

Journey



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CLIMATE LEADERSHIP JOURNEY

2022 PARTICIPANTS' MANUAL





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1. INTRODUCTION

The Climate Leadership Journey programme is **empowering future leaders and innovators** from all disciplines and all university and training levels to become **active change agents** within their ecosystem and to navigate the complexity within it.

Climate Leadership Journey is an evolution of the Climate Innovation Leadership pilot programme, merged with the Journey Summer School Programme from EIT Climate-KIC, dedicated to empowering the future leaders and innovators. It takes the year-round elements from the Climate Innovation Leadership pilot (which is built on the foundation of the EIT Label framework) and **puts the Journey summer school at its core** with its strong methodological approach and pedagogy. The consolidated programme combines innovation skills and personal development with learning about systems transformation and - leadership through contextualized and experiential learning.

1.1. The role of Systems-Leadership

EIT Climate-KIC’s mission is to catalyse systemic change through innovation with a focus on empowering young people to change systems by acting – through exploration, experimentation, and demonstration. Leading scalable transformations in the face of uncertainty to tackle the root causes of climate change requires leadership capacities of young leaders in different areas. The Climate Leadership Journey it set out to make participants understand a new narrative of Leadership.

**Who am I?
& How do I develop myself?**

Me & Myself

Resilient individuals, who understand their belief system, purpose and sense making mechanisms, feel empowered to challenge their own world views, have the capacity to embrace new perspectives and update their value system

How do I relate?

Me & Others

Young empathic leaders are able to mobilise different stakeholders, leveraging the power of networks to lead and facilitate complex transformations in a just and participatory way

How do I enact systems transformation for climate challenges?

Me & World

Young leaders utilizing their systems and innovative leadership capacity to understand the complex and systemic nature of today's climate challenges and effectively develop sustainable future trajectories

Impact

An international community of change makers and climate leaders, who can drive systems transformation needed to address climate emergency

Figure 1 - Relational Dimensions support the impact participants will generate



2. PROGRAMME METHODOLOGY

Climate Leadership Journey is an extracurricular programme that equips participants with up-to-date knowledge on climate change challenges in terms of adaptation, mitigation, science, and policy. The programme methodology is comprised of three dimensions.

2.1. Inspiration

- **Digital Climate Leadership Journey Kick-Off event:** is the opportunity for all participants to meet, connect and build a community for systemic transformation. During the event, participants are inspired with the importance of systems transformation and the necessity of leadership for systemic transformation.
- **Spark!:** Thought-provoking lectures and workshops for future-oriented skills development. Participants are inspired with new theoretical knowledge through the Spark! events.
- **Digital Community Summit/Graduation Ceremony:** The event focus on student's success stories, common sense-making, understanding and sharing of experiences, reflection, and planning of next steps.

2.2. Experiential Learning

- **Two-week international summer school & group project:** Participants work in diverse groups on a Group Project focus on system innovation and develop their climate leadership and changemaking skills. The summer school, offered as a blended programme, allow participants from various locations to connect, interact and extend the network of climate innovators.
- **Individual Impact Project:** Kicking off during the summer school with the support of coaches and local coordinators, participants start planning how to drive change in their preferred impact area (local context).

2.3. Personal Development

- **Group Coaching Sessions:** For the duration of the programme, participants can participate in monthly group coaching sessions and work to strengthen their leadership skills towards solving complex societal challenges related to climate change, in different dimensions.
- **Leadership Log:** a student manual guiding the participants throughout the entire duration of the programme with invitations for action and reflection (the *Leadership Log* is provided as a separate file). The development of leadership capabilities and skills is supported by the Climate Leadership Compass Assessment (please refer to the *Leadership Log*).
- **Individual Coaching:** Coaches will support participants on individual request on all personal and individual challenges.

3. PROGRAMME ETCS OVERVIEW

Climate Leadership Journey programme workload correspond to a total amount of 6 ETCS (European Credit Transfer and Accumulation System – 1ECTS corresponds to 30h). Table 1 depicts the breakdown of the work to be done by participants considered in the ECTS calculations.

