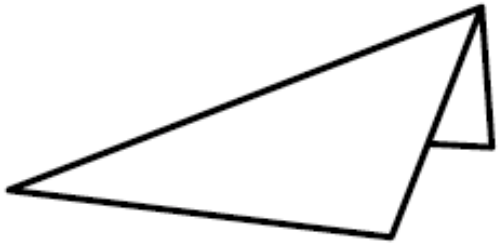

# KAOSPILOT

SCHOOL OF SOCIETAL CHANGE,
BUSINESS CREATIVITY AND
PERSONAL MASTERY

CURRICULUM

August 2009

## 1. INTRODUCTION

This is the new curriculum for the KaosPilots 3 year programme. It has been endorsed by KaosPilots Board of Directors and is valid from August 2009.
It replaces the previous version, published September 1st, 2004.

The Århus School of Business has approved the curriculum and acknowledges the theoretical foundation as strong and qualitative for delivering an extraordinary education.

See the chapter "Date of Validation" for more information concerning how it will be implemented.

The new curriculum introduces some major changes[1]:

- An updated and more precise articulation of the learning objectives
- A complete revision of the literature list (compulsory and indicative reading)
- An introduction of quality assessments and student regulations
- An emphasis on the development of soft skills
- An emphasis on an integrative and multi-disciplinary approach to the pedagogy
- An emphasis on experimentation and training
- Introduction of new subjects, including design and social innovation, and an update of our existing subjects
- Introducing a 4th discipline – Creative Leadership Design – and updating the other three
- The division of the 4 disciplines into 16 components - 4 per discipline[2]
- The components are divided into modules[3]
- The introduction of the 7-scale system

Christer Windeløv-Lidzélius

Principal

[1] It is an implementation (innovation) of 5 years of student, client and Team leader feedback
[2] See Component Descriptions (Study Plan)
[3] See Module Descriptions

1. TABLE OF CONTENTS


1. INTRODUCTION ...2
2. TABLE OF CONTENT ...3
3. OPENING REGULATIONS ...4
4. THE KAOSPILOTS ...5
5. THE PROFESSION ...6
6. THE PROGRAMME ...7
7. THE PEDAGOGICAL PLATFORM ...9
8. ADMISSION ...13
9. PROGRAM STRUCTURE ...15
10. CONTENT ...16
11. EXAMINATION AND ASSESSMENT REGULATIONS ...22
12. READING AND LEARNING MATERIAL ...26
13. FURTHER STUDIES ...27
14. GUIDE AND REGULATIONS ...28
15. DATE OF VALIDATION AND DEVELOPMENT ...32

## 3. OPENING REGULATIONS

The KaosPilot Education is approved by the Danish Ministry of Science and holds the status as Private Education.

The Ministerial order no. 130 dated 20.04.06[4] describes the scope and range for the state support.

The cooperation agreement between the KaosPilots and the Århus School of Business stipulates how the quality and the value of the education will be maintained and improved. The quality assurance takes an offset in the evaluation of the KaosPilot education conducted by the Danish Evaluation Institute (EVA) in 2004[5]

The education is structured according to the regulations of The Ministerial order no. 262 of 20 March 2007 on the Grading Scale and Other Forms of Assessment and is based on the criteria for accrediting professional bachelor degrees in Denmark

[4] http://www.folketinget.dk/doc.aspx?/Samling/20051/aktstykke/130/index.htm
[5] Danmarks Evalueringsinstitut

## 4. THE KAOSPILOTS

The KaosPilots is self-governed institution situated in Århus. It was established in 1991 and consists of an education and a consultancy.
The stated purpose of the KaosPilot institution is “Positive societal change through personal growth”. It suggests that KaosPilots aims to foster personal transformation in order to produce large-scale change.

The institution is value-based and operates with the following values: Streetwise, risk-taking, balance, compassion, real world and playful.

The KaosPilots strives to be the best school for the world by creating the frames where young creative minds become creative leaders.
KaosPilots wants to foster and realize potential and ideas pertaining to growth, meaning and sustainability for the benefit of people, communities, organizations and societies.

The KaosPilots are driven by a vision of developing a global educational, cultural and entrepreneurial network focusing on creativity, value based leadership and massive social value creation.
The ambition is to create the next generation of institutions and communities, where change makers, creative entrepreneurs and value-based leaders are fostered.
The KaosPilot programs are as such dynamic cultural systems with a principled idea of what motivates people to learn and to create.

## 5. THE PROFESSION

A KaosPilot is an enterprising leader who navigates change for the benefit of him/herself and society as a whole.

the kaospilot navigates terrain.  they take the unknown and make it theirs.
beyond navigation, they help to give form to the very ground.
this involves redefinition of norms.  stepping outside conventional thinking.
the kp dares.  they  strike into things beyond, not-thought-of, never dreamed.
the kaospilot is responsible for building the dreams of the next millennium.
their strength is a process of innovation, invention, improvisation. they play off of situations.
they seem to master a fluency in human potential.  the kp invites everyone to step beyond their boundaries.
what they know is to not work to expectations.  instead, they throw far afield.  that anything is possible. and that once they think it, they can find a way to get there.
William Tate, Umbau

A KaosPilot is an agent for playful work: capable of healing, integrating and moving it all forward from a moral ground of integrity, authenticity, and honesty.

A KaosPilot is a change maker, who takes the initiative to start up new activities, projects and businesses. A KaosPilot acts dynamically and with an eye for alternatives within social systems, organizations and networks in order to solve defined and unclear assignments, as well as create new opportunities.

A KaosPilot is a specialist who operates across fields, who combines and integrates widely varying knowledge and competencies, The KaosPilot can be a creative and motivating coordinator across different specializations. The core skills are within creativity, mastering change, making things happen, developing relationships and generating ethical enterprise opportunities.

