with a range of experience from the first to third year of the PhD education.

## Academic year, Semester

Pilot PhD course – Spring 2021 and Spring 2022 – where the courses will be taught, discussed, enhanced.

## Learning and Teaching methods (course contents)

The course contains lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized.

Pre-course work: material for the course will be available 1 month before the on-site session. There will be online communication as well as written assignments before and after the on-site session.

## Lecturers

Consortium teaching team, External and internal lecturers, guests and student participants.

## Key literature/Course materials

Turcan et al. (forthcoming) The Emerald Handbook of Authentic Leadership (selected chapters, ca 200 pages). *Will be provided as pre-reading for the course.*

Selection of articles (Reading list ca 200 pages) plus own choices in collaboration with supervisor (ca 100 pages).

Audio and video material.

## Assessment methods

Grades Pass/Fail.

Group and individual written reports, group and individual presentations, peer evaluations.

## Course evaluation

There will be a formal structured evaluation form for course participants. The analysis of the evaluation will be presented to the students who have completed the course.

### **Minimum and maximum number of participants**

10-25 (four from each partner university and 5 from outside the Consortium).

### **Number of ECTS**

5 ECTS.

### **Language of instruction**

English.

### **Volume and form of study:**

- teacher led studies: lectures, PBL-oriented workshops, simulations (25 hrs);
- independent work: written reports, essays, presentations (individual pre- assignments 40 hrs, individual and group reflection essays and presentations 5 hrs, individual post- assignments 50 hrs);
- field training: structured company explorations, lectures on site at companies, student reflections (10 hrs);
- total workload 130 hours.

### **Budget**

Participant fees: For non-consortium PhD students only.

IETN (the EU funded project) will cover the participation costs for selected doctoral students from the Consortium.

### **Amount to be covered by the PhD course funds:**

### **Application**

The participants will submit a motivation application that will include inter alia PhD project description and statement of purpose (3 pages).

The complete application form, template for statement of purpose and formatting guidelines could be accessed here (to be announced).

### **Other comments:**

Upon course completion the student will be awarded a course certificate attesting the student successfully completed a 5 ECTS PhD course in Authentic Leadership.

### **Other comments:**



**PRELIMINARY AGENDA OF THE PHD STUDENT COURSE**

<p style="text-align: right;"><b>Time allocation:</b></p>	<p><b>DAY I: Discover AL</b></p> <p><b>Classroom: 8 hrs, divided into 4 timeslots</b></p> <p><b>1.1 Introduction (1,5h)</b> Course, week, students, staff, logistics. Follow up on Assignment 1 (pre-assignment prepared and submitted before the module on site) and introduced Assignment 2 (post-module assignment to be delivered 1 month after)</p>	<p><b>DAY II: Conceptual and Theoretical Understanding of AL</b></p> <p><b>Classroom: 8 hrs, divided into 4 timeslots</b></p> <p><b>1.1 Contemporary Perspectives on Authentic Leadership (lecture)</b> Will build on the presentations from Day 1. Various topics: • Development of AL in leadership research • Criticism of AL • Leadership vs management • AL as path to sustainable leadership</p>	<p><b>DAY III: Practicing AL: Self-awareness in AL</b></p> <p><b>Classroom: 8 hrs, divided into 4 timeslots</b></p> <p><b>3.1. Discovering Authenticity and Practicing AL in different contexts</b> (Panel discussion 2-3 guests) Invited guests (CEO level position) from various contexts, academy, public or private, large/small, profit/non-profit, national/international do discuss and address various issues and challenges on AL. Arranging unis responsible for inviting panellists.</p>	<p><b>DAY IV: Practicing AL: Navigating AL within social contexts</b></p> <p><b>Classroom: 8 hrs, divided into 4 timeslots</b></p> <p><b>4.1 Leading vs being led The whole day will take place at company (preferably one that hires PhD students)</b> Welcome from the host/ company tour and presentations led by the host on the topic of "How to deal with powerful, empowering and busy people" Negotiate access, build and maintain social capital, networking, people management. Managing people vs. leading people authentically</p>	<p><b>DAY V: Practicing AL: Decision- making in VUCA world</b></p> <p><b>Classroom: 8 hrs, divided into 4 timeslots</b></p> <p><b>5.1. Public debate on AL in VUCA world</b> 3-4 business and policy leaders as panel members. Topic: Confrontational debate: Balancing information in a VUCA world (topics can be different: AI, sustainability, international entrepreneurship) Arranging uni responsible for inviting panellists</p>
	<p><b>1.2 Assignment 1 Workshop</b></p> <ul style="list-style-type: none"> <li>• What are my aims of 'Leadership'?</li> <li>• What are my own values in my day-to day activities?</li> <li>• How do my values translate into AL?</li> <li>• Why is AL important for me?</li> </ul> <p>In groups students discuss their understanding of leadership (why/how/in what context: current and future)</p> <ul style="list-style-type: none"> <li>• exploration and understanding of 'Authentic Leadership'</li> </ul>	<p><b>2.2 Inside-out Confessions</b> (lecture and workshop) Presentations on PhD life in and outside academia by recent PhD graduates</p> <ul style="list-style-type: none"> <li>• Presentations by Louise and Lucia (Book chapter)</li> <li>• Organizing universities can invite their own PhD students who can reflect on their journey</li> </ul>	<p><b>3. 2. Workshop: Discovering Authenticity and Practicing AL in different contexts</b> This workshop is a follow-up to the morning session to discuss, reflect and brainstorm after the panel session together with panel members on discovering and practicing AL</p>	<p><b>4.2. Continuation of the morning Getting out of your comfort zone</b> (workshop) How to transition from being PhD leader to business leader. Challenges of transforming theories into practice. From talking the talk to walking the walk. Simulations or role play; academia vs practice; independent researcher vs dependent.</p>	<p><b>5.2. Workshop on public debate on AL in VUCA world</b></p> <ul style="list-style-type: none"> <li>• in groups, students discuss/reflect upon the learnings gathered during the public debate implications for future paths within and outside academia and employability</li> </ul> <p>Part of Assignment 2</p>



