

Diploma in Leadership

1 January 2013

CURRICULUM
for
Diploma in Leadership
(revised 27 January 2014)

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1. Introduction

Diploma in Leadership is a vocational further education offered as provided by the act on vocational fundamental education and further education (the further education system) for adults (the Danish VFV act) and according to the regulations about organization of part-time or fulltime educations in the act on open education (vocational adult education) etc. The education is comprehended by the provisions in the Ministry of Education government order on diploma educations No 768 of 2 July 2012.

The education falls under the subject area of leadership in the government order on diploma educations.

The curriculum is drawn up jointly by the institutions which are approved by the Ministry of Science, Innovation and Higher Education (FIVU) to offer this education. The curriculum applies to all approved offers of the education, and changes in the curriculum can only be made in a co-operation between the offering institutions.

At the coming into force of this curriculum the following educational institutions are approved to offer the education of diploma in Leadership

- Business Academy Aarhus
- Copenhagen Business Academy
- Zealand Institute of Business and Technology (ZIBAT)
- KEA Københavns Erhvervsakademi
- Professionshøjskolen Metropol
- University College Nordjylland
- University College Syddanmark
- Professionshøjskolen UCC
- Ingeniørhøjskolen i København
- University College Lillebælt
- University College Sjælland
- VIA University College

When drawing up the joint curriculum and essential changes of it, the institutions contact the customers and other interesting parties and obtain a declaration from the chairmanship of examiners, of the government order on exams No 714 of 27 June 2012.

The curriculum and essential changes hereof take effect from the beginning of an academic year and must contain the necessary interim arrangements.

The curriculum has effect from 1 January 2013.

2. Purpose of the education

Diploma educations within the subject area of leadership aim to qualify present and coming leaders' personal and professional competence to independently manage tasks within leadership and organization

in both private and public companies and institutions etc. and to develop their own practice. The education must make the participants able to assess, reflect and use elements which are part of the leadership process from strategic to operational level. Furthermore the aim is to qualify the student to independently enter into cross-disciplinary and intersectorial co-operation in both public and private companies, institutions, administrations etc.

3. Length of the education

The education is set to one year's student full time equivalent (man year). One student man year is a full-time student's work for 1 year, and corresponds to 60 ECTS points (European Credit Transfer System).

An ECTS-point is a numerical indication of the total workload which an education or a module is set to in order to pass. In the calculation of ECTS-points the workload from all forms of educational activities is included, including scheduled classes, self-tuition, project work, drafting of written assignments, exercises and cases as well as exams and other evaluations.

The education must be concluded not later than 6 years after the student has started on the education. The institution may under exceptional circumstances exempt from this.

4. Title of the education

The education gives the candidate the right to use the title Diploma in Leadership (in Danish Diplom i ledelse).

5. Terms of admission

Admission to the education Diploma in Leadership or to individual modules is conditioned by the applicant having completed a relevant, qualifying education of at least the level of an 'Erhvervsakademi' (institute of business and technology) or a relevant further adult education (VU) and that the applicant has at least 2 years' of relevant professional work experience after completed qualifying education. The institution may admit applicants who have not completed a relevant, qualifying education as mentioned above, but who, from a concrete assessment, are assessed to have the educational qualifications that are comparable with the requirements.

The institution furthermore admit applicants who after an individual competence assessment according to §15a in the act on vocational fundamental education and further education (the further education system) for adults have factual competencies which are approved as corresponding to the terms of admission.

6. Aim for learning yield, structure and contents of the education

Persons who finish the diploma education in leadership must have completed six compulsory modules, three optional modules and a final project. All modules before the final project amount to 5 ECTS-points, while the final project which finalizes the education as a synthesis of the preceding modules amount to 15 ECTS-points. The education relates to operational leadership and theories hereof. The education is practice-related, relates to the participants' daily practice and is executed on bachelor level.

6.1 Aim for learning yield of the education

The aims for the learning yield on the Diploma in Leadership are as per the Qualification Framework for the further educations described as follows:

Knowledge and understanding

Must have a development-based knowledge about practice and applied theory and method within the leadership field.

Must be able to understand practice, applied theory and method as well as be able to reflect on the practice and application of theory and method in the leadership profession.

Proficiencies

Must be able to apply methods and tools and must be able to use the skills connected to employment within leadership.

Must be able to assess practice-related and theoretical problem areas and motivate and choose relevant models for solutions.

Must be able to communicate practice-related and occupational problem areas and solutions to the employees, the remaining organization and to other interested parties.

Competencies

Must be able to handle complex and development-related situations in leadership contexts.

Must independently be able to enter into professional and cross-disciplinary co-operation and take on a leadership responsibility within the framework of professional ethics.

Must be able to develop one's own leadership practice.

6.3 Structure

The education consists of compulsory modules, optional modules as well as a final project which finalizes the education.

