



# Programme Regulations

## Master in Leadership and Innovation - in Complex Systems (LAICS)

Module 3: Leading Innovation in a Global Environment

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### **For further information, please refer to:**

Lovbekendtgørelse nr. 280 af 21. marts 2006 af lov om universiteter (Universitetsloven) (lit: Consolidation Act no. 280 of 21 March 2006 on universities)

Bekendtgørelse nr. 560 af 19. juni 2003 om deltidsuddannelse (lit: Executive Order no. 560 of 19 June 2003 on part-time education)

Bekendtgørelse nr. 682 af 16. august 2002 om visse masteruddannelser ved universiteterne (lit: Executive Order no. 682 of 16 August 2002 on certain Master's programmes at the universities)

Ministerial Order no. 867 of 19 August 2004 on university examinations  
([http://www.rektorkollegiet.dk/fileadmin/user\\_upload/downloads/Eksamensbekendtgorelse.pdf](http://www.rektorkollegiet.dk/fileadmin/user_upload/downloads/Eksamensbekendtgorelse.pdf))

Regler om disciplinære foranstaltninger over for studerende ved DPU (lit: Guidelines for Complaints at DPU)

## **Module 3 – Leading Innovation in a Global Environment**

The programme regulations for 'Module 3 – Leading Innovation in a Global Environment' in the following referred to as LAICS Module 3, offered by the Danish School of Education, University of Aarhus (DPU) and Copenhagen Business School (CBS) are presented in accordance with Consolidation Act no. 280 of 21 March 2006 and Executive Order no. 560 of 19 June 2003 on part-time education.

### **Initial Provisions**

LAICS Module 3 is offered as a collaboration between the Danish School of Education, University of Aarhus (DPU) and Copenhagen Business School (CBS) in accordance with Executive Order no. 682 of August 16 2002 on certain Master's programmes at the universities.

LAICS Module 3 falls under the jurisdiction of the Board of Studies for Master's programmes at the DPU. The Board of Studies will decide on the general academic questions concerning LAICS Module 3.

LAICS Module 3 is part of the 'Master in Leadership and Innovation – in Complex Systems' (LAICS) approved by the Ministry of Science, Technology and Innovation on 12 April 2005.

The LAICS education is a Master's level course.

The education is partly based on the students' previous work experience and on the competencies developed through the qualifying education. Theories, models and concepts will be used to put the students' practical knowledge into perspective, thus providing the students with a scientific understanding upon which they can further develop their professional and practical competencies.

### **Admission Requirements**

The criteria for admission to LAICS Module 3 are:

- A Bachelor's degree.
- A minimum of three years of relevant professional (post-university) employment after the qualifying examination.
- For students enrolled after 1 September 2007 the following requirements apply concerning fluency in English: Applicants must submit evidence of proficiency in English in the form of an IELTS test with a score of at least 6.0

The DPU maintains the right to call in applicants for a guidance interview as part of the admission procedure.

The University may admit applicants who do not fulfil the requirements, but who are deemed to have a relevant and equivalent educational background. Such cases will be considered on an individual basis. Professional experience is mandatory.

### **Exam Provisions**

The examination is conducted in accordance with the ministerial order on university examinations in effect at the time in question.

#### **Assessment criteria**

At the examination, students must demonstrate that they have fulfilled the objectives described in point form under the heading "objectives" for each module.

In Appendix 1: 'Assessment criteria and definition of concepts' the concept of 'scientific basis' and the concepts of competence as they are used in the definition of objectives are defined.

All examinations at Master level are evaluated by an internal and external examiner and are graded according to the current Danish grading system.

In order to be eligible for examination, the student must meet the deadlines for: registration, approval of the formulation of the problem, and delivery of the written assignment. Similarly there will be a deadline for withdrawal from the examination. Withdrawals received after this deadline will not be accepted and will be counted as participation in that exam. All deadlines will be communicated to the student via the e-learning system.

A passed exam can not be taken again

A participant can only sign up for the same exam three times. The Board of Studies may, in case of exceptional circumstances, permit the student to sign up for a fourth and fifth time.

The maximum number of characters per page for all written materials produced for assessment in exams is 2400 characters (including spaces). Pages containing notes and literature lists are included in the calculation of the number of pages. Appendices are not included in the calculation of the number of pages. The total number of characters must be indicated on the first page of the assignment.