<p><b>1.3. Assignment 1 (cont)</b> Workshop</p>	<p><b>2.3 Transformational and Servant Leadership</b> Guest lecture and round table discussion: business, politics, or NGO sectors (lecture on the value of learning from setbacks and how to use them as strengths)</p>	<p><b>3.3. Theoretical and Conceptual Understanding of AL Self-awareness</b></p> <ul style="list-style-type: none"> <li>Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning + other relevant readings)</li> <li>As part of this session there will be introduced new mini cases/role playing/simulations on the topic</li> </ul>	<p><b>4.3. Theoretical and Conceptual Understanding of</b> How to deal with powerful, empowering and busy people Students work in groups under supervision of staff to reflect on the learnings gathered so far on AL (based on practice and reflections they experienced in the morning) Workshops/simulations/role-playing at the organization:</p> <ul style="list-style-type: none"> <li>Ask organizations to reflect upon students' simulation</li> </ul>	<p><b>5.3. Workshop / One to one session</b> Students present their learnings gathered so far on AL. "Sandwich evaluation" Students address the questions from the first day.</p>
<p><b>1.4. Assignment 1 - presentations</b> Group presentations of discussions based on the assignment and how this relates to AL/leadership authenticity</p>	<p><b>2.4 Workshop / brainstorming / conceptual, practical application on AL dilemmas</b></p> <ul style="list-style-type: none"> <li>Group reflection presentations</li> <li>Role play; Academic and business challenges where AL traits need to be implemented:</li> <li>emotional intelligence</li> <li>ethics (ethic thinking vs. moralistic doing)</li> <li>critical thinking (this could create challenges in preparing the scenario/set-up: "I am against this" vs "We consider alternatives") - based on the reflection of 'potential for program to over- promise' - by using the general questions of philosophy to find truth: What/when /why/who...)</li> </ul> <p><b>End with: The 'real' content of AL</b> Presentations and reaching a common understanding of AL (Alt: replace the inside-out confessions?)</p>	<p><b>3.4. Workshop "Theoretical and Conceptual Understanding of AL Self-awareness"</b> Concluding workshop of the day/Takeaways: Students present in groups their theoretical and practical reflections regarding self- awareness in their PhD learning process (practical steps on how to apply this understanding into practice) Part of Assignment 2</p>	<p><b>4.4. Workshop Theoretical and Conceptual Understanding of 'Leading vs being led'</b> Concluding workshop of the day/Takeaways: Students present in groups their theoretical and practical reflections regarding 'how to deal with powerful, empowering and busy people' in their PhD learning process (practical steps on how to apply this understanding into practice) and how to navigate in different social contexts. Part of Assignment 2</p>	<p><b>5.4. Concluding workshop</b></p> <ul style="list-style-type: none"> <li>Feedback on their processes</li> <li>Peer-review and evaluation</li> <li>Individual learning feedback</li> <li>Introduction to post-session assignment</li> </ul>
<p><b>Time allocation:</b></p>				



	<b>Time allocation:</b>
<b>DAY I: Discover AL</b>	<b>Individual Assignment 1:</b> 40 hrs pre-assignment: critical review of literature on Leadership (reading list to be provided) related to own experiences of leadership challenges <b>In sum:</b> 40 + 8 hrs
<b>DAY II: Conceptual and Theoretical Understanding of AL</b>	<b>In sum:</b> 8 hrs
<b>DAY III: Practicing AL: Self-awareness in AL</b>	<b>In sum:</b> 8 hrs
<b>DAY IV: Practicing AL: Navigating AL within social contexts</b>	<b>Individual</b> 8 hrs
<b>DAY V: Practicing AL: Decision-making in VUCA world</b>	<b>Individual Assignment</b> <b>2: 50 hrs</b> post-assignment: essay on the path to AL and its implications on future employability + 3 moodle mini case tests (if not in class) + evaluation questionnaire <b>In sum:</b> 58 hrs

## EXAMINATION OF THE PHD STUDENT COURSE

Assessment methods (from syllabus): Course Group and individual written reports, group and individual presentations, peer evaluations.

Independent work (from syllabus): written reports, essays, presentations (individual pre-assignments 40 hrs, individual and group reflection essays and presentations 5 hrs, individual post- assignments 50 hrs).

Examination related to the learning outcomes:

- To develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL)(full course);
- To demonstrate conceptual and theoretical understanding of AL (pre-assignment, workshops and presentations during the module, mini-cases 1-2, post-assignment);
- To critically reflect upon self-awareness in AL (Workshop 3.4 and mini-case 1);
- To reflect upon and evaluate practicing AL in different contexts (Workshop 4.4 and mini-case 2);
- To illustrate how development of authentic leadership would benefit the PhD learning process (Workshop 5.2, mini-case 3 and post-assignment).

**Individual Assignment 1:** 40 hrs pre-module assignment. For LUT: Application 15<sup>st</sup> of March, Decision and task 19<sup>th</sup> of March, submission IA1 26<sup>th</sup> of April, Module starts 3<sup>rd</sup> of May 2021.

Do a critical review of the literature on Authentic Leadership (reading list to be provided) and use it as basis for a 3-5 page problem-based essay:

1. Choose 1-3 leadership-based challenges you have encountered during PhD or work experience.
2. Synthesize 10 articles from the list of references to analyze your problems: a) what is the problem b) what in these leadership-based challenges were authentic, not authentic? c) could authentic leadership help to solve this problem, if so, how?

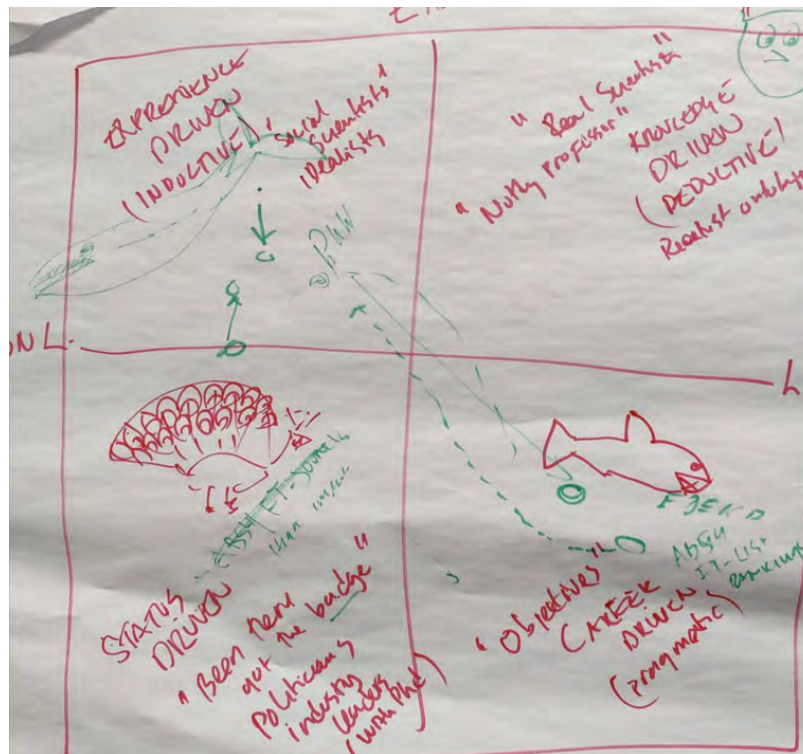
**Assignment 2:** 50 hours post-module assignment. Deadline a month after the Module, ca 4th of June. Consists of three parts:

- Essay of 3-5 pages. Please illustrate how development of authentic leadership would benefit you in the PhD learning process and how this process would have positive implications for future employability;
- 3 Mini-cases – based on workshops – in MyMoodle (can be done during module as well);
- Evaluation questionnaire.