Compulsory modules cf. enclosure 1

The compulsory modules of the education comprises 6 modules of 5 ECTS points, in total 30 ECTS points. The compulsory modules are fundamental to the education.

For an explanation of learning aims, contents and extent of the compulsory modules, see enclosure 1.

Optional modules cf. enclosure 2

The education comprises optional modules, which for the individual student must amount to a total of 15 ECTS points divided on 3 optional modules of 5 ECTS points. The optional modules are supportive in relation to the aim for learning yield of the education.

For an explanation of learning aims, contents and extent of the optional modules within the subject are of the education, see enclosure 2.

Final project

The final project of 15 ECTS points finalizes the education. The final project must prove that the educational aim for learning yield has been achieved. The subject of the final project must lie within the subject area of the education and be formulated in a way which includes any optional subjects outside the subject area of the education.

All compulsory modules and the necessary number of optional or stream-specific modules at a total extent of 45 ECTS points must be passed before the student can finish the final project, cf §15 subsection 2 in government order on diploma educations.

7. Final project

The purpose of the final project is to qualify the students to identify, reflect and analyze a cross-disciplinary, practice-oriented leadership problem area and to indicate solutions and possibilities of action through the application of theories, strategies and methods.

7.1 Aim for learning yield for the final project

Knowledge and understanding

- Must be able to use knowledge about leadership theories and methods in a reflective way, and must in relation to the chosen problem area be able to apply a comprehensive perspective on the relevance of the contents of the preceding modules.
- Must in a perspective of the theory of science be able to identify, understand and distinguish between different theories and methods in relation to a given/one's own leadership practice and the chosen problem area.

- Must be able to reflect on their different significances in relation to one's own practice and the chosen problem area, including identifying one's own perspectives and reflect on their significance for ethical choices, leadership decisions and actions.

Proficiencies

- Must be able to observe, collect, handle and analyze empirical data in relation to the chosen problem area, to one's own leadership circumstances, challenges and decisions in a relevant way.
- Must be able to put into perspective and assess the results of the analyses in relation to chosen theories and methods, as well as to motivate one's own leadership practice in that relation, eg. by reflecting on the possibility to apply the results in one's own practice.
- Must be able to create and communicate understanding for complex problem areas in relation to the organization, to its interaction with the surrounding world and to leadership choices, approaches and challenges.
- Must be able to motivate one's own leadership practice in that relation.

Competencies

- Must be able to develop strategies for, realize and handle leadership and organizational challenges in relation to the chosen problem area.
- Must be able to transfer knowledge and proficiencies in relation to the chosen problem area within the framework of one's own organizational co-operative relations and leadership ethics eg. by entering into a constructive co-operation with the interested parties of the organization about handling and creating participation in, and reflection on, organizational development.
- Must take responsibility for complex leadership and organizational problem areas and be able to express motivated suggestions for the choice of solutions, managing methods and actions.
- Must be able to identify the need for and strategically plan competence development in relation to the chosen problem area.

Contents

- The work with the final project must be related to the other modules of the study and elaborate the work in these modules with
- science-theoretical, strategic and methodological perspectives
- project assignment writing
- the student's professional competence development

7.2 Drafting of the final project

The final project is implemented as an interaction between guidance, proper education and self-tuition. In order to be able to conclude the final project exam, all other exams must be passed.

The institution grants guidance in connection with the implementation of the final project.

8. The pedagogical organization of the education

8.1 Forms of education and working methods

Teaching materials: The education is to present the student to teaching materials (theories, descriptions of experience, debates, documents and statements) which are relevant to the module in question.

National and international research results are integrated in the education to the greatest degree possible.

A substantial part of the study deals with having a problematizing and analyzing perspective to various types of texts, and notably various forms of practice. The goal is to use what you read and at the same time to remain critical and constructive to both literature and experience. This implies that participants' experiences, differences and similarities between sectors etc. are included in the problem-oriented work in both compulsory and optional modules.

The basic idea in the academic and pedagogical organization of the education is that both theoretical and practice-based acknowledgement of the role as leader and of leadership competencies are central elements in the education. In so doing the education takes its starting point in the individual leader's cognitive development, including the participants' reflection over practice in their own organization reflected in the theoretical contents of the education.

The basic assumption is that reflections over action, behaviour and decisions are created through the course of the education, with the purpose of influencing the participants' personal leadership practice. The education must thus be based on participants using their own organization as a laboratory of development for behavior, actions and decisions in the course of the education.

8.2 Evaluation

The offering institutions have the responsibility to ensure that the modules of the education are evaluated, and that local quality development of the education is carried out.

The national cooperation about the education (National Danish Committee for Diploma in Leadership) debates the annual report of the Board of examiners with a view to quality improvements. The Board of examiners for Diploma in Leadership is invited to participate in these meetings.

9. Examinations and evaluation

During the education the student must become acquainted with different forms of assessment which all have as the key point to bring the applied theory into play with the reality the student is a part of, in order to maintain the focus on the development of the personal competence of action.

