

CURRICULUM
for
The Academy Education in
Leadership and Management
Academy Profession Degree

Revised 1 December 2015

The Curriculum will be in force from 1 December 2015

Contents

1	Introduction.....	1
2	Purpose of the education.....	1
3	Length of the education.....	2
4	Title of the education	2
5	Terms of admission	2
6	Aim for learning yield, structure and contents of the education.....	4
6.1	Aim for learning yield of the education	4
6.2	Structure of the education.....	4
7	Final project.....	6
8	The pedagogical organization of the education	7
8.1	Forms of education and working methods	7
8.2	Evaluation.....	8
9	Examinations and assessment.....	8
10	Transfer of credit	8
11	Corps of examiners.....	9
12	Educational guidance	9
13	Complaints and exemption	9
14	Interim arrangements	9
15	Legal basis	10
	Enclosure 1 "Compulsory Modules"	11
	Module C1: Leadership i practice.....	11
	Module C2: Organization and psychology	12
	Module C3: The strategic leadership	13
	Module O5: Project management in practice.....	15
	Module O6: Change management	16

Enclosures

Enclosure 1 Compulsory modules (C)

Summary and outline of aims of learning, contents and extent of the compulsory modules.

Bilag 2 Optional modules in the subject-area of the education (O)

Summary and outline of aims of learning, contents and extent of the compulsory modules.

The common disciplinary committee
2015

1 Introduction

The academy Education Leadership and Management, AP Degree, 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 educations in the act on open education (vocational adult education) etc. The education is comprehended by the provisions in the Ministry of Science, Innovation and Higher Education executive order on academy educations.

The education falls under the subject area of leadership in the executive order on VVU-degrees (further education for adults, Academy Educations).

The curriculum is drawn up jointly by the institutions which are approved by the Danish Agency for Higher Education and Educational support (VUS) 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 Academy Education in Leadership and Management:

Copenhagen Business Academy	www.cphbusiness.dk
Erhvervsakademi Aarhus	www.eaaa.dk
Erhvervsakademi Dania	www.eadania.dk
Erhvervsakademi Kolding	www.eakolding.dk
Erhvervsakademiet Lillebælt	www.eal.dk
Erhvervsakademi Midtvest	www.eamv.dk
Erhvervsakademi Sjælland	www.easj.dk
Erhvervsakademi Sydvest	www.easv.dk
Københavns Erhvervsakademi	www.kea.dk
Professionshøjskolen University College Nordjylland	www.ucn.dk
Professionshøjskolen VIA University College	www.viauc.dk

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 executive order on examination regulations.

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

The curriculum has effect from 1 December 2015.

2 Purpose of the education

The purpose of the Academy Education (AU) in Leadership and Management is to qualify adults to be able to analyze and assess practice-based problem-areas on an academic and methodological basis and to handle assignments on specialist and mid-level management.

The purpose of the education in Leadership and Management is to qualify the student independently and on the basis of personal and leadership-related competencies to be able to analyze, plan and conduct leadership in private and public organizations nationally as well as internationally.

Furthermore the educations must contribute to developing the student's independence, ability to cooperate, ability to create innovation and strengthen the interest in the culture of innovation and independence as well as the establishment of their own business.

The aim lies with the aim of the subject-area as stipulated in the executive order on further education for adults.

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).

Each education constitutes an independent, complete educational program which together with 2 years' relevant professional experience makes up a final level corresponding to an Academy Profession Degree.

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 assessments.

4 Title of the education

The education gives the candidate the right to use the Danish title AU i Ledelse. The term in English is Academy Profession (AP) Degree in Leadership & Management, cf. executive order on VVU-degrees (further education for adults), enclosure 1.

5 Terms of admission

Admission to the Academy Education in Leadership and Management or to individual modules is conditioned by the applicant having completed a relevant, qualifying education of at least the level of a relevant vocational education, a relevant basic adult education (GVU), or an upper secondary education.

On top of that, the applicant must have at least 2 years' of relevant professional work experience after completed qualifying education or achieved concurrently with the qualifying education, e.g. a relevant vocational 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 admits applicants who, after an individual competence assessment according to 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.

5.1 Introductory courses

The institution may offer an introductory course in study preparation, study technique and introduction to project writing which is directed at all compulsory and optional modules and aims to improve the student's ability to complete the modules. The introductory course has an extent corresponding to 1/12 full time equivalent.