## APPENDIX 20

# Management versus Leading



## Panel Discussion

International experts from science, business and non-profit organisations discuss the topic against the background of Authentic Leadership.

We cordially invite you to take part!

The panel is part of the PhD Course in Authentic Leadership.

18 March 2022

8:30 – 10:00 (GMT+1)

Zoom: <https://uni-siegen.zoom.us/j/94371335825?pwd=NWlreWNidDVTMkRJRjZ0cHd6U1NMZz09>

Meeting ID: 943 7133 5825

Passcode: @77RiRS%

# APPENDIX 21

## PhD Course in Authentic Leadership March 14-18 2022, University of Siegen

### PhD Course Evaluation

**1. How satisfied are you with the course in terms of academic content?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**2. How satisfied are you with the course in terms of communicating its content?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**3. How satisfied are you with the course in terms of organization/administration?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**4. My expectations have been met...**

Strongly agree	Agree	Disagree	Strongly disagree	Don't know

**5. Please state three things that you liked most about the course**

- a) .....
- .....
- .....
- .....
- b) .....
- .....
- .....



## APPENDIX 22

### Erasmus + International Entrepreneurship Network for PhD and PhD Supervisor Training

# PhD Course in Authentic Leadership

University of Siegen

March 14 - 18, 2022

#### Course intended learning outcomes

Upon completing the course, doctoral candidates would be able to:

- Develop an advanced knowledge and critical understanding of the concept Authentic Leadership (AL);
- Demonstrate conceptual and theoretical understanding of AL;
- Critically reflect upon self-awareness in AL;
- Reflect upon and evaluate practicing AL in different contexts;
- Illustrate how development of authentic leadership would benefit the PhD learning process and employability.

#### Quality Review Meeting, Wednesday 23 March 2022

Six of the nine students attended the review meeting. One apology was received.

Since the meeting one of the students, who could not attend, has written with thoughtful comments. They echo those expressed in the meeting recorded below.

Although there was a range of views the overall perception was warm appreciation of the course. In general, the Zoom format was appreciated. It allowed participants from different countries to participate with relative ease and offered flexibility. One participant commented that compared with another course recently followed, there was a good opportunity to get to know the other participants which provided a basis for ongoing networking.



It was suggested that information about the course and the detailed agenda was received late and it would have been beneficial to have received this earlier.

All the formal presentations (lectures) would have benefited from more structured extended feedback after each session to give time to digest and reflect. This would have helped to clarify understanding and reinforced the learning process especially as such a wide range of topics was covered.

Most of the participants appreciated the workshops and peer learning but (a) participants should **not** have stayed in the same group but have alternated to provide an opportunity to meet the other participants and (b) the course (and workshops) would have benefited from more participants from varied backgrounds since peer learning (and networking) is potentially a key benefit in a course of this nature. [See comments about marketing the course below.]

Overall, the balance between formal presentations and breakout groups was felt to be good. Inevitably, two or three of the participants would have preferred half-day sessions spread over two weeks because of their other commitments but appreciated that the course had been conceived and designed for full residential participation.

In contrast to those who would have preferred a half-day extended course, others appreciated the compact nature of the course which allowed them to organize their time. As indicated above, earlier information would have been appreciated.

As the course was such a good one, it would be marketed more effectively, as it would attract a larger number of participants.

Specific sessions were highlighted by different participants. Listing them does not indicate any ranking but simply that, in the short meeting, these were mentioned. The notes should be read in the context of the overall high approval for the course. The absence of comment on a session does not denote lack of appreciation.

Session 15: **Public debate "Management vs. leading"** The panel session offering practical experience of leadership was particularly appreciated. However, the presentations could have been more structured, addressing common issues in each case from a practical perspective. Each presenter could have been allowed more time followed by discussion. This might have meant reducing the number of presenters.

Session 14: **Leadership Coaching** The coaching sessions were commended.

Session 9: **Workshop: Theoretical and conceptual understanding of AL self-awareness.** The self-awareness session was appreciated.

Session 6: **Historical perspectives in Authentic Leadership** The historical perspectives were appreciated but contemporary case studies should have complemented the classical material. It was suggested that one session on historical perspectives was sufficient, indicating that participants thought that the historical perspective was apparent in other sessions.



Session 7: **Authentic Leadership and sustainability** The discussion of Gaia and Story was enjoyed – perhaps the relevance to Authentic leadership might have been explored more.

Session 7: **Authentic Leadership and decision making in a VUCA world** The review of leadership theories and authentic leadership in the context of the VUCA world was appreciated.

Session 9: **“Transformation as an end in itself? – Five perspectives on the digital transformation bubble and how authentic leadership is key”** One student was particularly enthusiastic about this session.

Session 12: **Workshop: How to deal with powerful, empowering and busy people. Practical steps on how to apply this understanding into practice.** Students found the case studies interesting although doubt was expressed as to whether the title reflected the content of the workshop.

Session 2: **Introduction: Mapping the field and perspectives in Authentic Leadership** Reservations were expressed about the introductory ‘mapping’ session. The idea of mapping the concept of Authentic Leadership scholarship was good but so much material presented so rapidly was difficult to follow. Each slide had too much information which was difficult to digest and take notes and the objectives and learning outcomes were as a result not realised. More time for intervention / discussion / review would have been beneficial. Those who had no previous background in the topic felt that more time could have been spent on explaining the concept of Authentic Leadership. The ‘mapping’ session might have been extended with different presenters taking different aspects of the topic. The written comment included the suggestion that *“an introductory lecture outlining the debates within and state of AL at the start of the course could have helped situate the logical structure of the course and ensure that all students are on the same page from the start. While I understand that Assignment 1 serves as a partial introduction, a brief recap of where the field stands now before delving into bibliometrics would have been beneficial.”*

**Comment:** The objectives were possibly over extended – that at the end of the lecture students would have an understanding of: *“the Development of AL in leadership research; Criticism of AL; Leadership vs management; AL as path to sustainable leadership”*. For one introductory lecture this is an ambitious set of intended outcomes. Students were expecting a critical introduction to leadership theory within which the place of Authentic leadership scholarship would be central.

