

IETN

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

Development, Implementation and Sustainability Report: PhD Supervisor Training in Authentic Leadership

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TBRP - Theory Building Research Programme



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Development, Implementation and Sustainability Report: PhD Supervisor Training 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)



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EXECUTIVE SUMMARY

This report summarises all activities related to the development and implementation of the PhD Supervisor Training course in 'Authentic Leadership'. This course was part of the project Intellectual Output 2 (IO2) that had the objective to enhance the quality, relevance and professionalism of doctoral supervision and supervision training.

The PhD Supervisor Training course was designed as a 2 ECTS professional development training for PhD supervisors to facilitate the development of their leadership authenticity which carries forward to the supervised candidates. Regarding level knowledge and skills, the course respects the Framework for Qualifications of the European Higher Education. Leadership authenticity enhances the quality of doctoral education making it more fulfilling for the candidates and supervisors and more impactful for society.

The PhD Supervisor Training course was developed by a dedicated project team led by Linnaeus 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 University of Tartu and Linnaeus University were responsible for the implementation of the pilots.

The course was first piloted in October of 2021, hosted in a hybrid format by University of Tartu. 22 PhD supervisors from the consortium and outside took place in the course. The programme comprised three 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 May of 2022. It was hosted by Linnaeus University in-person. 13 PhD supervisors from the consortium 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 Supervisor Training course, 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 researchers, doctoral supervisors, and trainers of supervisors. It aims to reduce the gaps and mismatches between the knowledge, skills and competences doctoral researchers 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 doctoral supervision and supervision training;
- 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 international consortium of 6 Universities was created to implement these objectives:

- Aalborg University (AAU)(Denmark);
- Linnæus University (LNU)(Finland);
- LUT University (Sweden);
- University of Siegen (US)(Germany);
- University of Tartu (UT)(Estonia).

The IETN organisational structure comprises the following bodies to ensure a clear and balanced distribution of decision power, responsibilities, and 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, financial performance, compliance with ethical standards. It was composed of Local Project Leaders who met four times during the project. The SC's primary responsibilities were to:

- 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 implementation 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. During the three years of the project no issues arose.

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.

An external quality auditor provided the external evaluation and quality assurance, 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;
- conduct summative evaluation of the project comparing actual overall impact of the project and initially stipulated project objectives;
- monitor the progress during the project;
- as appropriate attend activities;
- produce monitoring reports;
- provide inputs to key deliverables;
- attend Steering Committee meetings as observer. Representatives from the partners Doctoral Schools provided 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>.

The objectives mentioned above were achieved by developing and implementing high quality, state-of-the-art training courses during which issues concerning key knowledge, skills and competences of doctoral researchers were evaluated and using innovative pedagogies

enhancing doctoral employability in and outside academia.

The project objectives have been 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.

1.2 | PhD Supervisor Training in Authentic Leadership

The PhD supervisor training (2 ECTS) in 'Authentic Leadership' is a professional development training for PhD supervisors. It aims to facilitate the development of their leadership authenticity which carries forward to the supervised candidates. Leadership authenticity enhances the quality of doctoral education making it more fulfilling for the candidates and supervisors and more impactful for society.

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

- To demonstrate an understanding of the concepts of leadership authenticity;
- To illustrate how development of leadership authenticity can facilitate supervision of PhD candidates;
- To reflect critically upon leadership authenticity in PhD supervision;
- To incorporate the principles of leadership authenticity in PhD supervision;
- To integrate leadership authenticity in doctoral candidates' learning.

Participants should be eligible to be PhD (co-)supervisors according to internal rules of their institution and recommended that they have supervisory experience to enable reflective and interactive training.

For developmental purpose, the pilot editions of the course prioritized participants with experience.

The training was designed for PhD supervisors interested in professional development in their supervisory practice. It was intended to benefit supervisors from all disciplines in and outside academia.

Regarding *level knowledge and skills*, the course respects the Framework for Qualifications of the European Higher Education (<https://europa.eu/europass/en/description-eight-efq-levels>). The PhD supervisor training in Authentic Leadership provide knowledge at the most advanced frontier of a field of work or study and the interface between the following areas: 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 webpage for the PhD supervisor training in Authentic Leadership can be accessed here: <https://www.tbrp.aau.dk/ietn/phd-supervisor-training-in-authentic-leadership/>.

The development of the PhD supervisor training 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 *IO2 curricula*, the *application form template*, and the *syllabus* (see Appendix 2). After the task force teams concluded the development process each partner university applied internally for the formal accreditation of the course. Appendix 3 provides an *application form* used by all partner universities.

The implementation of the PhD supervisor training occurred in two editions, one in 2021 and one in 2022:

- Tartu University, Estonia hosted the first pilot edition of the *PhD supervisor training in 'Authentic Leadership'*. It took place in October 12-14, 2021. The course had 29 applicants, out of which 22 were eligible. An overview of the participants can be found in Table 1 below and Figure 1.
- The 2nd edition of the PhD supervisor training in 'Authentic Leadership' was hosted by Linnæus University, Sweden in May 3-5, 2022. The course was given onsite at the Kalmar Campus with 13 applicants, of which 11 finalized the course (two cancelled due to illness). An overview of the participants is given in Table 4.

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

At the end of the course the participants were asked to reflect on the course and provide feedback which would be used to implement the PhD supervisor training in Authentic Leadership in the following editions. The course *evaluation template* can be found in Appendix 4.

An overview of the topics discussed and the subsequent *interim report* prepared by the management team is found in Appendix 5.

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 (I01), was initially planned as an onsite programme but 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 I01 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 13th 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, the consortia decided to have C5 (IO2 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 challenging than an onsite or online event. Tartu's experience accommodating the hybrid event was a great 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 IO2 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 more 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 complete online education and staff working from home. Only in Spring 2022 the university announced that courses should be given onsite – however – students had no more extended 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 | I02 DEVELOPMENT

As in the case of I01, the first Learning, Teaching, Training Activity (C1) held at AAU in November 2019 kicked off the PhD supervisor course in Authentic Leadership (I02) development process. From November 2019 until May 2020, the task force team (TFT) for I02; Susanne Sandberg (LNU), Eneli Kindsiko (UT) and Ralph Dreher (US), led by Igor Laine (LUT), worked on developing the course template, while receiving three rounds of reviews from the Consortium and the external quality expert John Reilly. At the I02 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 (planned overview of the first pilot round of the course to be held in October 2021) was determined at the I02 session at C3 online, hosted by Siegen University in October 2020.

The task force teams (TFTs) for I02, met virtually four times to discuss the development of the course template. In developing I02 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 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, four versions were produced, receiving feedback 3 times: two times from the Consortium (March and April 2020) and John Reilly (external quality assurance partner) on the 2nd of April and 25th of May. After the revision occurring during the online Learning, Teaching, Training Activity (C2) hosted by Linnæus University in May 2020, additional feedback was given by the consortium and the external evaluator (29th of September). In parallel after the online meeting, the templates were approved and the formalization process started at each 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.

The following activities were undertaken for the development of the I02:

- Dec. 2019 – Feb. 2020 – Consortium members from AAU, LUT, Siegen, Tartu and Linnæus have worked on the development of I02 syllabus. Leader for I02 TFT: Igor Laine (LUT);
- Feb 2020: 1st draft of the I02 course template was submitted to the Consortium and John Reilly (external quality assurance partner);
- Mar 31st, 2020: Consortium and John Reilly (external quality assurance partner) provides feedback to the leaders of the task force team (TFT) concerning the course template;
- Apr 13th, 2020: I02 TFT leader submits the final draft of I02 templates to local project managers of each partner university;
- May 25th -27th, 2020: C2: Learning, Training, Teaching Activity (online meeting hosted by Linnæus University), where I02 course templates is finalized;
- May 30th, 2020: John Reilly provides final feedback on I02 course developments;
- June 1st, 2020: Formalization process of I02 starts for local project managers and TFT leader oversee this process;
- September 30th, 2020: Formalization of I02 is completed at partner universities.

The course description and generic agenda were presented as the output of the I02 development process(Appendix 2). The document provides foundation for the course design by each implementing university and may be tailored to local requirements.

The following section presents the implementation of the PhD supervisor course in Authentic Leadership at University of Tartu in October 2021 and Linnaeus University in May 2022.

4 | IO2 IMPLEMENTATION AT TARTU

Dates: 12-14 October, 2021.

Host: University of Tartu.

Place: University of Tartu, School of Economics and Business Administration.

Format: hybrid.

Moodle page: <https://moodle.ut.ee/course/view.php?id=11627&lang=en>.

ECTS: 2.

Key statistics

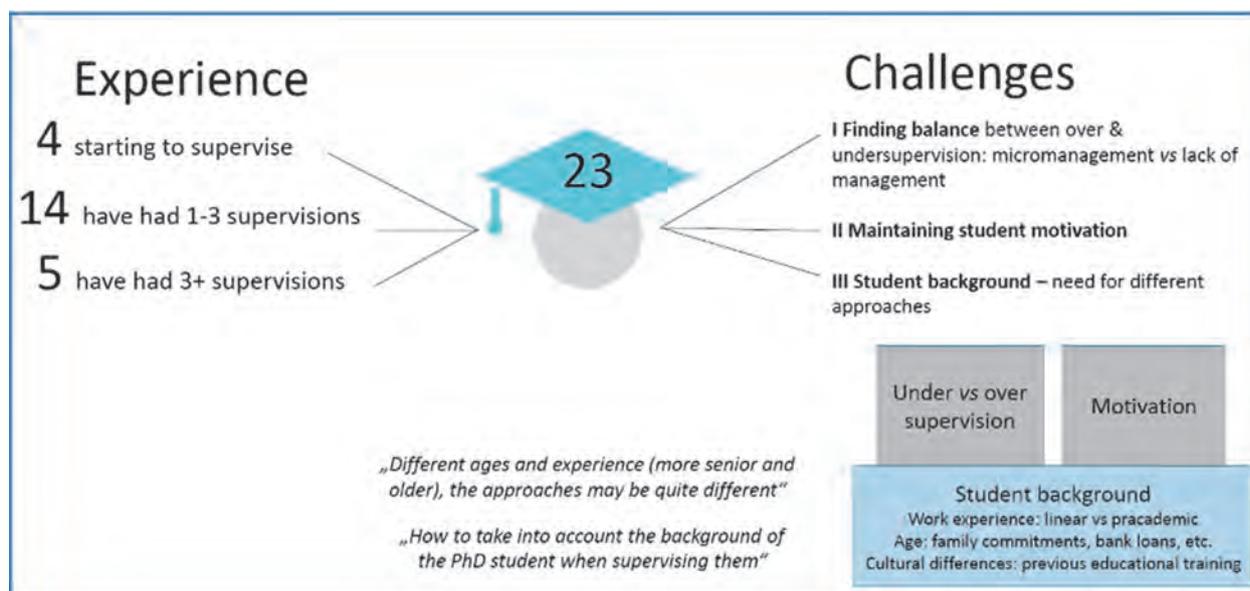
The course had 29 applicants, out of which 22 were eligible. Few had not finished their PhD studies and were not PhD supervisors yet, others were not from the consortia universities, but from African universities.

Table 1. Key statistics on the participants

	LUT	Aalborg	Siegen	Tartu	Linnaeus	SUM
In person	3	2	3	1	1	10
Online	9	0	0	2	1	12
SUM	12	2	3	2	2	22

In the application sheet we asked the applicants how long their supervision experience is and what have been or are their most significant challenges in PhD supervision. Figure X below reveals that participants had a wide array of experience – from supervisors supervising their first PhD to supervisors who had successfully supervised 3+ PhDs, one 10 PhDs.

Figure 1. Overview of PhD supervision experience of participants.



4.1 | Programme at Tartu

The specific programme implemented at/by Tartu can be found under Appendix 6.

The Moodle page with the timeframe and all the materials can be found from this link: <https://moodle.ut.ee/course/view.php?id=11627&lang=en>.

The IETN webpage where information about the pilot supervisor training course at Linnæus can be found, can be accessed here: <https://www.tbrp.aau.dk/ietn/phd-supervisor-training-in-authentic-leadership/hosted-by-Tartu/>.

The course was held between 12th to 14th of October 2021, in a hybrid format by the team from Tartu University. The onsite venue of the course was the Delta Centre of the University of Tartu, where the School of Economics and Business Administration is located.

12th of October 2021: Day I. Day started with a short welcoming from R. Turcan and E. Kindsiko, giving overview of the following days to come. The first presentation was delivered by Yariv Taran – fostering a rich discussion about PhD supervision through the prisms of leadership. Yariv’s presentation was followed by a reflective presentation from Hannes Velt – connecting the roles of PhD supervision with his own experience. The last presentation before the lunch was delivered by Eneli Kindsiko – providing an evidence-based overview of the state of supervision across Europe. The presentation served as a food for thought for the workshop in the afternoon.

After the lunch, participants were divided into 4 groups, 2 online and 2 in the physical meeting room. Their task was to create a typology of students bearing in mind the most essential background aspects of the students and the challenges this brings in the supervisory context. As a result of the day, each group delivered a poster with a typology. Two examples are shown below:

13th of October 2021: Day II. The Day II started with a practical presentation by Berit Jakobsen about the administrative and financial part of leading PhD projects, based on the experience from Aalborg University. Followed by a method of shaping-oriented case study development workshops and discussion sessions, facilitated by Ralph Dreher. Despite numerous technical errors from hybrid setting, the second part of the day was smooth.

14th of October 2021: Day III. The day started with a rich presentation by a PhD supervisor from engineering/mechanical fields – Aki Mikkola. As the presentation triggered numerous questions and rich discussion, we considered reducing the lectures and allocating more time for discussion next time. Aki delivered such fruitful, paradigm changing perspectives that we needed an extra hour or two.