The aim of the introductory course Study preparation, study technique and introduction to project writing is that the student acquires proficiencies and competencies with study technique, project method and assignment solving, as well as knowledge about motivation, concentration and planning a study.

The module focuses on the role as student, information retrieval, processing and analysis of data, professional reading and professional writing, as well as presentation and communication in teaching and learning situations as well as the evaluation situations.

Contents

- Motivation and learning processes
- Professional reading and writing, oral presentation
- Information retrieval, source criticism and source reference
- Project work
- Study design, qualitative and quantitative data

Aims of Learning

Knowledge and understanding

- The student must have knowledge about general study technique
- The student must have development-based knowledge about one's own learning and methods to improve the study competence
- The student must be able to understand the main theories and methods connected to studying at an academy education, including knowledge about qualitative and quantitative data.

Proficiencies

- The student must be able to use central methods within project work
- The student must be able to gather knowledge through search machines, be able to assess and thereby stay critical to the sources and be able to apply the new knowledge in the phases of the project work.

Competencies

- The student must be able to handle the contents-related methodological demands which are made at an Academy education, including be able to read and write professionally relevant at an appropriate level
- The student must be able to participate in a professional and academic way in professional connections during the study, including in group connections.

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

6.1 Aim for learning yield of the education

Aim for learning yield of the education:

Knowledge

- Must have knowledge about practice and the use of method and theory within the field of leadership and management
- Must have understanding of practice and/or the most important theories and methods with the field of leadership and management and be able to understand the use of these in practice

Proficiencies

- Must be able to apply and combine a comprehensive set of proficiencies which are connected with the practice and work processes of the field of leadership and management
- Must be able to assess practice-based problem areas and adjust work procedures and work processes in relation to leadership and management
- Must be able to present practice-based problem areas and possible solutions within the field of leadership and management within and outside one's own organization.

Competencies

- Must be able to participate in strategic work as a developer, interpreter and presenter of aims and strategies
- Must be able to take part in development-oriented and/or cross-disciplinary work processes within the field of leadership and management
- Must be able to handle limited leadership and planning functions in relation to one's own practice
- Must be able to identify and develop one's own leadership practice
- Must be able to identify and develop the co-workers' personal and professional competencies and potentials for development within the framework of the organization.

6.2 Structure of the education

The Academy Education in Leadership and Management consists of 3 compulsory modules of a total of 30 ECTS points which constitute the education, and 2 "optional" modules of 10 ECTS points as well as a final project of 10 ECTS points which finalizes the education.

Structure for the Academy Education in Leadership and Management:

Common compulsory modules 30 ECTS
Optional modules 20 ECTS points Including at least 10 ECTS points within the subject area of leadership and management and not more than 10 ECTS points from a different subject area
Final project 10 ECTS

Compulsory modules cf. enclosure 1

The compulsory modules of the education, which apply to all students, comprise a total of 30 ECTS points. The compulsory modules for Leadership are 'Leadership in Practice', 'Organization and psychology' and 'The strategic leadership'. To these is added the final project, whose topic must relate to the chosen modules and aims of 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 20 ECTS points. The "optional" modules for Leadership are 'Project management in practice' and 'Change management'.

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

Final project

The final project of 10 ECTS points finalizes the education. The final project must document that the educational aim for learning yield has been achieved. The topic 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. The institution approves the topic.

The prerequisite for sitting for the exam in the final project is that the modules of the education corresponding to 50 ECTS points have been passed.

7 Final project

7.1 Aim for learning yield for the final project

Aim

In the final project the student must be able to document the ability to carry through practice-based and complex problem solving within the overall aims of the education. The student must complete the finishing final project within the central problem areas in the education.

The final project consists of a written project report and an oral defence thereof. Further details may be found in the institutions' guide to organization and carrying through of the final project.

Extent: 10 ECTS points

Knowledge and understanding

- Must in relation to the chosen problem area have development-oriented knowledge about leadership theories and methods and be able to reflect on these in a broad perspective
- Must have understanding for the most important, applied theories and methods in relation to one's own leadership practice and the chosen problem area.

