INTRODUCTION

Organisations are flattening in order to become more adaptive, innovative and client focused. As a result, more people will have to assume responsibility for making important business decisions, hence exercise true leadership. So, more than ever leadership at all levels will make the difference between success and failure.

The foundation for effective leadership resides inside ourselves. In order to lead other people effectively, we first need to develop the capability to influence and manage effectively ourselves. Leading oneself is about achieving balance: between self-confidence in our abilities and a self-critical attitude to enhance our learning rate; between positively acknowledging our accomplishments and assessing the gap of our undeveloped potential; between being flexible in responding to changing demands on one hand and having a consistent work methodology and habits that support our efficiency on the other.

At the same time, in today's densely interconnected workplaces, working with others closely, creatively, globally, and productively drives organizational and personal effectiveness. Although almost every organization relies heavily on teamwork to achieve their goals, the difficulties and possible conflicts that working in teams can produce, are not always considered.

In this first module participants will reflect on and practice their abilities to work effectively in teams, create awareness on the additional challenges that diversity poses on work teams, and learn the guidelines for developing and executing a professional development plan that allows them to work consciously on growing their leadership potential. The module will help participants to create awareness about their current strengths and development needs. Self-knowledge is indispensable to successfully initiate a leadership development process. So the main goal of this first module is to lay the foundations for your personal and professional development during the Master Programme.

AIMS

Upon completion of this module participants will be able to:

- create the conditions that enable effective teamwork.
- gain more insight in their own typical teamwork behaviours, and those of their team mates.
- recognize the different development stages of their work teams and choose the appropriate interventions for each stage.
- understand how diversity might play an important role in the dynamics of their work teams.
- assess their current performance level on a set of competencies and identify strengths as well as development needs, as a starting point for their development process.
- develop greater awareness and understanding of the success factors of learning and self-development processes in order to increase the effectiveness of personal change efforts.
- be familiar with the 'soft skills' learning philosophy and methodologies of EADA.

METHODOLOGY

The methodology focuses on learning by doing, reflecting and conceptualisation. To optimise the learning process and fully take advantage of the residential format, different teaching methodologies will be used, e.g. outdoor experiences and other experimental exercises, self-evaluation questionnaires, individual reflections, small group and plenary discussions and development plans.
EVALUATION

Each participant will be evaluated according to the acquired knowledge on the pertinent subject and the quality and consistency of their participation.

40% of the final grade will be based on a written assignment after the module. In this module the assignment consists of the Personal Development Plan that every participant is expected to design as a starting point for his/her personal development process.

30% will be based on the quality and consistency of the participation.

30% will be based on the acquisition of skills.

The assignment is submitted by e-mail to the teacher who will check the consistency and depth of the reflection. Due date for the assignment is the 28th of October, 2015. Each participant will receive qualitative feedback on their assignment.

No matter how high the evaluation on the participation may be, in order to get a passing grade on the subject, the participant needs to pass the assignment part of the evaluation.

BIBLIOGRAPHY