The second presenter was Kenneth Mølberg Jørgensen, facilitating sessions on career discussions. Again, very reflective discussions.

The day was ended by filling in the feedback survey, delivered to the participants via Google Forms link to allow anonymity and user-friendly format, followed by a quality evaluation with the participants led by John E. Reilly (for this session, the organizers left the room, only participants stayed).

4.2 | Multiplier event

The flier for the Multiplier event can be found under Appendix 7 also on the course IETN page: <https://www.tbrp.aau.dk/ietn/phd-supervisor-training-in-authentic-leadership/hosted-by-Tartu/guest-lecturers/>.

The panel's focus was to debate/discuss 'could and should we train PhDs for non-academic labour market?' There were questions about skill gaps, transferable skills and competencies, good practices in supervision and how supervision practice might be improved.

We aimed to discuss leadership in its broadest sense, including:

- is there a connection between supervision and leadership?;
- leadership in academia (e.g. leading research teams; the role of supervisors as leaders of people vs. leaders of dissertation processes? the role of supervisors as those who empower their students;);
- leadership of academia in societal issues (e.g. the role of PhD graduates as leaders driving change regardless of their career i.e. academia vs. non-academic careers).

We had six panellists from different backgrounds – academics (Piret Ehin and Andrzej Kraslawski, practitioners (Jan Tollet, and Seppo Tikkanen), paracademic (Robert Kitt) and a recent PhD graduate (Katarina Ellborg).

Robert Kitt is an experienced executive and a paracademic (Estonia). Robert has a considerable wealth of experience in business and banking. In addition, Robert Kitt has contributed to developing the higher education sector. He has a PhD in technical physics from Tallinn University of Technology, where he has later worked as a researcher and lecturer.

Jan Tollet is an experienced public healthcare executive (Finland). Jan is a global business leader experienced in change management covering health care, electronics manufacturing services, and the energy sector. He has lived abroad over 22 years in Asia, Central Europe and USA.

Piret Ehin is an Associate Professor of Comparative Politics (Estonia). Piret holds a PhD in Political Science from the University of Arizona (2002) and works as an Associate Professor in University of Tartu. Her research focuses on voting behavior, European and Estonian politics, e-voting and EU-Russia relations. She has substantial experience in supervising PhD students.

Andrzej Kraslawski is a Professor of Systems Engineering (Finland, LUT) and Safety Engineering at Lodz Technical University, Poland. He is also Visiting Professor at South China University of Technology, Guangzhou, and Mining Institute, Saint-Petersburg, Russia. Professor Kraslawski has published over 200 research papers and promoted 20 PhD students.

Katarin Ellborg is a recent PhD graduate (Sweden, Linnaeus University). Katarina defended her thesis in 2021. Now she works as a Senior Lecturer in Linnaeus University where she is pedagogic coordinator of her faculty. Her research focus is entrepreneurship education in higher education. She is also active in theatre and experienced in using drama as a method in learning processes.

Seppo Tikkanen is a founder of PoDoCo (Post Docs in Companies), an experienced professional with a demonstrated history of working in the industry and academia (Finland, LUT). Skilled in Mathematical Modeling, Innovation Management, Project Management, Product Development, and Research and Development (R&D). Strong education professional focused on fluid power, hybrid powertrains, combustions engines and mobile machines.

Participants. Multiplier event had 50 online participants via Zoom and 16 onsite, total of 66 participants which we considered a good number in the circumstances. As the event occurred during an intense COVID-19 period, the University of Tartu recommended remote or hybrid teaching.

4.3 | Quality assurance

Participants' feedback survey form can be found under the Appendix 4. Below we present answers to the open-ended questions from the feedback. Altogether we gained responses from 12 attendees out of 22 who registered to the course. Students mainly were satisfied or very satisfied with the course from various angles – in terms of academic content, communicating its content, administration and organization, and, whether their expectations have been met.

Table 2. Participants` feedback(quantitative)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Don't know</i>
<i>Q1: How satisfied are you with the course in terms of academic content?</i>	4	8	0	0	0
<i>Q2: How satisfied are you with the course in terms of communicating its content?</i>	5	7	0	0	0
<i>Q3: How satisfied are you with the course in terms of organization/ administration</i>	6	6			
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
<i>Q4: My expectations have been met ...</i>	1	10	1	0	0

Table 3 reveals feedback in open ended format. Participants appreciated the most the mix of background of the trainers – this was a criterion which the organizing team applied in creating the program to have trainers representing STEM, humanities and social sciences. From the negative side, participants stressed a need for more time for discussion – future, schedules should be less packed, each session (especially workshops) should be longer than 1.5 or 2 hours. Also, Zoom break-up room activities need min 2 moderators. This time the primary host had to juggle between the physical room workgroups and Zoom workgroups, which caused delays. Lastly, online and hybrid events need IT support. Host universities need additional resources to have people handling IT problems in the room. In Tartu, the host was dealing with the content/training and IT at the same time. The feedback indicates that students were dissatisfied with the problems caused by the IT.

Participants would have liked a broader perspective of leadership theories, to set AL in context.

Table 3. Participants` feedback(qualitative)**Q5: Please state three things that you liked most about the course**

- "Learnt new ways of managing my time between research and supervision. Also the presenters came from diverse background and they provided rich contents for authentic leadership. Overall, the activities and discussion with other participants were educating for me."
- "Discussing the challenges of being a PhD supervisor through personas, leadership contexts and the construct of authenticity as discussed on Day 3. I liked the case study on day 2 and the discussions that ensued. Also the practical aspects of supervision as discussed by Kenneth was great too. Thanks a lot."
- "The speakers, the time management, materials".
- "Workshops, discussions, community".
- "The variety of perspectives, active participation and morally motivating."
- "1) Participants with wide background, 2) active participation of participants, 3) interesting topics."

- "Discussion with the participants and the presenters, the topic of authentic leadership, and focus on the life/personal development of Ph.D."
- "Personal experience of speakers, mixture of fields in which participants work in, inspiring ideas for further research."
- "Discussion, Tartu, sharing experience."
- "Increase the day of course, need more time for open discussion, need the presentation focus on the problem and how to solve it in Ph.D supervision."
- "The sessions Tuesday w Yariv, Hannes and then Eneli, the session with Aki Thursday morning and then Kenneths session. All good input in terms of theory/AL/own experiences and good discussions. Learnt a lot!"
- "Exchange, personal encounters, discussion."

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

- "I think the timing for each day was too long."
- "Some more attention on voice quality and the associated IT of the workshop. Some more insights on the Psyche of a PhD student too so we as supervisors see it from a candidate perspective a little more deeply."
- "More breakout room work."
- "Should be more interactive and integrative in terms of activities. More industry experience added. Best practices from industry and academy for comparison / a debate in a way."
- "1) in breakout rooms the task (on slide) was not available. There is a way to share it in Zoom, 2) at the beginning of the course all participants could introduce themselves, 3) the days were quite long."
- "A bit more detailed info/description about each presentation/workshop. A clear communication on what is expected in terms of the preparation."
- "More practical work, more material for preparation e.g. one week in advance, implementation of long-term exchange of experiences."
- "Time management."
- "Increase the day of course, need more time for open discussion, need the presentation focus on the problem and how to solve it in Ph.D supervision."
- "The case with Ralph, it's an interesting case but was not so suited for this, some longer discussion sessions of exchange of our experiences."
- "Less hybrid, discuss crucial things at the beginning - what is authentic, what is leadership, what is supervision."

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

- "Thanks for organizing this course."
- "A seminar from a few PhD students narrating their bottle necks and resultant change in expectations and/or survival strategies resulting from the challenges they faced during PhD process. A cross cultural angle should also be stressed since global mobility for PhD positions is also increased tremendously over the last decade or so."
- "From the chat-boxes to organizing the course in hybrid version I applaud you."
- "For the first event of such, it was a very strong effort and I approve. Thank you."
- "No more ideas."
- "Best Practice Material from Speakers and Participants."
- "More tasks for the participants."
- "Thank you."

- “Think it went really well with the hybrid version, some tech issues but overall very good. The Moodle looks excellent.”
- “Employability, needs not only in academia but in and of industry, more thorough discussion of conflicting paradigms and values between academia principles and industry principles.”

Feedback from the external reviewer can be found under Appendix 8. Similar to the feedback from the participants, the external reviewer signposted the minor technical issues a need for an introduction to other leadership theories alongside AL., Overall feedback was highly positive – the participants and external reviewer appreciated the richness of trainer backgrounds, discussion and case studies.

4.4 | Learning reflections

As a reflection from the host, hybrid format is not best for this kind of course. It is best to have either fully online or in person. Main learning points:

1. Technology will fail and there is a need for a technical person to help (no budget for that, to keep the person at hand all the time). One needs min of 2 people to handle the IT – one reviewing the zoom ‘chat’ and noting when participants online have raised a hand for talk, the other making sure that interaction with the online participants is possible.
2. Second learning point – online people in Zoom breakout workshop rooms need more time for the group work, due to delays in web, e.g. discussions have time lag, people in physical room have social cues and not much is lost in translation.
3. In Zoom break out rooms, one person must be the moderator – to join the rooms and see whether all is OK. One person cannot manage both the physical room and several Zoom rooms at the same time. In Tartu, Eneli Kindsiko moved from the ‘physical’ room with her laptop to moderate Zoom break out rooms. If she had remained – in the main room, the breakout room discussions would disturb all the groups (online and onsite). For a hybrid event, it is best to have zoom event open in two separate laptops, one managing chat and breakout rooms, one for setting up power point full screen presentations. In Tartu, Eneli was the main host, Katrin co-host. Katrin was logged in to the room’s laptop, Eneli logged in to Zoom in her own Laptop. In sum, the division of work has to be carefully planned before the hybrid event. It must be stressed that these were novel circumstances for everyone and a good learning experience.

Multiplier event. Having people from various roles seemed very good: Robert Kitt (a pracademic with a PhD) + Jan Tollet (practitioner with great experience in leadership); Piret Ethin (social sciences supervisor) + Andrzej Kraslawski (technical sciences supervisor); Katarina Ellborg (recent PhD graduate), and Seppo Tikkanen (facilitating PhDs to industry). For the future, we might incorporate 2 pracademics, 2 supervisors and 2 PhD students. Student side was missing from the panel.

5 | IO2 IMPLEMENTATION AT LINNÆUS

Dates: 3-5 May, 2022.

Host: Linnaeus University.

Place: Linnaeus University, School of Business and Economics, Kalmar Campus.

Format: onsite.

Moodle page: <https://tbrp-moodle.samf.aau.dk>.

ECTS: 2.

Course Moodle page: <https://mymoodle.lnu.se/course/view.php?id=53771>.

More information about the course or project: <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-supervisor-training-in-authentic-leadership/>.

Key statistics

Attendance: 13 registered, 11 participated (two cancelled due to illness).

The course had 13 applicants, ten with experience supervising between one and 20 PhD candidates. Three had not formally supervised but were in the starting phase with experience of, reviews of PhD dissertations and upcoming supervisor training. Thus, allowing them to register for the course was considered valid.

Table 4. Key statistics on the participants

	LUT	Aalborg	Siegen	Tartu	Linnaeus	SUM
In person	2	3	0	2	6	13

The application was via a digital survey with questions on the location, research topic, experience of supervision, how they became supervisors, challenges related to PhD supervision, expectations of the course. Their research topics ranged from Marine Biology, Technical/Civil Engineering, to Business Administration and Computer Science. The challenges stated in the application can be summarized into: limitations of resources such as time, communication issues, secure motivation over time and spur PhD student independence.

5.1 | Programme at Linnaeus

The specific programme implemented at/by Linnæus University is in Appendix 9.

The Moodle page with the timeframe and all the materials can be found from this link: <https://mymoodle.lnu.se/course/view.php?id=53771>.

The IETN webpage where information about the pilot supervisor training course at Linnæus can be found, can be accessed here: <https://www.tbrp.aau.dk/ietn/phd-supervisor-training-in-authentic-leadership/Hosted-by-Linnaeus/>.

The course was held between 3rd to 4th of May 2022, in a face-to-face format hosted by the team from Linnæus University. The venue was the School of Business and Economics, Hourse Forma and Magna at the LNU Kalmar Campus by the guest harbour in Kalmar.

3rd of May 2022: Day I. The first day had the theme ‘The need for Leadership Authenticity for Academia aiming to provide general perspectives of AL and academic leadership’. The introduction by course coordinator Susanne Sandberg gave a brief input on the IETN project, the key concept of Authentic Leadership and the participants; after that welcome addresses were made by the IETN project leader Romeo Turcan and LNU professor Per Servais. As the focus of the day was to provide in-depth knowledge and understanding of AL, three lectures followed:

- 1) “AL and the frame of mind” – a detailed bibliometric study of the concept by Hannes Velt from LUT;
- 2) a critical perspective of AL by Mikael Lundgren, LNU, presenting and challenging AL as a concept within the leadership paradigm;
- 3) “AL and decision-making under uncertainty” by Yariv Taran, Aalborg, discussing the concept of AL and its implementation.

Each lecture was followed by participant questions and discussion where they shared experiences. It gave a sound basis for the afternoon workshop by Eneli Kindsiko, Tartu, who gave an account of survey results on PhDs and supervision under the title of “No room for one size fits all” and moderated a discussion taking departure in the question – ‘Is supervision essentially a leadership role and is it more concerned with leading the dissertation or leading people?’. The concluding workshop focused on a PhD supervisor dilemma case study for which each group presented their solution.