Proficiencies

- Must be able to use and combine a comprehensive set of proficiencies which are connected to the practice and working processes of the leadership area
- Must be able to observe, collect, process and analyze empirical data in relation to the chosen problem area, to one's own leadership-related conditions, challenges and decision in a relevant way
- Must be able to assess practice-related problem areas and adjust work procedures and processes in relation to leadership
- Must be able to communicate practice-related problem areas and possible solutions within the leadership area within and outside one's own organization.

Competences

- Must be able to participate in strategic work as developer, interpreter and communicator of targets and strategies in relation to the chosen problem area
- Must be able to take part in development-oriented and/or cross-disciplinary work processes within the leadership area
- Must be able to handle limited leadership and planning functions in relation to one's own practice
- Must be able to identify and develop one's own leadership practice
- Must be able to uncover and develop the employees' personal and professional competences and potentials for development in relation to the chosen problem area
- Must be able to use knowledge about leadership theories and methods in a reflected way in relation to the chosen problem area.

Contents

- The work with the final project must be related to the modules which the student has completed

- Inclusion of relevant theories, methods and models to solve complex practical problem areas, including:
 - formulating and limiting the problem area within the chosen assignment field and assess, choose and use relevant professional methods and carry out relevant data collection
 - presentation of problem area, method, analysis, suggestions for action and conclusion in the form of a report
- Oral presentation and defence of the mail results in the written report as well as putting it into perspective
- Dialogue about the final project

Exam Individual exam with external censorship according to the 7-point marking scale.

7.2 Drafting the final project

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

For further information, please see the exam catalogue.

8 The pedagogical organization of the education

8.1 Forms of education and working methods

A common feature of all modules of the education is that they are application-oriented, ie. that there is a relatively close interaction between the student's practical professional experience and the theoretical contents. It is emphasized that the teachers have practical experience within the subject area, and that the student's experience is included in the education.

The development of professional and personal qualifications is integrated in the education, ie. that the professionalism is primarily learnt through pedagogical working forms which develop and support personal qualifications such as independence, initiative, critical sense, creativity, ability to cooperate and interest in innovation.

The education therefore includes professional discussions, exchange of experience, case processing and project work, which contribute to securing personal development, academic immersion and connection between theory and practice.

In order to support learning and to assess the yield of the education a number of assignments are provided to reflect on and to hand in. For subjects with written exam the purpose of the assignments is to prepare for the exam. In that case the number of assignments will normally be greater than in subjects without a written exam.

Furthermore, it is emphasized that the student can search, assess and use information. These abilities are quite fundamental for being able to acquire new qualifications as a part of life-long learning and development.

8.2 Evaluation

The modules of the education are evaluated in accordance with the systematics of the institutions for their work with quality assurance and development. The evaluations are part of the over-all quality assurance and are used for a continued development of the education. Evaluations of the education are moreover discussed at meeting in the joint committee under the subject area of Leadership.

9 Examinations and assessment

Each module and the final project are concluded with an exam with assessment according to the marking scale in the Marking Scale Executive Order.

When registering for a module will student will automatically be registered for the exam. By registration the student will also use one trial for the exam, according to the executive order about examination. However, this does not apply if the student is prevented due to illness or maternity leave. The current exam forms are indicated in the exam catalogue for the academy educations. In enclosure 1 and 2 the exam forms of the modules are described, and the modules which are assessed through external censorship are described.

The terms for the arrangement and organization of exams are stipulated in the below executive orders:

- Executive order about further education for adults (Academy educations)
- Executive order about tests and exams in vocational educations (Eksamensbekendtgørelsen)
- Executive order about marking scale and other assessment giving a basis and method for marking tests and exams (Karakterbekendtgørelsen)

On the basis of the framework in the above executive orders each individual offering institution has a set of exam regulations which indicates the general exam rules, the guide lines in connection with illness, the special exam rules in each individual subject, the consequences of not adhering to the rules about exam, the possibilities to complain about the exam as well as the possibilities and rules for the use of computers at the exam etc.

All compulsory subject modules, as well as the optional subjects Coaching in organizations, Employee law, Human resource management, Lean management in practice, Project management in practice, Coaching and handling of conflicts, and the final project are concluded with external censorship. All tests are evaluated individually.

In addition to the above, the rules in the Executive order about tests and exams in vocational further educations and the Executive order about marking scale and other assessment apply.

10 Transfer of credit

Transfer of credit may be given for modules when the student has achieved corresponding qualifications by passing educational elements from a different Danish or foreign further education. The decision is made on the basis of a concrete academic evaluation of the equivalence between the educational elements in question.

