

Curriculum for

Introductory Studies in Value Based
Transformational Leadership
(60 credits)

Norwegian School of Leadership and
Theology
(HLT)

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Study program

Norwegian School of Leadership and Theology is offering a one-year study in value based change management with the name "Introductory Studies in Value Based Transformational Leadership". The program is comprised of 60 credits and can be taken as an independent study. This one-year study is also included in the study program for the Bachelor of Christian Education at the Norwegian School of Leadership and Theology (hereafter referred to as HLT). In addition, it is possible to take individual subjects from the syllabus.

The study is comprised of 30 points/ECTS obligatory subjects and 30 points/ECTS elective subjects.

In addition, the study is offered as a part-time education that can be taken over a period of three to four years.

Aims

The prime purpose of the study is to provide foundational competency in value based transformational leadership within churches and Christian voluntary organisations, for leaders in other voluntary organisations as well as leaders in the public sector and in the business world.

Target group and entrance requirements

The main target group may be parted into two groups:

- volunteer or hired staff in congregations and volunteer organisations.
- persons from other sectors in society who wish to study and develop general competency within leadership and management and specific competency within value based transformational leadership.

Entrance requirements are the completion and passing of a three-year secondary education (general study competency). Individuals with experience as volunteers in churches or other relevant working experience can be enrolled on the foundation of an individual evaluation (Mature student program). For further information see under *General entrance requirements*.

Aims

- The study aims to provide the student with a comprehensive perspective of leadership – and to equip the student to reflect critically and constructively upon the leadership role in order to create a foundation for self-management and life-long learning and development within a broad field of competency.
- The study will provide a research based introduction to theories of value based management with an emphasis on three professional traditions. It will present how theories concerning servant and transformational leadership have developed within the discipline of management in the last decade, and in doing so create a constructive critical dialogue between these traditions and selected parts of the Christian theological tradition.
- The study also aims to equip the student to reflect upon the connection between different theories of leadership and foundational assumptions concerning the view of human life and ethics. The student will be equipped to lead themselves on the foundation of their own values, but also to conduct a constructive dialogue with others leading on the foundation of other values.
- The study will provide an introduction to narrative management, relational management, administration and organisational training, and self-management. In addition, if the student so desires church rituals and leadership (funerals etc.) and in the relationship between spirituality and self-management.
- The study will also provide opportunities for the student to further develop or begin to develop practical competency within all of these areas. A closer description of knowledge, attitudes and skills will be provided in the following study description.

Study Profile

The Academic year

The academic year lasts for 40 weeks (10 months) spread over 2 semesters. Each semester is divided into two terms. Each term lasts for 10 weeks where 4 of these weeks are reserved for examinations.

Language of Instruction

The study will be conducted in either Norwegian or English.

Progression of Studies

The study can be completed within 3 to 4 years of part time study.

Academic level

100-level and 200-level

The 100-level stands for the introductory level within the field of study. The 200-level is the advanced level. All subjects in the one-year Introductory Study in Value Based Transformational Leadership are given at the 100-level.

Curriculum profile and scope

The curriculum quantity varies in relationship to the character and evaluation form of the study.

Normally there is a requirement for between 750 and 1000 pages of curriculum material for 10 credits/ECTS. Every subject will contain a foundational academic curriculum. This part normally comprises at least approximately 2/3 of (600-650 pages) the curriculum. In addition, the student is required to read primary source material containing classical academic contributions and of literature written by reflected practitioners who are important contributors or classics in their field of study. This part will normally comprise less than 1/3 of the curriculum. (300-350 pages).

Length of Assignments

The length of an assignment is determined by the number of words; where 400 words comprise one page. There is an acceptable digression of up to 10 % in length if nothing else is specified. The written requirements should not exceed 5 000 words for every 10 credit subject. The working requirements determine the foundation for evaluation in each subject. The number of words can be compensated with a variety of different written examinations or other specified activities.

Hours required

The number of hours of instruction is specified for all subjects. This is to be viewed as a maximum number of hours. The school's requirements concerning compulsory attendance are determined by the rules concerning absenteeism. As an exception, teaching can be given in the form of personal instruction or supervised written assignments. In these cases the student is both required and has the right to complete up to 5 advisory hours with an advisor appointed by HLT.

When 24 hours of supervised case assignments/ exercises are specified it does not involve 24 hours of concentrated supervision with an advisor (instructor). Only a few of these hours will be directly taught by an instructor. Instead, there is a combination of self study, colloquial and group work, usually through the use of Class Fronter, and concentrated instruction from teachers in connection to case work assignments that are given in relationship to each subject.

Number of Hours, part time study

The one-year study in value based change management has a part time version that is based on a greater degree of independent study. All subjects with a VEL-code have this type of part time study. We recommend that our students taking the part time version also follow the modules in the "Leadership School" ("Lederskolen") which is owned by The Pentecostal congregation "Filadelfia" in Oslo, and which are adapted to the individual VEL subjects.

For every singular VEL-subject there is only the full time version of the subject with the maximum number of hours that is specified. The part time version has a lesser number of hours of instruction, the same number of supervised case assignment hours, and a greater amount of independent study. It can be concretely specified in the following way for each subject:

VEL-101 Value based transformational leadership in organizations (10 credits/ECTS) and VEL-102 Leadership and development of human resources (10 credits/ECTS) have the function of being introductory subjects to the rest of the study. The part time study of these subjects involves 20 hours of teaching for every subject. The part time students cannot be evaluated through case assignments or similar (see the description below of evaluation in the full time study). To compensate for this a 6 hour written school exam is held in every subject.

The subjects VEL-103 Relational leadership and team development (10 credits/ECTS), VEL-104 Creative organizational learning and project management (10 credits/ECTS), VEL-105 Coaching (10 credits/ECTS) og VEL-106 Coaching and mentoring (10 credits/ECTS) have as part time studies 12 hours of teaching for every subject. A 6 hour written school exam is held in every subject.

PAL-103 Conflict resolution (10 credits/ECTS) cannot be taken part time

Evaluation

The student's knowledge and skills are tested in all subjects. The school uses letters for marks.

The evaluation of "Case assignments" will be the most usual form of evaluation in this yearly unit. In addition to answering an examination essay, students must also complete an evaluation of their own efforts and of the cooperative process in the group. This process will also be evaluated by an advisor.

In some subjects evaluation can involve a combination of several different forms of evaluation, particularly that of a so-called file evaluation. These different forms of assessment can be:

- An oral examination
- Written assignments
- Group assignments

Student's work will be assessed on a on a scale from A to F.

An external as well as and internal censor shall evaluate at least one evaluation of every subject.

See further regulations concerning examination assessment.

Practical pedagogical Profile

Because the studies is an education within practical leadership subjects, the studies will both give the student an introduction to relevant research and create the opportunity for students to develop skills in leadership and cooperative processes. Since the studies are practically oriented the subjects will also combine lectures with supervised case assignments and practical exercises. The case method will provide an opportunity for the student to employ what students learn about cooperative processes, communication and management during their studies.

Pedagogical profile / problem based learning (PBL).

Studies at HLT are characterized by the use of PBL as a pedagogical platform for learning. This is in order to create the greatest possible connection between learning and professional working situations. This pedagogical philosophy is expressed in the following ways:

- It is natural that all introductory subjects incorporate elements of PBL in their instruction, especially after basic knowledge of the **subject** content has been learned. In this way one can practice PBL problem solving and complete assignments on the foundation of acquired knowledge.
- This can be further developed and supported through work closely related to congregational practice.

Integration of theory and practice

Occupational studies have traditionally been far too greatly characterized by a division between theoretical knowledge and practical experience. This has been based on a pedagogical model, which assumes that students should first learn their profession in theory before putting theory into practice. Pedagogical research indicates that knowledge is more easily acquired when theory and practice are closely integrated.

HLT seeks to break with the traditional division between theory and practice and has chosen to work with pedagogical models which reflect an integrated understanding of theory combined with practice.

Church-based education

The studies aims to educate what one could call, "reflected practitioners". By this we mean persons who are capable of employing their knowledge both critically and creatively in addressing the challenges of the working situations that they will encounter in their professional life. It is the opinion of HLT that students must acquire the ability to integrate knowledge and reflection during their studies. This happens normally by connecting students to a local congregational setting or another relevant organisation, throughout their studies. We challenge the students of Introductory Studies in Value Based Transformational Leadership to also have some sort of internship during their study.

For further presentation of the congregational-based education, see the part on "Module 4. Internship" in the studyplan for Bachelor in Christian Education.

Norwegian collaboration.

HLT will cooperate actively with voluntary organisations and congregations in Norway.

HLT will continue the cooperation with "Ledersskolen" owned by the congregation Menigheten I Filadelfia, Oslo, that earlier, in a similar fashion, cooperated with MF (The Norwegian School of Theology). This means that:

- HLT will in the future take responsibility for the development of courses at Ledersskolen.
- Students that follow the Introductory Studies in Value Based Transformational Leadership on part time are encouraged to follow the module-based courses at Ledersskolen.
- Students that have earlier accomplished such teaching can apply to get this accommodated when they attend subjects in the Introductory Studies in Value Based Transformational Leadership.
- Students that have accomplished exams in equivalent subjects at MF can apply for accommodation into the Introductory Studies in Value Based Transformational Leadership.