A KaosPilot is able to generate relevant solutions to complex problems by developing ideas, structuring resources, carrying out research, analyzing and communicate them to the given target group or client. A KaosPilot is dynamic, entrepreneurial, responsible, social, brave, persevering, creative and curious.

A Kaospilot can be self-employed, just as well as working for a private company or a public organization. It is more the nature of the work that distinguishes a KaosPilot, from others. The code word is change. They thrive in change and as such the assignments or positions needs to be creative, challenging, dynamic and posses a strong humanistic aspect. Examples include:

- Business and strategy development
- Innovation
- Process design and consultation

- Organizational development
- HR work
- Marketing and product development
- Education
- Event management
- Project management

## 6. THE PROGRAMME

The mission of the programme is to qualify the student to thrive, both vocationally and personally, both independently and in cooperation with others, by developing their knowledge, skills and attitudes as learners, leaders and entrepreneurs for the benefit of themselves and society as a whole.

The KaosPilot programme focuses on people and ideas, on creativity and change, motivation and potential, on values and visions. It is designed to educate and train the students to prepare for a life in an unknown future, crossing uncharted territory – thus it provides the students with three generic capabilities:[6] - learning, leading and enterprising.

Learning
KaosPilots are changing themselves and allows other to do the same. They learn, steer, maneuver, initiate and intervene in ambiguous global settings.

Leading
Leadership is a distributed, collaborative process for effective change. Leadership is open for participation. Leadership allows others to be leaders. KaosPilots promote the leader in others.

Enterprising
Society is dependent on the ability to generate ideas, design new services, products, organizations and companies. KaosPilots are enterprising values and dreams.

Knowledge, understanding, skills and attitudes

The central aspect of the program is that knowledge is organized and viewed as resources for problem solving, not as an end in itself. As a consequence of this approach, the student must focus on the usage of knowledge – it is not sufficient to be able to repeat, nor understand. Another key aspect of the program is that the student must learn to find and acquire the knowledge relevant to solve the specific challenge in the given situation independently.

[6] Capabilities should be viewed as capacity + ability. It can further be viewed as supplementary explanation to the Mastery model described in chapter 7.

To learn "about" is not the same as to learn "how to". The programme focuses on the latter. As such training is a cornerstone. The students are encouraged to test, evaluate and refine their ideas, in practice.

The education emphasizes the development and strengthening of personal skills and attitudes such as self-efficacy, motivation, mental toughness and strategies for bridging personal challenges.

Learning Outcomes

Graduated KaosPilots should be able to design novelty: may it be through the start of a new business or within existing businesses. The students shall, during the course of the programme, develop an pro-active attitude towards the concept of entrepreneurship – not just as economical/technical/structural phenomena, but also as an active and personal process of change and renewal.

Graduated KaosPilot should be able to:

- Connect theoretical knowledge with practical experiences – KaosPilots are educated in and for real life. Theory is applied to existing problems and the students work through the whole programme with actual clients and issues.
- 
- Initiate, design and lead processes and strategies for change – KaosPilots are educated in process leadership aimed at developing people, organizations and communities.
- Initiate, design and execute dynamic projects – KaosPilots are educated within project management, and leading projects aimed at creating new outcomes.
- 
- Initiate, design and start up a business or an NGO – KaosPilots are educated within entrepreneurship, innovation and business development.
- Create and manage relations – KaosPilots are challenged to create, maintain, use contribute and understand human networks.
- 
- See possibilities as opposed to limitations – KaosPilots shall be able to see beyond existing patterns in order to identify opportunities and solutions to problems and challenges.
- Create creative solutions – KaosPilots are educated in creative development- and change processes.
- Act in accordance with own motivation, values and beliefs – The KaosPilots are trained to believe in their own convictions and act accordingly.
- Perform as an agent of change and take initiative – The KaosPilots make things happen, and are able to lead themselves and others across unknown terrain.
- Create solutions for complex challenges – The KaosPilot learns how to navigate uncertainty, ambiguity and how to manage processes that catalyze change.

## 7. THE PEDAGOGICAL PLATFORM

Competence model

The KaosPilot programme is based on, and aimed at practical experience. The main purpose, therefore, is not just for the students to build up their own knowledge and competencies, but also their ability to convert these into action in appropriate situations and contexts. It is a descriptive model for how to generically master a given situation. The KaosPilot programme is designed not only with the aim of acquiring knowledge, but also competencies – the ability to act - within the KaosPilots' area of expertise.

The KaosPilots view professional-and personal development as inseparable. With the aim of fulfilling the aforementioned goals, the KaosPilots base the teaching assessment on the following competence model:

- Subject competence (i.e. the KaosPilot discipline-specific competence)
- Relationship competence
- Change competence
- Action competence

In order to master a given situation, challenge or project, the KasoPilot needs to master a specific set of elements (which changes from situation to situation) of the four competencies, described below:

Subject competence

This includes all the knowledge, skills and attitudes that are assumed necessary in order to master a given situation. In the programme, this relates mostly, but not limited, to the disciplines of process, project, leadership and business design.

This includes the ability to interact with, and to constructively relate to other people. The ability to collaborate on common assignments and goals, to create and maintain contact and trust, to understand and respect others' needs and interests, to develop and make use of influence and communication channels, to work with and resolve conflicts as well as to practiee personal assertiveness.

Change competence

This includes the ability to think in new terms and the ability to learn – and learn quickly. It refers further to the ability to manage ambiguity, complexity and turbulence. It is an understanding, both theoretical and applied, of development and change, and the ability to adjust and/or unlearn inappropriate habits. It is the curiosity and a desire to experiment, the ability to focus on possibilities rather than problems, and to combine competencies from various areas.