The form of examination and assessment must reflect the intended competence development in the individual modules. Each module is concluded with an assessment stipulated in the educational guide or educational plan of the individual offering institution.

At least 30 ECTS points are tested with external marking, of these 15 ECTS points on the final project and at least 10 ECTS points on the compulsory modules.

For assessments are each module the following applies:

- 1) Government order about tests and exams in vocational educations, no. 714 of 27 June 2012 (Eksamensbekendtgørelsen).
- 2) Government order of the Ministry of Education about marking scale and other assessment, no. 262 of 20 March 2007.
- 3) A written assignment or a practical product which is prepared in a group is assessed at an individual exam where it is the student's individual performance, including individual parts of a group-produced product which is assessed according to the 7-point marking scale.

In addition, for **the final project** the following exam conditions apply:

The final project is concluded with an oral examination with external marking.

The final project may be prepared individually or in groups.

The oral exam is individual and external and has the form of an oral defence with a starting point in the project. The written product may have the length of not less than 40 and not more than 60 standard pages excluding front page, list of contents and enclosures and may be extended progressively with not more than 10 standard pages per student. The examination is with individual assessment.

For the examination is allocated a total of 60 minutes per student (presentation and examination and examiners' discussion).

Marking is given according to the 7-point marking scale. In the assessment is included both the written product, the presentation and the oral defence. The result of the assessment must express an overall evaluation of the written product and the oral defence.

9.1 Examination periods and deadlines

Ordinary exams are held at least 2 times a year. The time for the conduct of exams and deadline for registration for and opting out from the exam are stipulated by the institutions and are communicated to the students. A registration or opting out which is too late in relation to the deadlines count as an exam attempt.

9.2 Make-up examination and re-examination

As at least 2 ordinary exams are held in all subjects, no make-up exams or re-exams are held.

9.3 Diploma

The institution issues a diploma for a successfully passed exam, stating the exams concluded and the marks acquired. The student has a right to have a diploma issued stating the modules passed. If the educations

has been completed at several institutions, the diploma is issued by the institution where the last exam had been sat.

10. Transfer of credits

Passed modules at one of the institutions are equivalent to modules at the other institutions.

The institution may approve that completed/passed educational elements, or parts thereof, from a Danish or foreign leadership education, will replace modules which are covered by this curriculum. In the case of transfer of credits from another education the acquired mark is not included, but is transferred as passed.

It is the responsibility of the student to acquaint oneself with the competence goals in the curriculum for the module(s) for which credit is applied for, and to document the foundation for credit in relation to these goals.

It is not possible to apply for credits for the Final project.

Evaluation of real competence may be effected according to Government Order on individual competence evaluation (Realkompetencevurdering) no. 8 of 10/1 2008.

11. Corps of examiners

Diploma in Leadership uses the corps of examiners for Leadership, approved by the Ministry of Education.

12. Educational guide

Each institution prepares guides and plans to the students and examiners, including educational plans for modules, examination guide and examiners' guide.

The present curriculum, as well as other documents and important rules for the students of the education, may be found on the website of the institution

13. Complaints and exemption

13.1 Complaints

Complaints about exams are treated according to the regulations in Government Order on tests and exams in vocational educations, no.714 of 27 June 2012 (Eksamensbekendtgørelsen). Complaints about other areas are treated according to the regulations in Government Order on diploma educations. All complaints are submitted to the institution not later than 2 weeks after the date when the decision was communicated to the student.

Complaints about conditions at exams are submitted individually by the examinee to the educational institution.

Each offering institution prepares rules of exam containing a complaints guide.

For other complaints we refer to Government Order on tests and exams at vocational educations, no. 714 of 27 June 2012 chapters 10 and 11.

13.2 Exemption from the curriculum

When special circumstances apply, the institution may exempt from the regulations in the curriculum which are not stipulated in the Government Order, but only established by the curriculum.

Applications for exemption from the curriculum which depend on an exemption from the Government Order, may be submitted to the Ministry of Education.

14. Interim arrangements

Students who have commenced their education according to previous Government Orders on Diploma in Leadership may continue their education according to the present government order.

In connection with the interim period students who have commenced the education according to the government order then in force, will lack a number of ECTS points (1-4) depending on how many modules have been completed according to the old and the new curriculum respectively.

The lacking ECTS points may be achieved either by taking an extra optional module or by an extension of the final project where the student prepares a special synopsis corresponding to 1, 2, 3 or 4 ECTS points, depending on how many points the student in question lacks in order to achieve the required 60 ECTS points.

The synopsis, and the supplementary study activity corresponding to the extra ECTS points, must be approved.

Students who have commenced their education according to Government Order no. 638 of 29 June 2009 and Government order no. 146 of 23 February 2011 are transferred to the present government order.