Internationalization and International collaboration

HLT will cooperate with other institutions when it comes to development of subjects and research, and with churches and other voluntary organisations when it comes to teaching and practical case assignments.

HLT is as of the Fall semester of 2003, a part of a Scandinavian network of occupational educations for work within or in connection to congregations. The network has educational institutions in Copenhagen, Malmö, Örebro, Stockholm and Oslo.

The work of HLT is enhanced and complemented through this network in a variety of different areas:

- SALT-Scandinavia is a hub for the joint development of theological occupational education in relationship to pedagogical method and theology. There is an ongoing exchange of information, development of subjects, joint courses for teachers, teacher exchange, and student gatherings throughout Scandinavia within this network.
- Örebro Theological Academy (Örebro Teologiska Högskola) has teachers with doctoral levels of competency within all the theological disciplines and is an important part of this network. This makes it possible to develop subjects in relationship to persons with a solid founding in Scandinavian Theological research.
- Örebro Theological Academy (Örebro Teologiska Högskola) provides the Swedish "Teol.Kand." examination. This guarantees the SALT network Doctoral competency within all of the theological disciplines.
- There is a greater potential for profiling and developing studies in the context of this network.

There are more possibilities for continuing a theological education at the Master level in Scandinavia and/or in Europe and globally through the Salt network.

The Norwegian School of Leadership and Theology (HLT) also has a cooperation agreement with Regent University in the USA. It is the foundation of this agreement that HLT will call in lecturers with doctoral competency from the School of Psychology and the School of Global Leadership and Entrepreneurship. The school will also aim to develop research cooperation with the above named institution.

Completed qualification for Introductory Studies in Value Based Transformational Leadership

A candidate with completed qualifications shall have the following learning outcomes defined as knowledge, skills and general competency:

Knowledge	Skills	General competency
<p>The candidate...</p> <ul style="list-style-type: none"> • have knowledge of theological models for servant and transformational leadership in churches and other organisations. • have good knowledge about basic theories, methods and terms within transformative leadership, servant leadership and value based leadership. • have knowledge about relevant psychological theory, organisational theory as well as conflict resolution theory. • have knowledge about how theories are connected to the view of humans, spirituality and ethics. 	<p>The candidate...</p> <ul style="list-style-type: none"> • are able to reflect on praxis in his/hers own organisation with the assistance of the presented theoretical models. • are able to use theory constructive and ethically in one owns life and together with others. • are able to use relevant leadership tools for different kinds of leadership and organisational development. 	<p>The candidate...</p> <ul style="list-style-type: none"> • are able to plan and accomplish tasks in a team or a work group. • Are able to partly contribute to, and partly lead the development of creative transformative praxis through the interchange of views and experiences. • Shall have developed ethical engagement like courage and care in meeting humans and processes of change.

The learning outcomes are defined in connection with every subject described below. The learning outcome in all subjects shall together accomplish the learning outcome for the study as such described in the table above.

Syllabus

Subject codes

The letter code in the beginning of the subject code indicates which module the subject belongs to.

PAL = Congregational Leadership

VEL = Value based leadership

The number code refers to the following system:

The first number, which is either 1 or 2, indicates whether the subject is on a 100 or a 200 level. The second and third numbers indicate subjects within a subject discipline.

Curriculum

The curriculum can be illustrated in the following way:

Curriculum for the Introductory Studies in Value Based Transformational Leadership (60 credits)

Year 1		Year 2		Year 3 - 4	
VEL 101	10	VEL 103	10	Elective subject For ex. VEL 105	10
VEL 102	10	Elective subject For ex. VEL 104	10	Elective subject For ex. VEL 106	10

Sum total Introductory Studies in Value Based Transformational Leadership

60

Subjects rotate on a three-year plan. All subjects are given every year. VEL-101 and VEL-102 are introductory subjects to the rest of the study and will therefore have to be taken at the start of the study. If the student wish to take the study in cooperation with "Lederskolen" (see above), the study is taken over a period of 3-4 years. The individual study progression is stipulated in the student's educational plan. Students can take the study as a part of their Bachelor of Christian Education at the Norwegian School of Leadership and Theology (HLT).

Subjects

The study will be comprised of a combination of 30 credits of compulsory subjects and 30 credits of elective subjects, which the student is free to choose among 4 different subjects within their field of study. Until a revision of the total Bachelor program at the Norwegian School of Leadership and Theology (HLT) is completed, VEL 104 – VEL 106 will be the only electives available within the English language curriculum.

Obligatory subjects

VEL-101	Value based transformational leadership in organizations	100-level	10 credits/ECTS
VEL-102	Leadership and development of human resources	100-level	10 credits/ECTS
VEL-103	Relational leadership and team development	100-level	10 credits/ECTS
Total 30 credits			
Elective subjects			
VEL-104	Creative organizational learning and project management	100-level	10 credits/ECTS
VEL-105	Coaching and guidance	100-level	10 credits/ECTS
VEL-106	Coaching and mentoring	100-level	10 credits/ECTS
PAL-103	Conflict Management	100-level	10 credits/ECTS

Subject descriptions**VEL-101 Value based transformational leadership in organizations (10 credits/ECTS)**

Curriculum	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-101 Value based change management in organizations
Assessment	<p>The Student must:</p> <ul style="list-style-type: none"> - Have participated in case study assignments /practical exercises and their subsequent supervised group work in order to pass, as well as writing a contribution of 3000 words (per participant in the case study) - Write an evaluation of 500 – 1000 words concerning one's own personal effort and the cooperative process. <p>Marks will be given on the foundation of the written assignment.</p>
Scope	<p>40 hours of instruction</p> <p>8 hours case assignment with group supervision</p> <p>Independent study and examination</p>

Learning Outcomes**Knowledge**

The program will provide...

- Knowledge of the various theories of leadership in organizations with an emphasis on theories of transformational, servant and value-driven leadership in organizations, including critical perspectives on these models
- knowledge of relevant practical interpretations of Jesus as a role model for servant and transformational leadership
- knowledge of different models for managing change and managing resistance to change
- knowledge of how culture and organizational culture affect our understanding of leadership, change and conflict
- knowledge of how to develop vision, values, goals and strategies in self-organization

Skills

The program will enhance student's:

- ability to formulate images of the future
- ability to contribute to change in organizations in a constructive and ethical manner
- ability to reflect the theologically and ethically over culture and change within one's own organization

General Competency

The program will...

- contribute to developing a combination of courage, innovative thinking and humility as foundational attitudes

Subject description

The VEL-101 subject is based on biblical models for leadership, and gives an introduction to late modern leadership theory with the intention of assisting the student to become a leader who can lead value based change processes.

Teaching will be organized in two modules. In the first module the student will learn the basics of late modern management theory and in which ways that Jesus is a role model as a leader. Students will gain insight into how organizations and organizational culture are shaped. At the end of this module the participant will be better equipped to develop vision and values in their own organization and to initiate change. In the second module the student will learn the basics of how to implement change, and in which areas that problems arise in change. The subject will demonstrate how change can occur in a positive and constructive manner when initiated on the foundation of theories of transformational leadership and servant leadership. Students will also gain knowledge of how they can cope with resistance to change.

Modes of work and instruction

Instruction is given in the form of interactive lectures in the subject, and in the form of a supervised case study. In addition, the independent study of academic literature is included. The subject consists of a total of 40 hours of instruction, plus a case study assignment with group supervision stipulated at 8 hours of work.

Curriculum literature:

Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change*. Downers Grove: InterVarsity, 1991, s. 29- 117 (88 sider).

Kotter, John. *Leading Change*. Boston: Harvard Business School Press, 1996, s. 33-158 (125 sider).

Marshall, Tom. *Understanding Leadership. Fresh Perspectives on the Essentials of New Testament Leadership*. Kent: Sovereign World, 1991, s. 9-129 (120 sider).

Northouse, Peter. *Leadership. Theory and practice*. London: Sage, 2004. Ss 1-36, 91- 358 (293 sider)

Toole, James. *Leading Change. The argument for value based Leadership*. New York: Ballantine books 1995, s. 1-54, 79-95 (69 sider).

Smith, Brien; N. Montagno, Ray V.; Kuzmenko, Tatiana N. *Transformational and Servant Leadership: Content and Contextual Comparisons*, i *Journal of Leadership & Organizational Studies*, Vol. 10, No. 4, s. 80-91 (2004) (11 sider).

Wilson, Scott. *The Challenge of Leadership: What Do You Do Next?* Mariager: Royal, 1998, s. 33-47 (14 sider).

Enten

Lingenfelter, Sherwood. *Transforming Culture: A Challenge for Christian Mission*. Grand Rapids: Baker Academic, 1998, ss. 9 -181 (171 sider).

Eller

Schein, Edgar. *Organizational Culture and Leadership*. 2. ed. San Francisco: Jossey-Bass, 1992, s. 1-48, 145-207, 209 -275 (164 sider).