4th of May 2022: Day II. The second day had the theme ‘Practicing authenticity in supervision process: How do we supervise?’. The aim was to discuss solutions to supervision problems by AL, looking from various perspectives. Per Servais, LNU, hosted the morning sessions with presentations by Anita Mirijamsdotter from computer science and Magnus Carlsson from economics on how supervision is planned and conducted in their areas. One speaker from social science had to cancel, so Susanne Sandberg, LNU, gave a short complement from the business administration area. The three presentations showed exciting differences between PhD supervision in different fields of science, which spurred the discussion.

The workshop on supervision across fields of science focused on “AL – is it sustainable?”, with provocative presentations by Per Servais, LNU, Marcelo Ketzer, LNU and Romeo Turcan,

AU. In the afternoon, Ralph Dreher, Siegen, first focused on case-oriented teaching and learning. The second part was a case related to the automotive industry. The participants were encouraged to think outside the box when working on a solution to problem presented. The final session was “PhD student input and dilemmas in PhD supervision”. A former PhD student Marina Wernholm, now PhD in Pedagogics, told her tale of PhD process which in general was positive. It gave a basis for group discussions on dilemmas the participants had experienced as PhD students, and how these could be solved. Each group presented their selected problem and solution (often communication, more explicit goals and guidance) with input from Micha Hallberg from the Linnaeus Union and Dominik Kowitzke, guesting administrative PhD officer at Siegen University.

5th of May 2022: Day III. The third day theme was ‘Integrating AL into PhD learning process beyond supervision’ It presented and discussed supervision solutions for funding and career planning. Gesine Haseloff (Siegen) presented the outcomes of the pre-course survey of participants experiences of leadership challenges – and prompted discussion on how AL could be used to handle the situations. Two lectures were given, by Berit Jakobsen, Aalborg, on administrative and financial management perspective on leading PhD projects, and by Justinus Pieper, Siegen, on an ethical and philosophical view of AL via Socrates. In the afternoon Kenneth Mølbjerg Jørgensen, Aalborg, discussed research as Authentic Leadership and career options – industry vs academia – which initiated discussions in the group.

The course ended with an evaluation session. The participants anonymously filled in a written evaluation and contributed to an oral evaluation led by the IETN external evaluator John Reilly, UK.

5.2 | Multiplier event

The flyer for the Multiplier event can also be found under Appendix 10 from the course IETN page: <https://www.tbrp.aau.dk/ietn/phd-supervisor-training-in-authentic-leadership/Hosted-by-Linnaeus/guest-lecturers/>.

Panel news: <https://lnu.se/en/meet-linnaeus-university/current/news/2022/unauthentic-leadership-of-digital-transformations/>.

6th of May 2022: Public panel presentation and discussion

The IETN session at LNU was finalized with a 2-hour panel on ‘(Un)authentic leadership of digital transformation?’ The topic was drawn from the pandemic which showed many organizations that they had to embark on a digital transformation process for resilience and change the ways of doing business. This process of change demanded leadership. The question was what kind of leadership – authentic? Crisis management? Or did it happen because the digital “revolution” had already existed? Through the eyes of academics and business leaders, the leadership dimension of digital transformations and the managerial aspect of the change in technologies with experts in leading digital transformation/ business in the panel were discussed. Six panelists discussed these issues in the context of the COVID-19 pandemic:

Panelist and keynote speaker

Timo Schneider, Specialist, manager and external consultant in digital commerce and online marketplaces with over 20 years experience; Kempter/Reuter, Germany. Timo has been working as a specialist, manager and external consultant in the field of digital commerce and online marketplaces for over 20 years, ranging from setting up the first German online marketplace to being responsible for the development and construction of digital business models in start-ups, medium-sized companies and corporations through to strategy development and management tasks for several online shops. Timo has extensive experience in strategy, business development, brand management, eCommerce, and marketplace management.

Panelists

David Lengström, CEO ALMI Business Partner Kalmar, Sweden. David has worked at ALMI Business Partner in Kalmar since 2009, and from 2016 he is the CEO for the Kalmar office. ALMI works to spur business development through coaching and offering loans to companies with growth potential, both for business in the start-up phase and established companies. In his work, David has identified digitalization, innovation, sustainability, and internationalization as megatrends affecting firms and the business context, which ALMI considers to support company growth in the region.

Rene Lydixsen (PhD), CEO web-development Oxygen and global business leader at Lego Education International, Denmark. Rene Lydixsen is currently a CEO at web-development Oxygen. Rene is also a global business leader at Lego Education International. Before that, he had been director of sales and marketing at Veksø for four years. He holds a PhD. in international entrepreneurship and management from University of Southern Denmark and a MBA from Henley Business School, University of Reading, UK.

Emelie Sjölander, Founder and CEO Boksmart Publishing and www.barnsmart.se, Sweden. Emelie has a background as executive and coach within the travel business and sales. Since 2016 she is the founder and CEO of Boksmart Publishing and www.Barnsmart.se producing books and digital school material for kids. The books are easy-going tales with classic and playful illustrations - everything for a child (and adult) to quickly learn important things. The company is run in close collaboration with her husband, and together they have spurred a business with a core close to their values of producing wisdom focusing on children's well-being and ability to set boundaries and learn about everyone's equal value.

Marianna Strzelecka, Associate Professor, School of Business and Economics, Linnaeus University, Sweden. Marianna conducts teaching and research within the eXperience knowledge platform and works with sustainable tourism. The research is cross-scientific to shed light on the socio-cultural aspects of relationships between communities of place and local 'natures', how tourism allows to re-negotiate these relationships and application of big data for sustainability of tourism destinations.

Romeo V Turcan, Professor, Business School, Aalborg University, Denmark. Due to a late cancellation of a practitioner, the IETN project leader Romeo V Turcan joined the panel. Romeo is an International Entrepreneurship and Organization Theory professor who also holds practical business startup experience. He is interested in cross-disciplinary theory building

in new sector emergence in developing and developed markets; de-internationalization; and international entrepreneurship.

Professor Per Servais moderated the panel. *Timo Schneider*, a practitioner in digital commerce, gave the keynote address. He also attended and lectured at the IO1 course in Siegen in March 2022. There was a lively discussion from different perspectives; *Rene Lydiksen* represented the large (LEGO) – as well as small-scale firm, *Emelie Sjölander* the small, value-close start up, *David Lengström* gave an aggregated view on regional business growth, and the academic side from *Marianna Strzelecka* studying sustainable tourism and big data, *Romeo Turcan* from an international entrepreneurship and AL perspective.

Participants

The panel was organized at the School of Business and Economics, House Forma, at the LNU Kalmar Campus. To facilitate participation the panel was organized in a hybrid fashion. The audience consisted of 25 persons onsite and 14 online via Zoom. The audience a mix of practitioners, academic scholars, IETN project members and students, was very active with questions. Discussion concentrated on whether and how leadership changed during the pandemic, and what kind of ‘new’ leadership it produced.

5.3 | Quality assurance

Participants’ feedback survey form can be found under the Appendix 4. The same survey was used for both pilot rounds in Tartu and at LNU and the answers were given anonymously. Below (Table 5) answers to the closed-ended questions from the feedback form filled in on the 5th of May 2022 are presented. Altogether we received responses from 11 attendees out of 13 who registered, the missing two did not attend due to illness. Thus, all attendees answered the written survey. Participants were either satisfied or very satisfied. For the academic content, some expressed that their lack of knowledge of AL made it challenging to make a qualified assessment. Concerning communication of the course content via a poster and the project webpage, the dissatisfaction indicates a potential mismatch between the communicated content and the given course. This is also seen in the answers to whether expectations are met (see further below). Despite some challenges, high points are given to the administration/organization of the course; admission was informed on time and most worked well during the course, besides some technical issues. The LNU Kalmar campus’s seaside venue gave the course a nice ambiance.

Table 5. Participants` feedback (quantitative)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Don't know</i>
<i>Q1: How satisfied are you with the course in terms of academic content?</i>	2	6	1	0	2
<i>Q2: How satisfied are you with the course in terms of communicating its content?</i>	3	6	2	0	0
<i>Q3: How satisfied are you with the course in terms of organization/ administration</i>	5	6	0	0	0

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
<i>Q4: My expectations have been met ...</i>	2	5	4	0	0

Most regard expectations of the course to have been met, about one third disagreed. When registering for the course participants were asked to state their expectations. Points mentioned were: increased, improved, up to date knowledge of AL, practical insights of how to supervise PhD students in Swedish universities; learn from other's experience; to become a better supervisor through learning new pedagogical skills and competences. The latter was however not a learning objective of the course, so despite being a common expectation, the planning did not cover it explicitly and thus it was not met.

In addition to the closed-end questions some open-end questions were answered, find the answers in Table X below. Note that the bullet points are summarized from (duplicate) answers. What was most appreciated about the course was a good range of qualified presenters and meeting peers and exchanging experiences. A frequent suggestion for improvement was more opportunities to discuss and learn from each other to become better supervisors. The participants highlighted that it was a well-organized course where more practical workshops could have been added.

Table 6. Participants' feedback (qualitative)

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

- Variety of presenters with different background and perspectives.
- Possibility to discuss supervision experiences with other peers.
- The good, open, relaxed, but also productive atmosphere during the course.
- New and interesting perspectives to leadership and supervision.
- The course program administration process, outline and timeline well followed.
- Diversity of contents and teaching styles.
- Good location and food, lovely city.
- Got innovative ideas on how to supervise and deal with research issues.
- Mini-case by Eneli (as well as examples from Eneli, Anita and Magnus) and other cases where real problems were discussed.

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

- More real discussions after each session, cases (both good and bad), workshops and hands-on work.
- More possibilities of sharing own experiences and challenges and discuss solution of these.
- Provide more information on AL and how to use it – reading package a bit advanced and business focused.
- A brief reading about the course, abstracts or summary from articles covering the issues of AL.
- Overall too theoretical and could also limit the information on statistics.
- Secure the relevance to the topic as some was a bit unrelated, e.g. introducing a project.
- Limitation of participation to have experience of 1-5 PhD students.
- Cultural differences and its impact.
- How to create a common understanding of the objective.
- Finalize with sumup and recollect the course into something more systematic.
- Time schedule – end at 15.00, could have done some social event.
- A pre-course of how to supervise PhD students would be helpful.

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

- More workshops in relation to practical situations in PhD supervision.
- Time arrangements – leave space for other activities.
- Thanks for such an amazing opportunity.
- Thanks to the organizers – the setting facilitates learning and the agenda was well planned and implemented, people showed respect towards each other.
- I registered to learn techniques to improve my leadership skills and use that to solve dilemmas that I had, not sure the course helped in this sense.
- I was expecting more practical solutions/methods to address supervision problems; a set of tools or manual to help in practice.
- Being not familiar with AL the expectations did not meet what the course was about.
- I recommend the Umberto Eco book 'How to write thesis' at MIT Press.
- Too much of academic conference where people within management discussed AL, not on how to apply AL.
- Specific sessions; Velt (Tue) not applicable for starter of AL.
- Turcan (Wed) not sure what to do with it.
- Dreher (Wed) Case outside the box but not relevant for the course.
- Justinus (Thur) nice content but how related to AL?

In addition to the written evaluations the participating PhD supervisors, attended an oral session led by the external reviewer John Reilly (see Appendix 11). The input from the oral session corresponds with the written evaluation summarized as overall impact: “the fact that participants acknowledged that the course has stimulated thinking and discussion of leadership in new ways is a strong indicator of overall success. This should be coupled with the explicit recognition of the value of discussing the topic with their Doctoral Candidates and encouragement for their candidates to take short training course on Leadership. It may be that the full impact of this course will not be appreciated by those participating for some time. They were presented with a diversity of ideas, most of which were completely new and challenging. It will take time to digest and for them to begin to ascertain how these ideas might be integrated in their work as Supervisors in the formation of their Doctoral candidates. Possibly if, after each presentation, there had been a more structured discussion of the concepts, theories, ideas, participants might have taken more from it. Their interest in the processes of Supervision and the benefits of comparing both cross-University and cross-Discipline ideas suggest that this is an area for continued review.”

5.4 | Learning reflections

When planning the course, the course coordinator (the LNU local project manager) reflected on the structure, contents, and feedback from the first pilot round of the PhD Supervisor course in Tartu in October 2021. It emphasized that some lecturers were appreciated, and others were more difficult to comprehend. That feedback also requested more time to discuss supervision and learn from each other. Thus, more time for this was set in the first planning, but the input from the external evaluator suggested that the course should include more on AL as a concept, and more AL integrated into discussions. In response, a reading package of six articles (three presenting AL and three conflicting it) was compiled

with an additional longer one if anyone wanted to go deeper into the topic. The first day was wherefore devoted to AL through lectures. Lecturers 1 (onsite) and 3 (via zoom) were chosen as they had good feedback from the first pilot round in Tartu, and lecturer 2 (onsite) was added to present a conflicting view to AL, which was mentioned as missing from the first pilot. Following the feedback from Tartu, each lecturer was given more time (1h) for their lecture and discussion questions. Even if not all lectures adhered to the suggested timing, all sessions ended with questions and intense discussions from the participants. Unfortunately, some technical issues occurred, which meant that the introduction and first lecture were without a microphone, the work to fix this delayed the start of lecturer 2 and 3, still we ended the day a few minutes in advance.