15. Legal basis

The legal basis of the curriculum is constituted by:

- 1) Government order on diploma educations
- 2) Government order on vocational education and further education (the further education system) for adults
- 3) Government order on open education (vocational adult education) etc.
- 4) Government order on tests and exams in vocational educations
- 5) Government order on marking scale and other assessment
- 6) Government order on flexible courses in further education for adults

The legal basis may found on the website www.retsinfo.dk

Enclosure 1: Compulsory modules

C1. The Personal Leadership 1: Leadership and Communication (5 ECTS points)

Purpose

The purpose is to intensify the students' attention to and understanding of the different communicative competences of leadership in relation to their own challenges of leadership. The students therefore work on a basis of social science and theory of science with different theories, strategies, and methods to illustrate the communicative dimensions of leadership. The aim is to develop the students' understanding and reflections on how different communicative approaches are important for the observation and the constitution of different leadership identities in relation to the entirety that the leader/student is a part of.

The students therefore bring in problems, experiences and narratives from their own organization in order to supply material for reflection and to anchor learning and development in their own practice.

Aims

Knowledge and understanding

- Must have knowledge about different perspectives, theories and methods to focus significance and the exertion of leadership as communication.
- Must have knowledge about how the choice of different communicative perspectives is important for the constitution and the significance of different leadership identities and professional ethic.
- Must be able to understand in a science-related perspective how different communicative perspectives and approaches of communication theory have significance for the observation and constitution of different leadership identities and leadership ethic in relation to the entirety which the leader is a part of.
- Must be able to identify their own perspectives and understand their different significance for the connection between communication, leadership identity, leadership ethic and their own leadership challenges.

Proficiencies

- Must be able to use problem areas, experience and interpret narratives from their own organization, in order to present material for reflection and to anchor learning and development in their own communicative practice.
- Must be able to observe and collect empiric material in a relevant way with regard to selection problem areas related to their own leadership challenge.
- Must be able to assess different communication theories and methods directed at the development of own leadership and to reflect on their significance.
- Must be able to use a motivated selected theory to analyze own leadership and communicative practice and to motivate the resulting consequences.
- Must be able to in relation the different players of the organization create and promote an understanding of the connections between the communication of leadership and their own

leadership decisions, ethical choices and the overall values, aims and staff policies of the organization.

- Must be able to reflect on and motivate their own leadership practice in this relation.

Competencies

- Must be able to develop strategies for and handle the development of their own competence of leadership and communication.
- Must be able to participate in internal and external cooperation and thereby contribute to an appropriate development of a communicative leadership practice.
- Must be able to identify and formulate the need for the development of their own competence in relation to their own leadership challenges.

Contents

- The focus is on how communication both theoretically and practically conveys identity to leadership in relations connected to leadership and organization.
- The emphasis is on developing the students' communicative competences of understanding and using contents and meta communication and to observe, reflect on and understand how choosing and refrain from choosing a position and perspective of observation conveys meaning to their own leadership identity and organizational relations.
- The emphasis is on developing the students' competences to reflect on, analyze and work with communication in relation their own practice and in relation to areas of their own communicative development of competence.

C2: The Personal Leadership 2: Professional Leadership (5 ECTS points)

Purpose

The purpose is to sharpen the student's attention to and understanding of the different leadership competencies and leadership identities of the professional leadership in relation to their own leadership challenges. Therefore the students work on a theoretical foundation of society and science with different leadership theories, strategies and methods to illustrate the professional leadership. The aim is to develop the students' understanding and reflections on how different theoretical approaches of leadership are of significance in the observation and constitution of different understandings of the professional leadership and its forms of practice in relation to the entirety which the leader/student is a part.

Therefore the students take up problem areas, experience and narratives from their own organization in order to supply material for reflection and to anchor learning and development in their own practice.

Aims

Knowledge and understanding

- Must have knowledge about different perspectives on, theories about and methods to focus significance and exertion of the professional leadership.
- Must have knowledge about how the choice of different perspectives, theories and methods are of significance for the constitution and meaning of different leadership identities and professional ethics.
- Must be able to understand in a perspective of theoretical science how different leadership perspectives and approaches of theoretical leadership to the professional leadership are of significance for the observation and constitution of different leadership identities and leadership ethics in relation to the concrete entirety which the leader is a part of.
- Must be able to identify and reflect on their own perspectives on the professional leadership and to understand their different significance for the connections between leadership identity, leadership ethics and their own leadership practice.

Proficiencies

- Must be able to bring in problem areas, experience and to interpret narratives from their own organization in order to supply material for reflection and to anchor learning and development in their own leadership practice.
- Must be able to observe and collect empirical material in a relevant way with regard to selected problem areas related to their own leadership challenges.
- Must be able to assess different theories and methods directed at the development of their own professional leadership and reflect on their significance.
- Must be able to use motivated selected theory to analyze and put into perspective their own leadership practice and argue for the resulting consequences.
- Must toward the different players of the organization be able to create and formulate an understanding of connections between their own professional leadership, ethical choices and the overall values, aims and staff policies of the organization.