Other resources

Bass, Bernard. *Transformational Leadership*. 2. Ed., London: Lawrance Erlbaum, 2007

Cameron, Kim S.; Quinn, Robert. *Diagnosing and Changing Organisational Culture*. San Francisco: Jossey-Bass, 2006.

- Collins, Jim. *Good to Great*. New York: Random House. Business Book, 2001.
- Deal, Terrence, E.; Kennedy, Allan A. *Corporate Cultures. The Rites and Rituals of Corporate Life*. New York: Basic Books, 2000.
- Flyvebjerg, Bent: *Making Social Science Matter*. Cambridge: Cambridge University Press, 2001.
- Greenleaf, Robert, *Servant Leadership*. Paulist Press, 2002.
- Hauerwas, Stanley, Burrell, David. Self-Deception and Autobiography: Reflections on *Speer's Inside the Third Reich* i Berkman, J. og M. Cartwright: *The Hauerwas Reader*. London: Duke UP, 2001, s. 200-220.
- Hofstede, G.J.; Pedersen, Paul B.; Hofstede G. *Exploring culture. Exercises, Stories and Synthetic Culture*. London: Intercultural Press, 2002.
- Hofstede, Geert & Hofstede, Gert Jan. *Cultures and organisations Software of the Mind. Intercultural Cooperation and Its Importance for Survival*. New York: McGraw-Hill, 2005.
- Hybels, Bill. *Courageous Leadership*. Grand Rapids: Zondervan, 2002.
- Lingenfelter, Sherwood. *Agents of Transformation: A Guide for Effective Cross-Cultural Ministry*. Grand Rapids: Baker Books, 1996.
- Malphurs, Aubrey. *Values-driven Leadership*. 2.ed. Grand Rapids: Baker Books.
- Matteus- evangeliet, i Den Hellige Skrift Bibelen. 2001, Det Norske Bibelselskap.
- Wren, J. Thomas. James Madison and the Ethics of Transformational Leadership i Ciulla, Joanne B. (ed.): *Ethics - The Heart of Leadership*. West Port: Preager Publ., 1998, s. 3-25.
- Yukl, Gary. *Leadership in Organizations*. 6.ed. New York: Prentice Hall, 2006.

Films

One to two of the following films will be used to conceptualize key aspects of the curriculum:

Babettes Feast (1987) (Director: Gabriel Axel, manuscript: Gabriel Axel after a novel by Karen Blixen) – for a discussion concerning servant leadership.

The Devil's Architect. Hitler og Speer (2005) (Director: Heinrich Breloer, manus: Heinrich Breloer, Horst Köeningstein) – for a discussion concerning the relationship between transformational leadership and ethics, to be used together with Hauerwas and Burrell's article (see above).

Braveheart (1995) (Director: Mel Gibson, manus: Randall Wallace) – Suitable for a discussion concerning transformational leadership.

To End All Wars (2001) (Director: David L. Cunningham, Manus: Godawa and Gordon) – For discussion about transformational leadership - and non-violence in conflict.

Tears of the Sun (2003) (Director: Antoine Fuqua, manus: Lasker, Cirillo) – For a discussion concerning the many dilemmas confronting leadership in war and conflict.

The Gospel of Matthew (1964) (Director: Pier Paolo Pasolini) – For reflection around the theme of Jesus as servant, and possibly as a revolutionary leader.

Jesus of Nazareth (1977) (Director: Franco Zeffirelli, manus: Anthony Burgess, etc.)

- For reflection around the theme of Jesus as a leader, based on a more Marxist Jesus picture.

Students can also suggest alternative films as approved by the lecturer.

Form of Evaluation

Program requirements

Students must:

- Have attended 75 % of the compulsory instruction
- Have participated in case study assignments / practical exercises and in the subsequent supervised group work in order to be able to pass. In addition, to write a contribution of 3000 words (per participant in the case study group) The theme for the task is to be set by the subject teacher
- Write an evaluation of 500-1000 words concerning their own efforts and the cooperation process in the case study.
- Participate in the evaluation of the subject

Assessment

To pass the subject the student must have completed all academic requirements. Evaluation will be based on the written assignment.

VEL-102 Leadership and development of human resources (10 credits/ECTS)
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Curriculum	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-102 Leadership development
Assessment	<p>The Student must:</p> <ul style="list-style-type: none"> - Have participated in case assignments /practical exercises and their subsequent supervised group work in order to pass, as well as writing a contribution of 3000 words (per participant in the case study) - Write an evaluation of 500 – 1000 words concerning one's own personal effort and the cooperative process. <p>Marks will be given on the foundation of the written assignment.</p>
Scope	<p>40 hours of instruction</p> <p>8 hours case assignment with group supervision</p> <p>Independent study and examination</p>

Learning outcomes

Knowledge

The program will provide ...

- good knowledge of how to facilitate the development of employees through training, guidance and personal development
- knowledge of current interpretations of Jesus as a model for training of leaders, as well as developmental and situation specific leadership
- knowledge of the various models of, and fruitful tools for learning in and through team-processes
- knowledge of the foundation for theories concerning different personality types and kinds of intelligence
- knowledge of tools for personal development and self-management, including tools for creating a life vision, and tools for managing time and energy

Skills

The program will enhance student's ...

- to understand the leadership role and to identify necessary leadership competency
- ability to reflect on the meaning of their own lives
- ability to live a balanced life and administrate their own time
- ability to facilitate personal learning and development of employees

General competency

The program will...

- contribute to developing the ability and motivation to live in a process of lifelong learning

- inspire the student to care for the values, development and learning of others

Subject description

The subject provides an introduction to leadership development. The subject is organized in two modules. During the first module the student will receive assistance in analyzing the role of leadership in a late modern context so that they can develop a comprehensive understanding of what it means to have a leadership position in a voluntary organization today. The subject will also introduce practical keys for self-management, learning and personal development, so that students can develop their ability to understand themselves and to manage their own lives and to develop leadership competency through lifelong learning. In the second module the student will receive a practical introduction to how leaders can develop their employees and to improve others through empowering leadership. The subject will also show how strategic leadership development can produce new leaders from their own organization. The subject will enable the participant able to apply the tools, models and principles in detecting, selecting and training of new leaders around them.

Methods of work and instruction

Instruction is given in the form of interactive lectures in the subject, and in the form of a guided case study. In addition, the independent study of academic literature is included. The subject consists of a total of 40 hours of instruction, plus a case study assignment with group supervision stipulated at 8 hours of work.

Curriculum literature:

- Banks, Robert, Bernice Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids: Baker Academic, 2004, s.15 -135 (120 sider).
- Blanchard, Ken og P. Hodges. *The Servant Leader*. Nashville: Thomas Nelson, 2003. (80 sider, eksklusiv bilder)
- Covey, Stephen R. *7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, New York: Simon & Schuster, 1989, s. 96-182, 287-307 (104 sider).
- Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change*. Downers Grove: InterVarsity, 1991, s. 161-199 (38 sider).
- Hybels, Bill. *Couragous Leadership*. Grand Rapids: Zondervan, 2002, s. 93-119, 121-253 (158 sider).
- MacAdams, Dan. *The Person. A New Introduction to Personality Psychology*. Hoboken: John Wiley, 2006, s. 2-32, 115-149, 155- 196, (105 sider).
- Yukl, Gary. *Leadership in Organizations*. 6. Ed. New York: Prentice Hall, 2006, s.19 -65, 79 -94., 99-130, 232-261, 337-356, 404-431 (149 sider).
- Wilson, Scott. *Training Tomorrow's Leaders. Understanding Discipleship and the Times Leaders Live In*. Mariager: Institute for Creativity, Leadership and Management, 2002, s. 1-112, 182-188 (117 sider).
- Enten
- Lingenfelter, Judith; Lingenfleter, Sherwood. *Teaching Cross-Culturally*. Grand Rapids: Baker Academic, 2003, s. 59-69, 71-85 (24 sider).
- Eller
- Shults, F. Leron.; Sandage, Steven J. *Transforming Spirituality. Integrating Theology and Psychology*. Grand Rapids: Baker Academic, s. 153-186 (33 sider).

Other resources

Bryman, Alan. *Social Research Methods*. 2. Ed. Oxford: Oxford University Press, 2004.

Flyvebjerg, Bent. *Making Social Science Matter*. Cambridge: Cambridge University Press, 2001 (216 sider).

Harvard Business Essentials. Harvard Business School Publ. Boston, 2004.

Senge, Peter et. al. *The Fifth Discipline Fieldbook. Strategies and Tools for Building a Learning Organisation*. London: Nicholas Brealey Publishing, 1994. Spesielt ss. 3-9, 193-219, 239-259 (52 sider).

Vella, Jane. *Taking Learning to Task. Creative Strategies for Teaching Adults*. San Francisco: Jossey Bass, 200. Spesielt ss.1-12, 33 -79 (59 sider).

Armour, Michael; Browning, Don. *System Sensitive Leadership*. Joplin: College Press Publishing, 2000.

Browning, Don; Cooper, Terry D. *Religious Thought and the Modern Psychologies*. 2. Ed. Minneapolis: Augsburg Fortress Press, 2004.