## Assignment

There were mixed views about the assignment. The literary review was appreciated because all the students acquired a general background. A few articles were considered repetitious. Perhaps the reading list could be reviewed and alternative articles critical of the concept of Authentic Leadership included. Relating material to their own experience was appreciated,



although one participant would have welcomed the opportunity to have a free hand to write about their own experience of leadership.

It would have been valuable to “swap assignments for peer review and presentation”. Although the suggestion was from one participant visual indicators suggested that others supported this idea.

The assignment workshops gave an opportunity to get to know the other participants but had not been sufficiently structured to be a good learning experience. This contrasted with the view that others had learned considerably from their peers.

The participants would have liked feedback on their first assignment.

## Learning outcomes

In general, it was felt that the course learning outcomes were addressed. Those who commented considered that they had achieved the outcomes, although one participant would ‘have liked to be able to take more away from the course’. It is difficult to decode this, but as an example it was suggested that more discussion of ethical leadership would have been helpful.

## Thanks

All those who attended the review meeting participated in the discussion. I would like to record my thanks to them for giving up time especially as it was outside the formal timetable.

## General Comments

The organization and administration of the course was of a high quality.

It should be noted that the participants felt that they could/should have received information earlier.

Feedback on the first assignment would have been helpful.

The number on the course was considered by the students to be low. Several remarked the benefits from a greater number of participants and the need for more aggressive marketing - *“multiple calls for participation ... earlier than they were... a larger corpus of students would have enriched the course.”*

There are no statements of objectives and intended outcomes for each presentation on the agenda. This seems to be missing from all but one of the presentations and the introduction which repeats the objectives for the course. In future iterations of the course, beyond the life of the project, it would be helpful to have an extended agenda which would indicate under each session a brief statement of content/objectives and intended outcomes.

One aspect of the course which perhaps was lacking, was the presentation of critiques of the concept of authentic leadership which would have stimulated good workshop debate.

Unfortunately, I was not able to attend the whole course. Those sessions which I did attend were well-prepared. However, in each case the presenter used the full allotted time and did not give sufficient time for review/discussion. One or two presenters did seek interjections, but the Zoom format is inhibiting. New ways need to be found of eliciting a more interactive response. It would be helpful and reflects the comments of the participants, to have shorter presentations with a longer period for reflection/discussion/review after each session.

Because the topics of the presentations are quite eclectic it would have been valuable to have had an overview session to explore how each of the topics and the assignment workshops could be viewed in a coherent, holistic way. This relates also to the award of credits.

It seems that the formal assessment is limited to two written assignments – one pre and one post course. The second assignment *“illustrate how development of authentic leadership would benefit you in the PhD learning process and how this process would have positive implications for future employability”* does not draw on the course presentations with the exception of session 9 ‘self-awareness’ and possibly session 14 Leadership coaching. The advice for the essay does not indicate that the students should reflect on the material (lectures) in the course, which is perhaps surprising. The essay is estimated to involve c.50 hours for 1200 to 2000 words – is this correct? There is no other assessment of the learning in the course.

This might be an issue for the curriculum panel to appraise.

I reviewed the PowerPoint presentations from the three work groups. Conflict Management; Communication; Value Orientation and Authentic Leadership as a Competence. The PowerPoints were professional and indicated headings for discussion. What did not emerge was effective evaluation of the concepts of authentic leadership.

The timetable did not include formal peer review of the work group presentations, which might have fostered debate and insights.

## Sustainability

The response and engagement of the participants indicates latent demand for an international course on Leadership. While there may be a preference for a residential course the logistics, environmental and financial costs of travel cannot be ignored.

The Zoom format, while it has drawbacks, has benefits and flexibility for an international programme. Learning and teaching styles can be adapted and there is a wealth of literature on this. As an aspect of the sustainability of this course, the organizers are urged to consider offering the course in the future on Zoom or on a hybrid basis.

John Reilly  
26<sup>th</sup> March 2022



## APPENDIX 23

# Sustainability action

## PhD Course in 'Authentic Leadership'

### Disclaimer

This PhD course has been developed within IETN ([www.ietn.aau.dk](http://www.ietn.aau.dk)) project has been co-funded by the Erasmus+ programme of the European Union grant agreement No KA203-2019-007. This communication reflects only the author's view and that the Agency is not responsible for any use that may be made of the information it contains.

### Generic Curricula

**Date/Period:**

**Venue:**

**Course organizer and host:** name of leading staff, department and/or research group

**Webpage:**

**Type:** Subject-specific PhD course \_\_\_\_ or Generic PhD course: \_\_\_\_

### Course description

The course is a 5 ECTS (25 hours/ECTS), generic PhD course. It is designed for PhD students across all disciplines and at any stage in their studies. It was developed in a Strategic Partnership Consortium of five universities: Aalborg University, University of Siegen, LUT University, University of Linnæus, University of Tartu. The consortium platform for the course is based on TBRP (Theory Building Research Programme) interdisciplinary training network (<https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/>).

The purpose of the course is to contribute to PhD training through introducing students to leadership the theory and practice, nurturing developing their [authentic] leadership knowledge, skills and competences. The course addresses [authentic] leadership in

different contexts through 'real life' case studies involving complex problem solving and training in critical reflection.

## Course preparation leading to implementation:

- Advertise 4 months before the course starts;
- Submission of application essay (Appendix A) and acceptance at least 1,5 months before the course starts;
- Payment of participation fee and registration at least 2-3 weeks before the course starts;
- Provide access to registered participants to intranet (moodle) at least 2 weeks before the course starts;
- Organise an orientation meeting with participants within 2 weeks before the course starts.

## Learning objectives and outcomes

Upon the course completion, the PhD students should be able:

- To develop a critical understanding of the state of the art in Authentic Leadership;
- To critically reflect upon the practical relevance of the AL in different contexts;
- To develop and characterize their own approach to AL as a leadership personality;
- To explore and articulate how the pillars of authentic leadership could benefit the management of PhD project and beyond.

## Prerequisites:

- Students should be enrolled to the doctoral education at their university;
- As all teaching, working groups and assignments are in English, applicants will be required to demonstrate good oral and written English communication skills.