- Must be able to reflect on and argue for their own leadership practice in this connection.

Competencies

- Must be able to develop strategies for and handle the development of their own professional leadership.
- Must be able to enter into cooperation internally and externally and thereby contribute to an appropriate organizational development.
- Must be able to identify and formulate the need for the development of their own professional leadership competence in relation to their own leadership challenges.

Contents

- The focus is on how the different meanings of professional leadership can be observed and understood in relation to a complex concept of organization and society which is consistent with a society in constant change.
- The focus is on different leadership theories rooted in history.
- The emphasis is on developing the students' competencies to observe and understand their own leadership practice in relation to different leadership theories rooted in history, including the significance of choosing or not choosing different theoretical perspective to the observation of their own leadership practice.
- The emphasis is on developing the students' understanding of how observation of differences between conceptions of a competent professional leadership and their present practice identifies areas for competence development of their own professional leadership.
- The emphasis is on developing the students' competencies to reflect on, analyze and work with strategies and theories about development of qualifications and competence in relation to their own practice and learning.

C3: Leadership and Employees 1: Leadership in Dynamic Relations (5 ECTS points)

Purpose

The purpose is to increase the students' attention to and understanding of the dynamic interaction between leadership and employees and among employees themselves as created by and as co-creators of organizational processes and possibilities for development in their own organization.

The students therefore work on a theoretical foundation of society and science with different theoretical perspectives of leadership and organization on the relationship between leadership and managers and among employees themselves. The aim is to develop the students' understanding of and reflections on how theories about and observations and reflections of the values, processes and identities of the organization create the conditions and possibilities for the development of both the individual employee and the entire organization in their own organization.

Therefore the students take up problem areas, experience and narratives from their own organization in order to supply material for reflection and to anchor learning and development in their own organization.

Aims

Knowledge and understanding

- Must have knowledge about different perspectives and theories to focus on and understand the relationship between leadership and employees and among employees themselves, and knowledge about different methods of handling this.
- Must in a scientific-theoretical perspective be able to identify, understand and distinguish between various theories and methods focused on the dynamic interaction between leadership and employees and among employees.
- Must be able to identify and reflect on their own perspective and to understand its importance for ethical choices and decisions of leadership in the dynamic interaction between leadership and employees and among employees.
- Must have an insight into and understanding of the right, duty and responsibility of the leadership for taking decisions and acting in the relations between leadership and employees.
- Must have an insight into the connection between organizational strategies of development and the competence development of the employees.

Proficiencies

- Must be able in a relevant way to observe and collect empirical data in connection with a selected organizational problem area related to the interaction between leadership and employees and among employees.
- Must be able to assess different theories and methods directed at the interaction between leadership and employees and among employees, and to motivate their own leadership practice in that connection.

- Must be able to use motivated selected theory to analyze and put into perspective empirical problem areas in the relationship between leadership and employees and among employees in their own organization, and must be able to reflect on leadership decisions in that connection and motivate the consequences for the interaction between leaders and employees and among employees.
- Must towards the different players of the organization be able to create and bring about understanding for the dynamic interaction between leadership and employees and among employees, in connection with the overall mission, visions, strategic aims and values of the organization.
- Must be able to reflect and motivate their own leadership practice in that connection.

Competencies

- Must be able to identify and develop strategies for, communicate about and handle dynamic relations between leadership and employees and among employees in their own organization.
- Must be able to relate to and use differences and conflicts as a possible resource in these relations.
- Must be able to identify and bring about understanding for the need for their own competence development and that of their employees in the interaction between leaders and employees and among employees in an appropriate way in relation to the overall mission, visions, strategic aims and values of the organization.

Contents

- The focus is on different theoretical leadership and organizational perspectives on concepts of leadership, self-leadership and co-leadership and on their significance in the dynamic relations between leadership and employees and among employees.
- The focus is on different theoretical leadership and organizational perspectives on concepts of responsibility, trust, loyalty, quality, participation, involvement and motivation and on their significance in the dynamic relations between leadership and employees and among employees.
- The emphasis is on developing the students' competencies of understanding, reflecting on and acting strategically in relation to how meaning is ascribed concretely to the above-mentioned concepts in narratives and interpretations about staff policies, staff leadership, staff development in the students' own organizations, and on how the concepts may be used as tools of leadership and management.
- The focus is on different theoretical leadership and organizational perspectives on how power, conflicts and negotiation are central focus points for the understanding of the way in which decisions of leadership and the employees are communicated and the foundation for decisions is presented in the dynamic relations between leadership and employees and among employees.

- On the basis of observations in the students' own organizations the emphasis is on developing the students' understanding of how the competence to make decisions concerning the relationship between leadership and employees and among the employees is connected to the competence to be informed and to choose in the organizational cross-pressure among the different possibilities for decisions and the ascribed meanings.