Cowan, Christopher C. *Spiral Dynamics, Mastering Values, Leadership and Change*. Oxford: Blackwell, 2006.

Despain, James; Converse, Jane B. *And Dignity for All. Unlocking Greatness with Values- Based Leadership*, Prentice Hall, 2003.

Hauerwas, Stanley, Burrell, David. Self- Deception and Autobiography. Reflections on Speer's Inside the Third Reich i Berkman, J. og M. Cartwright: *The Hauerwas Reader*. London: Duke UP, 2001, s. 200-220 (20 sider).

Roxburgh, Alan J.; Romanuk, Fred. *The Missional Leader*. San Fransico: Jossey – Bass, 2006.

Films

The Devil's Architect. Hitler and Speer (2005) (Director: Heinrich Breloer, manus: Heinrich Breloer, Horst Köeningstein) - discussion about the relationship between personal development and social context, used in conjunction with Hauerwas and Burrell's article (see above)

The seventh Seal (1957) (Screenplay and directed by: Ingmar Bergman)
- For discussion about the meaning of life and of the possibility of a vision for life.

Odysséen (1997) (Screenplay and directed by: Andrei Konchalovsky)
- Suitable for a discussion concerning life as a journey

Pay it forward (2000) (Director: Mimi Leder, manuscript: Leslie Dixon, after a novel by Catherine Ryan Hyde
- To talk about the importance of gift giving in social relations / servant leadership

Elephant man (1980) (Director: David Lynch, manus: Trèves, Montagu, etc.)
- For a discussion concerning human dignity, differences and prejudice.

Josef (1995) (Director - Roger Young, manus: Lionel Chetwynd)
- For discussion concerning a biblical archetype for the development a value based leader, connected to the story in Gen. 1. 37-51.

Form of evaluation

Program Requirements

Students must:

- Have completed 75% of the compulsory instruction
- Have participated in case work assignments / practical exercises and the subsequent supervised group work in order to pass, and to write a contribution of 3000 words (per

participant in the case study program) The theme for the task is to be set by the subject teacher

- Write an evaluation of their own efforts and the cooperation process in the case study of 500 - 1000 words
- Participate in the evaluation of the subject

Assessment

To pass the subject the student must have completed all academic requirements. Evaluation will be based on the written task.

VEL-103 Relational leadership and team development (10 credits/ECTS)

Program	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-103 Relational leadership and team development
Evaluation	<p>Students must:</p> <ul style="list-style-type: none"> - Have participated in case assignments / practical exercises and the subsequent supervised group work to be able to pass, and write a contribution of 3500-4000 words (per participant in the case work study) - Write an evaluation of their own efforts and cooperation process of 500-1000 words <p>Evaluation will be based on the written task.</p>
Scope	<p>36 hours of instruction</p> <p>24 hours of supervised case work assignments and exercises</p> <p>Independent study and examination</p>

Learning outcomes

Knowledge

The program will provide ...

- good knowledge of how to create effective team
- knowledge about the different roles and stages in teamwork and how to handle these
- knowledge of different forms of motivational theory and how they can be used to understand and facilitate different types of creative interaction
- Good knowledge of didactical theory, including biblical images of positive community
- knowledge of how such theories can be applied to create good relationships, as well as empathetic and courageous communication
- knowledge of the problems with group dynamics, including the tendency to 'group think' and to how to handle this
- knowledge of how to understand and manage conflict

Skills

The program will enhance student's...

- ability to lead good and effective team
- ability to live and lead with courage, with care and humility as fundamental attitudes
- ability to understand and resolve conflicts in teams and groups

General competency

The program will...

- provide a greater ability to reflect critically and constructively in relation to group dynamics
- provide a greater ability to reflect upon their own attitudes and to determine which fundamental attitudes they want to develop
- provide a greater ability to reflect on their strengths and weaknesses in their interaction with others
- provide a greater ability to reflect ethically and theologically about their social relationships.

Subject description

The subject gives an introduction to team development and relational management. Students will gain knowledge and experience concerning how a leader can build effective team and collaborative processes, and how one can contribute to employee development through lectures, case work assignments and exercises. The subject presents theories and models of relational management, motivational theory, team development and provides an introduction to various tools for realizing these in practice. The subject helps leaders to think of themselves as social architects, and to assist others in contributing to the process of building good communities that people voluntarily want to belong and commit their selves to. It is also important to emphasize that this will happen in a context where students will be stimulated to gain increased self perception and where they will develop their skills in areas such as conflict management and relational building.

Methods of work and instruction

Theory and practice will be learned through a combination of interactive lectures (36 hours), and experience-based learning through role play, exercises and supervised case work assignments (24 hours).

Curriculum literature

Banks, Robert. *Paul's Idea of Community*. 2nd ed. Peabody: Hendrickson Publishers, 1994, s.15-25, 180-188 (18 sider).

Banks, Robert. "Moving from Faith to Faithfulness" in *Faith in Leadership. How Leaders Live out their Faith in their Work and Why it Matters*. San Francisco: Jossey- Bass, 2002, s. 3- 17 (14 sider).

Ciulla, J. B. "Leadership and the Problem of Bogus Empowerment", i Ciulla, Joanne B. (ed.): *Ethics - The Heart of Leadership*. West Port: Preager Publ., 1998, s. 63-86 (23 sider).

Ciulla, J. B. "Leadership Ethics: Mapping the Territory" i Ciulla, Joanne B. (ed.): *Ethics - The Heart of Leadership*. West Port: Preager Publ., 1998, s. 3-25 (22 sider).

Dana, Daniel *Conflict Resolution*. New York: McGraw Hill, 2000, s. 1-111 (111 sider).

Greenleaf, Robert K. *Servant Leadership. A Journey into the Nature of Legitimate Power and Greatness*. Mahwah: Paulist Press. 1977, s. 21-61 (40 sider).

Fee, Gordon D. *Paul, the Spirit and the People of God*, Peabody: Hendrickson 1996, ss. 63-72, 97 - 109 (21 sider).

Handy, Charles. *Understanding Voluntary Organisations*. London: Penguin Books, 1988, s. 25-81 (56 sider).

Heuser, Roger & Klaus, Byron D. 1998. "Charismatic Leadership Theory: A Shadow Side Confessed". *Pneuma* 20:2 (s. 161-174) (13 sider).

Janis, I.L. "Groupthink" i Kolb, Irwin og Joyce (eds.): *The Organizational Behaviour Reader*, Upper Saddle River: Prentice-Hall International, 1991 (11 sider).

Katzenbach, Jon R; Smith, Douglas. *The Wisdom of Teams. Creating the High Performance Organisation*. Boston: Harvard Business School Press/ New York: HarperCollins, 1993, s. 11 - 169 (158 sider).

McClendon, James. "What is Ethics", i *Systematic Theology. Ethics*. Nashville: Abingdon Press, 1988, s. 47-75 (27 sider).

MacAdams, Dan. *The Person. A New Introduction to Personality Psychology*. Hoboken: John Wiley & Sons, 2006, s. 248-297 (51 sider).

Reynolds, M. *Groupwork in Education and Training: Ideas in Practice*. London: Kogan Page, 1994, s.15-115 (101 sider).

Yukl, Gary. *Leadership in Organizations*. 6.Ed. Upper Saddle River: Prentice Hall, 2006, ss. 135- 159, 163 -193, 356-365, 435 -454 (82 sider).

Other sources

Hybels, Bill. *Courageous Leadership*. Grand Rapids: Zondervan, 2002, s. 73-92 (19 sider).

Marshall, Tom. *Understanding Leadership. Fresh Perspectives on the Essentials of New Testament Leadership*. Kent: Sovereign World, 1991, s. 130 – 220 (90 sider).

Covey, Stephen R. *7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New

McClung, Floyd. *Father Make us One*, Eastbourne: Kingsway, 1987, ss. 11-117 (106 sider).

Bryman, Alan. *Social Research Methods*. 2.ed. Oxford: Oxford University Press, 2004.

Despain, James; Converse, Jane B. *And dignity for All. Unlocking Greatness with Values- Based Leadership*. Prentice Hall, 2003.

Flyvebjerg, Bent. *Making Social Science Matter*. Cambridge: Cambridge University Press, 2001.

Lederach, John Paul. *The Moral Imagination. The Art and Soul of Building Peace*. Oxford: Oxford University Press, 2005.

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002, s.187-220 (33 sider).

Fraser, A. og S. Neville. *A Practical Guide to Teambuilding*. Subang Jaya: Pelanduk Publications, 1993 (80 sider).

Volf, Miroslav. *Free of Charge. Giving and Forgiving in a Culture Stripped of Grace*. Grand Rapids: Zondervan, 2005.

Films

One of the following films will be used to conceptualize key aspects of the curriculum:

Jerusalem (1996) (Regi: Bille August, manuscript: Selma Lagerlöf)

For discussion of "group think", in combination with an interview with Peter Haldorf in "Vårt Land", 10th of May, 2005

Pay It forward (Gi det videre) (2000) (Director: Mimi Leder, manuscript: Leslie Dixon, after a novel by Catherine Ryan Hyde.