All types of examination are assessed individually.

The oral part of the examination is always taken individually.

The written part of an examination is completed individually or in a group; however, at least one written assignment must be completed individually. A group may consist of three members (maximum).

### **Special conditions**

The Board of Studies may grant exemption from the established examination rules and allow special exam conditions for students with physical, psychological or other disabilities.

To seek permission to be examined under such special circumstances, students must submit a documented application to the Programme Administration Office at least one month prior to the scheduled examination.

### **Re-examination**

Enrolment for examination (including re-examination) outside the designated examination period may only take place with the approval of the examiner (responsible lecturer) and the Director of Studies.

Students who are prevented from participation in the examination due to illness may sign up for that exam during the following examination period.

### **Complaints regarding marking of exams**

Students are entitled to submit complaints concerning the examinations and assessments should the student find that the assessment is incorrect. For further information please refer to Chapter 8 of the Ministry of Science, Technology and Innovation's Executive Order no. 867 of 19 August 2004 concerning exams at university study programmes and Consolidation Act nr. 231 of 22 March 2006 with amendments to the above executive order, plus Guidelines for Complaints at DPU, which describe the rules for complaints at the DPU.

## **Standard Provisions**

### **Credit transfer**

Credit for successfully completed programme elements from another Danish or international Master's programme may be transferred as part of the programme on the basis of individual assessment and the approval of Board of Studies for the MEd programmes, cf. the Executive Order on certain Master's programmes at the universities.

The decisions of the Board of Studies on credit transfer, including credit transfer in advance, may, in the case of academic questions, be brought before an appeals board by the relevant party.

In the case of transfer of merit, the obtained grades will not be included but will be transferred as passed.

A module is considered completed if passed in accordance with the rules applicable to the degree in question.

The exam certificate must state that modules have been transferred from another university, and must include the name of the university.

Applications for the transfer of qualifications must be sent to the Programme Administration Office with appropriate information attached.

### **Exemptions from the Programme Regulations**

The Board of Studies may, in certain well-substantiated cases, grant exemptions from the provisions in the Programme Regulations that are not determined by the Executive Orders issued by the Ministry of Science, Technology and Innovation, but solely stipulated by DPU.

### **Complaints**

DPU's ruling may, when the complaint concerns legal issues, be submitted to the Danish University and Property Agency. The deadline for submission of complaints to the Agency is two weeks from the date when the ruling has been announced to the person concerned. The complaint should be addressed to the Danish University and Property Agency, but sent to the DPU. The DPU will then forward the complaint to the Agency with comments. The complainant has one week to respond to DPU's comment. The response will also be sent to the Agency.

## **Module 3: Leading Innovation in a Global Environment (15 ECTS-points)**

This module introduces global front edge innovation and presents analytical and practical tools that deal with global as well as local innovation opportunities and challenges. The course includes designing and hosting sessions for creating social innovation and meaningful customer interaction, and focuses on leadership, from identifying personal leadership styles and guiding principles to examining the kind of leadership needed in an organisational and global context.

### **Objectives**

On completion of the module, the student will be able to, on a scientific basis<sup>1</sup>:

- analyse global trends and how these influence innovation and identify the opportunities these trends foster for own organisation
- analyse the forces and the needs at the "Bottom of the Pyramid" in order to be able to suggest new markets for own organisation
- demonstrate knowledge about different leadership styles and their impact on innovation

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<sup>1</sup> Cf. Appendix 1, *Terminology and Assessment Criteria*.

- assess their personal leadership story and discuss what authenticity means in relation to personal leadership style
- define leadership principles that will guide their own innovation journey
- demonstrate knowledge and insight on the advantages and disadvantages of different approaches to user-driven innovation
- demonstrate comprehensive knowledge and insight into making meeting sessions more effective.

### **Content**

- Front-edge global trends that influence opportunities for innovation in own organisation
- The concept of the “BOP (Bottom of the Pyramid)” approach to innovation
- The concept of “Corporate Social Responsibility” and innovation
- Leadership styles and leadership principles, in general, and in relation to own leadership
- Methods for constructing own leadership story and working with this in practice
- Theories and approaches to user-driven innovation
- Methods for designing different types of meetings and hosting and facilitation techniques in practice.