Learning from the previous course called for more discussion session. Thus, the second day was planned to be devoted to workshops where the participants could share experiences, discuss and learn from each other. The workshop before lunch was planned as discussion for the course participants, but unfortunately it was absorbed by presentations which ended 45 minutes later than scheduled, causing a delay in the afternoon sessions. The topic of sustainability was interesting but diverged from the original idea – a workshop on PhD supervision within different fields where the eleven course participants, coming from a wide spread of academic areas, e.g., business administration, computer science, civil engineering, and water research, could have shared experiences of PhD supervision. For the afternoon the second day, in line with feedback from Tartu, the case session was again regarded a bit off-topic as it was not adapted towards supervision as agreed to prior to the course implementation. During Day 2 we had some presentations via zoom, for which the technology worked well.

For the third day, the first session started a good discussion but was limited in time so had to be interrupted which was a pity. It used information from the pre-course survey, one of few that used the material. More time should have been allocated to this session. The lectures went well (one via zoom) and was foremost on time. The afternoon session got a good discussion going. After that the course participants filled in the written course evaluation (by hand) followed by an oral evaluation session with the external evaluator which spurred a good discussion on the course contents and values separately reported upon. The course participants were asked to write a testimonial, but only one has done so.

As an overall reflection, the structure and contents of the course was highly appreciated. Still, the planning could have facilitated more sessions for the participants to highlight their issues and discuss those to exchange experiences and learn to strengthen them in their role as a supervisor. These discussions could have been connected to AL – how these dilemmas could be solved by being authentic – as a reflection for future courses.

6 | SUSTAINABILITY ACTIONS

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 and ongoing development and implementation of the generic curricular 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 development of the course curriculum and programme, implementation of the course at TARTU and LINNAEUS, and probably mainly 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 and revise the initially developed generic curriculum and programme (Appendix 2) to propose an enhanced generic curriculum and programme (Appendix 12).

6.2 | Generic curriculum and programme

The enhanced generic curriculum and programme are presented in Appendix 12. The content and context of this PhD supervisor training course is unique. Although the leadership literature is well established, Authentic Leadership as a course for supervisors, despite its relevance, is not. The generic program pays special attention to the following themes: Discovering AL; Practicing AL; Integrating AL. It allows partners to design their programme around these themes, tailoring it to local needs and capacities. Two assignments are integrated in the programme. First assignment is submitted a week before the course start. It focuses on “Discovering AL and reflecting on how I lead and manage my PhD students”. It is based on selected readings and reflections on personal experience leading and managing

PhD students and their projects. Assignment two, delivered within four weeks after the course end asks for a review on “Designing personal AL style in PhD supervision”. The course has a set of generic templates: application essay (Appendix 12:A), learning reflections (Appendix 12:C), certificate (Appendix 12:D).

6.3 | Sustainability actions

Each partner is committed to the sustainability of the course based on local requirements. The project webpages will be maintained for at least 10 years. The generic course template and documents will be available for other institutions. The Emerald Handbook chapter on the courses, which will be internationally available, incentivizes all Ph D programmes to incorporate leadership training as an integral part of Doctoral candidate personal development.

To ensure sustainability for the PhD Supervisor Training in Authentic Leadership, the consortium met for the closing conference organized by AAU in November 2022. For the detailed programme see Appendix 13. A Multiplier Event was hosted by AAU, titled ‘In Search for Authentic Leadership in a Modern World’ guest speakers from business, sectors discussed what authentic leadership is, what major and issues are in understanding and embracing authenticity in leadership and training (see flier in Appendix 14).

The consensus is that sustainability will depend on each partner’s local rules and regulations as presented below. A consortium partner will lead the accreditation and implementation process, other partners will contribute to its development and implementation. As an interdisciplinary course, it appeals to PhD supervisors across all faculties.

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;
- Provide Learning Management System (e.g., Moodle);
- Use ERASMUS+ staff mobility to support faculty participation in the course;
- Calculate 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 | AAU

The PhD supervisor training course will be part of the course portfolio offered by the Institute for Advanced Study in PBL (IAS PBL) to AAU staff. IAS PBL is a cross-faculty unit that aims to strengthen the quality and development of PBL research and practice across AAU. It is a hub for research, knowledge sharing, competence development, collaboration

and experiments with PBL. It engages and works closely with all faculties, departments, and organisational units as a hub. The PhD supervisor training course will be provided as part of pedagogical training portfolio offered to new staff by the AAU Learning Lab. The AAU Learning Lab supports AAU teachers with resources and training to build and develop their competencies, skills and pedagogical knowledge to provide high quality teaching.

6.5 | Tartu

As the course has been approved by the Council of School of Economics and Business Administration it does not have to go through the process again. The accredited course received a course code "PhD supervisor course in Authentic Leadership (SVMJ.TK.061)". It can be implemented in future without the need to reapply and go through the accreditation process again. To implement the course, the responsible lecturer must arrange guest lecturers, update the course in the study system and the Moodle page.

6.6 | Siegen

TVD is in intensive exploratory talks, among others, with two institutions: 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 signaled 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 cutting the thinnest metal foils and converting materials. The product spectrum ranges from turnkey complete lines to line combinations, individual devices, and selected technology components (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 in it.

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

6.7 | Linnaeus

The PhD supervisor training course will be part of the course portfolio offered to LNU supervisors by the pedagogical learning unit. This cross-faculty unit aims to strengthen the quality and development of teaching research and practice across LNU. It is a hub for

research, knowledge sharing, competence development, collaboration and experiments with on/offline teaching. As a hub for research, development and knowledge sharing, a central task for the unit is to engage and work closely with local environments in all faculties, departments, and organizational units. The PhD supervisor training course can also be provided as part of pedagogical training portfolio offered to the newcomers to the different Ph.D. Schools. The unit supports LNU teachers with resources and training to build and develop their competencies, skills and pedagogical knowledge to provide high quality teaching. This include the Ph.D. examiners.

6.8 | LUT

The current PhD supervisor training course in Authentic Leadership supplements the training portfolio for doctoral supervisors offered at LUT University. LUT Doctoral School (LUT DS) coordinates doctoral education at LUT. The academic units (schools) and doctoral programmes of LUT University are responsible for education and supervision. According to the principles of doctoral education at LUT, good supervision supports the doctoral student, makes him/her a part of the academia and improves the quality of dissertations and research. The coordinating supervisor must be an LUT professor, LUT docent, person employed by LUT holding a docentship in another university or associate professor on the tenure track at LUT. A person with a doctoral degree can be appointed as the second supervisor. All doctoral students accepted on January 1, 2022, or after that must have two officially appointed supervisors. In 2021 and 2022, the training portfolio for supervisors was organized as a series of workshops held in a hybrid format. For example, "Supervising a doctoral thesis" is a module in university pedagogics training targeted especially to persons starting their career as supervisors, who have defended their thesis. Implementing the PhD supervisor training in Authentic Leadership expands the existing module "Supervising a doctoral thesis". It may be taken separately or in combination with other parts. Effective implementation of the PhD supervisor training in Authentic Leadership would benefit from international participants and external funding, for example such provided by the NFF Doctoral Initiative <https://nordicacademy.org/>.

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
Collect PhD Course templates for IO1	Jan 24 th 2020	Susanne Sandberg (Linnaeus)	-
Collect Staff Course templates for IO2	Jan 24 th 2020	Igor Laine (LUT)	-
Develop a general template for IO1 and IO2	Jan 31 st 2020	Andreea Bujac (AAU) with help from Susanne and Igor	-
1st draft of IO1 and IO2 development including: <ul style="list-style-type: none"> Filled in general PhD course/Staff course template 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) 	Feb 29 th 2020	IO1: Susanne (Linnaeus) IO2: Igor (LUT)	Consortium and John Reilly
Feedback on 1st draft of IO1 and IO2 development	Mar 31 st 2020	Consortium and John Reilly	IO1: Susanne (Linnaeus) IO2: Igor (LUT)



Final draft of IO1 and IO2 development	Apr 13 th 2020	IO1: Susanne (Linnæus) IO2: Igor (LUT)	Consortium and John Reilly
C2 Meeting at Linnæus: IO1, IO2 and IO3 are finalized: Preliminary Schedule: <ul style="list-style-type: none"> • Day 1: Arrival at Linnæus University • Day 2: Finalize IO1 • Day 3: Finalize IO2 • Day 4: IO3 • Day 5 morning: ME (Multiplier Event) • Day 5 afternoon: Departure from Linnæus University 	May 5 th -7 th 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) 2 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 Supervisor Training 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 IO2 (Supervisor training 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 Purpose	Purpose manifests as Passion – passionate people care about what they are doing
Authentic leaders have Values	Values manifest through Behavior – authentic leader acts according to values
Authentic leaders build Relationships	Relationships lead to Connectedness with the followers – they listen and they share
Authentic leaders have Self-Discipline	Self-Discipline leads to Consistency – being able to pursue your purpose even when you have obstacles and setbacks
Authentic leaders have Heart	Heart manifests in Compassion – being sensitive to other’s needs, being helpful

1.4 | An overview of the PhD supervisor course

The supervisor training aims at developing a more explicit appreciation of the wide range of pathways for high level employability in all spheres for which a doctorate can be a gateway. This contrasts the current scientific approach to PhD training that tend to have been lifelong training within academia. Lifelong learning is a goal to which Higher Education and society must commit in a VUCA world and it is an objective embodied in the Bologna process and the EHEA (Prague Communiqué, 2001, and reaffirmed in the Bucharest Communiqué, 2012). To realise this goal the learning process must instil an appreciation that in a knowledge-based society, lifelong learning is essential and that the learning which takes place even at Doctoral level is simply the beginning of the personal learning voyage. Doctoral supervisors have not only to guide and manage this stage of the voyage but to demonstrate their own engagement with continuing professional development as an aspect of their learning voyage – they have to practice what they need to teach. We are conscious that training for doctoral supervisors in Europe is too often ‘learning by doing’ and that there is a need for more structured formal professional development. This 3 ECTS unit for supervisors is designed to meet this need in one domain and to provide appropriate staff development for doctoral supervisors in a fuller understanding of leadership authenticity so that they can contribute more effectively to the development of leadership competences.

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 is offered as 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 project 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 – The PhD Supervisor Training Application Form

Course organizer (name, department and research group):

Title and date of the course

The PhD Supervisor training in ‘Authentic Leadership’
(subject to change to something more/less specific in the university-specific templates).

Location

The pilot editions of the course will be held at University of Tartu and Linnæus University in 2021 and 2022 respectively.

Additional implementations by other members of the consortium.

Lecturer(s)

Consortium teaching team and internal and external lecturers.

Course description

The PhD supervisor training (2 ECTS) in ‘Authentic Leadership’ is a professional development training for PhD supervisors which aims to trigger and facilitate the development of their Leadership Authenticity which eventually carries forward to the supervised candidates. Ultimately, leadership authenticity enhances the quality of doctoral education making it more fulfilling for the candidates and supervisors as well as more impactful for society at large.

Learning objectives and outcomes

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

- To demonstrate an understanding of the concepts of leadership authenticity;
- To illustrate how development of leadership authenticity can facilitate supervision of PhD candidates;
- To critically reflect upon leadership authenticity in PhD supervision;
- To incorporate the principles of leadership authenticity in PhD supervision;
- To integrate leadership authenticity into doctoral candidates’ learning process.

Prerequisites

Participants should be eligible as PhD (co-)supervisors according to internal rules of an institution. It is recommended to have at least some supervisory experience to enable reflective and interactive training.



For developmental purpose, the pilot editions of the course will prioritize participants with experience.

Target group

The training is mainly targeted for PhD supervisors interested in professional development with regards to their supervisory practice. The training will be beneficial for PhD supervisors from various disciplinary fields within and outside academia.

Whereas the training is particularly attractive for less experienced supervisors such as just-appointed Associate Professors seeking for professional development in this area, experienced doctoral supervisors as well as trainers of supervisors are invited to participate. Each partner university shall delegate participants based on identified personal individual needs at their respective universities. In addition, experts from outside academia with an interest to co-supervise PhD students are welcome to participate.

Teaching methods

Mini-lectures and workshops.

Suitability for doctoral studies

No.

Suggested literature/Course materials

Selection of articles (Reading list 300 pages), including selected chapters from Turcan et al. (forthcoming) The Emerald Handbook of Authentic Leadership.

Assessment methods

Grades Pass/Fail (based on critical reflections and presentations).

Course evaluation

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

Number of participants

The course will enrol max 25 staff: 4 from each partner university and 5 from outside the Consortium.

Total volume in ECTS and hours

2 ECTS / ca 50-60 hours (depending on national regulations).

Language of instruction

English.

Volume and form of study:

- teaching: mini-lectures, facilitated workshops (ca 24 hrs);
- independent work (ca 26 hrs).

Application

The applicants should:

- 1) fill in an application form;
- 2) submit a 1-page application essay describing their willingness for participation in the training;
- 3) fill in an online survey about their current understanding of supervisory practice.

The link to the application form and survey will be further provided as well as guidelines for an essay.