For a discussion concerning the significance of gifts in social relationships.

12 Angry Men (1957) (Director: Sidney Lumet, manuscript: Reginald Rose)
For a discussion concerning decision-making processes in teams.

Runaway Jury (2003) (Director: Gary fied, manus: Grisham / Kopp Elman)
For a discussion of interests and power in group processes.

Evaluation

Program Requirements

Students must:

- Complete 75% of the compulsory instruction
- Have participated in case assignments / practical exercises and the subsequent supervised group work in order to pass, and write a contribution of 3500-4000 words (per participant in the case work study). The theme for the assignment will be set by the subject teacher.
- Write an evaluation of their own efforts and the cooperation process in the case work study of 500-1000 words
- Participate in the evaluation of the subject

Assessment

To pass the subject the student must have completed all academic requirements. Evaluation will be based on the written task.

VEL-104 Creative organizational learning and project management (10 credits/ECTS)	
Program	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-104 Project Management
Evaluation	<p>Students must:</p> <ul style="list-style-type: none"> - Complete 75% of the mandatory instruction - Have participated in case work assignments / practical exercises and the subsequent supervised group work in order to pass, and write a contribution of 3500 words (per participant in the case work study). . - Write an evaluation of their own efforts and the cooperation process in the case work study of 500-1000 words <p>Evaluation will be based on the written task.</p>
Scope	<p>36 hours of instruction</p> <p>24 hours supervised case work /exercises</p> <p>Independent study and examination</p>

Learning Outcomes

Knowledge

The program will provide ...

- knowledge of basic definitions and concepts in project management, understanding of theories and models, and how these relate to practical issues
- knowledge of the key challenges and success criteria for initiation, implementation, and completion of projects
- knowledge of the role of projects in late-modern organizations, as well as reflection on the use of projects in church work
- knowledge about the influence projects have on organization, learning and communication in organizations
- knowledge of models and strategies for learning in organizations
- knowledge of models and tools for implementation of creative idea processes
- knowledge of key theoretical perspectives on learning and innovation in organizations

Skills

The program will enhance student's ...

- ability to facilitate learning, between individuals and across groups and organizations
- ability to lead creative processes, from idea to execution
- ability to lead projects
- ability to manage simple routines for planning, administration and financial management of projects
- ability to demonstrate theological reflection concerning the use of organizational learning theory in organizations

General competency

The program will provide ...

- a greater openness to a common development of ideas.
- an open attitude to the ideas and suggestions of others
- structured working habits that lead to good and creative decision-making processes.

Subject Description

The subject VEL-104 Creativity and Organizational Learning will provide students with a practical introduction to creativity and how to develop skills for to facilitating creative and innovative processes in teams and in organizations. The subject also provides an introduction

to how to plan, lead and control projects. The subject is divided into two main parts.

The first part will be a practical guide to building an innovative and learning organization that masters challenges in situations of change, and that builds a culture of joy, significance and creativity. There will be instruction concerning the nature of creativity and in what ways one can create creative participation in organizations through facilitating creative and innovative processes. In particular, emphasis will be placed on brainstorming techniques, decision making tools, and comprehensive models for implementation - from idea to reality. In addition, there will be a brief investigation into electronic tools such as discussion groups and chat. The subject will seek to demonstrate how one can connect individual creativity and learning to an organization as a whole.

In the second part of the subject the student will have the opportunity to explore tools that will equip students to lead and manage projects effectively. Students will learn how to connect the vision and goals of a project, and how to lead and manage a project group to the completion of their goals.

Methods for planning, implementation and evaluation of projects will be presented, discussed and tested in practice. IT tools for project planning will also be presented. Teaching will review the models for the project phases and roles in the projects, and also methods for project planning and knowledge management. The increasing importance of projects and their role in organizations will be examined, and in addition, challenges related to organizational learning, communication and organizational culture.

Modes of instruction and work

Learning in theory and practice will be facilitated through a combination of lectures, dialogue and experiential learning (case assignments and group exercises). In addition to the introduction to methods and tools, students will have the opportunity to work with their own organizational challenges individually and in groups. In some semesters the subject will be strongly connected to the planning and implementation of specific projects. Consequently, emphasis on different aspects of the program can vary.

Curriculum literature

A Guide to the Project Management Body of Knowledge, Project Management Institute 3. Ed., 2002, s. 1-298 (298 sider).

Argyris, C. "Double Loop Learning in Organizations" i *Harvard Business Review*, Sept/Oct, 1977, s.115-125 (11 sider).

Flood, R.L. *Rethinking the Fifth Discipline*, London: Routledge: kap. 2, 1997, s.13-28 (16 sider).

Johns, J. D. "Pentecostalism and the Post-Modern Worldview" i *Journal of Pentecostal Theology* 7 (1995), s. 73-96 (24 sider).

Schein, E. "The Anxiety of Learning" i *Harvard Business Review*. March 2002, s.100-106 (7 sider).

Schein, E. "Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Towards a Model of Managed Learning" i *Systems Practice*, 9(1), 1996, s. 27-47 (21 sider).

Senge, Peter M. *The Fifth Discipline Fieldbook*, London: Nicholas Brealey Publ., 1994, s. 3-112, 193-197, 235-293, 297-303, 351-391 (216 sider).

Vince, R. "Organizing Reflection" i *Management Learning*, 33(1), 2002, s. 63-78 (16 sider).

Other resources

Berg, M. E. *Ledelse: Verktøy og virkemidler*, Oslo: Universitetsforlaget, 2000, s.127-154 (28 sider).

Blindheim, T., T. Ø. Jensen, og F. Nyeng. *Forbrukeren: helt, skurk eller offer*. Oslo: Cappelen Akademisk, 2000 (280 sider).

Brodtkorb, E., R. Norvoll og M. Rugkåsa. *Mellom mennesker og samfunn: Sosiologi for helse- og sosialprofesjonene*, Oslo: Gyldendal Akademisk, 2001 (304 sider).

Castells, M. "Materials for an exploratory theory of the network society" i *British Journal of Sociology*, vol 51, 2001, no. 1 jan/march 2000, s. 5-24 (20 sider).

Christensen, Sø. og K. Kreiner. *Prosjektledelse i løst koblede systemer; ledelse og læring i en ufuldkommen verden*. København: Jurist- og Økonomforbundets forlag, 1991 (115 sider).

De Bono, Edward. *Six Thinking Hats*, Newport Beach: Back Bay Books, 1999 (192 sider).

Eikeland, O. og A. M. Berg. *Medvirkningsbasert organisasjonslæring og utviklingsarbeid i kommunene*, Oslo: Kommuneforlaget, 1997, s.12-135 (124 sider).

Eriksen, T. H. *Øyeblikkets tyranni: rask og langsom tid i informasjonssamfunnet*, Oslo: Aschehoug, 2001 (217 sider).

Forsth, L. R. *Praktisk nytenking*. Drammen: Aquarius Forlag, 2001, s. 9-113 (105 sider).

Filstad, C., S. Hildebrandt S. Rishøj. *Familien på arbeid: om å skape sammenheng mellom arbeidsliv og familieliv*, Oslo: Abstrakt, 2005 (234 sider).

Haug, S. H. *Stigs bok om kreativitet*. Oslo: Chr. Schibsteds forlag, 2002 (80 sider).

Hoff, K.G. og S. Köber. *Grunnleggende bedriftsøkonomisk analyse (4.utg)*, Oslo: Universitetsforlaget, 2002 (508 sider).

Kao, J. *Kreativitet på arbeidsplassen*, Oslo: Hjemmets Bokforlag, 1996, s.45-55, 88-104, og 125-137 (41 sider).

Knowles, M. S. *The Modern Practice of Adult Education*. Cambridge: Adult Education, 1980, s. 222-251 (30 sider).

Krogh, G. von, K. Ichijo og I. Nonaka. *Slik skapes kunnskap: hvordan frigjøre taus kunnskap og inspirere til nytenkning i organisasjoner*. Oslo: NKS-forlaget, 2001 (317 sider).

Michalko, Michael *Thinkertoys: A Handbook of Creative-Thinking Techniques*, 2. Ed., Berkeley: Ten Speed Press, 2006 (330 sider).

Mintzberg, H., B. Ahlstrand og J. Lamprel. *Strategy Safari*, Upper Saddle River: Pearson Professional, 2001 (416 sider).

Nordhaug, O. *Kunnskapsledelse: trender og utfordringer*, Oslo: Universitetsforlaget (303 sider), 2002.

Ritzer, G. *The McDonaldization of Society*. New Century ed. Thousand Oaks Pine Forge Press, 2000 (278 sider).

Roness, A., S. B. Matthiesen. *Utbrent: krevende jobber – gode liv*, Oslo: Fagbokforlaget, 2002 (416 sider).

Sennett, R. *Det fleksible mennesket: personlige konsekvenser av å arbeide i den nye kapitalismen*, 2001, Oslo: Fagbokforlaget (199 sider).

Sweet, L. *Aqua Church: Essential Leaderships Arts for Piloting Your Church in Today's Fluid Culture*, Loveland: Group Publishing, 1999 (262 sider).