Moreover transfer of credit is given for modules if the student has real competences which have been approved as corresponding to the modules in questions after an individual competence assessment with reference to the Act on vocational fundamental education and further education (the further education system) for adults.

Transfer of credit cannot be given for the final project.

11 Corps of examiners

The Academy Education in Leadership and Management uses the corps of examiners for the subject area of Leadership, approved by the Agency for Further Educations and Educational Benefits (VUS).

12 Educational guidance

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

The present curriculum, as well as other documents with rules of importance to the students on the education, may be found on the institution's website.

13 Complaints and exemption

Complaints about exams are to be submitted to the offering institution within 14 days after the publication of the marking of the test.

Complaints concerning tests are treated according to the regulations in the Executive Order on tests and exams in vocational educations.

Complaints concerning other matters are to be submitted to the offering institution.

The offering institution may only exempt from the regulations in the Curriculum in case of special circumstances.

14 Interim arrangements

Completed (passed) educational elements according to previous executive orders:

Educational elements which are completed according to the following executive orders are fully approved:

Executive Order No. 367 of 25 April 2012 on further adult education within the mercantile area

The educational elements (subject modules) in question are from the following academy educations:

- Academy Education in Leadership and Management (Academy Profession Degree)

The educational elements (subject modules) are thereby part of the the Academy Educations and educational lines which are approved according to executive order no. 367 of 25 April 2012.

For students who have completed one or more subject modules of the above academy educations, the institution ensures that the students may finalize the initiated academy education by for instance letting students who have started according to the above executive orders finalize their education according to the corresponding curricula.

The student may thereby without delay continue the initiated education, however this means that in relation to this curriculum the special subject is omitted and is replaced by an optional subject.

15 Legal basis

The legal basis of the curriculum is constituted by:

- 1) Executive order of law on vocational fundamental education and further education (the further education system) for adults, Ex.Order no. 578 of 01/06/2014
- 2) Executive order on further adult educations, Ex.Order no. 834 of 03/7/2015
- 3) Executive order of law on open education (vocational adult education) etc, Ex.Order 64 of 26/01/2015
- 4) Executive order on tests and exams in vocation further educations, Ex.Order no. 1519 of 16/12/2013
- 5) Executive order on marking scale and other evaluation, Ex. Order no. 03/02/2015
- 6) Executive order on flexible courses in further education for adults, Ex. Order no. 1348 of 29/11/2013

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

Enclosure 1 "Compulsory Modules"

Enclosure 1 describes learning aims, contents and extent of the compulsory modules.

Module C1: Leadership i practice

ECTS-points: 10

Exam: Oral exam combined with an individual business case and with external censorship and assessment according to the 7-point marking scale. A case assignment is either a brief description of a scenario of maximum 2 standard pages corresponding to 2 x 2400 keystrokes incl. spacing, or e.g. a brief video recording or the like describing a relevant, realistic situation from own practice. The business case is included as part of an overall assessment and marking.

Aims

- That the participant can handle leadership functions in practice
- That the participant achieves insight into one's own leadership practice and must be able to define areas of development and draw up plans of action for one's own leadership development and learning.
- That the participant through knowledge and use of the theories and tools of the subject achieves insight into one's own behavioural, communicative and leadership strengths and weaknesses.
- That the participant through analysis of the connection between practice and theory can point out which of the tools of the subject is relevant to apply in concrete leadership situations.
- That the participant achieves understanding of methods and skills in order to be able to structure a project.

Learning aim: The student...

Knowledge and understanding

- Must within the leadership area or in a broader perspective on the leadership subject area have development-based knowledge about the practice of the leadership area and centrally applied theory and method.

Proficiencies

- Must be able to apply central methods and tools as well as be able to apply the proficiencies which are connected to employment within the leadership area
- Must be able to evaluate practice-related problem areas and draw up as well as choose possibilities for solutions
- Must be able to communicate practice-related problem areas and possible solutions to co-partners and users.