Action competence

This includes the ability to convert values, visions, knowledge, insight, experience and situational understanding to practical and goal-oriented action. It means the ability to display initiative, to set goals, prioritize and make decisions. It is about effectiveness and getting things done.

Implementation

The competence model serves as a tool for the students, with which they can observe their study-related development and set appropriate developmental goals, for themselves. The competence model is also a tool for the teaching staff in connection with the preparation of course content and conducting of exams. The external lecturers are encouraged to relate their focus or subject to the competence model. The competence model can also be used in coaching sessions.

Pedagogy

The programme focuses on providing the student with a holistic approach towards development of knowledge, skills, competencies, values, attitudes and behaviours that promote creativity and enterprising conduct. The increasing rate of change, in society. and the resulting demands on the ability of organisations and employees to be flexible, adaptable and innovative has lead to a more general focus on competence development and learning in the workplace. The focus on the overall ability of organisations to learn and develop in line with the surrounding society also includes an increased focus on the individual employee's development and learning in the workplace. The ability to acquire competencies through reflection of one's practice, also called "action learning", is therefore a central and necessary aspect for the individual employee/employer. The KaosPilots' fundamental approach to teaching is therefore based on promoting learning through reflection of one's practice. The KaosPilots' pedagogical focus is on the dynamic interplay between practice and theory - that in order to grasp something, you have to grab it – and on developing the whole person.

Learning design

It is the school's aim to create an exploratory and motivating learning environment, with the student placed in the centre, that promotes ownership of the process and personal responsibility for one's own learning. The idea is to let reality, represented by external clients and the projects developed by the students, decide the content of the programme. Learning processes are based upon fundamental principles. This means that the teaching at the KaosPilots must be:

- Grounded in practice
- Intentional and meaningful
- Supported by knowledge
- Reflective in practice
- A natural progression
- Experimental
- Involving

Practice
Project-pedagogy, whereby the students solve concrete assignments commissioned by external clients, organisations or businesses, is the primary teaching method supplemented by exercises and theory-based teaching.

Intentional and meaningful
Learning at the KaosPilots is based on formulated goals, primarily in the current curriculum, and seen in relation to the KaosPilots' four core skills: Creative Project Design, Creative Process Design, Creative Leadership Design and Creative Business Design. The learning process at the KaosPilots is designed so that the students are aware of the professional focus, the learning goals and the learning process.

Research based
Qualified external lecturers who are experts in their relevant subject areas, and have an insight into current developments within their field of specialisation provide exercises and practical-oriented teaching. The four core disciplines skills are backed by a theoretical syllabus that creates the professional-theoretical ballast and basic knowledge that is the prerequisite for qualified dialogue and reflection. The purpose of the syllabus is to inspire and put into perspective the insight and knowledge gained through project work. Likewise, situation-based teaching materials such as supplementary literature, web sites, or handouts are also widely used.

Reflective practice
Through on-going reflection over practical experience, the students develop their qualifications and competencies. Reflection is an integral part of the learning process, whether during group-work, the student's own initiative or as part of a formal coaching session.

A natural progression
The learning process is planned in such a way as to challenge the students' existing knowledge. Throughout the programme, the order of teaching is planned such that the goals of the programme can be fulfilled and the student experiences a natural progression that allows for optimal professional development. In the beginning of the programme most of the work is group and team-based, whereas towards the end of the programme the work is mostly individual.

Experimental
Exploring current and potential tendencies within the fields of study. In conjunction with the choice of projects and methods, the majority of the teaching is intended to be experimental, adopting the character of development-oriented laboratories. The purpose is not only to acquire and pass on existing knowledge, but also to, potentially, develop new perspectives and new knowledge.

Involving
The learning process aims to be attractive, challenging and meaningful. It should be possible for the students to influence the outcome of the learning. It must reflect the KaosPilots' six values.

The learning environment

The main learning environment for the students is at the school, and the development of qualifications and competencies occurs through participation in the organised learning process. Typically, the learning and/or project sessions take place every day from 9am to 4pm. In limited periods the students are allowed extra time to study the literature and to work individually, such as when preparing for the examinations.

Coaching

Coaching is a central element in the relationship between the student and the teaching staff, who are primarily in charge of coaching. Students have the right to a minimum of 2 coaching sessions per year. The overall purpose of a coaching session is to heighten the student's competencies with regard to taking charge of their own study-related development and thereby optimise their learning process.

Aim

Coaching should lead to:

Performance

- To enable the ability to clarify one's own goals and visions with regard to the learning process, as well as to plan a strategy for achieving these, in a way that is in accordance with the study-related demands

Correction

- To enable the development of the students' understanding of their strengths and weaknesses so that they are able to adjust their own behaviour

Self-activation

- To enable the student to create and take part in activities that promote study-related, creative, and personal development

Coaching in general

The KaosPilots perceive coaching to be about unfolding human potential and, thereby, maximising learning, development, and performance. It can best be described as an approach that is aimed at helping people to learn, rather than merely teaching them. Coaching is characterised by:

- Focussing on the student's own practice and experience of a situation
- Aiming to develop the student's competencies and feeling of mastery
- The sessions being driven by reflection over the practical work
- The starting point being the student's particular situation
- The agenda is the students agenda

A relationship is established in the coaching session that enables the student to reflect, understand and act with regard to the situation that is relevant for his or her own learning and performance.

## 8. ADMISSION

A minimum of 35 students are allowed to enter the KaosPilots each year.

The ambition level of the programme requires a very high degree of independence, ingenuity, and the ability to communicate and cooperate.

The application procedure contains three steps, where each has a set of criteria that has to be met in order to enter the next:

1. Documentation of formal requirements.
2. Submission of extended application with special form and content requirements.
3. Participation in an admission assessment workshop.