**Academic year:** \_\_\_\_\_, **Semester:** \_\_\_\_\_

## Learning and Teaching

The course is designed to facilitate self-directed group and individual learning and will involve: a pre-course assignment, lectures, simulations, PBL-oriented workshops, problem-solving and reflection exercises, a reflective post-module assignment. Blended learning and online tools will be utilized. The generic program can be found in the Appendix B.

## Pre-course work

### Individual assignment 1 (IA1)

Learning objectives and outcomes connected to IA1:



- To develop a critical understanding of the concept of authentic leadership in the context of extent development of leadership theories;
- Based on acquired understanding of AL, reflect on own experience as a PhD student.

#### Task

Write an essay of 1500 – 2000 words (excluding references) on the following:

- A critical review of the assigned literature on Authentic Leadership;
- Apply this understanding answer the question: How do I lead and manage my PhD project? (things to be considered could include, but not limited to, leading and managing the implementation of: your supervisor/supervisory team, needs assessment, personal development plan, international networking, dissemination/communication, pedagogical experience, co-authorship).

#### Individual Assignment 2 (IA2)

This is a post-module assignment. Its learning objectives and outcomes connected to IA2:

- To explore and articulate how the pillars of authentic leadership could benefit the leadership and management of PhD project and beyond.

#### Task

Write an essay of 2500 – 3000 words, submitted within one month after the course ends, with two supervisory meetings in-between and a feedback session after the submission. Building on the knowledge and experience gathered during the PhD course:

- Design a personal leadership and management framework, to help you lead and manage your PhD project (things to be considered could include, but not limited to, leading and managing the implementation of: your supervisor/supervisory team, needs assessment, personal development plan, international networking, dissemination/communication, pedagogical experience, co-authorship);
- Discuss how the above can or will prepare you in your future career track (choose a specific career path/profession: academic, non-academic, combining both)?

#### Lecturers:

#### Key literature/Course materials

Reading list should be updated for each course. Course material will be provided on the course intranet (e.g., <https://tbrp-moodle.samf.aau.dk/>).

#### Assessment methods

*Grades:* Pass/Fail (assignment 1 and 2).

*Continuous assessments:* Group work, presentations, and peer evaluations and feedback during the course.

## Course evaluation

The participants will fill in 'learning reflections' (Appendix C). Aggregated results will be placed in Moodle, accessible for all participants and staff. Collectively, participants will have a quality assurance session without staff being present, producing a written quality assurance report and presenting and discussing it with staff on the last day of the course. The course staff will have an internal assessment and will use these two evaluations (students+ staff) to enhance the next edition of the course. This quality assurance process will be continuously aligned to the standards and guidelines of quality assurance in European Higher Education area. If practical, the quality assurance could be further enhanced by an external review.

## Minimum and maximum number of participants

10-20 PhD students.

## Number of ECTS

5 ECTS (1ECTS=25h average). Individual course organiser will apply number of ECTS on the basis of institutional/national rules and regulations.

## Language of instruction

English.

## Volume and form of study:

- Assignment 1 (reading assigned literature + essay writing): 10 hrs;
- Course orientation workshop (including preparation): 5 hrs;
- Participation in the course: 40 hrs;
- Readings before lectures: 35 hrs;
- Assignment 2 (reading and applying AL theoretical frameworks + essay writing): 20 hrs;
- 2 supervisory workshops (in relation to assignment 2): 10 hrs;
- Feedback to assignment 2 (including peer review and feedback from staff): 5 hrs.

*Total workload:* 125 hours.

## Participation fee

EUR 350 (subject to adjustment for inflation); it will cover 5 lunches, 2 dinners, 10 coffee breaks and course material.



## Budget:

- *Travel expenses* (guest lecturers)
- *Honorarium* (guest lecturers)
- Meals
- *Other* (please specify)
- *Participant fees, if applicable (generic PhD courses only):* EUR 350
- Co-financing
- Amount to be covered by the institutional PhD course funds

## Application essay

The selection of doctoral researchers will be based on the quality of the application essay which will be assessed by the course faculty (see Appendix A). Feedback to the applicants is provided within a week from the essay submission.

## Certification

Upon course completion of all course requirements the student will be awarded a course certificate (see Appendix D) attesting successful completion of a 5 ECTS PhD course in Authentic Leadership. The certificate will be awarded after the successful assessment of assignment 2 and participation in the feedback workshop.



## APPENDIX A: Application essay

### PhD Course in 'Authentic Leadership'

Please fill in the application essay below (max. 3 pages):

- Name of PhD Candidate
- Name and Address of University
- Start of PhD Studies (year; month)
- Field of Research
- Working Title of PhD Thesis
- Additional work experience (i.e. business work experience)

To apply to this PhD course, each candidate shall submit an **essay** comprising a personal skill audit that will be discussed and enhanced at the end of the course.

Specifically, the essay will discuss the following issues (*250 words max per issue*):

1. What is your area of research?
2. How could you benefit from authentic leadership in your research process?
3. What major issues and challenges do you currently see when facilitating transitions between your research process and the work environment?
4. What are your expectations from the PhD course in terms of personal skill needs and development?

Place your essay here:



## APPENDIX B: Generic programme

### PhD Course in 'Authentic Leadership'

#### ASSIGNMENT 1: DISCOVERING AL AND REFLECTING ON HOW I MANAGE MY PHD PROJECT (individual assignment)

##### Learning objectives and outcomes:

- To develop a critical understanding of the concept of authentic leadership in the context of extent development of leadership theories;
- Based on acquired understanding of AL, reflect on own experience as a PhD student.

##### Task

Write an essay of 1500 – 2000 words (excluding references) on the following:

- A critical review of the assigned literature on Authentic Leadership;
- Apply this understanding answer the question: How do I lead and manage my PhD project? (things to be considered could include, but not limited to, leading and managing the implementation of: your supervisor/supervisory team, needs assessment, personal development plan, international networking, dissemination/communication, pedagogical experience, co-authorship).

##### Assignment preparation leading to its delivery:

- Read and synthesise the AL literature assigned to this assignment (this will be provided in course Intranet (Moodle) at least 2 weeks before the course starts);
- Submit your essay seven calendar days prior the course start via the course Intranet (Moodle).