Thomas, J. C. "Reading the Bible from within Our Traditions: A Pentecostal Hermeneutics as Test Case" i Green og Turner (eds) *Between Two Horizons: Spanning New Testament Studies & Systematic Theology*, Grand Rapids: Eerdmans Publ., 2000, s.108-122 (15 sider).

Westhagen, H. *Prosjektarbeid: utvikling og endringskompetanse*. 5.utg, Oslo: Gyldendal Akademisk, 2002 (214 sider).

Evaluation

Program requirements

Students must:

- Have attended 75 % of the compulsory instruction
- Write a project assignment comprising 3500 words based on a case study
- Create a project plan, where central challenges in the project must be discussed in the light of models and theory from the curriculum
- Write an evaluation of 500 -1000 words concerning their own efforts and the cooperation process in the case study.
- Participate in the evaluation of the subject

Assessment

To pass the subject the student must have completed all academic requirements. Assessment will be based on the written assignment.

VEL-105 Coaching and mentoring (10 credits/ECTS)

Program	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-105 Coaching and mentoring
Evaluation	<p>Students must:</p> <ul style="list-style-type: none"> - Have participated in practical exercises and their subsequent supervised group work in order to pass. - Writing a learning journal throughout the program, and submit a reflection report (1500 words) on the foundation of this concerning their own learning process in the program - Have completed at least 8 hours of practice coaching under supervision - Write a reflection report of 2000 words on the foundation of developmental work - Perform an oral examination on the basis of teaching, basic curriculum and the two reflection notes
Scope	<p>36 hours of instruction</p> <p>Complete a developmental task with the assistance of a personal supervisor/coach</p> <p>Independent study and examination</p>

Learning outcomes**Knowledge**

The program will provide ...

- knowledge of different models of coaching and guidance.
- knowledge of biblical role models
- knowledge of humanistic and practical theological models for coaching and guidance.

Skills

The program will enhance student's ...

- ability to exercise their role as coach and through this assist both themselves and others to live better lives.
- practical skills as coach.
- ability to facilitate and practice good coaching dialogue through listening and questioning techniques.
- ability to reflect on these processes in light of the models that are presented.

General competency

The program will ...

- make students conscious of the complexity of the coach's many options and choices in their meeting with people.
- provide the student with the ability to demonstrate ethical and theological reflection on the challenges related to coaching and late-modern individualism.

Subject description

Today we are faced with an increasingly rapid change of pace, which, among other things, places an increasing demand on one's capacity to function well in interpersonal relationships. It is especially important for one to know oneself, and to be in continuous reflection concerning the choices that one is confronted with. This places demands on today's leaders both within and outside of a church context. The program emphasizes practicing and developing communicational and relational skills in the practice of guidance and coaching, on the foundation of a healthy self perception and the ability to make reflected and informed choices.

Methods of work and instruction

During the study, students will develop their skills as a coach through practical training and real coaching situations. Teaching is performed by using various methods such as lectures, group work and case study exercises, where students will also learn to "discover". Students will also receive an overview of different forms of coaching, from skills coaching to spiritual guidance. Students will also receive help to reflect on the relationship between coaching, learning, attitudes towards people and what it means to develop as a human being. Students will be able to apply specific tools for coaching to gain insight into how tutoring and coaching can be used in leadership and employee development, both in individual relationships and in order to build a good team.

In addition, the program will have an internship element in which the student carries out a developmental task with the assistance of a personal tutor / coach. This can happen through personal coaching, pr. phone or via e-mail.

The developmental task

The developmental task must consist of:

- Implementation of one developmental task
- Preparation of a report as a preparation for pre-coaching
- Describe their own experiences as a foundation for post-coaching
- gather experiences together in the form of a reflectional report of approx. 2000 words where the developmental process is described and related to relevant theory.

Students will relate specific and relevant issues from their own place of work, or their own personal lives, as a basis for reflection and development.

The program is primarily built on participant-based pedagogy. Instruction will therefore alternate between lectures, plenary discussions, group work and practical exercises. Students will receive training in how to coach each other, and will be coached themselves as well.

About 50% of the instruction is conducted in forms that reflect experience and responsibility-based learning.

Curriculum Literature

Browning, Don and Cooper, Terry. *Religious Thought and Modern Psychologies*. 2.ed Minneapolis: Augsburg Fortress Press, 2004, s. 1-85, 245-268. (107 sider)

Clinton, J.R. og R. W. Clinton. "The Life Cycle of a Leader" in Barna, G. (red) *Leaders on Leadership*, Ventura: Regal Books, 1997, s.149-181 (33 sider).

Collins, Gary R. *Christian Coaching: Helping Others Turn Potential into Reality*, Nashville: Navpress Publishing Group, 2001, s. 13-292 (279 sider).

Crane, Thomas. *The Heart of Coaching*. 3. Ed. San Diego: FTA Press, 2007, s.31 -170 (139 sider).

Hochschild, Arlie Russel. "When Work Becomes Home and Home Becomes Work" i *California Management Review* vol. 39(4), 1997 s. 79-96 (18 sider).

Umidi, Joseoh. *Transformational Coaching*. Longwood: Xulon Press, 2005, s. 9-69, 93-107 (74 sider).

Williams, Patrick; Davis, Deborah. *Therapist as Life Coach*. New York:W.W. Norton & Company, 2002 s.1-75 (75 sider)

Wilson, Scott. *Training Tomorrow's Leaders*, Mariager Danmark: ICLM, 2002, s. 113-134 og 147-182 (58 sider).

Other resources

Espedal, Gry, Andersen, Trond, Svendsen, Tove. *Løsningsfokusert Coaching*, Oslo: Gyldendal Akademisk, 2006, s. 15-233 (218 sider).

Gjerde, Susann. *Coaching: hva, hvorfor, hvordan*, Oslo: Fagbokforlaget, 2003, s. 9-238 (229 sider).

Waal, Berit. *Livet og arbeidet: mellom lyst og plikt*, Oslo: Aschehoug, 2000, s. 103-124 og 125-149 (47 sider).

Evaluation

Subject requirements

Students must:

- Be present and participate in at least 75% of compulsory class instruction.
- Fill out an evaluation of the program
- Have participated in practical exercises and the subsequent supervised group work in order to pass.
- Write a learning journal throughout the entire program, and submit a reflection report (approx. 1500 words) based on this about their own learning process in the program
- Have completed at least 8 hours of practice coaching under supervision
- Write a reflection report of 2000 words on the basis of developmental work
- Complete an oral examination on the basis of teaching, basic curriculum and the two reflection reports.

Assessment

Assessment will be performed on the basis of both written assignments and an oral examination.

The written part must be completed as a reflectional report (about 1500 words) from the subject and a developmental task.

Developmental tasks are to reveal communicative and relational skills through the assistance of coaching. The development task must be documented in a reflective report of approximately 2000 words without attachments. Photos and illustrations will count as well. Logs from pre- and post-coaching should be attached and will not be counted as part of the numbers of pages. The reflection report will be assessed either as a pass / fail.

This part of the assessment will form the basis for being able to perform the oral examination. Acquired evaluation at oral examination amount to the final evaluation in the subject.

VEL-106 Coaching and mentoring (10 credits/ECTS)	
Program	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	VEL-106 Coaching og mentoring
Evaluation	<p>Students must:</p> <ul style="list-style-type: none"> - Have participated in practical exercises and their following supervised group work in order to pass. - Write a learning journal throughout subject and submit a reflection report (1500 words) on the basis of this concerning their own learning process throughout the subject. - Have completed at least 8 hours of supervised practice coaching. - Write a reflection report of 2000 words on the foundation of a developmental task - Complete an oral examination based on the instruction and the two reflection reports.
Scope	<p>36 hours of instruction</p> <p>Complete a developmental task with the assistance of a personal supervisor/coach</p> <p>Independent study and examination</p>

Learning Outcomes:**Knowledge**

The program will provide ...

- good knowledge of various models of coaching and guidance.
- good knowledge of biblical role models
- good knowledge of the humanistic and practical theological model for coaching and guidance.
- knowledge of the function of the mentor
- knowledge of what is required to lead people in churches and congregations, and in this way be able to equipped to lead both themselves and others.
- knowledge of the coaching movement in a larger socio-cultural context

Skills

The program will enhance the student's ...

- ability to use mentoring as a developmental cooperation between two people, where insight, new learning and personal growth are developed through dialogue and relational interaction.
- ability to reflect critically on coaching as a practice.

General competency

The program will:

- Make students aware of the process that occurs in the mentoring relationship.
- Provide the ability to demonstrate ethical and theological reflection on the challenges that arise in this interaction and exchange between people.

Subject Description

Today's rapid development and change requires constant readjustments in both organizations and church work. To a great extent, this places demands on one's ability to function well within interpersonal relationships. In addition, great demands are placed on leaders both in and outside of the church context. The program emphasizes practicing and developing the ability to both acquire and continually develop the skills needed to be a coach and mentor for others.

Methods of work and instruction

In the subject, students will develop their skills further as a coach. In addition, students will develop skills as mentors through practical training and coaching, and real situations. Teaching will be done employing various methods such as lectures, group work and case exercises, where students will teach themselves to learn.