Activity	Details	Number of hours
Kick-Off Event	Two half day event	8h
Digital Community Summit	Two half day event	8h
Group Coaching sessions	6 group coaching session of 2h30	15h
Personal Development	5h per 6 months - individual work done by participants	30h
Spark! events	2h30 per 5 Spark! event (min requirement)	12h
Individual Impact Project	8h per 3 months - individual work done by participants	24h
Two-week Summer School	8h per 10 days of summer school and half day of introduction meeting	84h
TOTAL		181h

Table 1 - Climate Leadership Journey programme workload distribution overview



4. PROGRAMME STRUCTURE AND TIMELINE

To ensure that participants are growing on all three relational leadership dimensions (Me & Myself, Me & Others, Me & World) and to enable them to become climate leaders as well as integrate the Climate Leadership Journey pedagogy (CCPOCS model) and methodology (Inspiration, Experiential Learning, Personal Development) into the programme, an iterative approach is applied.

- **Cycle 1** is about igniting the purpose at different levels. This cycle focuses on the why behind the program and builds the purpose of coming together as a community in the context of systems transformation for climate. It also nudges participants to create a purpose for themselves connected to their own life and this programme. In the first cycle participants get sense of urgency and meaning around climate leadership.
- **Cycle 2** focuses on acquiring foundational knowledge and skills about self-development and systems transformation. It helps participants to question current patterns of being, working together and change making to unlearn past patterns and to have a fresh look into climate challenges with systems leadership lenses.
- **Cycle 3** is about applying the acquired knowledge and skills in a safe and brave environment where participants can take risks, challenge themselves and most importantly learn by doing and by making mistakes. This is also the cycle where participants act like systems innovators, interact with a global and local context, and puts themselves into an intense practice of questioning, reflecting, taking action to grow in self, relationship with others, and in systems transformation.
- **Cycle 4** is about integrating all the learnings, skills, methods, inspirations into real world context. Participants are encouraged to act in local context to initiate the transformation that they would like to see in the world. They get to prototype and test their ideas, new skills in the real world which will help them to crystallise their intention and adapt their change making goals according to the constraints of the real world.
- **Cycle 5** is about making sense of the leadership journey that participants have been going through. They will understand their progress in me & self, others, and world dimension, they will get to revamp the community feeling and inspire each other and encourage to explore co-creations beyond the Climate Leadership Journey. Since this is the last cycle, it also aims to prepare participants to transition into their context with their newly gained skills, learnings, clarifications, and inspirations.

Figure 2 depicts the 5 Cycles of the Climate Leadership Journey and the underlying structure on how the program methodology unfolds throughout the program.

COLOUR CODE: ■ Inspiration ■ Personal Development ■ Experiential Learning



Figure 2 - Climate Leadership Journey programme Methodology and Cycles



5. PROGRAMME ASSIGNMENTS, DELIVERABLES, AND DUE DATES

In case participants do not meet the Climate Leadership Journey minimum requirements, EIT Climate-KIC will not be able to grant them a final certificate. Vice versa, participants who complete all the programme minimum requirements and successfully submit the following mandatory deliverables, will receive at the end of the year an official **EIT Climate-KIC Certificate**.

In Table 2 the minimum requirements and mandatory deliverables are listed (their respective Cycles and associated support processes are mentioned).

	Assignment/Deliverable	Duration	Supported by	Grading
Minimum requirements	2-day Digital Climate Leadership Journey Kick-Off event! (April 29th-30th, 2022) – full time present	Cycle 1	NA	NA
	Group coaching sessions: min attendance 4 sessions out of 6 (two in Cycle 2 and two in Cycle 4)	Cycle 2 and 4	NA	NA
	Spark! events (hosted by partners): min attendance 3 sessions	Cycle 2 and 4	NA	NA
	Spark! events (hosted by EIT Climate-KIC): full time presence at both special events (Systems Transformation and Sense Making)	Cycle 2 and 4	NA	NA
	2 weeks summer school (July 17th-30th, 2022) – full time present	Cycle 3	NA	NA
	2-day Digital Community Summit (December 9th-10th, 2022) – full time present	Cycle 5	NA	NA
Mandatory Deliverables - Experiential Learning	Group Project	Cycle 3	Coaches, Consortia, Peer Project Group	Graded by external assessors
	Individual Impact Project (Ambition)	Cycle 4	Coaches, Peer Coaching Group	Approved by consortia or coaches
	Individual Impact Project (Reflection)	Cycle 4	Coaches, Buddies, Peer Coaching Group	Graded by external assessors
Mandatory Deliverables - Personal Development	Regular execution of Leadership Log including the initial, interim, and final Climate Leadership Compass Assessment	Cycle 2 and 4	Coaches, Buddies, Peer Coaching Group	Pass/Fail review by coaches
	Final Leadership Reflection Essay (1000 words)	Cycle 4	Coaches	Pass/Fail review by coaches

Table 2 - Climate Leadership Journey minimum requirements and deliverables

In Table 3 the submission deadlines of all mandatory deliverables are listed.