### **Learning and Teaching Approach**

LAICS Module 3 involves innovation and leadership from a ‘real-world’, practice-based, and psycho-social perspective. Therefore, the learning and teaching approach emphasizes the following elements:

- Seminars
- E-learning
- Self-study
- Collaboration and co-responsibility
- Experiential, experimental, and problem-based learning
- Discussion-based coverage of readings
- Presentation
- Emergence of new views and requirements
- Learning Journals
- Coaching

### **Duration**

LAICS Module 3 is a part-time module worth 15 ECTS (European Credit Transfer System) credits.

LAICS Module 3 offers students the possibility of a proof of credit after successful completion of the module including assignments, readings and exams in accordance with Executive Order no. 682 of August 16 2002 on certain Master’s programmes at the Universities.

### **Structure**

LAICS Module 3 consists of three parts. Each part opens with an intensive seminar, with a typical duration of four days. The seminar is followed by a period where the participants complete assignments, work in groups and participate in virtual dialogues with the faculty.

LAICS Module 3 is taught in English. All discussions, assignments and exams, both virtual and during workshops, will be in English.

### **Exams**

The qualifications obtained in LAICS Module 3 are documented in a ‘mini-project’.

A mini-project is a written report produced by students individually or in groups of two or three. The written report should be no longer than fifteen pages, excluding appendices and attachments if written by one student. If the report is written by a group of students, the required number of pages increases: two students: twenty pages, three students: twenty-five pages).

The mini-project is evaluated during an oral exam (30 minutes per student). The written report is the basis for the oral exam. The oral exam must be taken individually.

The grade is based on an overall evaluation of the written report as well as the student's performance during the oral examination.

The written report and the oral exam are evaluated by an internal examiner (responsible lecturer) and an external examiner. Grades are given on an individual basis.

In accordance with Executive Order no. 867 of 19 August 2004, §11, Section 1, one mark is subtracted from the grade for the academic performance if the student's ability to express her or himself in writing substantially limits the comprehensibility of the project report. However, in accordance with Executive Order no. 867 of 19 August 2004, §11, Section 3, the student may be granted an exemption from the above-mentioned requirement if the student can document a relevant specific functional disability.

## **Implementation**

The present Programme Regulations are valid for students who have enrolled in the LAICS Module 3 as of September 2007.

Approved by 1.dean ..., The Danish School of Education, University of Aarhus on .....

## Appendix 1: Terminology and Assessment Criteria

### Assessment criteria

- development of a 'scientific basis',

On completion of each module, students should have competence on a scientific basis. This means that in an exam situation students should be able to provide answers that are critically, systematically, theoretically and empirically well-founded. These criteria can have different weight in the different modules.

*Critical* answers mean that students problematise the subject content and define (new) problems or theses.

*Systematic* answers mean that students argue for strengths and weaknesses of the methods used, use clearly defined concepts consistently, make logical arguments and structure the subject content.

*Theoretically* well-founded answers mean that students apply relevant theory in their analyses based their on primary literature (i.e. in translation)

*Empirically* well-founded answers mean that students include relevant empirical material based on empirics on primary studies (existing or collected by the students)

### Concepts used in module descriptions

*Demonstrate comprehensive knowledge and insight:* show knowledge of the entire subject area covered by the module (breadth), and be able to identify key issues (depth) in the field

*Analyse:* be able to define key concepts in a subject area

*Assess:* be able to substantiate the quality of different statements

*Discuss:* be able to synthesise elements in a subject area, assess them in relation to one other, and put the results of the assessment into perspective

*Define* (e.g. practice-related issues, study design or solution proposals): be able to describe and explain how issues within a subject area can be addressed

*Communicate:* be able to communicate academic expertise about a subject area to a specific target group

*Carry out:* to be able to perform a task in practice and explain the reasons for performing the task (e.g. a study, an evaluation, supervision, or a teaching plan)

### Assessment

The grade is given on the basis of a general assessment of the extent to which the student is able, in an exam situation, to demonstrate the scientific basis in relation to the module requirements.

The grade '12' demands complete fulfilment of the aims of the module on a highly qualified scientific basis.

Deficiencies with regard to fulfilling the goals may be in relation to the aims of the module and in relation to the quality of the scientific basis.

Skills in spelling and written expression are taken into account in the overall assessment.