Competencies

- Must be able to handle development-oriented situations within the leadership area (operational and tactical leadership level)
- Must be able to participate in professional and cross-disciplinary cooperation with a professional approach in relation to leadership
- Must be able to develop one's own leadership practice in a structured connection

Contents

- Leadership understanding which points to practice-related leadership theories/tools/styles which are used today and will be in the near future
- Analysis and development of one's own leadership style
- The leadership communication and connected theories and tools
- Development of one's own learning and practice
- Method theory with a focus on problem formulation and method

Module C2: Organization and psychology

ECTS points:10

Exam: Oral test on the basis of an individual short project (8 pages) and with external censorship and assessment according to the 7-point marking scale. The term short project means that the project may in total not exceed 8 standard pages, corresponding to 8 x 2400 keystrokes including spacing. This short project will be part of an overall assessment and marking.

Aim : That the student through reflection on practice and theory develops one's own understanding of the processes and problem areas of organizational life/psychology and thereby can take professional part in the solution of organizational tasks and problem areas.

Learning aim: The student...

Knowledge and understanding

- Must within the area of organizational and work life psychology or in a broader perspective on the area have development-based knowledge, theory, practice about structure, processes, culture, organization, motivation and well-being
- Must be able to understand practice and centrally applied theory and method as well as be able to understand the area's application of theory and method within the subject area

Proficiencies

- Must be able to apply central methods and tools as well as be able to apply the proficiencies which are connected to employment within the leadership area
- Must be able to evaluate practice-related organizational problem areas and indicate adjustments of procedures and work processes
- Must be able to communicate practice-related problem areas and possible solutions in organizational psychology to co-partners and users.

Competencies

- Must be able to enter into/ or handle development-oriented and cross-disciplinary work processes within the area of organizational psychology
- Must be able to take part in professional and cross-disciplinary cooperation with a professional approach in relation to organizational framework and possibilities
- Must be able to handle limited leadership and planning functions in relation to the organizational practice
- Must be able to develop one's own practice within the area of organizational psychology

- Must through insight on a consolidated foundation be able to contribute to organizational processes of cooperation and thereby to organizational goal fulfilment

Contents:

- Organizational basis elements and connections in the global and local spectra of the present time and the future
- Organizational structure
- Steering processes in private and public companies
- Organizational culture
- Work life psychology
- Motivation in work life
- Well-being and working environment
- Teams and individuals
- Method theory with a focus on data collection and method

Module C3: The strategic leadership

ECTS points:10

Exam: Oral exam on the basis on a long individual project, with external censorship and assessment according to the 7-point marking scale. The term long project means that the project in total may not exceed 15 standard pages corresponding to 15 x 2400 characters including spacing. This long project will be part of an overall assessment and marking.

Aim: That the student through reflection on practice and theory within the subject area strengthens one's leadership-related drive by developing the ability to understand, relate to, interpret and communicate the processes, conditions, dimensions and perspectives of the strategic leadership.

Learning aim: The student...

Knowledge and understanding

- Must within the strategic leadership area have development-based knowledge about the practice and centrally applied theory and method of the area.
- Must be able to understand practice and centrally applied theory and method as well as be able to understand the use of theory and method of the area within strategy analysis, development, implementation.
- Must understand the major impacts of concrete leadership practice in relation to strategic approaches and development processes both on the organizational and on the personal level.

Proficiencies

- Must be able to use central methods and tools as well as be able to use the proficiencies which are connected to the strategy-related part of the leader's tasks on the current leadership level
- Must through description, analysis and evaluation be able to characterize the situation and development needs of a given organization

- Must in the light of the organization's strategy thinking and on the basis of an independent evaluation be able to identify development needs in one's own department
- Must be able to evaluate practice-related problem areas and draw up and choose possible solutions.
- Must on the basis of reflection on one's own leadership approach and one's own leadership practice be able to account for how development-related approaches may be implemented in one's own department, including how the relational aspect may be applied in processes of development
- Must be able to communicate practice-related problem areas and possible solutions in accordance with the organization's value set, the department's competence area and relations to co-partners and users.

Competencies

- Must be able to lead development-oriented situations on the relevant leadership level – the operational, the tactical or the strategic leadership level – in relation to the current context.
- Must be able to develop one's own leadership approach and leadership practice in connection with the strategy work.
- The student must be able to participate actively in implementing the goals of the organization upwards by contributing to the strategy and in one's own department by being able to effect strategy-supporting changes, eg. in the form of competence development.
- Must on a basis of reflection in one's own department be able to show leadership drive and convert strategic aims into concrete and realistic culture-adapted development processes which contribute to a sense of community and to the cohesion in the organization.