Climate Leadership Journey Deliverables	Submission by:
Group Project	30.07.2022 – 17:00 CET
Individual Impact Project: ambition	15.9.2022 – 24:00 CET
Individual Impact Project: reflection	26.11.2022 – 24:00 CET
Climate Leadership Compass Assessment	26.11.2022 – 24:00 CET
Final Leadership Reflection Essay	26.11.2022 – 24:00 CET

Table 3 - Deliverables deadlines



For each Climate Leadership Journey deliverable appropriated templates or guidance will be made available for participants (online or offline). All assignments and deliverables are presented and outlined during the Climate Leadership Journey Kick-Off event.

A detailed overview about all relevant participants deliverables is presented in the below sections.

5.1. Group project

The Group Project delivered by participants consist of a maximum 8 pages document (text size and font should be appropriate and legible) that should be shaped by the input they received, the experts they met and the coaches who support them during the two weeks. The Group project is graded by external assessment from two external assessors and the grade is equal for all members of the same group. Group names must be clearly stated on the front of the document.

The Group project should show a clear engagement with:

- Systems innovation
- Impact orientated action
- New networks or stakeholders
- Critical Review about team performance and challenges

Texts must show a clear link of the project to its place in the fight against climate change, an understanding of the system drivers that can be influenced or are at play, considered decision making, and a rational course of action for maximum impact. A good network should have been developed relevant to the project chosen. Work should be clearly communicated, professional, and engaging.

In addition, the document must refer to the wider context of change enabled by all summer school activities. Please refer to section Evaluation of this document for the Group Project marking criteria.

Participants work on this deliverable during the two-week summer school (Cycle 3) as a team. This deliverable corresponds to a 6–8-page document outlining the following:

- **6-7 pages outlining the group chosen system**, the leverage points, their theory of change, recommendation of actions that can be taken to transform this system, their network of action, their proposed action plan to enact change, describing how their innovation strategy feeds into a wider interconnected system transformation and the impact it will deliver.
- **1 page of group reflection summary** about the leadership approach and leadership skills needed to successfully execute the action plan, also elaborating on the group strength, gaps and plans to address these gaps.

The group project is sent for external assessment after completion of the two-week summer school.

5.2. Individual Impact Project

The Individual Impact Project Ambition and the corresponding “action” period of the programme is the time for participants to experiment individually, and test newly developed skills and knowledge up until this part of Climate Leadership Journey. The document should be connected to their local ecosystem and should balance being realistically achievable while also seeking to change and impact their local system. Please refer to section Evaluation of this document for the Individual Impact Project Reflection marking criteria.

Ambition: 2-3-page document outlining the following:

- Individual’s plan for local/community action period (cycle 4) and beyond the Climate Leadership Journey (if applicable)
- A short summary on the planning and implementation process
- A reflection about which personal leadership skills and capacities are going be applied in the execution period.
- A description of how the personal action plan relates into the thematic topic

The Individual Impact Project Ambition is approved by consortia or coaches in September.



Reflection: a 500-word personal reflection about the progress, failures, insights, challenges encountered during this guided action period.

The following questions should support the reflection process:

1. What was hard during the execution of my project?
2. What surprised me? What did I not expect?
3. How did I use my creativity for the implementation?
4. For what experience do I feel grateful for?
5. What would I do differently when I had to start over again?
6. What did I learn about climate leadership (skills) during the execution?

The Individual Impact Project Reflection is sent for external assessment in November (please note that external assessors will receive the Individual Impact Project Ambition as reference for each related Reflection).

5.3. Leadership Log

The Leadership Log represents an individual guide that will support participants' reflections during and after Climate Leadership Journey. At its core are the following sections:

- Challenge and reflection-based log activities focusing on purpose, understanding of leadership in the context of systems transformation and power of community (Cycle 1)
- Challenge and Reflection based log activities focusing on the Self-Insight and Relationship Awareness & Systems Innovation and Me & Myself leadership skill development goal chosen by the participants themselves (Cycle 2)
- Reflection based log activities focusing on the systems Innovation & teamwork & embracing uncertainty and failure, iterative thinking, communication, and Me & Others leadership skill development goal chosen by the participants themselves (Cycle 3)
- Reflection on enacting change, breaking down complexity, stakeholder management, facilitating sessions and Me & World leadership skill development goal which is their Individual Impact Project (Cycle 4)
- End-Reflection of the program and personal development overall (Cycle 5)

Please note that the *Leadership Log* is provided as a separate document.