C4: Leadership and Employees 2: Leadership in Relations of Learning and Competence (5 ECTS)

Purpose

The aim is to enhance the students' attention around and understanding of development processes of learning and competence in the dynamic interaction between leadership and employees and among employees as constituted by and co-creating of the organizational development thinkings and development possibilities in their own organization.

The students therefore work on a theoretical foundation of society and science with different theories of learning, general education and development of competence and organization. The intention is that the students acquire competencies to understand and relate in a reflective way to how different leadership understandings and ways of handling the organization's human resources create the conditions and possibilities for individual and organizational learning and competence development in their own organizations.

The students therefore draw on problem areas, experience and narratives from their own organizations in order to supply material for reflection and to anchor learning and development in their own organizations.

Aims

Knowledge and understanding

- Must have knowledge about different perspectives and theories on focusing and understanding of development processes of learning and competence as well as knowledge about different methods to handling this in the relations between leadership and employees and among employees.
- Must in a perspective of theoretical science be able to identify, understand and distinguish between different theories and methods which focus on the development of the human resources in the interaction between leadership and employees and among employees.
- Must be able to identify their own perspective and reflect on its significance for the ethical leadership choices and decisions on the development of the human resources in the interaction between leadership and employees and among employees.
- Must have insight into the connection between organizational strategies of development and strategies for the learning and competence development of the employees.

Proficiencies

- Must be able to observe and collect empirical data in a relevant way in relation to a selected problem area related to development processes of learning and competence in the interaction between leadership and employees and among employees.
- Must be able to assess different theories and methods directed at the development of the human resources in the interaction between leadership and employees and among the employees, as well as be able to motivate their own leadership practice in that connection.
- Must be able to use motivated selected theory to analyze and put into perspective empirical problem areas in development processes of learning and competence in their own organization, and must be able to reflect on their own leadership decision in that connection and motive the resulting consequences for the interaction between leaders and employees and among employees.
- Must towards the different players of the organization be able to create and communicate understanding for different theories, methods and approaches concerning learning and

competence development in relation to the organization's overall development strategies, HR strategies and staff policies.

- Must be able to reflect and motivate their own leadership practice in that connection.

Competencies

- Must be able to identify and develop strategies for, communicate about, realize and handle development processes of learning and competence in their own organization.
- Must be able to relate to and use differences and conflicts between aims and strategies of learning and competence development as a possible resource.
- Must be able to identify the need for their own learning and competence development and that of the employees in the interaction between leaders and employees and among the employees and must be able to communicate them in an appropriate way in relation to the organization's overall mission, visions, strategic aims and values.

Contents

- The focus is on different theoretical perspectives of leadership and organization on concepts of learning and competence development and their importance for the understanding of the development of human resources in the dynamic relations between leadership and employees and among employees.
- The focus is on different concepts of learning, general education and competence development and on the importance for the understanding of the development of human resources in the dynamic relations between leadership and employees and among employees.
- The emphasis is on developing the students' competencies of understanding, reflecting and acting strategically in relation to how meaning is ascribed to the above-mentioned concepts in narratives and interpretations of learning, general education, competence development and staff development in the students' own organizations, and on how the concepts may be used as leadership and management tools.
- The emphasis is on developing the students' competences to identify, reflect and communicate understanding of how different theories, methods and approaches concerning learning and competence development, as well as HR concepts and their implementation in the students' own organizations are connected to the organization's overall visions, aims, ethics and values, development strategies, HR strategies and staff policies.

C5: Leadership and Organization 1: Organization and Processes (5 ECTS)

Purpose

The purpose is to enhance the students' attention around and understanding of importance of the internal and external organizational relations and their connection to leadership and organizational initiatives in their own organization.

The students therefore work on a theoretical foundation of society and science with different organizational understandings and theories. The intention is that the students acquire competences to understand and relate in a reflective way to how meaning may be ascribed to central organizational challenges in their own organization in different ways. Through observations and reflections of different organizational understandings, theories, forms, strategies and concepts, and the related leadership discourses, the students develop understanding of how organizations, and particularly their own, may or might be able to regulate their relationship to themselves and their surrounding world in different structural, cultural and processual perspectives.

The students therefore draw on problem areas, experiences and narratives from their own organizations in order to supply material for reflection and to anchor learning and development in their own organization.

Aims

Knowledge and understanding

- Must have knowledge about different theories about organizations and their leadership, including in particular knowledge about different thinkings, theories and methods related to leadership of complex organizations in a society of constant change.
- Must in a perspective of theoretical science be able to identify, understand and distinguish between the importance of different theories and methods for the understanding and handling of the complexity in the organizations' relationship to themselves and their surrounding world.
- Must be able to identify and reflect on their own perspective and understand its importance for leadership and organizational decisions, processes and initiatives in their own organization.
- Must have an insight into how organizational narratives and interpretations ascribe meaning and identity to the leadership, employees and the organization internally in the organization and externally to the surrounding world.