Formal requirements

The student must turn at least 21 years of age during the first semester and must be proficient in English.
The student must have completed a secondary school education and have a minimum of two years of other relevant experience (i.e. employment, own company, projects, travel etc). If the student has not completed a secondary school education, he or she can still be eligible for the programme by documenting other substantial, professional qualifications or relevant practical experience.

Extended application

In addition to the minimum requirements there is a need to make sure that the student's profile matches the programme setup. The application schedule consists of two parts that the student must fill out: a creative assignment and a personal presentation of oneself.

The creative assignment is an opportunity for the students to show that they are able to work with a challenging exercise without any given answer. The completion of the assignment is assessed based on how the student solved the assignment, the format in which the assignment is presented, as well as the actual content.

The personal presentation is an opportunity for the student to document:

- The level of knowledge concerning the education they have applied for – what is demanded in order to succeed and what kind of opportunities that exist after the graduation.
- The necessary motivation and will to finish the programme.
- What he or she has done previously that is of relevance for the programme and what have they done that have led to where they are right now.
- That they have the experience, potential, will, skills and competencies to change, act, create and engage with other people and the world.

Approximately 70 potential students will be selected and invited to an admission assessment workshop. The selection of these potential students is carried out by a designated group of people, consisting of staff members and enrolled students. The principal is responsible for the process and final selection.

Admission assessment workshop

The workshop runs between two to four days, depending on dates and timing. The process is similar to vocational educations such as the police, the military and other creative educations such as the architectural school, the journalist school etc.

The objective of the workshop is to provide the best possible format for selecting and enrolling students, as well as to provide an opportunity for the applicant to test, to a certain extent, what the programme is all about and determine if it is desirable to them.

The applicants go through a series of individual and group assignments in order to challenge their ability to work independently as well as in a group. The nature of the assignments are analytical and logical, creative, emotional and ethical, communicative and reflective. The purpose is to allow the different sides of the applicant to be shown and observed – in relation to the provided criteria and the competence model – to see if they have the necessary knowledge, skills and attitudes to excel during the programme.

During the workshop, the applicants work on a group assignment provided by an external client who shows up to present the assignment as well as providing feedback on the students presentation.
There is also a personal interview with the individual applicant where the applicant assesses their own performance during the workshop, personal strength and weaknesses, ambitions and motivation. Staff members conduct the interviews.

The applicants are observed by a team of enrolled students, staff members and externals that have experience in similar processes. The observers undergo extensive training before embarking on this task.

When the workshop is finished, the observers grade the applicants based on their observations under the supervision and guidance of the head of studies, or other designated responsible. After that, the observers and other people involved get together and rank the students – based on the grading as well as the application schedules.
The process is a thorough and comprehensive exercise where the quality of the process is monitored and evaluated every year. The head of studies, or principal is responsible for the final decision of who is accepted on the programme.

## 9. PROGRAMME STRUCTURE

The KaosPilot education is a three-year, fulltime programme, divided into six semesters. Each year corresponds to 60 points in the European Credit Transfer System (ECTS) and each semester last 19 – 21 weeks.

The semesters have to be followed in chronological order.

The programme is integrative and multidisciplinary in the sense that it draws upon different traditional disciplines and combines aspects of these with new approaches in the core disciplines and their components. The traditional disciplines are Social Studies, Psychology, Anthropology, Pedagogy, Leadership and Organization, Complexity Theory, Creativity, Design, Communication, Project Management and Business.

The education is organized around the programme's four core disciplines:

- Creative Business Design
- Creative Leadership Design
- Creative Process Design
- Creative Project Design

The disciplines are interrelated. They not only allow for new combinations, but also encourage multidisciplinary approaches and usage of content from one discipline in another.
Each discipline is divided into four components, I - IV. The components build upon each other.

Besides the four, core disciplines – Creative Business, Project, Leadership and Process Design – personal development, reflection, personal leadership, social- and learning processes are central. The students are empowered to create their own education within the frames of the curriculum. They take personal responsibility for their own learning and the success of their programme. The programme moves the students from chaos into order, and from order into chaos in order to increase their awareness of, and capability of managing, complexity, change and possibilities. The students are followed and coached by team leaders and/or coaches on both an individual and at a group level.

As a central part of their education, each student is exposed to different challenges and work on a number of specific assignments and projects, either by their own making, or provided by the school. As such, each student will develop a portfolio of projects, which reflect the experiences gained, the methodologies and skill sets acquired, as well as the network created, during the course of their education. The portfolio, therefore, provides a strong testament of what the student are able to do and have to offer to future clients and employers.

## 10. CONTENT

1st year

| Component | ECTS | Fall | Spring |
|---|---|---|---|
| Creative Project Design I<br>- Fundamentals | 10 | X | |
| Creative Project Design II<br>- Creativity, design & communication | 10 | X | |
| Creative Leadership Design I<br>- Self | 10 | X | |
| Creative Leadership Design II<br>- Others | 10 | | X |
| Creative Business Design I<br>- Fundamentals | 10 | | X |
| Creative Business Design II<br>- In action | 10 | | X |
| SUM | 60 | 30 | 30 |

Creative Project Design I - Fundamentals
The component provides the student with the fundamentals concerning developing, organizing and leading projects. It puts an emphasis on dynamics and the collaboration aspects of project work. The knowledge and experience, acquired during this component, should allow the student to take an active role in developing and executing projects in a dynamic setting.

Creative Project Design II – Creativity, design & communication
The aim of the component is to further the students' knowledge and skills concerning developing, organizing and leading projects. The thematic focuses are on the design and communication of different concepts, processes, methods and techniques. The emphasis lies on experimenting with different approaches when working on a project in a dynamic context. The student should be able to constructively go about realizing a project, hereunder communicate the results and approaches convincingly. Furthermore, the aim is to work with clients and stakeholders more thoroughly , thereby increasing the students' understanding of how to work with professional relations.