Leadership Log reflection essay: reflection essay (1000 words), participants write a general reflection on what they have learned during Climate Leadership Journey programme about climate leadership and what are the takeaways for their personal leadership style.

The following questions should support the reflection process:

- How am I?
- How do I relate?
- How do I enact systems change?
- What would you describe as some of your key learnings regarding your personal leadership journey in the last 7 months and why?
- What would you identify as key areas where you personally have grown or developed over the last 7 months and why?
- When in the last 7 months have you taken on a leadership role? What did you learn from this experience?
- When in the last 7 months have you been challenged? Looking back on this experience what can it teach you?
- When in the last 7 months have you been challenging? Looking back on this experience what can it teach you?
- What moments over the past 7 months, are you grateful for (ups or downs) in that they have taught you a leadership lesson? What were the lessons?
- What would you describe as moments that you have seen 'leading in complex situations' modelled well by people, teams or in situations around you?
- What leadership practices that you have learnt over the last 7 months will you take forward with you and why?
- What is an intention/commitment that you want to set for yourself that can guide your choices over the next 12 months?



The Climate Leadership Compass Assessments grade (pass/fail) is individual and directly applied to the participant. Grade is awarded as a pass once work is complete and a feedback comment or session has happened by the coach. No scaled grade is provided, this is a pass by completion assessment. The Climate Leadership Compass Assessment (please refer to the Leadership Log document) will support the skills development track.

Note for students: please note that a reflection essay is a form of writing, where you discuss and reflect on your own experience and learning. It does not have to be a formal essay but can be train-of-thought or stream-of-consciousness writing, where you just keep writing about what comes to mind without censoring or reshaping. Sometimes it then helps to re-shape this writing after a second read, sometimes not.

6. ROLE OF PARTICIPANTS

To be granted a final certificate by EIT Climate-KIC each participant must attend minimum the following sessions:

- 2-day Digital Climate Leadership Journey Kick-Off event (April 29th-30th, 2022) – full time present
- Group coaching sessions: min attendance 4 sessions out of 6 (two in Cycle 2 and two in Cycle 4)
- Spark! events (hosted by partners): min attendance 3 sessions
- Spark! events (hosted by EIT Climate-KIC): full time presence at both special events (Systems Transformation and Sense Making)
- 2 weeks summer school (July 17th-30th, 2022) – full time present
- 2-day Digital Community Summit (December 9th-10th, 2022) – full time present

Climate Leadership Journey participants have ownership to **actively engage** throughout the duration of the programme on following elements:

- **Leadership Log:** this is part of the Personal Development of each participant. This is the core manual for participants, as it will lead them through the programme, with different interventions (i.e., questions, tasks, reflections, exercises, mini challenges) touching on all skills within the three relational leadership dimensions: Me & Myself, Me & Others, Me & World. Participants are asked to deliver a Final Leadership Reflection Essay (1000 words), due in November, which summarizes the participants take-aways from the whole Climate Leadership Journey programme and from their own leadership development journey. In addition to the group coaching sessions, the Leadership Log is key for their personal development trajectory and allow participants to focus and strength their leadership skills. The Climate Leadership Compass Assessment (please refer to the Leadership Log document) will support the skills development track. Participants always get support from their coaches.
- **Group Coaching session:** during Cycle 2 and Cycle 4 participants are invited to take part in their group coaching session (three session per cycle).
- **Individual Coaching Request:** participants are encouraged to actively reach out to their coaches for individual sessions to review progress of their development or challenges uprising from the experiential learning or inspiration tracks.
- **Group Project:** as part of the two-week summer school, the main deliverable for participants and their teams is a group project that includes a systems innovation plan, where every participant is expected to contribute equally.
- **Individual Impact Project:** the Individual Impact Project is presented during the summer school with the support of summer school coaches and local coordinators. Participants are invited to follow up on their Individual Impact Project either within their local community, their team, their Group Project or in their Master Thesis. There are two important elements to this: creating an Ambition which depicts the actions and impact a participant wants to implement and achieve in their area of impact and writing a Reflection after the project is completed about the learning and growth opportunities. This reflection is due in November.