Contents:

- Strategical theories and models
- Strategical analysis, development and implementation
- Development of leadership processes which convert the strategy to practice. A process which creates ownership, meaning and action with co-workers and leaders in the organization/department
- Processes of change and leadership of change
- Personal, reflected and authentic leadership in connection with the strategy process
- Method theory with a focus on method triangulation, choice of theory and method.

Module O5: Project management in practice

ECTS points: 10

Exam: Oral exam combined with an individual business case and with external censorship and assessment according to the 7-point marking scale. A case assignment is either a brief description of a scenario of maximum 2 standard pages corresponding to 2 x 2400 keystrokes incl. spacing, or e.g. a brief video recording or the like describing a relevant, realistic situation from own practice. The business case is included as part of an overall assessment and marking.

Aim: That the student acquires competence in developing, implementing, and finalizing projects in the organization.

Learning aims: The student...

Knowledge and understanding

- Must within the field of project management or in a broader perspective on the subject area have development-based knowledge about practice and centrally applied theory and method on the field of project management
- Must have knowledge about and understanding for the organization's situation and surroundings. As project leader it is essential to possess the organizational knowledge in order to be able to act as leader of projects (in a cross pressure between operations/hierarchy and network)
- Must be able to apply different methods and theories within project management and project participation
- Must be able to understand practice and centrally applied theory and method and be able to understand the area's use of theory and method within project management.

Proficiencies

- Must be able to use and combine a versatile set of proficiencies which are connected to the practice and work processes on the area of project leadership
- Must have a comprehensive view of different project types
- Must be able to evaluate practice-related problem areas and adjust procedures and work processes in relation to project goals and subsidiary goals
- Must be able to communicate practice-related problem areas and possible solutions within project management to the interested parties of the project
- Must be able to observe and collect empirical data on project management and to relate the empirical data to one's own organization and to one's own leadership-related conditions, challenges and approaches in a relevant way.

Competencies

- Will easily be able to take part in development-oriented and/or cross-disciplinary work processes within project management
- Must be able to handle leadership and planning functions in relation to the practice of project management

- Must be able to identify and develop one's own possibilities for continuous further education in different learning environments
- Must be able to develop one's own leadership practice within the project area in a structured connection

Contents:

- Fundamental elements and connection in relation to initiation/ development and implementation of a project
- The project leader's tasks of communication, process and leadership
- The establishment and mandate of the project as well as evaluation
- Project tools

Module O6: Change management

Aim: To give the student both theoretical and practical knowledge in order to be able to analyze and lead processes of change and development in organizations.

ECTS points: 10

Form of exam: Oral test combined with an individual business case, with internal assessment according to the 7-point marking scale. Oral exam combined with an individual business case and with external censorship and assessment according to the 7-point marking scale. A case assignment is either a brief description of a scenario of maximum 2 standard pages corresponding to 2 x 2400 keystrokes incl. spacing, or e.g. a brief video recording or the like describing a relevant, realistic situation from own practice. The business case is included as part of an overall assessment and marking.

Learning aim: The student...

Knowledge and understanding

- Has knowledge about central theories and methods for planning and implementation of processes of change and development.
- Has knowledge about the importance of communication in connection with planning and implementation of processes of change and development and can relate with a clear and analytical mind to the communication situation and its importance
- Has knowledge about relevant tools to the implementation of processes of change and development.
- Has knowledge about the leadership-related demands and expectations which co-workers and other interested parties have concerning the implementation of processes of change and development

Proficiencies

- Can evaluate the effectiveness of various forms of leadership in concrete situations of change
- Can evaluate and choose relevant models for solutions in concrete situations of change

- Can evaluate practice-related problem areas for leadership and management of processes of change and development in relation to one's own organization

Competencies

- Can apply selected project management tools and models of change to plan, structure and implement concrete changes in relation to one's own organization.
- Can communicate practice-related professional problem areas and solution models to colleagues, non-specialists and other interesting parties.
- Must be able to participate in professional and cross-disciplinary cooperation with a professional approach in relation to leadership of change
- Must be able to develop one's own leadership practice in a structured connection.

Contents

- Models and theories of change management
 - Communication as a tool for change
 - Leadership of processes of change and development
 - Psychology of change
 - Tools for planning and implementation of change/ implementation of processes of change
-