Creative Leadership Design I - Self
The component provides an introduction to central theories surrounding leadership and organizations. Special emphasis is placed upon organizational culture, leadership roles, decision-making, learning organizations, ethics, and organizational psychology. Personal leadership is addressed and the students learn models and techniques for developing their own competencies.

Creative Leadership Design II – Others
The component provides the student with an introduction to how one can assess and select people with competencies in human resource management. The emphasis lies upon designing a process, which allows the given candidate the chance to expose a range of their qualities, as well as the development of the student's personal skills in spotting talent. Ethics and moral issues are addressed and placed into cultural contexts. Action research is furthered in order to better evaluate the information obtained.

Creative Business Design I – Fundamentals
The component provides the student with a fundamental introduction to the elements of understanding, creating, running and developing a business. Emphasis is placed on the challenges and opportunities faced during the different phases a business goes through. Furthermore, it is an introduction that provides a basic understanding of the reality of business life and a language to navigate within business.

Creative Business Design II – In action
The component provides a holistic understanding for how creativity and innovation can contribute to, and be a driver for developing businesses on a commercial or social level. The concept of strategy and strategic planning are introduced. The student will train by exploring needs, problems and opportunities, as well as developing innovative responses in forms including a marketing plan, business plan or a strategy plan.
Develop a capability to work within a business context, as well as a more in-depth understanding of project work.

Additional Cornerstones

Projects
During the first year the student will carry out minimum 5 to 7 projects for different types of clients from the private sector, public sector or NGO's. Projects focus on areas such as business development, idea development, event planning, marketing concepts, creative processes and enterprising. The projects will be solved individually or in groups.

Personal Leadership and Mastery
The student will be coached and exposed to techniques and methods for personal development during the first year – areas of focus include self-efficacy, resilience, efficiency, creativity and personal performance. Examples of techniques and methods are proactive planning, physical exercises, mental training, goal setting, SWOT, focus, ethics and morals and appearance.

Meaning and social dynamics
Over the course of the first year, the students are trained in reflection during practice, as well as analysis, It comes especially into play in relation to group dynamics, social processes, and interpersonal and pedagogical implications connected to group learning, decision-making and construction of meaning.

2nd year

| Component | ECTS | Fall | Spring |
|---|---|---|---|
| Creative Process Design I<br>- Fundamentals | 10 | X | |
| Creative Process Design II<br>- In context | 10 | X | |
| Creative Process Design III<br>- Entering the global context | 10 | X | |
| Creative Project Design III<br>- Global dynamic projects | 10 | | X |
| Creative Business Design III<br>- Rapid global enterprising | 10 | | X |
| Creative Process Design IV<br>- Feed-forward | 10 | | X |
| SUM | 60 | 30 | 30 |

Creative Process Design I - Fundamentals
The aim of the component is to provide the student with a fundamental theoretical understanding, in order to act as a systemic process consultant, to create and support the ability of a client organization to create change and development through internal processes. Furthermore, the aim is to prepare the student, acting as a systemic process consultant, to be able to use and practice the transformation of knowledge, mental resources and competencies within the client organization into needed and concrete results,

Creative Process Design II – In context
The component introduces change management on an organizational level. It emphasizes the role of management and investigates the concept 'organizational culture'. It will train the student in the role as process consultant. The student will experiment with different structured approaches for designing processes - as a means to help organizations and groups expand their capacity for achieving their goals. Systems theory is furthered as an interdisciplinary framework for helping the organization to unfold its potential.

Creative Process Design III – Entering the global context
The component will place the discipline and students in an unfamiliar international setting. It presents, discusses and investigates two major areas – culture and trends, and globalization - through the lenses of experiential processes. As such it is an exploration into what happens in the world related to new challenges and needs.
Working dynamically as a team, with complex and changing assignments, the issues relating to organizations and multiple stakeholders are explored.

Creative Project Design III – Global dynamic projects
The component will place the discipline in a different contextual setting than the student is familiar with. It presents, discusses and investigates two major areas - trends and tendencies, and globalization - through the lenses of creative project design. As such it is an exploration into what happens in the world related to new challenges and needs. The student will gain knowledge and experience with how developing and conducting projects in another culture with local or international clients.

Creative Business Design III – Rapid global enterprising
The component will place the discipline in a different contextual setting than the student is familiar with. It presents, discusses and investigates two major areas - trends and tendencies, and globalization - through the lenses of creative business design. As such it is an exploration into what happens in the world related to new challenges and needs. The student will gain knowledge and experience with new ventures and industries, and the changing local/global market place.

Creative Process Design IV – Feed-forward
The component furthers and broadens the students' knowledge about how to see, understand and communicate themes related to organizational development and its results from a wide range of perspectives, recognizing the connections of the different parts. Working dynamically with complex and changing assignments and coordinating resources are explored and disseminated. The students will learn how to harvest and publish group dynamics and thematic exploration.

Additional Cornerstones

Projects
During the second year, the student will carry out a minimum of 3 to 5 projects for different types of clients from the private sector, public sector or NGO's. They will be within the areas of creative process design as well as projects in an international setting of various kinds for clients form the different sectors or personal projects. The projects will be solved individually or in groups.

Personal Leadership and Mastery
During the second year, the student will also be coached and exposed to techniques and methods for personal development following the setup from first year, however emphasizing the student's own responsibility and ability.

Meaning and social dynamics
Throughout the second year, the students will continue their training in reflection during practice, as well as work with group dynamics, social processes, learning and inter-personal relationships.