Proficiencies

- Must be able to observe and collect empirical data in relation to selected organizational problem areas in a relevant way.
- Must be able to analyze frameworks and identify the possibilities for the leadership space in their own organization.
- Must be able to use motivated selected theory to analyze and put into perspective empirical organizational problem areas in their own organization and must be able to reflect and assess leadership decisions in that connection and motivate organizational consequences thereof.
- Must towards the different internal and external players of the organization be able to create and communicate understanding for the leadership decisions and organizational initiatives in their own organization.
- Must be able to reflect and motivate their own leadership practice in that connection.

Competencies

- Must be able to develop strategies for an initiate development, realization and handling of innovative organizational processes of change and development taking the organization's complex internal and external relations into account.
- Must be able to enter into a constructive cooperation with the organization's players about handling and creating organizational participation in and reflection on organizational changes and approaches of change development.
- Must be able to identify the need for their own competence development and that of the organization in relation to leadership of organizational processes of change and development.

Contents

- The focus is on how their own organizations and their surrounding relations may be observed and understood in relation to different organizational understandings, theories, forms, strategies and concepts and the related leadership discourses, including particularly related to a complex organizational concept which is consistent with a society in constant change.
- The emphasis is on developing the students' competencies to distinguish between and reflect the importance of different historically rooted organizational theories, strategies of analysis and practices, including the importance of choosing or not choosing different perspectives on their own organizations in relation to its surrounding world.
- The focus is on how leadership of processes of development and change is carried out in a complex organizational context where the importance of decisions, narratives and interpretations about the identities of public and private organizations are constantly being negotiated and renegotiated.
- The emphasis is on developing the students' competencies of understanding, reflecting, negotiating and acting strategically in relation to the organizational cross-pressure of narratives, interpretations and values with a view to understanding and using the complexity as a potential resource.

C6: Leadership and Organization 2: Organization, Management and Strategy (5 ECTS points)

Purpose

The purpose is to enhance the students' attention around and understanding of the importance of the internal and external organizational relations for and connection with conditions for strategic leadership and management in their own organization. The students therefore work on a theoretical foundation of society and science with how different organizational theories and understandings constitute different meanings of the organizational concept and create different conditions for strategic leadership and management. The intention is to develop the students' competencies to understand and reflect the relationship between a number of current central understandings of and concepts about strategic leadership and management. The students thereby acquire competencies to understand and relate in a reflective way to how meaning may/might be ascribed to concrete strategic and management-related challenges like e.g. strategic decisions, strategy processes, management concepts and tools in the organizational complexity and in their own organizations in particular.

The students therefore draw on problem areas, experience and narratives from their own organizations in order to supply material for reflection and to anchor learning and development in their own organizations.

Aims

Knowledge and understanding

- Must have knowledge about different thinkings and theories about strategic leadership and management of organizations, including in particular knowledge about different thinkings, theories and methods related to strategic leadership and management of complex organizations in a society in constant change.
- Must in a perspective of theoretical science be able to identify, understand and distinguish between different theories and methods directed at strategic leadership and management in organizations.
- Must be able to identify and reflect on their own perspective and understand its importance for strategic choices and management approaches in their own organization.
- Must have an insight into how meaning and identity is ascribed to leadership, employees and the organization through strategic narratives, management concepts, tools and initiatives internally in the organization and externally in relation to the surrounding world.

Proficiencies

- Must be able to observe and collect empirical data in relation to selected strategic and management-related problem areas in a relevant way.
- Must be able to analyze conditions and identify the possibilities for strategic and management-related thinkings and initiatives in their own organization.
- Must be able to assess different theories, methods, concepts and tools directed at the management and leadership of organizations and be able to motivate their own leadership practice in that connection.
- Must be able to use motivated selected theory to analyze and put into perspective empirical strategic and management-related problem areas, and must be able to reflect and motivate the resulting organizational consequences.

- Must towards the organization's different internal and external players be able to create and communicate understanding for different thinkings, theories and methods concerning strategic leadership and management.
- Must be able to reflect and motivate their own leadership practice in that connection.

Competences

- Must be able to practice strategic leadership and implement management-related initiatives taking the organization's complex internal and external relations into account.
- Must be able to enter into a constructive cooperation with the players of the organization about handling and creating organizational participation in and reflection on strategic and management-related challenges and processes.
- Must be able to identify the need for their own competence development and that of their organization in relation to strategic leadership and management.