Other comments:



Preliminary agenda of the Supervisor training course

	DAY I: Introduction to Leadership Authenticity	DAY II: Practicing Authenticity in Supervision process: How do we supervise?
Time allocation:	1.1 Introduction to the course Course, period, participants, presenters, logistics, assignments 1 and 2. Workshops 1.4, 2.1, 2.4, and 3.3 are to be used for preparation of Assignment 2.	2.1. Exploring and navigating supervision with authenticity (group workshop) Facilitated group discussion based on critical review of the assigned course literature on various topics such as: <ul style="list-style-type: none"> • How Leadership Authenticity can enhance supervision process? • Developing oneself / Ethics / Authority and empowerment. • Discussion of best practices.
	1.2 Leadership Authenticity (group workshop on exploring LA) Facilitated group discussion based on critical review of the assigned course literature: <ul style="list-style-type: none"> • Why Leadership Authenticity? • How it is relevant for PhD training? • Leading or being led? 	2.2. Current challenges in supervision from AL perspective (mini-lectures followed by public debate) Provocative mini-lecture on a specific topic such as: <ul style="list-style-type: none"> • VUCA; • Ethics; • AI; • Political Activism; • UN SDGs; • AL in IE; • Theory building and AL; • Creativity; • Dealing with bureaucracies.
	1.3. Inside-out Confessions (mini-cases) Presentations on PhD journeys in and outside academia by recent PhD graduates.	2.3. Workshop reflecting the public debate Participants critically reflect upon the topic of public debate in relation to their supervisory practice / leadership authenticity.
	1.4 Workshop "Insights on individual approaches to Authentic leadership": Assignment 1 (based on the mini-cases) In teams, the supervisors will discuss the assigned mini-cases and present their findings. Contextual discussions about the role of authentic leadership in particular PhD journeys (incl. individual needs assessment). Potential role of AL training. Serves as a bridge to the next day, where current challenges of supervisory practice are brought forward and discussed from AL perspective.	2.4. Development of 'leadership authenticity' as part of PhD supervision: "Try walking in my shoes" (role play followed by a group workshop) role-play with reversed roles of supervisors, candidates and administrators. Reflections upon performed role-play from AL perspective. How authentic leadership should be carried forward to PhD candidates following attendance of the course. Serves as a bridge to the next day (results to be used in 3.1), where leadership authenticity is embedded in a total learning of PhD candidates.
	Pre-reading 8 hrs. On-site training 8 hrs. In sum: 16 hrs.	Pre-reading 4 hrs. On-site training 8 hrs. In sum: 12 hrs.



Preliminary agenda of the Supervisor training course

	DAY III: Integrating Authentic Leadership into PhD learning process beyond supervision.
Time allocation:	3.1. Authentic PhD learning process beyond supervision (group workshop) Facilitated group discussion based on critical review of the assigned course literature and results of 2.4: <ul style="list-style-type: none"> • How Leadership Authenticity can impart better training for their candidates beyond actual supervision. • Dealing with other stakeholders (e.g. administration) in PhD learning. • Discussion of best practices.
	3.2. Nurturing the culture of Authentic Leadership in different contexts (a guest lecture) Alternative ways of trainings for the leaders.
	3.3. Development of 'leadership' as an integral part of PhD training (facilitated group workshop) Participants critically reflect upon the main learning points for implementation.
	3.4. Concluding workshop <ul style="list-style-type: none"> • Hands-on feedback on course and development of participants; • Peer-review and evaluation.
	Pre-reading 4 hrs. On-site training 8 hrs. Post-session reflection (Assignment 2) 10 hrs. In sum: 22 hrs.



APPENDIX 3

IETN – The PhD Supervisor Training Application Form

Course organizer (name, department and research group):

Title and date of the course

The PhD Supervisor training in Authentic Leadership
(subject to change to something more/less specific in the university-specific templates).

Location

The 2021 edition course will be held at University of Tartu.
The 2022 edition course will be held at Linnæus University.
Additional implementations by other members of the consortium.

Lecturer(s)

Consortium teaching team and invited lecturers.

Course description

The PhD supervisor training in 'Authentic Leadership' aims at developing the skills/competences for supervisors to train PhD students for non-academic jobs. The current scientific approach to PhD training is: "long life training", but this is only the case in an academic environment as no real training is provided for PhD students in order to prepare them for a life outside academia. Furthermore, PhD supervisor come from the academic sector, and therefore have limited skills/competences for training students for how to conduct research outside of the university environment. This course will try to fill in this gap.

The course is a 2 ECTS course which will promote training PhD supervisors how to further develop key competences of PhD students.

Specifically, PhD supervisors will present, discuss and reflect on doctoral students' acquired 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.

Learning objectives:

1. To understand the variety of doctoral students & the needs from the labour market.
2. To apply authentic leadership in order to train doctoral students.
3. To acknowledge the multiple career tracks of PhDs and how to enhance the employability of PhDs at the non-academic labour market.

Prerequisites

no specific prior knowledge is required for the course.

Target group

The participants will be selected mainly from just-appointed Associate Professors as this is the stage where they ought to undertake PhD supervision training. Additionally, experienced doctoral supervisors as well as trainers of supervisors are invited to participate. Each partner university shall delegate participants based on identified personal individual needs at their respective universities.

Teaching methods

Lectures and practical workshops.

Suitability for doctoral studies

No.

Key literature/Course materials

Selection of articles (Reading list XXX pages).

Assessment methods

Reflective essays (application) and presentations.

Course evaluation

non-differentiated (pass/fail).

Number of participants

The course will enroll max 25 staff: 4 from each partner university and 5 from outside the Consortium.

Total volume in ECTS and hours

2 ECTS / 52 hours (subject to change due to individual university policies).

Language of instruction

English.

**Volume and form of study:**

- contact teaching: lectures, seminars and practical training 24 hours;
- independent work (incl. e-learning and pre-reading) 57 hours.

Application

The participants will submit a motivation application that will include inter alia PhD supervision portfolio and personal skill audit.

The complete application form and formatting guidelines could be accessed here (to be announced).

Other comments:

APPENDIX 4

Participants` feedback (I02, Tartu)

Below are the questions from the feedback from that was distributed via Google Forms, in an attractive Chatbot format.

Question 1:

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

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know

Question 2:

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

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know

Question 3:

How satisfied are you with the course in terms of organization/administration

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know

Question 4:

My expectations have been met ...

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Question 5:

Please state three things that you liked most about the course

.....

Question 6:

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

.....

Question 7:

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

.....



APPENDIX 5

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) 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 12th October. The abstracts will be reviewed and commented on by the editors. Key milestones to deliver the publication to the publisher by 31st 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 12th 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 13th) 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 14th) 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 15th) 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 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 2nd of April and 25th 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 (29th 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 30th, 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: 1st draft of the course templates for IO1 and IO2 development was submitted to the Consortium and John Reilly (external quality assurance partner);
- Mar 31st, 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 13th, 2020: TFT leaders of IO1 and IO2 submit final draft of IO1 and IO2 templates to local project managers of each partner university;
- May 25th -27th 2020: C2: Learning, Training, Teaching Activity (online meeting hosted by Linnæus University), where course templates for IO1 and IO2 are finalized;
- May 30th 2020: John Reilly provides final feedback on IO1 and IO2 course developments
- June 1st, 2020: Formalization process of IO1 and IO2 starts for local project managers and TFT leaders oversee this process;
- Sep. 30th, 2020: Formalization of IO1 and IO2 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 30th, 2020 – TFT for I03, send out emails for first draft of papers to I03 contributors;
- May 25th –27th 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 25th –27th 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 25th to the 27th 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 25th) was to discuss and implement the comments received by the quality assurance expert, John Reilly, for the course templates for I01. First an overview of I01 and its purpose was presented by Susanne Sandberg (Linnæus), the leader of the I01 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 26th) 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 25th to the 27th 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 5th to the 9th 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 (I01) and Igor Laine (I02). 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 I03 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 I03 and multiplier event (ME) participants at the event hosted by US on the 8th 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 I02 Implementation (Workshop) with his leadership development experience as head of a company;
- Prof. Dr. Tim Kenyon (Brock University, Canada), Contributes to the I01 Implementation (Workshop), he is involved in research projects regarding leadership development for many years;
- Ifkom, Heinz Leymann, contributes to the I02 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 I01.

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 Subsaharan 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

TOTAL GRANT		
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
Total Grant	317 171.00	84829.00
AALBORG UNIVERSITET Annex a		
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
Total Grant	96 984.00	20169.00



LINNEUNIVERSITETET Annex a		
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
Total Grant	59 974.00	12923.00
LAPPEENRANNAN-LAHDEN TEKNILLINEN YLIOPISTO LUT Annex a		
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
Total Grant	58 429.00	18394.00
UNIVERSITAET SIEGEN Annex a		
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
Total Grant	54 439.00	16800.00
TARTU ULIKOOL Annex a		
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
Total Grant	47 345.00	16543.00



APPENDIX 6

102 syllabus Tartu

October 12–14, 2021

Format: hybrid, timetable is in GMT +3 (Estonia & Finland), in brackets time for Denmark, Sweden and Germany.

Course Moodle page: <https://moodle.ut.ee/course/view.php?id=11627&lang=en>.

Tuesday (12 th Oct).			
DAY 1: The need for Leadership Authenticity for Academia			
AIM of the day: General perspective, creating the buy-in from people			
Time	Topic	Lecturer	Notes
10:00-10:30 (GMT+2: 9:00-9:30)	Welcome	Romeo (Aalborg); Eneli (Tartu)	In person
10:30-11:00 (GMT+2: 9:30-10:00)	Authentic leadership and decision making under uncertainty	Yariv (Aalborg)	Online
11:00-11:30 (GMT+2: 10:00-10:30)	Authentic leadership and the frame of mind	Hannes Velt (LUT)	In person
11:30-11:45 (GMT+2: 10:30-10:45)	Coffee break		
11:45-12:15 (GMT+2: 10:45-11:15)	Authentic Leadership construct	Demet Schaeffler (Aalborg)	Online
12:15-13:00 (GMT+2: 11:15-12:00)	Leading people or leading dissertations	Eneli (Tartu)	In person
13:00-14:00 (GMT+2: 12:00-13:00)	Lunch		
14:00-15:15 (GMT+2: 13:00-14:15)	No room for one size fits all (Workshop)	Eneli (Tartu)	In person
15:15-15:30 (GMT+2: 14:15-14:30)	Coffee break		
15:30-16:30 (GMT+2: 14:30-15:30)	No room for one size fits all Workshop	Eneli (Tartu)	In person

Wednesday (13 th Oct).			
DAY 2: Practicing Authenticity in Supervision process: How do we supervise?			
AIM of the day: Solving supervision problems by AL, looking from various perspectives			
Time	Topic	Lecturer	Notes
10:00-11:30 (GMT+2: 09:00-10:30)	Authentic leadership; an administrative and financial management perspective on leading PhD projects	Berit K. Jakobsen (Aalborg)	In person
11:30-11:45 (GMT+2: 10:30-10:45)	Coffee break		
11:45-12:15 (GMT+2: 10:45-11:15)	Method of shaping-oriented case-study	Ralph Dreher (Siegen)	In person
12:15-13:00 (GMT+2: 11:15-12:00)	Presentation of Case I: Developing sustainable Leadership	Ralph Dreher (Siegen)	In person
13:00-14:00 (GMT+2: 12:00-13:00)	Lunch		
14:00-14:30 (GMT+2: 13:00-13:30)	Possible results and discussion of Case I	Ralph Dreher (Siegen)	In person
14:30-14:45 (GMT+2: 13:30-13:45)	Coffee break		
14:45-15:30 (GMT+2: 13:45-14:30)	Presentation of Case II: Unsolvable case as task for Authentic Leadership (case and results)	Ralph Dreher (Siegen)	In person
15:30-16:00 (GMT+2: 14:30-15:00)	Discussion about the didactical ideas behind the method	Ralph Dreher (Siegen)	In person

Thursday (14 th Oct).			
DAY 3: Integrating Authentic Leadership into PhD learning process beyond supervision			
AIM of the day: Supervision solutions			
Time	Topic	Lecturer	Notes
10:00-11:30 (GMT+2: 09:00-10:30)	Supervision across fields of science	Aki Mikkola (LUT)	Online
11:30-11:45 (GMT+2: 10:30-10:45)	Coffee Break		
11:45-13:00 (GMT+2: 10:45-12:00)	Workshop – Research as authentic leadership	Kenneth (Aalborg)	Online
13:00-14:00 (GMT+2: 12:00-13:00)	Lunch		
14:00-15:00 (GMT+2: 13:00-14:00)	Career discussions (workshop cont'd)	Kenneth (Aalborg)	Online
15:00-15:15 (GMT+2: 14:00-14:15)	Coffee break		
15:15-16:30 (GMT+2: 14:15-15.30)	Wrap up and feedback	John (UK)	Online



APPENDIX 7

The PhD Supervisor? Coach – Mentor – Leader for Tomorrow's World?

THE PHD SUPERVISOR? – COACH – MENTOR – LEADER FOR TOMORROW'S WORLD?

Traditionally the PhD was an apprenticeship for a single career – the academic. This still tends to be a dominant model. Growth in the number of PhD candidates, older candidates working full time, the wider needs of society for high-level skills in all occupations prompt the question are PhDs fit for purpose? What high level competences should society expect from Doctoral graduates?

Wider doctoral personal development and skills training needs are a challenge for supervisors. The panel will explore these 'leadership' challenges from different perspectives: practitioner, pracademic, supervisor, doctoral graduate.

Participants will contribute to the discussion.

15th of
October
2021

10:00-12:00 (Time zone: GMT +3)

Format: Hybrid

Please register here: <https://bit.ly/3E7o3FZ>
Venue: University of Tartu Delta building,
Narva road 18, Room 1018

Contact person: eneli.kindsiko@ut.ee

Zoom link:
<https://ut-ee.zoom.us/j/9879796211?pwd=UQpSc0hKd0hVd0pUbnVkdz1RQjRkZ09>

Meeting ID: 987 9796 2211

Passcode: 301380

OUR SPEAKERS



Robert Kitt

An experienced executive
& a pracademic
(Estonia)

Robert has a considerable wealth of experience in business and banking. In addition, Robert Kitt has contributed to the development of the higher education sector. He has a PhD in technical physics from Tallinn University of Technology, where he has later worked as a researcher and lecturer.