3rd year

| Component | ECTS | Fall | Spring |
|---|---|---|---|
| Creative Leadership Design III<br>- World | 10 | X | |
| Creative Project Design IV<br>- World internship | 10 | X | |
| Creative Leadership Design IV<br>- Edge | 10 | X | |
| Creative Business Design IV<br>- Enterprising | 10 | | X |
| Final Project | 20 | | X |
| SUM | 60 | 30 | 30 |

Creative Leadership Design III – World
The component provides the student with the opportunity to test and expand the capabilities developed during the programme in preparation for their world internship in an organization of their own choice. The component will prepare the student to gain experiences from an organizational context relevant to the KaosPilots professional profile. The student has to stipulate the objectives for working with the specific organization and their own contribution, make the contracts and arrange all practical matters.

Creative Project Design IV – World internship
The component provides the student with the opportunity to test and expand the capabilities developed during the programme in an organization of their own choice. Through the internship the student will gain experiences from an organizational context relevant to the KaosPilots professional profile. The student has to stipulate the objectives for working with the specific organization and their own contribution, make the contracts and arrange all practical matters.

Creative Leadership Design IV – Edge
The component aims to develop individual reflections about the vocational phenomena. It allows the student to further their understanding, connect the reality to their own learning and develop and strengthen a preferred direction of his or her own leadership. The student will be trained in the role as a leader, in order to be able to take on leadership roles in change, startup and innovation processes.

Creative Business Design IV - Enterprising
The aim of the module is to provide the students with an explorative study in the field of enterprising in the making. The component will provide the students with a holistic perspective of intra/entrepreneurship. Different types of entrepreneurs and entrepreneurship processes are explored. Through the introduction of different concepts and tools, the student will be trained in how to develop an idea into a business plan. When the component is finalized the student should be able to start up a venture.

Final Project
The culmination of the programme is the final project. The aim of the project is to give the student the opportunity to independently formulate and develop a coherent project and to execute it through all its phases from idea to realization.

Additional Cornerstones

Projects
During their final year, the students will carry out minimum 2 to 3 projects for clients, as well as develop and carry out personal projects. It is important that they are allowed to test their own knowledge, skills and attitudes, as well as specialize according to individual interest. The projects can lead up to the final project or be a part of a planned development towards the final project. The projects are solved individually or in groups.

Personal Leadership and Mastery
The student is coached, throughout the third year. Peer-to-peer coaching is encouraged. Assessment and further development with personal learning and self-development techniques ,in relation to personal leadership, is furthered.

Meaning and social dynamics
Throughout the third year, the students will continue their training in reflection during practice, as well as work with group dynamics, social processes, learning- and inter-personal relationships.

## 11. EXAMINATION AND ASSESSMENT REGULATIONS

The examination and assessment procedures follow the Ministerial Order no. 262 of 20 March 2007 on the Grading Scale and Other Forms of Assessment.
Grades are awarded using the Danish 7-point grading scale. Each grade, awarded according to the 7-point grading scale, shall be accompanied by the letter on the ECTS scale, which corresponds to the grade in question, on the leaving certificate.

The examinations and assessments scheme should:

- Serve as a foundation for certification of the students
- Be a tool for quality assurance and control
- Exhibit high reliability and validity
- Promote qualifications and ease student mobility
- Provide a description of the student's performance at the exam
- Be motivating for the student's learning process

The 7-point grading scale and the ECTS grading scale

12 or A For an excellent performance
- As such: an excellent performance displaying a high level of command of all aspects of the relevant competence areas, with no or only a few minor weaknesses. It can also be a project delivered where all expectations are met and the delivery exceeds, by far, what could be expected.

10 or B For a very good performance
- As such: a very good performance displaying a high level of command of most aspects of the relevant competence areas, with only minor weaknesses. It is an accomplishment or a project meeting all expectations, in a satisfying way.

7 or C For a good performance
- As such: for a good, average performance displaying good command of the relevant competence areas, but also demonstrating some weaknesses. An accomplishment or a project where the main points from the subjects, or the project problems are understood and solved in a good way.

4 or D For a fair performance
- As such: a fair performance displaying some command of the relevant competence areas, but also demonstrating some major weaknesses. The student displays problems with communicating important areas and conduct independent reflections – alternatively, having problems with delivering a satisfying result on the project.

02 or E For an adequate performance

- As such: a performance meeting only the minimum requirements for acceptance. The student possesses some knowledge within one or several areas of competence, but with great shortcomings. The student lacks overview, shows lack of independent action, reflection or individual opinions – alternatively, are not capable of delivering the project in accordance with the expectations.

00 or Fx For an inadequate performance
- As such: a performance, which does not meet the minimum requirements for acceptance. The student has not understood what the subject or the project is all about, is not able to solve the assignment, reflect, make an individual opinion, create relationships or deliver the project.

-3 or F For an unacceptable performance
- As such, a performance which is unacceptable in all respects.

The assessment "Pass/Fail" may be used if stipulated by the rules for the individual component. If the student is given a 00 but would be able to receive an 02 with some adjustment or add-ons, the student can be offered an opportunity to submit a written supplement for a specific part of the project. It should be handed in no more than three weeks after the exam.

The competence model of the KaosPilot programme forms the basis for the assessment. In addition to adhering to the more traditional academic assessment of the students' command of a given subject, KaosPilots assess other competencies viewed as crucial in putting the knowledge into use and to be able to master a given situation or assignment. As such, KaosPilots aims at mastery competence (the sum of the four competencies described below), which should be viewed in relation to the defined project/assignment.

Subject competence
The students' ability to master the vocational vocabulary, knowledge of theoretical perspectives and the ability to place this competence into a context, for instance a project. The student should be able to formulate the problems and solve these by applying the relevant vocational competence (theory, skills and attitudes).
The research understanding concerns exploring, experimenting, selecting and applying the appropriate knowledge, skills, processes and tools necessary to achieve the stated objectives. The students' ability to see, understand, reflect and interpret the subject matter, from a systemic perspecitve and put it into an independent view and meaning – may it be societal, social, economical, cultural, interpersonal relationships and contexts.