7. EVALUATION

As previously mentioned, during the programme Climate Leadership Journey participants have to submit five deliverables. Table 4 summarize the assessed components of Climate Leadership Journey with the related evaluation score.

Deliverable	Evaluation
Group Project	Graded by external assessor – 50% of grade
Individual Impact Project: ambition	Approved by consortia or coaches – pass/fail
Individual Impact Project: reflection	Graded by external assessor – 50% of grade
Final Leadership Reflection Essay	Approved by consortia or coaches – pass/fail
Climate Leadership Compass Assessments	Approved by consortia or coaches – pass/fail
Final Grade	Automatically generated ≥ 85 : Outstanding 70-84 : Excellent 55-69 : Good 40-54 : Pass ≤ 39 : Fail

Table 4- Deliverables' Assessment components

The Group Project, Individual Impact Project Reflection, as well as the Final grade are scored out of 100. Table 5 illustrate the deliverables marking criteria considered by the external assessor during the evaluation process.





Level	Grade	Overall	Knowledge	Critical analysis / independent thought	Structure	Use of resources
Outstanding	85 - 100	Work demonstrates exceptional knowledge of subject area (as chosen by the group). It shows evidence of wider reading or engagement. Evidence of original and independent thought. Strong skills in critical analysis. Presentation is to a high standard	Exceptional knowledge and understanding of systems transformation, chosen subject area, concepts, networks, levers of change and impact.	Clear evidence of independent thought and the ability to critically analyze systems and apply own ideas. There is high potential for impact, and it is justified.	Excellent ability to structure and synthesis information. Rationale developed to a very high level and clear throughout. Clear line of thinking and elaboration of complex ideas clearly.	Uses a wide range of highly relevant material and resources from new and existing contacts, interactions, personal knowledge, expertise, and networks.
Excellent	70-85	Work demonstrates extensive knowledge of subject area, evidencing wide reading and engagement. Work exhibits critical analysis and some independent thought. The presentation of the work is good.	Extensive knowledge and understanding of systems transformation, chosen subject area, concepts, networks, levers of change and impact.	Evidence of independent thought and the ability to analyze systems and apply own ideas. There is potential for impact, and it is justified.	Ability to structure and synthesis information. Rationale developed to a high level and clear throughout. Clear line of thinking, even within explanation of complex ideas.	Uses a range of relevant material and resources from new and existing contacts, interactions, personal knowledge, expertise, and networks.
Good	55-70	Work demonstrates an above average level of knowledge of the subject area with thorough research into the subject being evident. The work is well structured and logical. Some critical analysis is evident	Good knowledge and understanding of systems transformation, chosen subject area, concepts, networks, levers of change and impact.	Some independent thought and critical analysis of systems, and application of appropriate subject knowledge. There is potential for impact, and it is somewhat justified.	Some ability to structure and synthesis information. Rationale developed and clear throughout.	Uses relevant material and resources from existing contacts, interactions, personal knowledge, expertise, and networks.
Satisfactory	40-55	Work demonstrates some knowledge of the subject area. Attempts at framing a critical analysis are evident, but poorly executed. The work lacks structure and clarity.	Basic knowledge and understanding of systems transformation, chosen subject area, concepts, networks, levers of change and impact.	Little independent thought. Inconsistent level of critical analysis. Little application of subject knowledge. There is some potential for impact	Adequate rationale but poorly structured with little synthesis of information.	Reasonable but incomplete use of existing contacts, interactions, personal knowledge, expertise, and networks to justify the work.
Poor	20-40	Work demonstrates very limited knowledge of subject area and a clear lack of understanding of basic concepts. Work does not have critical analysis, or to a very limited extent. Presentation is incoherent and lacks quality	Little knowledge and understanding of systems transformation, chosen subject area, concepts, networks, levers of change and impact.	No independent thinking, and limited evidence of critical analysis. Little or no ability to apply subject knowledge. Impact is low.	Weak rationale, poorly structured with no synthesis of information	Limited evidence of network or resource development. Major omissions in justification of work.
Very poor	0-20	The work demonstrates very limited or no knowledge of the subject area with clear lack of comprehension of main concepts. No evidence of ability to critically analysis. Presentation of work is unprofessional	Very little or no knowledge of subject area.	No independent thinking, and inadequate evidence of analysis. Little or no ability to apply subject knowledge. No impact.	Lacks evidence of ability to rationalize or present work.	Lacks evidence of network or resource development. No justification of work.



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