## DAY 1: DISCOVERING AUTHENTIC LEADERSHIP

08:30 – 09:00	Session 1: <b>Introduction to the course</b> <b>Aim:</b> introduce the program and the week; ice-breaking and students' PhD project presentations admin and logistics
09:00 – 10:30	Session 2: <b>Mapping the field and current perspectives in AL</b> <b>Aim:</b> discuss and synthesize state-of-the-art knowledge on AL
10:30 – 11:00	Coffee break
11:00 – 12:30	Session 3: <b>Authentic leadership and decision making in a VUCA world</b> <b>Aim:</b> Position AL within leadership studies, and evaluate its relevancy to decision making in VUCA technological, business and geo-political contexts
12:00 – 13:00	Lunch break
13:00 – 14:30	Session 4: <b>Assignment 1 workshop</b> <b>Aim:</b> work in groups to evaluate and synthesize (i) understanding of AL theoretically and conceptually and (ii) own experiences in managing individual PhD projects
14:30 – 15:00	Coffee break
15:00 – 16:00	Session 5: <b>Assignment 1 workshop</b> (cont'd) <b>Aim:</b> present their findings and receive and discuss the feedback
16:00 – 16:30	<b>Learning reflections on the day</b> <b>Aim:</b> review and reflect on the day and define key learning points
18:30	Opening Dinner

## DAY 2: CONCEPTUAL AND THEORETICAL UNDERSTANDING OF AUTHENTIC LEADERSHIP

8:30 – 10:00	Session 6: <b>Historical perspectives in AL</b> <b>Aim:</b> synthesize and discuss authenticity and AL in different historical contexts (from ancient to modern leaders) and discuss de-colonization of authenticity and AL
10:00 – 10:30	Coffee break
10:30 – 12:00	Session 7: <b>Authentic Leadership: ethics and sustainability</b> <b>Aim:</b> position authenticity and AL within ethics and sustainability and discuss their impact and relevancy across diverse contexts
12:00 – 13:00	Lunch break
13:00 – 14:30	Session 8: <b>Workshop: Theoretical and conceptual understanding of AL self-awareness</b> <b>Aim:</b> work in groups to reflect on learnings gathered up to now on (i) authenticity and AL, including evaluation and conceptualization of authenticity and AL in various contexts and timing and (ii) practical reflections regarding self-awareness in leading and managing individual PhD projects
14:30 – 15:00	Coffee break
15:00 – 16:00	Session 9: <b>Workshop continued</b> <b>Aim:</b> present their findings and receive and discuss the feedback
16:00 – 16:30	<b>Learning reflections on the day</b> <b>Aim:</b> review and reflect on the day and define key learning points



### DAY 3: PRACTICING AUTHENTIC LEADERSHIP

8:30 – 10:00	Session 10: <b>Public debate on current issues and challenges in AL</b> <b>Aim:</b> address and debate various issues and challenges on AL by inviting external speakers from various business, NGO, and public backgrounds. The format can be a panel discussion or confrontational debate. This event is open to public.
10:00 – 10:30	<i>Coffee break</i>
10:30 – 12:00	Session 11: <b>Discovering and practicing AL in different contexts</b> <b>Aim:</b> discover and explore AL as practiced outside academia via series of mini lectures offered by the invited guests from the morning session
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Session 12: <b>Workshop: How to manage powerful and busy people</b> <b>Aim:</b> work in groups to learn and understand how to manage powerful and busy people (and of the opposite type) and apply this knowledge and understanding to the management of own PhD projects, incl., peer review. This workshop supports and leads to Assignment 2.
14:30 – 15:00	<i>Coffee break</i>
15:00 – 16:00	Session 13: <b>Workshop continued</b> <b>Aim:</b> present their findings and receive and discuss the feedback
16:00 – 16:30	<b>Learning reflections on the day</b> <b>Aim:</b> review and reflect on the day and define key learning points

### DAY 4: PRACTICING AND NAVIGATING AL WITHIN DIFFERENT CONTEXTS

8:30 – 10:00	Session 14: <b>Problem-Based Learning (PBL) in liquid times</b> <b>Aim:</b> introduce and apply PBL model to AL in the management of PhD project and in the PhD study and training
10:00 – 10:30	<i>Coffee break</i>
10:30 – 12:00	Session 15: <b>Workshop on applying PBL principles in leading and managing your PhD project</b> <b>Aim:</b> work in groups to understand and apply PBL and problem solving to managing relationships e.g., with supervisory team, PhD school, study directors, and co-authors and present and discuss the findings from group work, incl., peer review. This workshop supports and leads to Assignment 2
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Session 16: <b>Inside-out confessions</b> <b>Aim:</b> explore AL in and outside academia from former PhD students, including industrial PhDs.
14:30 – 15:00	<i>Coffee break</i>
15:00 – 16:00	Session 17: <b>Workshop: Discovering authenticity and practicing AL in different contexts</b> <b>Aim:</b> identify and reflect on academic and non-academic challenges where authenticity/AL dimensions need to be implemented such as emotional intelligence, ethics thinking vs moralistic doing, critical thinking and autonomy and apply these dimensions to own PhD project and future career prospects, incl., peer review. This workshop supports and leads to Assignment 2 and is co-led by the former PhD students from previous session.
16:00 – 16:30	<b>Learning reflections on the day</b> <b>Aim:</b> review and reflect on the day and define key learning points

## DAY 5: INTEGRATING AL INTO PHD PROJECT

8:30 – 10:00	Session 18: <b>One-to-one sessions on leading and managing your PhD project</b> <b>Aim:</b> explore challenges and issues in leading and managing own PhD project via on-to-one sessions with experienced supervisors. Each course faculty will be assigned a room/space where one-to-one discussions can take place. These sessions support and lead to Assignment 2.
10:00 – 10:30	Coffee break
10:30 – 12:00	Session 19: <b>Workshop: Preparing for Assignment 2</b> <b>Aim:</b> discussing the requirements for Assignment 2, the timetable, the deadline and other related admin and academic issues.
12:00 – 13:00	Lunch break
13:00 – 14:30	Session 20: <b>Quality assurance</b> <b>Aim:</b> reflect on the week in the session without staff being present and develop a joint quality assurance feedback statement/narrative. Each participant provides individual learning reflections by filling in the individual feedback form (quantitative and qualitative)
14:30 – 15:00	Coffee break
15:00 – 16:00	Session 21: <b>Quality assurance</b> (cont'd) <b>Aim:</b> present and discuss the joint quality assurance feedback statement/ narrative.
18:30	Concluding dinner

## ASSIGNMENT 2: DESIGNING PERSONAL AL STYLE FOR CURRENT AND FUTURE CAREER (individual assignment)

### Individual Assignment 2 (IA2)

This is a post-module assignment. Its learning objectives and outcomes connected to IA2:

- To explore and articulate how the pillars of authentic leadership could benefit the leadership and management of PhD project and beyond.