Contents

- The focus is on how strategic leadership and management of organizations may be observed and understood in relation to different organizational understandings, theories, forms, strategies and concepts and the related leadership discourses, including particularly in relation to a complex organizational concept which is consistent with a society in constant change, characterized by new forms of self-government and distance management.
- The focus is on different historically rooted thinkings, theories, concepts and tools, analysis strategies and practices concerning strategic leadership and management, including the importance of choosing or not choosing different strategic and management-related perspectives on their own organization.
- The emphasis is on developing the students' competencies to understand and to handle strategic leadership and management of organizations in a complex organizational context where the importance of strategic decisions and paradigms of management, narratives and interpretations are constantly being negotiated and renegotiated.
- The emphasis is on developing the students' competencies to understand, reflect, negotiate and act strategically in relation to the organizational cross-pressure of ascribed meanings to management-related paradigms with a view to understanding and using the complexity as a potential resource.

Enclosure 2: Optional modules

At ZIBAT Campus Køge the international students have the following 'optional' modules: Op.7: Globalized Management, Op.8: Innovation, and Op.9: Leadership and Coaching

Op.7: Globalized Management

Purpose

That the students dynamically alternate between theory and practice to be able to work with analysis, reflection and handling of leadership in a perspective of globalization.

Aims

Knowledge and understanding

- Must have knowledge about different theories, concepts and methods about leadership in a globalized perspective
- Must in a scientific-theoretical perspective be able to identify, understand and distinguish between different theories, concepts and methods about globalization in a leadership perspective.
- Must be able to reflect on different significance and manifestations of theories, concepts and methods on a societal as well as organizational level.

Proficiencies

- Must be able to observe and collect empirical data about leadership and globalization and relate them to their own leadership context and practice in a relevant way.
- Must be able to assess and communicate the significance of different theories, concepts and methods concerning globalization in relation to the empirical data and to their own leadership context and practice.

Competencies

- Must be able to relate their own leadership practice and context to the central theories, concepts and methods which are linked to leadership and globalization.
- Must be able to identify the need for their own and organizational competence development in relation to the concrete contexts for the leadership task.

Contents

- Globalization and leadership-related challenges
- Globalization and intercultural analyses
- Globalization and intercultural competences
- Globalization and intercultural communication
- The globalized organization

Op.8: Innovation

Purpose

That the students dynamically alternate between theory and practice to be able to work with analysis, reflection and handling of leadership of knowledge creating and innovative processes.

Aims

Knowledge and understanding

- Must have knowledge about different theories, concepts and methods about knowledge creation and innovative processes.
- Must in a scientific-theoretical perspective be able to identify, understand and distinguish between different theories, concepts and methods concerning knowledge, knowledge creation, innovation and innovative processes in a leadership perspective.
- Must be able to reflect on different significances and manifestations of theories, concepts and methods on a societal as well as organizational level.

Proficiencies

- Must be able to observe and collect empirical data about knowledge, knowledge creation, innovation and innovative processes and to relate the data to selected parts of their own leadership-related context and practice in a relevant way.
- Must be able to assess and communicate the significance of different theories, concepts and methods concerning knowledge and innovation leadership in relation to the empirical data and their own leadership-related context and practice.

Competencies

- Must be able to relate their own leadership practice and context to the central theories, concepts and methods linked to the contents of the module.
- Must be able to identify the need for their own and organizational competence development in relation to the concrete contexts for the leadership task.

Contents

- Knowledge and innovation leadership in a historical perspective and a perspective of the surrounding world
- The complexity of concepts of knowledge and innovation – including categories, barriers and driving forces.
- Knowledge creation and innovative processes in the span between creativity and systemic and between leadership and management.
- Leadership of knowledge and innovation in relation to the specific organizational context.

Op.9: Leadership and Coaching

Purpose

That the students dynamically alternate between theory and practice to be able to work with analysis, reflection and handling of coaching as leadership thinking and leadership communication in relation to development of employees and organization.

Aims

Knowledge and understanding

- Must have knowledge about different perspectives, theories, concepts and methods about coaching, with a focus on the leadership-related, organizational and communicative aspects.
- Must in a science-theoretical perspective be able to identify, understand and distinguish between different theories, concepts and methods about coaching in a leadership-related and organizational perspective.
- Must be able to reflect on different significance and manifestations of theories, concepts and methods on a societal as well as an organizational level.

Proficiencies

- Must be able to observe and collect empirical data about coaching and relate them to selected parts of their own leadership practice and organizational context in a relevant way.
- Must be able to assess and communicate the significance of different theories, concepts and methods concerning coaching in relation to the empirical data and their own leadership practice and organizational context.

Competencies

- Must be able to relate their own leadership-related practice and organizational context to the central theories, concepts and methods which are linked to coaching.
- Must be able to identify the need for their own and organizational competence development in relation to the concrete contexts for the leadership task and communicate them in an appropriate way in relation to the over-all mission, visions, strategic goals and values of the organization

Contents

- Theoretical perspectives on coaching
- Organizational ideas, conflict and power as a resource.
- Theories about coaching – understanding of concepts.
- Coaching methods in order to promote constructive organizational development, handling of conflicts and of power.
- Coaching methods and tools in order to further reflection, learning and innovation in individuals as well as in teams.