Students will also receive overview of different forms of mentoring: intensive, random and passive mentoring. A great deal of emphasis will be placed on reflection over the various forms and contexts in mentoring. Students will be equipped to employ tools for mentoring in order to gain insight into how mentoring can be used in different contexts.

- In addition, the subject will include a practice element where students will complete a developmental task with the assistance of a personal coach. This can happen through personal coaching, by telephone, or through e mail.

The developmental task must consist of:

- completion of one developmental task

- Preparation of a report for pre-coaching
- Describe their own experiences as a basis for post-coaching
- Collect their experiences in the form of a reflection report of approx. 2000 words where they describe the developmental process. Here references must be made to relevant theory.

Students will contribute concrete and relevant experiences from their own working situations as a basis for reflection and development.

The program is primarily based on participant-based pedagogy. Instruction will therefore alternate between lectures, plenary discussions, group work and practical exercises. Students will receive advanced training in how to coach one another. In addition, students receive training in the various forms of mentoring.

Approx. 50% of the teaching is carried out in forms that reflect experience and responsibility-based learning.

Curriculum literature

Krallmann, Günter. *"Mentoring for Mission"*, Carlisle, UK: Authentic Media, 2002, s. 12 – 214 (202 sider).

Stanley, Paul D /Clinton, J. Robert. *"Connecting: the Mentoring Relationships You Need to Succeed in Life"*, Colorado Springs: Navpress Books, 1992, s. 11 - 235 (224 sider).

Umidi, Joseoh: *Transformational Coaching*. Longwood: Xulon Press, 2005 (392 sider).

Other resources

Bellah, Robert, et.al. *Habits of Heart: Individualism and Commitment in American Life*. 3.ed, Berkeley: University of California Press: 2008:s. 27 -163, 219-249 (164 sider).

Ogne, Steve; Roehl, Tim; Stetzer, Ed: *TransforMissional Coaching: Empowering Leaders in a Changing Ministry World*, Nashville: B&H Publishing, 2008 (304 sider).

Evaluation

Program Requirements

In order to get the subject approved, students must:

- Be present and participate in at least 75% of the teaching.
- Fill out an evaluation of the program
- Have participated in practical exercises and the subsequent supervised group sessions in order to pass.
- Write a learning journal throughout the program, and submit a reflection report (1500 words) written on the foundation of the journal concerning their own learning process throughout the subject.
- Have completed at least 8 hours of supervised practice coaching
- Write a reflection report of 2000 words based on the developmental task.
- Complete an oral examination on the basis of teaching, basic curriculum and the two reflection reports.

Assessment

Assessment will be performed on the basis of both written assignments and an oral examination.

The written part must be completed as a reflectional report (about 1500 words) from the participation in the subject and a developmental task.

Developmental tasks are meant to reveal the student's ability to demonstrate and employ various forms of mentoring. Development tasks will be documented in a reflective report of approximately 2000 words without attachments. Photos and illustrations will count as well. A Log from both pre-and post coaching, should be attached but will not be included in the page number count. The reflection report will be evaluated as either pass / fail.

This part of the assessment will form the basis for being able to perform the oral examination. Acquired evaluation at oral examination amount to the final evaluation in the subject.

PAL-103 Conflict resolution (10 credits/ECTS)
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Program	<ul style="list-style-type: none"> • Introductory Studies in Value Based Transformational Leadership (60 credits) • Bachelor of Christian Education (180 credits)
Subject	PAL-103 Conflict resolution (10 credits/ECTS)
Evaluation	<p>Students must:</p> <ul style="list-style-type: none"> - Have participated in practical exercises and subsequent supervised group work in order to pass. - Write an assignment of 2000 words discussing central aspects of conflict resolution. The theme for the assignment will be decided by the subject teacher.
Scope	48 hours of instruction

Learning outcomes**Knowledge**

The subject will provide ...

- knowledge of models, methods, and tools for prevention and constructive conflict negotiation.
- knowledge of how conflicts are affected by different roles and interests, and by emotional and cultural factors.
- knowledge of different theories concerning conflicts and conflict negotiation, cross cultural communication, power and politics.
- knowledge of one's personal strengths and weaknesses in interaction with others.
- knowledge of theological perspectives on conflict negotiation and reconciliation.

Skills

The subject will strengthen students' ...

- ability to perform constructive conflict negotiation employing empathetic listening techniques and competent process leadership, both in relationship to one's own conflicts and as a third party (negotiator).
- ability to communicate effectively and to function in dialogue with others having different attitudes and opinions.

General competency

The program will enhance the student's ...

- a listening and open attitude in different conflicts and to the participators in the conflicts.
- a peace seeking attitude when confronted with conflicts.

Subject description

The subject provides an introduction to constructive conflict resolution, both in theory and in practice on several levels, - both interpersonal, in organizations, and on a cultural and political level.

The main body of the subject will focus on how leaders can handle conflicts in organizations and teams: learn to recognize different types of conflicts and apply methods for working through a conflict. Emphasis will be placed on the ability to articulate organizational procedures in periods of conflict and to focus on how guide lines and procedures can be used to prevent conflicts. In addition, the subject will provide students a broader understanding of conflicts and handling these across cultural and political boundaries, and will therefore be relevant for students interested in missions, peacekeeping work and politics.

The treatment of conflict negotiation within the subject is divided into three areas. First, different types of conflicts will be addressed. Conflicts will be explored from a variety of different angles, both from cultural, ethical or psychological perspectives. Conflicts within a congregational setting will often have theological undertones. These are put into perspective. Special emphasis will be placed on how conflicts can develop and focus will be placed on how to intervene at an early stage to prevent conflict. Finally, focus is placed on situations where one self is part of a conflict. Together this will provide a general understanding of conflict and conflict within a congregational setting in particular.

Secondly, different models for conflict mediation will be examined. Emphasis will be placed on which arenas that are particularly likely to provoke specific types of conflicts, and in which conflicts it would be constructive for church leaders to mediate. There will also be exercises related to practical skills in the use of conflict disarming language. Basic attitudes in various forms of conflict are also presented and discussed. Exercises will be included in dealing with fundamental attitudes and reflections concerning various conflict negotiation models.

Thirdly, practical exercises in conflict resolution will be given. Exercises will be evaluated and reviewed through supervised group sessions. Focus will be placed on how conflict mediation dialogue has different phases, and consequently, basic practical skills will be developed both in terms of the constructive use of language and in creating a framework for dialogue.

Teaching methods

Learning in theory and practice will be facilitated through a combination of lectures, dialogue and experience-based learning (case assignments and exercises / training). The subject consists of a total of 48 hours of instruction.

Curriculum literature

- Beer, J. E. *The Mediation Handbook*. Gabriola Island, BC, Canada: New Society Publishers, 1997, pp. 3-150 (148 pages).
- Christie, N. "Conflict as Property" in the *British Journal of Criminology* 17, (1977) pp. 1-15 (15 pages).
- Fine, N. and F. Macbeth. *Playing with Fire: Training for the Creative Use of Conflict*. Gabriola Island, BC, Canada: New Society Publishers, 2000 (170 pages).
- Hauerwas, S. "Peacemaking: The Virtue of the Church" in Hauerwas, Cartwright and Berkman (eds.): *The Hauerwas Reader*, Durham: Duke University Press, 2001, pp. 318-326 (9 pages).
- King Jr., Martin Luther. *A Testament of Hope*. New York: Harper Collins, 1986, pp. 31-42 (11 pages).
- Lingenfelter, S. *Transforming Culture: A Challenge for Christian Mission*. Grand Rapids: Baker, 1998, pp. 147-166 (20 pages).
- McClendon, J.W. "The Politics of Forgiveness" in McClendon, J.W.: *Systematic Theology Ethics*. Nashville: Abingdon Press, 1986, pp. 212-243 (32 pages).
- Van der Merwe, H. "Reconciliation and Justice in South Africa: Lessons from the TRC's Community Interventions" in Mohammed Abu-Nimer (red.): *Reconciliation, Justice, and Coexistence: Theory and Practice*, Lanham: Lexington Books, pp.187-208 (19 pages).
- Mossige, J. G. "Peer Mediation (PM) in Norway: The Magic of Dialogue", presentation at ISPA conference, Dinan, France, 2001, July 25-28 (6 pages).
- Pretty, J.N., J. T. Guijt and I. Scoones. *Participatory Learning and Action, A Trainer's Guide*, London: IIED, 1995 (own selection, 50 pages).