Relationship competence
The students' ability – when relevant – to make connections and gain others' trust. It is about understanding and considering other people's needs. It is about establishing cooperation and working together with assignments and objectives. It is about understanding social networks and channels for communication. The student should be able to show and and demonstrate their personal integrity and communication skills – in writing and orally when relevant. It is also about meaning. The students'

ability to create a holistic view, and explain the connections or provide the interlink between different perspectives, vocational areas or problems. Furthermore: it is about communicating the relevance of the project, how realistic it is and how innovative it is.

Action competence
It is the ability to put one's knowledge, insight, experiences, visions, values, dreams and situational understanding into practical and goal oriented action. It is also about exercise leadership, follow through, tolerance of ambiguity, attitude towards risk, initiative, motivating one self and others, ability to set goals, prioritize and decide. It is about effectiveness and getting things done.

Change competence
It is the students' ability to think anew and outside the box in connection with understanding, framing and approaching a challenge. It is the ability to initiate inquiry with originality, innovation and perceptiveness supported by informed critical analysis and judgment. It is the ability to learn, to further existing competences or reject it and to connect competence from different disciplines. When relevant, the student should be able to manage and integrate different perspectives, theories, complexity and turbulence.

Examinations that assesse the students in as many of these competencies as possible are desired and applied when possible. It will vary from area to area.

A student, or a group of students that do not pass an exam are allowed two additional attempts (three all in all). If the student fails on the second attempt, costs incurred for external censors and guidance are to be paid by the student or group of students. Re-exams, in general, take place no more that three months after the exam and/or take place in a two-week period just before 1st, 3rd and 5th semester start. Special arrangements, changes or requested additions to this provision will be decided on a case by case basis by the head of studies.

All exams must be passed to receive a KaosPilot degree.

The exams

External assessment is, in addition to the examiner appointed by the KaosPilots, subject to minimum one censor coming from a different institution or company than the KaosPilots.
Internal assessments are subject to continuous assessment and are arranged and managed by the team leaders.

The following components are assessed accordingly.

| COMPONENT | SEMESTER | INDIVIDUAL | GROUP | TEAM | 7-POINT G. SCALE | PASS/FAIL | INTERNALL ASSESSMENT | EXTERNAL ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| Creative Project Design I | 1st | | | X | | X | X | |
| Creative Project Design II | 1st | | X | | X | | X | |
| Creative Leadership Design I | 1st | X | | | | X | X | |
| Creative Leadership Design II | 2nd | | | X | | X | X | |
| Creative Business Design I | 2nd | X | | | | X | X | |
| Creative Business Design II | 2nd | | X | | X | | | X |
| Creative Process Design I | 3rd | X | | | | X | X | |
| Creative Process Design II | 3rd | X | | | X | | | X |
| Creative Process Design III[7] | 3rd | | X | X | | X | X | |
| Creative Project Design III | 4th | | X | | | X | X | |
| Creative Business Design III[8] | 4th | X | | | | X | X | |
| Creative Process Design IV | 4th | | | X | | X | | X |
| Creative Leadership Design III | 5th | X | | | | X | X | |
| Creative Project Design IV | 5th | X | | | | X | X | |
| Creative Leadership Design IV | 5th | X | | | | X | X | |
| Creative Business Design IV[9] | 6th | X | | | | X | | X |
| Creative Leadership Design IV | 6th | X | | | X | | | X |

[7] The students will be assessed both on a team- and on a group level.

[8] The student can choose between working individually or within a group.

[9] The student can choose between working individually or within a group.

## 12. READING AND LEARNING MATERIAL

The programme is an international programme and as such will seek to draw mostly upon international examples and resources. However, Danish and Scandinavian experiences, settings and arenas will be used actively.

The learning material is presented in component descriptions for the specific component. Changes may arise in a component and as such the reader should consult the appropriate indicative reading list for the year in question.

## 13. FURTHER STUDIES

Currently, the KaosPilot programme is not officially recognized as a bachelor programme. As such, the graduate cannot continue their studies if the desired programme requires, for instance, a bachelor degree. However, the KaosPilot can apply with his or her certificate from the KaosPilots and supplement with other relevant studies and working experience, although no guarantee can be given from the KaosPilot institution concerning success of such an endeavour.

The KaosPilot are pursuing some different paths today. One is to establish direct connections with universities and institutes that recognises the KaosPilot degree and subsequently allow the graduate entrance into their programmes. The KaosPilots are also working on their own masters programme[10].

[10] News and changes will be added. Experiences from educated KaosPilots and openings from other institutions can be obtained from The Head of Studies.

## 14. GUIDE AND REGULATIONS

Attendance and Absence

All scheduled teaching is mandatory. Daily attendance is between the hours of 09:00 and 16:00, unless otherwise stipulated by the timetable. The team leader or individual responsible for tracking the students' presence on a daily basis.

The student is allowed a maximum non-attendance of 20%. If the non-attendance exceeds this level then credit for the individual course element or discipline is not given on the examination transcript. The Head of Studies can, under special circumstances, allow the student to have another relevant activity credited for the individual course element or discipline.

After 5% absence the students may receive a verbal warning. At 10% absence, the student receives their final verbal warning. The next warning is issued in writing if the non-attendance during a semester is higher than 15%. The team leader will have a meeting with the students and a plan of action needs to be agreed upon. This qualifies as the final warning.

If a student reaches an absence of more than 20% this will be considered as a violation of the educational agreement and can cause the student to be expelled from the program without further warning. Other alternative actions can be taken instead – however this is to be agreed between the student, the team leader and Head of studies at a meeting if deemed necessary by the Head of Studies.

In the case of an illness that is documented by a medical certificate, the Head of Studies has the ability to give dispensation for non-attendance.

This tracking allows the Team Leader to make sure that the students is well and coping with the education, content and personal development during the 1st year especially.