Jan Tollet

An experienced public healthcare
executive
(Finland)

Jan is currently CEO for Kuopio University Hospital. Jan is also a global business leader experienced in change management covering health care, electronics manufacturing services as well as the energy sector. He has lived abroad over 22 years in Asia, Central Europe and USA.



Piret Ehin

Associate Professor of Comparative
Politics
(Estonia)

Piret holds a Ph.D. in Political Science from the University of Arizona (2002), and works as an Associate Professor in Tartu University. Her research focuses on voting behavior, European and Estonian politics, e-voting and EU-Russia relations. She has notable experience in supervising PhD students.



Andrzej Kraslawski

Professor of Systems Engineering
(Finland)

Andrzej is Professor of Systems Engineering (LUT University) and Safety Engineering at Lodz Technical University, Poland. He is also Visiting Professor at South China University of Technology, Guangzhou, and Mining Institute, Saint-Petersburg, Russia. Professor Kraslawski has published over 200 research papers and promoted 20 PhD students.



Katarina Ellborg

Recent PhD graduate &
senior lecturer
(Sweden)

Katarina defended her thesis in 2021, and now works as a Senior Lecturer in Linnæus University where she is pedagogic coordinator of her faculty. Her research-focus is entrepreneurship education in higher education. She is also active in theatre, and experienced in using drama as a method in learning processes.



Seppo Tikkanen

Senior Ecosystem Lead; Founder of
PoDoCo (Post Docs in Companies); a
pracademic
(Finland)

Seppo is an experienced professional with a demonstrated history of working both in the university and industry. Skilled in Mathematical Modeling, Innovation Management, Project Management, Product Development, and Research and Development (R&D). Strong education professional with a Doctor of Technology focused on fluid power, hybrid powertrains, combustions engines and mobile machines.

APPENDIX 8

University of Tartu

14-15 October, 2021

PhD Supervisor course

Authentic leadership

Course Aims:

- to enhance doctoral supervisors' skills and competences;
- to enhance doctoral students' employability;
- to provide PhD supervisors with theoretical and conceptual understanding of Authentic Leadership (AL);
- to train them in the application of AL in different contexts;
- to train them in critical reflection;
- to review leadership relations in PhD supervision;
- to discuss Doctoral training more generally and what skills development is appropriate.

Why connect leadership with PhD supervision? Because every PhD supervisor should ask – **do I lead people, or do I lead dissertations?** Depending on the answer we see what skills are being trained during a PhD.

Feedback and Evaluation

At the end of the three-day course participants in Tartu and those on-line contributed to an evaluation meeting.

Participants found the course enlightening, particularly those elements relating to the relationship between supervisor and candidate. There were no adverse comments. Overall, the response of participants was positive. This will need to be compared with the questionnaire responses.



Comments which organizers may wish to consider in preparation for the next version of the course:

- detailed outlines and objectives for each presentation in advance;
- preparatory material – the reading list was helpful but key articles should be highlighted;
- detailed presentations on authentic leadership at the start of the course, followed by discussion to clarify understandings;
- one colleague specializes in the field of leadership and suggested that more discussion of conflicting principles/theories of leadership would have been valuable;
- participation of Doctoral candidates to give perspective on training and relations with supervisors;
- practical information appreciated – some participants would have welcomed a more practical focus;
- case studies, while interesting, were difficult to follow and objectives might be more clearly articulated;
- breakout sessions were too short – more clarity in tasks and objectives necessary. The online groups were uncertain what was required;
- perhaps more problem-based case studies would have been pertinent;
- insufficient focus on employability;
- discussion of careers could have been more detailed;
- participants from a Social Sciences background suggested that presentations should focus on Social Science;
- others welcomed the range of perspectives and the opportunity to learn from the experience of different disciplines.

Do Doctoral candidates need leadership skills training is it not more appropriate to an MBA than a Doctoral programme? The question suggests that a key course objective may not have been realized. However, others endorsed the development of leadership competences within the Doctorate.

One participant would have welcomed a longer discussion on managing a Doctoral project. Leadership is perceived as an aspect of personal development which does not guarantee employability.

General Comments

This was a hybrid course. Organizers managed all the technical details with care and attention. The course was well prepared. There had been good communication between the planning committee at all stages and on the day immediately prior to the course.

The diverse objectives (see above) may merit review in the light of comments from participants.

Greater focus on understanding the elements of leadership and authentic leadership at the outset of the course would be helpful.

An outline of topics to be covered, objectives and intended outcomes should be provided. The duration, number and objectives of breakout sessions should be reviewed.

It may be appropriate to consider whether devoting virtually a whole day to a two-part case study is the optimum use of time in addressing the wide-ranging objectives of the course.

Multiplier Event 15 October 2021: Panel Discussion

The organizers had convened six excellent presenters, each with a different perspective.

One presenter had prepared a formal power-point presentation. This might be a model for all presenters for future events with a suggested time limit.

The host had prepared questions for the panel. There was no debate between members of the panel. It may be that more in-depth discussion of a limited set of questions would have been valuable. Issues of leadership, employability, training of doctoral candidates, supervisor relationships tended to be skirted around except in the presentations of personal stories which were inspiring. Dr Elbørg reflected on the failure of supervisors to recognise (respect) the experience and qualities which, as an older Doctoral candidate, she brought to her work, a salutary lesson for supervisors.

The industrial presenters agreed that developing high level transferable skills should be an integral part of Doctoral training, but there was no discussion of how this might be achieved. The skills which they identified were communication, an ability to work in different contexts, teamwork, language skills, asking the right questions, problem solving.

The discussion of whether society needs Doctoral graduates was inconclusive. Perhaps this was because 'need' was interpreted quite narrowly as relating to specific jobs rather than the value of high-level research skills and education, transferable skills in a knowledge-based society, coupled with specific subject competences.

Each of the presenters had a rich background of experience and insights. It would be valuable to capture these as a product of the course by inviting each of them to provide a short critical biographical note which might even form part of the publication on authentic leadership.

Random Comments

The following are random comments/questions arising from points which emerged in the course and the Multiplier event.

- Should a Doctoral candidate be regarded principally as a student or a fellow employee?
- What are the implications of status?



- To what extent should the supervisor relationship be governed by a written contract/ agreement?
- How does 'team' supervision work in practice?
- Is training and supervision in an international consortium the way forward?
- Should 'managing' the candidate supervisor relationship be considered as an aspect of the formal training and development of supervisor and candidate?
- Is the relationship essentially a power relationship?
- Are a needs analysis and a personal development plan pre-requisites for shaping relations between candidate and supervisor?
- How should the autonomy of the candidate be developed? Is the concept compatible with conformity to the research 'vision' of the supervisor?
- What percentage of a Doctorate should be devoted to competence training?
- Is adequate consideration given to international context and perspective – cultural background of the candidate and international dimension of the research topic?
- Are Doctoral candidates prepared for decision-making – how?
- Are personal values the appropriate basis for decisions?
- Is leadership training embedded in the Doctoral programme or restricted to a one-off introductory short unit?
- Is employability the role of the University or the supervisor?
- Are careers advisors consulted about training?
- What is the relationship between Careers Advisors, supervisors and candidates?
- Do employers or other external experts participate in training candidates?
- Should mobility and work placements be integral for all Doctoral programmes?
- Should the UN SDGs and social responsibility be an integral part of Doctoral training?

JOHN REILLY
18 October 2021

APPENDIX 9

Programme PhD Supervisor Course in Authentic Leadership

Dates: 3 - 5 May, 2022

Venue: on site at Linnaeus University, timetable is in GMT +2 (Sweden, Denmark and Germany), in brackets time for Finland and Estonia. *Note, zoom links are provided for each day for external presenters, evaluators or participants with hinder to attend onsite to access the course, but note, it is not a hybrid course.*

Attendance: Registered participants.

Contact person: Susanne Sandberg (susanne.sandberg@lnu.se).

Focus: to foster a paradigm shift in how PhD students are trained – training (leadership) skills needed also at the non-academic labour market.

Course Moodle page: <https://mymoodle.lnu.se/course/view.php?id=53771> (accessible from 20th of April).

The PhD supervisor course is given within the Erasmus+ project 'International Entrepreneurship Network for PhD and PhD Supervisor Training (IETN)' in collaboration between Linnaeus University, Sweden; Aalborg University, Denmark; Tartu University, Estonia; LUT University, Finland and University of Siegen, Germany.

More information about the course or project: <https://www.tbrp.aau.dk/interdisciplinary-doctoral-training/phd-supervisor-training-in-authentic-leadership/>.



Tuesday (3rd May).			
DAY 1: The need for Leadership Authenticity for Academia			
AIM of the day: General perspective and academic leadership.			
Venue: Ma1061K (House Magna, next to House Forma at Universitetskajen, Kalmar)			
Zoom: https://lnu-se.zoom.us/j/64190119892?pwd=VGpGb1hoelovWTU3TkppQ1lybnFHZz09			
Time	Topic	Lecturer	Notes
09:00-09:40 (GMT+3: 10:00-10:40)	Welcome – introduction to course and concepts, presentations of participants	Romeo Turcan, AU, Susanne Sandberg and Per Servais, LNU	
09:45-10:45 (GMT+3: 10:45-11:45)	Authentic leadership and the frame of mind Bibliometric overview and different perspectives on AL	Hannes Velt, LUT	
10:45-11:00 (GMT+3: 11:45-12:00)	Coffee break		
11:00-12:00 (GMT+3: 12:00-13:00)	Authenticity, leadership and leading oneself – a critical perspective	Mikael Lundgren, LNU	
12:00-13:00 (GMT+3: 13:00-14:00)	Lunch		
13:00-14:00 (GMT+3: 14:00-15:00)	Authentic leadership and decision making under uncertainty	Yariv Taran, AU	Lecturer via zoom
14:00-15:00 (GMT+3: 15:00-16:00)	Leading people or leading dissertations Connecting AL & supervision via what do recent studies show about what is missing from PhD supervision - the “people approach”.	Eneli Kindsiko; TU	
15:00-15:30 (GMT+3: 16:00-16:30)	Coffee break		
15:30-17:00 (GMT+3: 16:30-18:00)	No room for ‘one size fits all’ <i>Workshop</i>	Eneli Kindsiko, TU	
17:00 (GMT+3:18:00)	Closing of Day		

Wednesday (4th May).			
DAY 2: Practicing Authenticity in Supervision process: How do we supervise?			
<p>AIM of the day: Solving supervision problems by AL, looking from various perspectives Venue: Fo1040K (House Forma at Universitetskajen, Kalmar) Zoom: https://lnu-se.zoom.us/j/62205985866?pwd=OFdhMVFQd1Z3a25vVENKK3pKY0kvUT09</p>			
Time	Topic	Lecturer	Notes
09:00-10:30 (GMT+3: 10:00-11:30)	Supervision across fields of science 09:00-09:30 Anita Mirijamdotter, Computer Science 09:30-10:00 Magnus Carlsson, Economics 10:00-10:30 Daniel Alvunger, Social Science	Per Servais and guests, LNU	
10:30-10:45 (GMT+3: 11:30-11:45)	Coffee break		
10:45-12:00 (GMT+3: 11:45-13:00)	Workshop of supervision across fields of science Oxford discussion on authentic leadership – is it sustainable?	Per Servais, LNU, Marcelo Ketzer, LNU, Romeo Turcan, AU	
12:00-13:00 (GMT+3: 13:00-14:00)	Lunch		
13:00-14:00 (GMT+3: 14:00-15:00)	Panel Part 1: Case oriented teaching and learning	Ralph Dreher, SU	
14:00-15:00 (GMT+3: 16:30-17:30)	Panel Part 2: Working with case as supervisor	Ralph Dreher, SU	
15:00-15:30 (GMT+3: 15:30-16:00)	Coffee break		
15:30-17:00 (GMT+3: 16:30-17:30)	PhD student input and examples of dilemmas in PhD supervision <i>A PhD tale and group discussions on dilemmas and solutions of these, followed up with reflections from the student organization Linnaeus Union.</i>	Marina Wernholm, LNU, and Micha Hallberg, Linnaeus Union. Moderator: Susanne Sandberg (LNU)	LU rep via zoom
17:00 (GMT+3:18:00)	Closing of Day 2		



Thursday (5th May).			
DAY 3: Integrating Authentic Leadership into PhD learning process beyond supervision			
AIM of the day: Supervision solutions for funding and career planning Venue: Fo1040K (House Forma at Universitetskajen, Kalmar) Zoom: https://lnu-se.zoom.us/j/67728879341?pwd=dldoSTRnTUo2bnRHTEZjajZVM2l5UT09			
Time	Topic	Lecturer	Notes
09:00-09:30 (GMT+3: 10:00-10:30)	Leadership beyond supervision To collect participants' experiences	Gesine Haseloff, SU	
09:30-10:30 (GMT+3: 10:30-11:30)	Authentic leadership; an administrative and financial management perspective on leading PhD projects	Berit K. Jakobsen, AU	Lecturer via Zoom
10:30-10:45 (GMT+3: 11:30-11:45)	Coffee Break		
10:45-12:00 (GMT+3: 11:45-13:00)	Socratic Leadership Ethics and their AL Analogies - as an approach to integration - the lowest common denominator of young global leaders? - how to lead beyond supervision?	Justinus Pieper, SU	
12:00-13:00 (GMT+3: 13:00-14:00)	Lunch		
13:00-14:00 (GMT+3: 14:00-15:00)	Research as authentic leadership Workshop; PhD students' self-narratives of being societal agents. What does this mean, how does it affect research methodology and how do we prepare for the life after the PhD. The workshop debates what integrating authentic leadership into PhD student's learning to become researchers. Questions debated are what careers that are envisioned after the PhD study, how this affect how the PhD is conducted and what research is in authentic leadership.	Kenneth Mølberg Jørgensen, AU	
14:00-15:00 (GMT+3: 15:00-16:00)	Career discussions – academy vs industry <i>Workshop (cont)</i>	Kenneth Mølberg Jørgensen, AU	
15:00-15:30 (GMT+3: 15:30-16:00)	Coffee break	15:00-15:30 (GMT+3: 15:30-16:00)	Coffee break
15:30-16:30 (GMT+3: 16:30-17:00)	Course evaluation (survey) and final reflections	15:30-16:30 (GMT+3: 16:30-17:00)	Course evaluation (survey) and final reflections
16:30-17:00 (GMT+3: 17:30-18:00)	Closing of Day 3 and course Diploma hand-out	16:30-17:00 (GMT+3: 17:30-18:00)	Closing of Day 3 and course Diploma hand-out