### Task

Write an essay of 2500 – 3000 words, submitted within one month after the course ends, with two supervisory meetings in-between and a feedback session after the submission. Building on the knowledge and experience gathered during the PhD course:

- Design a personal leadership and management framework, to help you lead and manage your PhD project (things to be considered could include, but not limited to, leading and managing the implementation of: your supervisor/supervisory team, needs assesment, personal development plan, international networking, dissemination/communication, pedagogical experience, co-authorship);
- Discuss how the above can or will prepare you in your future career track (choose a specific career path/profession: academic, non-academic, combining both)?
- Assignment 2 preparation leading to its completion;
- Two supervision workshops before the deadline;
- Submission of the assignment (30 calendar days from the last day of the course);
- Feedback workshop on the assignment (one or two weeks after the submission day).



## APPENDIX C: Learning reflections

### PhD Course in 'Authentic Leadership'

**1. How satisfied are you with the academic content of the course?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**2. How satisfied are you with the communication of the course content?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**3. How satisfied are you with the organization/administration of the course?**

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know

**4. My expectations have been met...**

Strongly agree	Agree	Disagree	Strongly disagree	Don't know

**5. Please state three things that you liked most about the course**

- a) .....
- .....
- .....
- .....
- b) .....
- .....
- .....
- .....
- c) .....
- .....
- .....
- .....





## APPENDIX D: Certificate of completion

### PhD Course in 'Authentic Leadership'

				
 <p>TBRP – Theory Building Research Programme</p>				
<h3>Certificate of Completion</h3>				
<p>This is to certify that _____</p> <p>has attended and successfully completed the PhD Course in 'Authentic Leadership'.</p> <p>The course was held online on May 3-7, 2021, hosted and certified by University Name.</p> <p>The course has 5 ECTS.</p>				
<p>Name of Host Title Place of work</p>		<p>Romeo V. Turcan Professor Aalborg University Business School TBRP Leader</p>		
<p>June 15, 2021 Aalborg University <a href="http://www.tbrp.aau.dk">www.tbrp.aau.dk</a></p>				



## APPENDIX 24

# Agenda: Closing Conference of IETN Project

November 23-25, 2022

Venue: Aalborg University, A.C. Meyers Vænge 15, Copenhagen, Denmark

Wednesday, Nov. 23 <sup>rd</sup>	<b>DAY 1: Presentations of - and Reflections on the Two Pilot Courses</b> (Room: 2.1.102, 1 <sup>st</sup> floor, building A)
9:00 – 9:30	Welcome ( <i>Romeo V. Turcan, AAU</i> )
9:30 – 10:45	Presentation of and reflections on 'PhD course in Authentic Leadership' pilot courses at LUT ( <i>Igor Laine, LUT and Gesine Haseloff, University of Siegen</i> )
10:45 – 11:00	<i>Coffee break</i>
11:00 – 12:00	Presentation of and reflections on 'PhD supervisor training in Authentic Leadership' pilot courses at LUT ( <i>Eneli Kindsiko, University of Tartu and Susanne Sandberg, Linnæus University</i> )
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:15	Reflections on 'PhD course in Authentic Leadership' and PhD supervisor training in Authentic Leadership ( <i>John Reilly, quality assurance</i> ) Presentation of IO3 'Emerald Handbook on Authentic Leadership' ( <i>Romeo V. Turcan, AAU and John Reilly, quality assurance</i> )
14:15 – 14:30	<i>Coffee break</i>
14:30 – 16:30	Looking ahead – Possible NEW PROJECT opportunities ( <i>Romeo V. Turcan, AAU</i> )

Thursday, Nov. 24 <sup>th</sup>	<b>DAY 2: In Search of Authentic Leadership in a Modern World</b> (Room: 2.1.102, 1 <sup>st</sup> floor, building A)
9:00 – 10:00	Preparing for Multiplier Event
10:00 – 12:00	<b>Event: In Search of Authentic Leadership in a Modern World (moderated by Per Servais, Linnæus University) Flier</b>
12:00 – 13:00	<i>Lunch break</i>



13:00 – 14:30	Reflections on project and local teams' work on IOs
14:30 – 14:45	<i>Coffee break</i>
14:45 – 16:30	Reflections on project and local teams' work on IOs
16:30 – 17:30	Wrap up of the day

<i>Friday, Nov. 25<sup>th</sup></i>	<b>DAY 3: Sustainability of Intellectual Outputs</b> (Room: 3.084B, 3 <sup>rd</sup> floor, building A)
9:00 – 10:15	Sustainability of 'PhD course in Authentic Leadership' (I01)
10:15 – 10:30	<i>Coffee break</i>
10:30 – 12:00	Sustainability of 'PhD supervisor training in Authentic Leadership' (I02)
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Quality Assurance
14:30 – 15:30	Thank you

## APPENDIX 25

### IETN

# International Entrepreneurship Network for PhD and PhD Supervisor Training



#### THE CONTEXT

IETN is an ERASMUS+ Strategic Partnerships for Higher Education project. IETN has achieved its objectives by researching and publishing a Handbook on Authentic Leadership that is a quest for insights arising out of leadership theory and practice in the contemporary world and a manifesto, inter alia, for doctoral and supervisor training in a value-based approach to authenticity in leadership. It brings together leading scholars, business and political leaders to provide 'beyond-state-of-the-art' insights into the authentic leadership phenomenon.

The project objectives have been also achieved by developing and implementing high quality, state-of-the-art training courses for PhD students and their supervisors:

- PhD course in Authentic Leadership
- PhD supervisor training course in Authentic Leadership

A strong consortium was created to implement these objectives that consist of members from Aalborg University, Lappeenranta University of Technology, Linnæus University, University of Siegen, and University of Tartu. IETN is a three-year project that started on September 1, 2019, with a total budget of EUR 317,171, and coordinated by Aalborg University.

#### In Search for Authentic Leadership in a Modern World

On November 24, 2022, building on 'beyond state-of-the-art' research by the *International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN) project*, IETN members and participants, invited guest speakers from business, public and associative sectors discuss and debate what authentic leadership is, what major challenges and issues are in understanding and embracing authenticity in leadership practice and training.