The students have, at all times, access to their own non-attendance records. If the student is not present at the registration then it is the responsibility of the student to appeal the lack of registration to the team leader. 3 late registrations is the equivalent of a full day absence.

Non-excused absence during an evaluation will result in a failure for that evaluation. A student may only be excused from an evaluation when the student provides official written proof of a serious reason for the absence.

Head of Studies can, in certain situations, make special arrangements with a student on the subject of absence and attendance.

Academic Misconduct and Appeals

The assessment of students at the programme shall be the responsibility of the Advancement and Awards Board, which consist of minimum - but not limited to - head of studies, team leader (responsible for the students or the examiner) and public censors. The head of studies is overall responsible. If he or she is unavailable then one team leader, or the examiner, will assume responsibility.

The Advancement and Awards Board will meet minimum once a year and evaluate the exams and assessment set up, as well as gather a list of the external censors used. It is the Advancement and Awards Board privilege to delegate the decisions on censors and assessment to team leaders, but they still hold the responsibility.

An appeal against an assessment (exam)
The student submits the appeal to the head of studies. The appeal must be in writing, motivated and handed in no later than 2 weeks after the exam.

An appeal most be supported by at least one of the following forms of documentation:

1. A statement indicating material administrative error in the conduct of the assessment
2. A statement outlining how the assessment was not in accordance with the documented assignment/programme criteria or an agreed upon student-staff contract
3. A statement of errors during the examination
4. A statement of disagreement over the given grade or the argumentation following the grade
5. A relevant medical certificate

The appeal will in most cases be handed over to the evaluators – the examiner and censor for their opinion on the appeal, but finally it depend on the sort of appeal and to whom it is relevant to involve. This process can take up to 2 weeks and holidays are not included. Based on the different statements the head of studies will make a written decision. The decision can be:

1. Offering a new exam
2. Offering a new assessment – setting a new grade and or a new feedback
3. Not accepting the appeal

If the student is offered a new exam or new assessment, the student must be informed that the process can result in a lower or higher grade than previous given. The student has 2 weeks to accept the decision and then the new process will start. The final result cannot be appealed.

An appeal against the unaccepted appeal

The student can choose to appeal against a refused appeal within 2 weeks after receiving it by a written argument based on the student's first appeal and the evaluators' statements.

A neutral board of public censors, team leaders and student representatives will treat the appeal and all material related to it. The decision must be in writing, motivated and can take up to two months. The decision possibilities are the same as above.
If the student is offered a new exam or assessment, the student must be informed that the process can result in a lower or higher grade than the first given. The student has 2 weeks to accept the decision and then the new process will start. The final result cannot be appealed.

If the appeal not accepted, the student cannot re-appeal this decision. The decision is final.

Plagiarism

Plagiarism is the presentation by a student as his or her own work of a body of material (written, visual or oral) that is wholly or partly the work of another. Taking unfair advantage over other students in this way is considered to be a serious offence. Action will be taken against any student who plagiarizes whether through negligence, foolishness or deliberate intent. Make sure written material is acknowledged through the use of quotation marks, references and bibliographies.

Deferment

Applications for a deferment of assessment or interruption of study (postponing your program of study) must be supported by:

- A medical certificate from a registered medical practitioner, or
- A statement showing justifiable reasons for any deferment or interruption of study.

Each case is considered on a case-by-case basis and is granted at the sole discretion of the School.

Student Representatives

Students have an opportunity to volunteer and to elect their own representatives. Two student representatives from each team are invited.

Student representatives are invited to attend the Board of Studies and are responsible to canvass and notify the Board of academic issues that have been brought to their attention by their fellow students. Their role is to channel and voice the opinion of the student group concerning issues that may affect their learning experience.

Student Staff Committee

The purpose of the Student Staff Committee is to provide a forum for discussion between students and staff, involved in all aspects of the program. A meeting is held once per semester. The membership may include:

- Head of Studies
- Team Leaders
- Student members from the Pedagogical Council
- Academic staff assigned to the delivery of the programme modules

The last group of people is not required to participate. The Head of studies decides whom, if any, from their specific groups should attend.

Minutes reporting discussions, decisions and actions taken at each board meeting are circulated to members.

Component Evaluation and Programme Evaluation

Component and programme feedback are conducted throughout the education. The aim of this feedback process is to elicit views concerning the quality of the components taken.

Responses to matters arising will be discussed at Student Staff Committee meetings.

Expulsion

The team leader can recommend that a student be expelled from the programme if the student is considered to:

- Show a lack of active participation in the classes and project work
- Show a lack of suitability for the programme, understood as unwilling or unable to play a constructive role in the KaosPilots learning environment

The student can be expelled, without warning, in the event of gross negligence or unbecoming behaviour. The Principal must approve the final decision regarding expulsion.

Transfer of credits

The Principal can, under particular circumstances, allow the transfer of credits from another programme or part of a programme to the KaosPilot programme.

Students from KaosPilot programmes are allowed to shift from one KaosPilot programme to another. The following rules apply:

- It can only be effective as of a new semester starts
- It can only be allowed if there is room for the student in the new class (i.e. drop outs etc)
- A 6 moth trial period applies.

Dispensation

The Principal can – after a unanimous recommendation from the Student Staff Committee – dispense from the curriculum's regulations.

## 15. DATE OF VALIDATION AND DEVELOPMENT

The new curriculum was approved by the Board of Directors and Arhus School of Business August 2009 and is effective as of August the 24th 2009. In effective it is only valid for team 15 and the following teams. If the Board of Studies suggests that it should be introduced for team 14 on their 4th or 5th semester, the principal is entitled to do so.

The Board of Studies will develop a procedure for continuous improvement of the curriculum and component description, drawing upon the experiences from the plan constructed when developing this curriculum, during the spring of 2007.