<p style="text-align: center;">Friday (6th May). PUBLIC PANEL PRESENTATION AND DISCUSSION: (UN) AUTHENTIC LEADERSHIP OF DIGITAL TRANSFORMATION? Venue: Fo1040K (House Forma at Universitetskajen, Kalmar) and via Zoom; https://lnu-se.zoom.us/j/61027151939?pwd=VXE20XhDY2ZLdGNVc3RZc1VXN2w5dz09 Meeting ID: 610 2715 1939 Passcode: 151537</p>			
Time	Topic	Speakers	Notes
<p>10:00-10:10 (GMT+3: 11:00-11:10)</p>	Intro	<p>(Un)authentic leadership of digital transformations? The recent pandemic situation showed many organizations that in order to gain resilience and change the ways of doing business, they had to embark a process of digital transformation. This process of change demanded some sort of leadership. The question is of course what kind of leadership – authentic? Crisis management? Or did it just happen because the digital “revolution” had already been there? Most welcome to join us for this public panel presentation and discussion where we through the eyes of academics and business leaders will discuss the leadership dimension of digital transformations. Moderator: Per Servais, Professor International Business/ Entrepreneurship at the School of Business and Economics, Linnaeus University, Sweden.</p>	<p>We offer coffee/tea for those who come to the venue, so please register below, either to confirm onsite participation or get the zoom link; Please register here: https://forms.gle/2gYiskYtjnXgfF246 Register no later than 5th of May at 12.00 (for onsite participation, for zoom you may register until the start of the panel).</p>
<p>10:10-11:45 (GMT+3: 11:15-12:45)</p>	Panel	<p>Speakers from academia and business life; Keynote speaker: Timo Schneider, Specialist, manager and external consultant in the field of digital commerce and online marketplaces with over 20 years experience; Kempter/Reuter, Germany. Panelists: Jörgen Bödmar, nestor and entrepreneur within e-business, founder of Design Online (today Nordic Nest), Sweden. David Lengström, CEO ALMI Business Partner Kalmar, Sweden. Rene Lydixsen (PhD), CEO web-development Oxygen and global business leader at Lego Education International, Denmark. Emelie Sjölander, Founder and CEO Boksmart Publishing and www.barnsmart.se, Sweden. Marianna Strzelecka, Associate Professor, School of Business and Economics, Linnaeus University, Sweden.</p>	
<p>11:45-12:00 (GMT+3: 12:45-13:00)</p>		<p>Questions from audience, sum-up and closure</p>	

Note, the Public Panel presentation and discussion is a freestanding event and not formal part of the course. Please feel free to attend and also spread the word of the event. Link to lnu.se: <https://lnu.se/en/meet-linnaeus-university/current/events/2022/2022-05-06-unauthentic-leadership-of-digital-transformations/>.

APPENDIX 11

Linnaeus University

3–5 May, 2022

PhD Supervisor course Version 2

Authentic Leadership

Course Aims *(Extract from the course prospectus)*

The PhD supervisor training (2 ECTS) in 'Authentic Leadership' is a professional development training for PhD supervisors which aims to facilitate the development of their leadership authenticity which eventually carries forward to the supervised candidates.

Ultimately, leadership authenticity enhances the quality of doctoral education making it more fulfilling for the candidates and supervisors as well as more impactful for society at large.

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

- To demonstrate an understanding of the concepts of leadership authenticity;
- To illustrate how development of leadership authenticity can facilitate supervision of PhD candidates;
- To critically reflect upon leadership authenticity in PhD supervision;
- To incorporate the principles of leadership authenticity in PhD supervision;
- To integrate leadership authenticity into doctoral candidates' learning process.

The training is mainly targeted for PhD supervisors interested in professional development with regards to their supervisory practice. The training will be beneficial for PhD supervisors from various disciplinary fields within and outside academia.



Feedback and Evaluation

Twelve academic staff were registered for the programme. One attended on-line, the rest were all present at the university in Linnaeus, Sweden.

At the end of the three-day course the majority of the participants contributed to an evaluation meeting.

They were asked:

- whether the course had met their expectations;
- what they considered to be the best elements of the course;
- which elements were less satisfactory;
- whether they would talk about Leadership to their Doctoral candidates;
- whether they considered that a trainee course on Leadership would be appropriate for their Doctoral candidates.

The following comments are presented as they arose rather than in a structured manner.

The administration of the course was good. The social activities were appreciated.

Most of the participants seemed to be more interested in learning about supervision practice and processes in other institutions and how they might improve their own supervision rather than in the issue of Leadership.

This undoubtedly coloured their overall impressions of the course since they were more appreciative of the sessions related to supervision than in those devoted to Leadership. Several participants did not feel that the objectives of the course as set out in the five points listed above had been met.

[Comment: *This view may be distorted because they were primarily looking for supervision guidance. It was tempered by other positive comments*]

Although the overall title related to Authenticity in Leadership, most participants felt that, at the end of the course, this remained an ambiguous and difficult concept which had not been fully explored. This was in part explained by the disparate topics covered in the presentations.

For many participants Leadership concepts were novel. Several indicated that, at the end of the course, they did not consider that they had absorbed a coherent understanding of 'Authentic leadership' theory. The concept of Authentic Leadership was felt to be fuzzy.

More focus could have been on supervisors in a Leadership role.

One participant had written on Leadership so did not find much of the material new.

Although they found concepts interesting, they were not clear how relevant several of the presentations were. The presenters, in general, were from a business and management

background. Consequently, their discussion of Leadership focused on these contexts rather than wider issues relating to Leadership in other environments.

A contrary view was that, arriving at the course with no previous understanding of Leadership, the course opened new perspectives and ideas, but the same concern was expressed about the limited, essentially business oriented, horizon. This meant that the application of leadership in science, research, the public sector and other contexts was under represented.

It would have been helpful if concepts of Leadership had focused on how they applied to the supervision situation and the role of the supervisor. A more practically oriented, less theoretical programme, with more case work of a PBL nature would, it was suggested, have been appropriate.

While the workshops and case work were appreciated, some expressed reservations about the relevance of the two case studies - 'Case oriented teaching and learning' Parts 1 and 2. The workshops focusing on supervision, in particular the Bianca case study, were appreciated.

One objective was to meet, discuss and learn from colleagues from other institutions and other disciplines. The different disciplines of the participants was a positive learning feature, which participants enjoyed and found beneficial. Meeting and discussing with others was viewed as one of the most successful aspects of the course. It led to the suggestion that there should have been more input before the course from the participants indicating their own problem case studies which could have been reviewed in detail by the participants.

The presentation by Mikael Lundgren was particularly appreciated. It was suggested that this should have been the introductory lecture because it listed the elements in the classic theory of Authentic Leadership and indicated questions relating to these.

One participant had a rather iconoclastic view that half of the sessions could have been omitted and the course focused on supervision and supervision challenges problem from a practical point of view. There was too much philosophy! Another participant would have liked more discussion on best practice in supervision.

Others did not consider that the course was too theoretical, at the same time preferring case studies with more time allocated to them. A missing session was supervisors sharing experience.

The friendly open atmosphere generated in all the sessions which fostered the sharing of ideas was a positive element.

In response to the question whether, following the course, the participants would discuss Leadership with their Doctoral candidates, most concurred that they would. This must be a positive indication that, whatever their reservations, they had been stimulated to think more about Leadership and its significance in a wide range of contexts. They did, however,



reiterate reservations about the concept of Authenticity in relation to Leadership.

They argued that Leadership is essentially contextual hence more focus on Leadership in research, supervision, higher education, would have drawn on and spoken to their own experiences.

The positive perspective of the recent Doctoral candidate was welcomed. However, it might have been more instructive to have presentations from candidates who had difficult experiences, which could have been discussed, so that everyone might have learned how best to respond.

One participant who had hoped to learn how to develop their supervision skills felt that this had been lacking as a clear focus of discussion.

There was agreement that Doctoral candidates, in all subjects, need to reflect on Leadership and would benefit from short training courses to begin formulating their own ideas and approaches to leadership.

Questions were asked about the nature of the credits awarded and whether these were particularly relevant. (It was interesting that none of the participants had heard of Micro-credentials which is a major new EU initiative)

In summary, while this was not a scientific review, a majority of participants had reservations about aspects of the course and the extent to which it addressed the stated objectives.

On the other hand, it may be that they had unreasonable expectations, since the course was advertised specifically as a training course on Authentic Leadership.

Notwithstanding reservations the participants enjoyed and benefited from the course. All of those who spoke in the monitoring meeting (the majority) concurred that they had been prompted to think in a more enquiring way about Leadership as a result of the course. They would discuss it with their Doctoral candidates and considered that Leadership training courses should be part of the generic training provided for Doctoral candidates in their University.

General Comments

As indicated in relation to the previous course, the reservations expressed by the participants stemmed in large part from the wide-range of objectives set for the course. These arose from the original Prospectus presented in the application for funding and, on reflection, may be considered to have been over-ambitious.

The organisation of the course was good. In general, presentations were of a high standard although, more time could/should have been left for discussion.

In a course of this nature, it may be that each of the presenters should have clarified their

intended objectives and outcomes and reviewed these in their conclusion. The subsequent discussion might have clarified the extent to which the objectives and intended outcomes had been achieved and this might have helped to dispel some of the evident confusion experienced by many of the participants. This is perhaps alien to the notion of the lectures designed to promote fresh thinking, but it might also have meant that participants were forced to review their own objectives.

Course structure

The title of Day 1 was: “The Need for Leadership Authenticity for Academia”. However, the three major presentations were not directed to this topic – “Authentic Leadership and the Frame of Mind: a Bibliometric Overview and Different Perspectives on AL”, “Authentic Leadership and Leading Oneself: A Critical Perspective”, “Authentic Leadership and Decision-Making under Uncertainty”.

The afternoon “Leading People or Leading Dissertations” was directly related as was the workshop.

Day 2: “Practising Authenticity in the Supervision Process: How do we Supervise?” The morning was devoted to relevant presentations and panel discussion. The afternoon was a two-part case study. One related to potential new EU green transport and the second to a factory developing particular types of shaped tubes. It was not immediately evident how these related to ‘Practising Authenticity in the Supervision Process’.

Day 3: “Integrating Authentic Leadership into PhD Learning Process beyond Supervision”. The aim of the day – “Supervision Solutions for Funding and Career Planning. The title of the day and the aims do not seem immediately congruent. The day consisted of formal presentations on administration and financial management..., Leadership Ethics and their AL and Analogies, Research as Authentic Leadership. Although the presentation on administrative and financial management followed from the aim of the day, it is difficult to see how the other presentations addressed this topic or, indeed, the overall topic “Integrating Authentic Leadership into PhD Learning Process beyond Supervision” which was only discussed briefly in the first session in the morning.

Overall impact

The fact that participants acknowledged that the course has stimulated thinking and discussion of leadership in new ways is a strong indicator of overall success. This should be coupled with the explicit recognition of the value of discussing the topic with their Doctoral Candidates and encouragement for their candidates to take short training course on Leadership. It may be that the full impact of this course will not be appreciated by those



participating for some time. They were presented with a diversity of ideas, most of which were completely new and challenging. It will take time to digest and for them to begin to ascertain how these ideas might be integrated in their work as Supervisors in the formation of their Doctoral candidates. Possibly if, after each presentation, there had been a more structured discussion of the concepts, theories, ideas, participants might have taken more from it.

Their interest in the processes of Supervision and the benefits of comparing both cross-University and cross-Discipline ideas suggest that this is an area for continued review.

Course Technology

The course was designed as a physical attendance course. Hence it may be considered inappropriate to comment on the technology for remote participation but, for the people who attended remotely, it was difficult to follow many of the presentations. Much of the contribution from the floor was either difficult or not possible to follow at all. Since it seems likely, in the future, that there will be a hybrid dimension in courses, whatever the intentions of the organisers, more attention to the technical aspects might be beneficial.

JOHN REILLY
15 May 2022

APPENDIX 12

Sustainability action PhD Supervisor Training Course in 'Authentic Leadership'

Disclaimer

This PhD supervisor training course has been developed within IETN (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 Curriculum

Date/Period:

Venue:

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

Webpage:

Course description

The PhD supervisor training in 'Authentic Leadership' aims at developing a critical understanding of the state of the art in Authentic Leadership (AL), including theoretical, historical, and contemporary perspectives. The course also aims at self-assessment of AL approaches and styles in supervising PhD students and enhancing personal AL competences to support PhD students' personal and career development. This course will contribute to the development of a personal portfolio.



Course 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;
- 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 supervisors should be able to:

- Develop a critical understanding of the state of the art in AL;
- Critically reflect upon their practical relevance of AL in diverse contexts;
- Critically reflect upon own AL supervision practices and apply acquired competences to enhance them and the employability of PhD students.