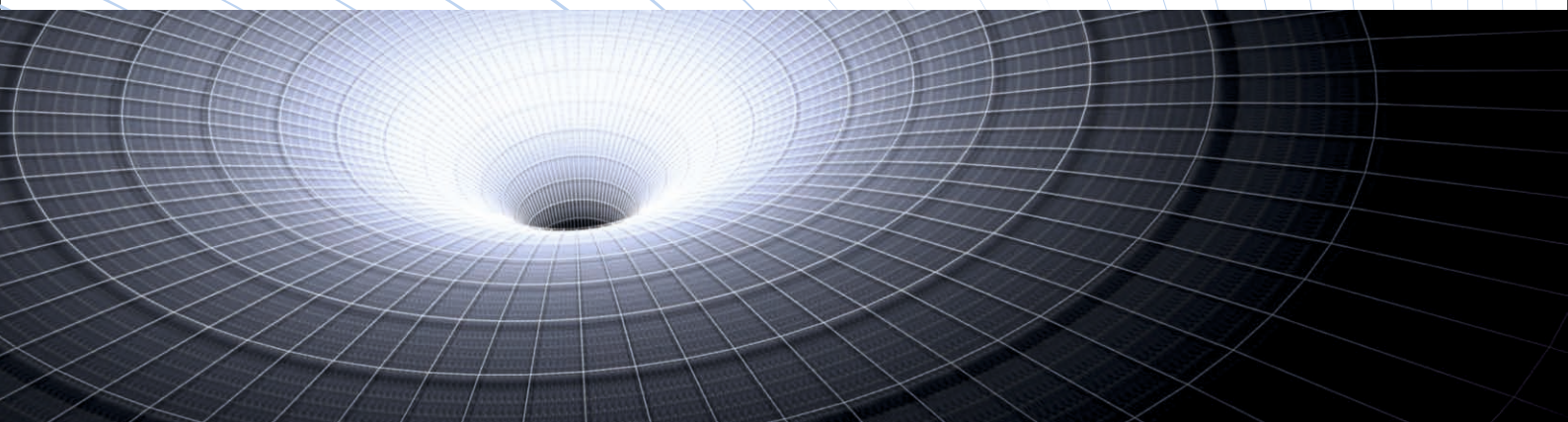
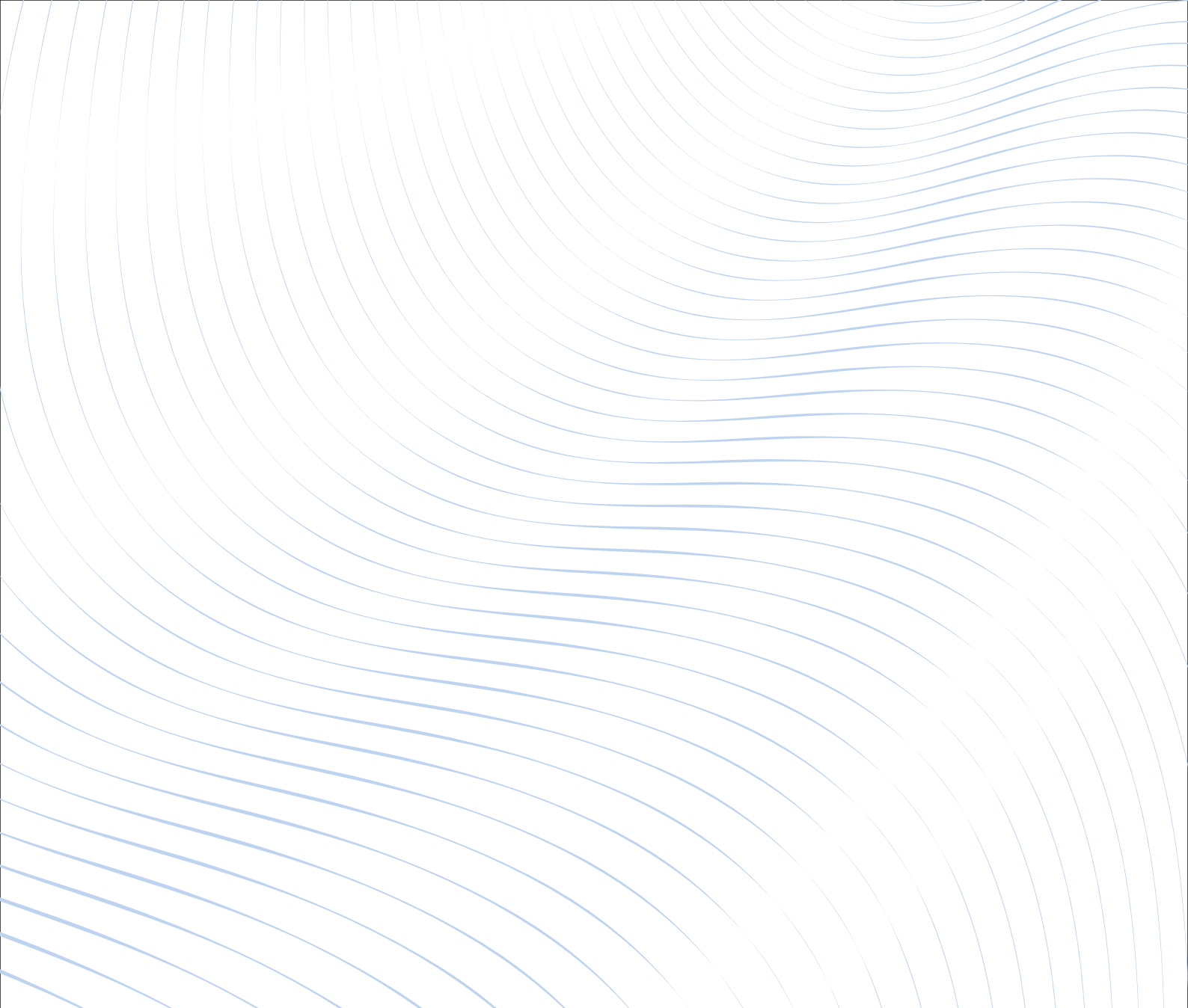
##### Venue

The event is hosted by *Aalborg University Business School*  
10:00am – 12:00pm in room 2.1.102, building A, AAU Copenhagen Campus, AC Meyers Vænge 15, 2450 Copenhagen

##### Contact

Andreea Bujac, IETN project manager

To learn more about the project, please visit our [website](#)



**Contact information:**

**Romeo V. Turcan**

IETN Project Coordinator

Aalborg University Business School

Fibigerstraede 11, Aalborg, 9220, Denmark

[rvt@business.aau.dk](mailto:rvt@business.aau.dk)

[www.ietn.aau.dk](http://www.ietn.aau.dk)