Prerequisites:

- PhD supervision experience as main supervisor, or co-supervisor or supervision shadowing;
- As all teaching, working groups and assignments are in English, applicants will be required to demonstrate good oral and written English communication skills.

Learning and Teaching

Lectures, PBL-oriented workshops, problem-solving and reflection exercises. Blended learning and online tools will be utilized. The generic program can be found in Appendix B.

Pre-course assignment

Individual assignment 1 (IA1, application essay)

Learning objectives and outcomes connected to IA1:

- To develop a critical understanding of the concept of Authentic Leadership in the context of historical development of leadership theories;
- Based on acquired understanding of AL, reflect on own experience as a PhD supervisor.

Task

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

- Do a critical review of the assigned literature on Authentic Leadership;
- Apply this understanding to answer the question: How do I manage my PhD students? (things to be considered could include, but not limited to, leading and managing the PhD students, PhD projects, dissemination/communication, and co-authorship);
- Your motivation to take this course.

Post-course assignment

Individual Assignment 2 (IA2)

Learning objective and outcome connected to the assignment:

- Building on the knowledge and experience acquired in the PhD supervisor training course, develop a personal approach to AL to support PhD students' personal and career development paths;

Write an essay of 1500–2000 words, submitted within one month after the course end and participate in a feedback session after the submission of the essay. Indicate in your essay how the developed personal AL framework supports your individual portfolio.

Lecturers

Key literature/Course materials

Reading list will 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

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

Course evaluation

The participants will fill in 'learning reflections' as per 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 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.

As all teaching, working groups and assignments are in English, applicants will be required to demonstrate good oral and written English communication skills.



Minimum and maximum number of participants

10-15.

Number of ECTS

2 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:

- Participation in the course: 24 hrs;
- Readings before lectures: 10 hrs;
- Assignment (reading and applying AL theoretical frameworks + essay writing): 11 hrs;
- Feedback to assignment (including feedback from staff): 5 hrs.

Total workload: 50 hours.

Budget:

- *Travel expenses* (guest lecturers)
- *Honorarium* (guest lecturers)
- Meals
- *Other* (please specify)
- Co-financing

Application

The selection of participants 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 successful completion of all course requirements each participant will be awarded a course certificate (see Appendix D) attesting the participants successfully completed the 2 ECTS PhD supervisor training 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 Supervisor Training Course in 'Authentic Leadership'

- Name
- Name and Address of University
- Field of Research
- Number of PhD students (co)-supervised
- Number of PhD students supervision shadowing

Learning objectives and outcomes connected to IA1:

- To develop a critical understanding of the concept of Authentic Leadership in the context of historical development of leadership theories;
- Based on acquired understanding of AL, reflect on own experience as a PhD supervisor.

Task

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

- Do a critical review of the assigned literature on Authentic Leadership;
- Apply this understanding to answer the question: How do I manage my PhD students? (things to be considered could include, but not limited to, leading and managing the PhD students, PhD projects, dissemination/communication, and co- authorship);
- Your motivation to take this course.

Place your essay here:



APPENDIX B: Generic programme

PhD Supervisor Training Course in 'Authentic Leadership'

ASSIGNMENT 1: DISCOVERING AL AND REFLECTING ON HOW I MANAGE MY PHD STUDENTS AND THEIR PROJECTS (individual assignment)

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 historical development of leadership theories;
- Based on acquired understanding of AL, reflect on own experience as a PhD supervisor.

Task

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

- Do a critical review of the assigned literature on Authentic Leadership;
- Apply this understanding to answer the question: How do I manage my PhD students? (things to be considered could include, but not limited to, leading and managing the PhD students, PhD projects, dissemination/communication, and co-authorship);
- Your motivation to take this course.

DAY 1: DISCOVERING AUTHENTIC LEADERSHIP

08:30 – 09:00	Session 1: Introduction to the course Aim: introduce the program and the week; ice-breaking and students' PhD project presentations, admin and logistics
9:00 – 10:30	Session 2: Mapping the field and current perspectives in AL Aim: discuss and synthesize state-of-the-art knowledge on AL
10:30 – 11:00	<i>Coffee break</i>
11:00 – 12:30	Session 3: Authentic leadership and decision making in a VUCA world Aim: Position AL within leadership studies, and evaluate its relevancy to decision making in VUCA technological, business and geo-political contexts
12:30 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Session 4: Workshop (IA1): No room for 'one size fits all' Aim: work in groups to evaluate different PhD student personas (linear students vs non-linear students) and discuss challenges that each persona brings to your supervision
14:30 – 15:00	<i>Coffee break</i>
15:00 – 16:00	Aim: present the findings and receive and discuss the feedback
16:00 – 16:30	Learning reflections on the day Aim: review and reflect on the day and define key learning points
18:30	<i>Opening dinner</i>

DAY 2: PRACTICING AUTHENTIC LEADERSHIP

8:30 – 10:00	Session 6: Supervision across fields of studies Aim: synthesize and discuss AL in different fields of studies
10:00 – 10:30	<i>Coffee break</i>
10:30 – 12:00	Session 7: Authentic leadership: Leading or being led Aim: identify key challenges in leading PhD projects/students and empowering PhD students to lead and manage the supervisors or supervisory teams
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Session 8: Workshop: Discovering authenticity and practicing AL in different contexts Aim: 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 supervision leadership style
14:30 – 15:00	<i>Coffee break</i>
15:00 – 16:00	Session 9: Workshop continued Aim: present their findings and receive and discuss the feedback
16:00 – 16:30	Learning reflections on the day Aim: review and reflect on the day and define key learning points



DAY 3: INTEGRATING AUTHENTIC LEADERSHIP

8:30 – 10:00	Session 10: Public debate on current issues and challenges in AL Aim: 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: Workshop (IA2): Preparing for Assignment 2 Aim: discussing the requirements for Assignment 2, the timetable, the deadline and other related admin and academic issues.
12:00 – 13:00	<i>Lunch break</i>
13:00 – 14:30	Session 12: Quality assurance Aim: 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	<i>Coffee break</i>
15:00 – 16:00	Session 13: Quality assurance (cont'd) Aim: present and discuss the joint quality assurance feedback statement/narrative
18:30	<i>Concluding dinner</i>

ASSIGNMENT 2: DESIGNING PERSONAL AL STYLE IN PHD SUPERVISION (individual assignment)

Learning objectives and outcomes connected to the assignment:

Building on the knowledge and experience acquired in the PhD supervisor training course, develop a personal approach to AL to support PhD students' personal and career development paths.

Task

Write an essay of 1500-2000 words, submitted within one month after the course end and participate in a feedback session after the submission of the essay. Indicate in your essay how the developed personal AL framework supports your individual portfolio.

Assignment logistics leading up to its completion:

- 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 Supervisor Training 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)
-
-
-

APPENDIX D: Certificate of completion

PhD Supervisor Training Course in 'Authentic Leadership'





APPENDIX 13

Agenda: Closing Conference of IETN Project

November 23–25, 2022

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

Wednesday, Nov. 23rd

DAY 1: Presentations of – and Reflections on the Two Pilot Courses

(Room: 2.1.102, 1st 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. 24th

DAY 2: In Search of Authentic Leadership in a Modern World

(Room: 2.1.102, 1st floor, building A)

9:00 – 10:00	Preparing for Multiplier Event
10:00 – 12:00	Event: <i>In Search of Authentic Leadership in a Modern World</i> (moderated by Per Servais, Linnæus University) Flier
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>
14:30 – 16:30	Reflections on project and local teams' work on IOs
16:30 – 17:30	Wrap up of the day

Friday, Nov. 25th

DAY 3: Sustainability of Intellectual Outputs

(Room: 3.084B, 3rd 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 14

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, Linnaeus 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.

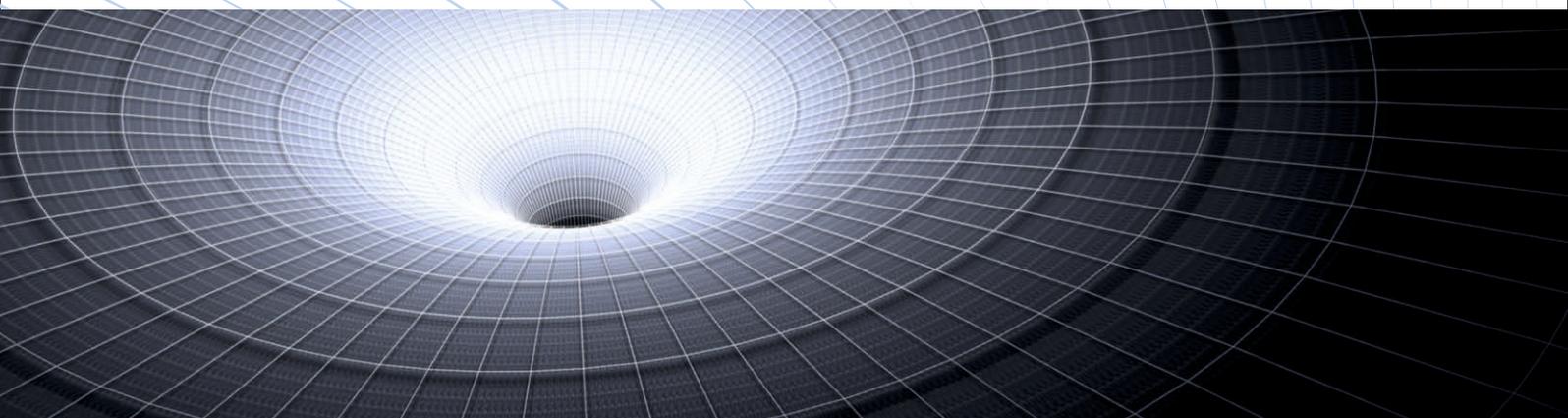
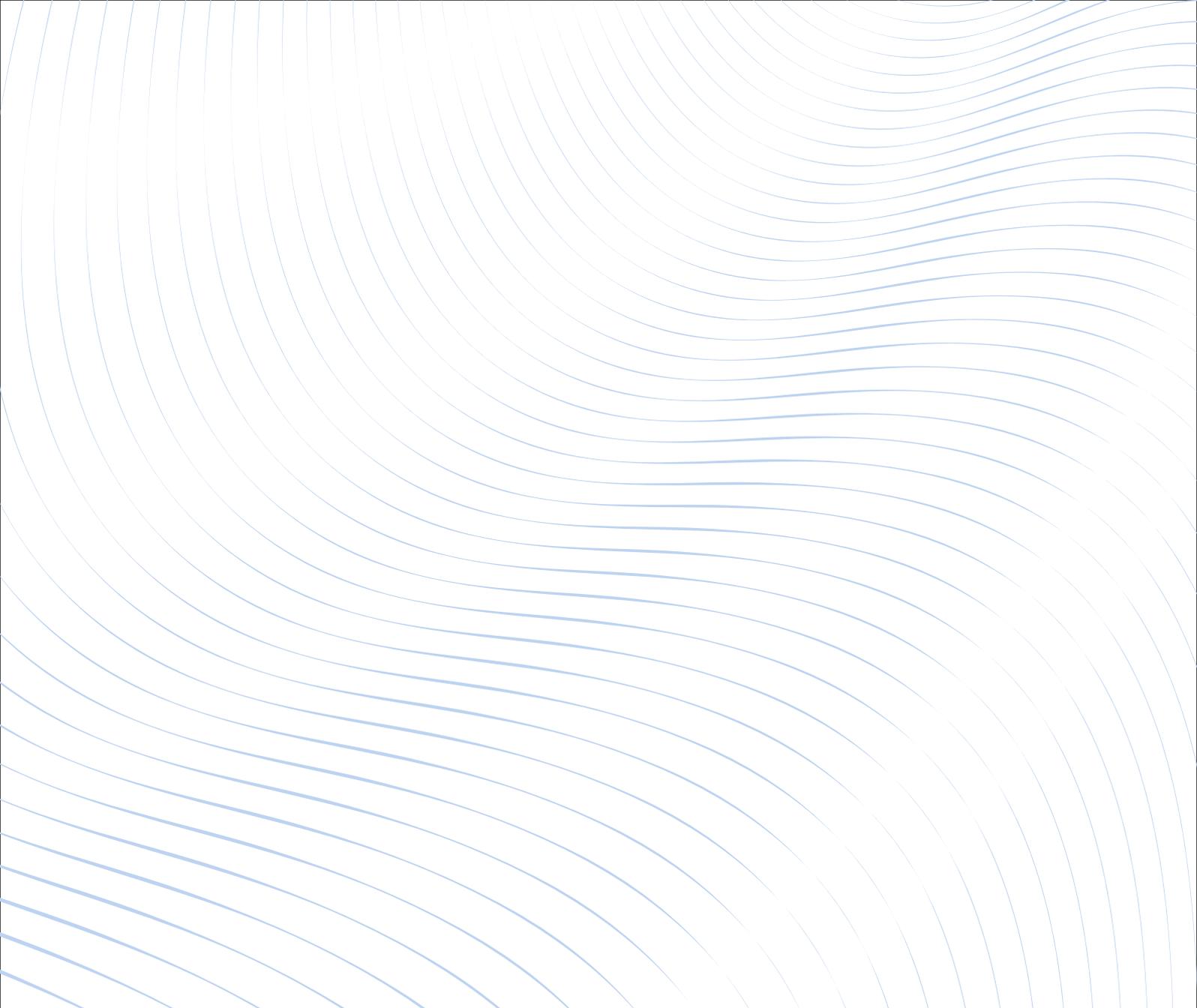
Venue

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](#)



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