- Reychler, L. and T. Paffenholz. *Peacebuilding: A Field Guide*. Boulder, Colorado: Lynne Rienner Publishers, 2001, pp. 3-20, 75-164, 169-72, 301-318, 330-342, 358-364, 453-466, 472-482, 492-496 (174 pages).
- Rothman, J. and V. J. Friedman. "Identity, Conflict, and Organizational Learning", in Anthal, Dierkes, Nonaka & Child (eds.): *Handbook of Organizational Learning and Knowledge*, Oxford: Oxford University Press, 2001, pp. 582-597 (16 pages).
- Sandnes, K.O. "Equality within patriarchal structures: Some New Testament Perspectives on the Christian Fellowship as a Brother- or Sisterhood and a Family" i Moxnes, H (red.): *Constructing Early Christian Families*, Routledge, 1997, pp.150-165 (16 pages).
- Shuman, J. "Pentecost and the End of Patriotism: A Call for the Restoration of Pacifism among Pentecostal Christians" in the *Journal of Pentecostal Theology*. Issue 9,1996, pp. 70-96 (26 pages).
- Volf, M. *Exclusion & Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*, Nashville: Abingdon Press, 1996, pp.13-34, 99-147, 275-306 (103 pages)
- Fraser, David A, Camplo, Tony. *Sociology through the Eyes of Faith*. San Francisco: HarperCollins, 1992, pp. 213-235 (22 pages).

Other resources

Biblical excerpts (4 pages): Acts chapters 6 and 15; Paul's letter to Philemon

Films

One to two of the following films will be used to conceptualize key aspects of the curriculum:

Hotel Rwanda (2004) (Director: Terry George, manuscript: Pearson and George)

- For a discussion concerning ethnic conflicts, Pacifism, and crises.

To End All Wars (2001) (Director: David L. Cunningham, Manuscript: Godawa and Gordon)

- For a discussion concerning reconciliation and forgiveness in conflict and war.

Promises (2001) (Director: Bolado, Goldberg and Shapiro, documentary)

- For discussion concerning relational and political solutions to the Middle East conflict.

Elephant man (1980) (Director: David Lynch, manus: Trèves, Montagu, etc.)

- For a discussion about human dignity, and various prejudices.

Apocalypse Now (1979) (Director: Francis Ford Coppola, manus: Milius and Coppola)

- For a discussion of the psychology and madness of war and conflict,.

Tears of the Sun (2003) (Director: Antoine Fuqua, manus: Lasker and Cirill)

- For a discussion about the many dilemmas associated with war and conflicts.

Evaluation

Study Requirements

Students must:

- Have attended 75% of compulsory instruction
- Have participated in practical exercises and the subsequent supervised group sessions in order to pass
- Write an essay of 2000 words discussing key aspects of conflict resolution. The theme for the assignment will be decided by the subject teacher
- Participate in an evaluation of the subject

Assessment

The student must have completed all academic requirements in order to pass the subject. Evaluation will be based on the written task.

Regulations

Entrance Requirements for Norwegian School of Leadership and Theology (HLT)

Entrance

HLT normally only receives students for school commencement in the fall semester.

Entrance capacity

The entrance committee establishes how many students can be received into the program. Restrictions can apply in accordance with available capacity.

General Entrance Requirements

The school follows the applicable regulations issued by the Department of Church, Education and Research (KUF) specifying entrance requirements for Universities and High Schools in Norway.

This includes:

- a Completion and passing of a 3 year secondary education (*grunnkurs, VKI og VKII*)

Or

Professional certification / Journeyman's certificate

Or

Have turned at least 23 years of age in the space of the entrance year, plus 5 years of full-time working experience or 5 years collective experience from both work and education. Working experience can also include care giving, or military / civilian service. Educational requirements include completed and passed secondary school and /or Folk High School, and an examination from a higher education of at least one years duration.

- b The following subjects must be covered, or taken in addition to the requirements mentioned under a):

Norwegian (14)

English (5)

Mathematics (5)

Science (5)

Social Studies (6) that include recent History (4) and Civics (2)

Subjects are listed with an average number of hours of weekly instruction and the subject must be passed with a mark of at least a D (2) or better.

- c For applicants that have studied Norwegian and Lappish with respectively (11) plus (11) weekly hours, the requirement of 14 weekly hours of Norwegian does not apply.
- d The entrance committee has the duty of evaluating whether other forms of education or certification can be accepted and approved as an equivalency. The Department can provide detailed information concerning regulations.
- e Applicants with a 3 year secondary education from the Rudolf Steinar School will be evaluated individually in relationship to whether they fulfil entrance requirements.

Entrance on the foundation of a completed higher education

Applicants over 25 years old and having a diploma from a High School or University education of at least one year's duration or two completed half year studies fulfil entrance requirements. The same applies for applicants with a diploma from an equivalent education that is approved in accordance with paragraph 9 in the law concerning private High Schools from the 11th of July 1986 and/or a diploma from an equivalent education that has been approved by the previous National coordinating committee for examination approval (NKU). Exams from studies where the application requirements have not been based on completion of secondary school or its equivalent can not be considered as an equivalent to the examinations mentioned above.

Mature Student program (Realkompetanse)

Life and work competency (Realkompetanse) is the sum of all the relevant competency a person has acquired through salaried or non-salaried work, education, organizational experience etc. Applicants not satisfying the general admission requirements that turn at least 25 years old in the space of the year of admission can apply as mature students. The following criteria for evaluation are employed:

1. Students must be more than 25 years of age at the onset of their studies. A deviation from this requirement can only occur in the case of national students with the use of the so called 23/5 regulation (at least 23 years old in the course of the year of admission and 5 years of full time working experience).
2. Students must be able to document 3 years of relevant full time or part time experience.
3. Other non-accredited relevant education, as for example Bible school can be counted as relevant experience.
4. Salaried or volunteer work on a leadership level either within a congregation or a Christian volunteer organization can be included as relevant experience.
5. Professional experience within professions such as youth work, day care, health care, school, team-work, various leadership tasks and marketing amongst others can be included as relevant experience.
6. Applicants that have been granted mature student status, and do not come from one of the other Scandinavian countries, or have one of the applicable languages of instruction as their mother tongue, must be capable of documenting language competency either through internationally recognized tests, or through a test given at HLT.

7. Students can apply for a dispensation for these criteria in accordance with §3-2 in "Regulations concerning entrance to universities and high schools".

Foreign Applicants

Applicants with a foreign education must document a completed education at a level equivalent to a Norwegian 3 year secondary education and in addition, document Norwegian language skills with one of the following tests:

- a Passed examination from the teaching plan in Norwegian as a second language at the VKII-level. In written examinations the mark will indicate if the subject has been passed, and the same applies in oral examinations if the candidate has been selected for examination.
- b Passed examination from level 3 in Norwegian for foreign students at universities.
- c Passed examination from a 2 year high school study in Norwegian language and sociology for foreign students.
- d Written test in Norwegian for foreign language students, for example the "Bergen test" passed with at least 450 points.

HLT can accept other documentation of Norwegian language abilities. Other documentation can be Norwegian or other Scandinavian languages as a mother tongue, or an examination in Norwegian from foreign universities or high schools.

Requirements for Norwegian language skills are not applicable for applicants taken up in the English language study program, and students that are participating in European exchange programs.

Applicants for English language study program that may document the following language requirements do not need to take an English proficiency test (See NOKUT's the language requirements, the GSU list):

1. Applicants from countries which are members of the EU/EEA and/or the Council of Europe/UNESCO-Cepes, and who studied English as their first foreign language over a period of minimum 7 years at compulsory/upper secondary school, are exempted from the English language test. The applicants must document this or provide proof of having taken a recognised examination/test. In exceptional cases, applicants may provide proof of English proficiency in other ways.
2. Applicants who have obtained a Bachelor's degree with English as the language of instruction are exempted from the test.
3. Applicants who have passed an A-level examination in English may be exempted.

Applicants who do not meet the English proficiency requirements may take one of the following tests/courses:

- Completed an English basic course at the Norwegian upper secondary school level, obtaining grade 2 or better
- Tests:

- Test of English as a Foreign Language (TOEFL) with a minimum score of 500 for a paperbased test, a score of at least 170 for a computer-based test or minimum 60 for an internet-based test
- International English Language Testing Service (IELTS) with a minimum score of 5.0.
- Advanced Placement International English Language examination (APIEL) with a minimum score of 3
- University of Cambridge examinations:
 - First Certificate in English
 - Certificate in Advanced English
 - Certificate of Proficiency in English

General Competition Regulations

These are always established by the Admittance committee. The present rules are as follows:

In the event that there is a competition for study places (compare with point 2) among the formally qualified applicants, emphasis will be placed on the grade points from secondary school, from other university or high school education, and completed folk high school or bible school for entrance into the first year of a Bachelor program.

Applicants intending to complete the entire professional study program will be re-evaluated after having completed the first year of the Bachelor program at HLT or other institutions with an equivalent approved course of study.

Deadline for Application

The application deadline for is decided by the rector and the admissions committee and is announced at the same time as the announcement of the study program. Applicants completing their education/examinations required for admittance after the application deadline has passed must also apply before the deadline. In this event, documentation from the school or institution concerning projected examinations is to be included in the application, and transcripts of completed examinations sent as soon as they are available.

Application Form

Applications for admittance are to be written on the form issued by HLT. Certified copies of transcripts and attestations must be included in the application.

Application Replies

All applicants receive a written reply to their application.

Confirmation of Admission

Applicants that have been admitted to studies at the school must confirm their intention to commence studies before the date indicated in the confirmation letter issued by HLT.

Organization of Admittance

HLT is responsible for admission to the study programs. It is the Admissions committee that is responsible for completion of admissions at HLT, working in compliance with the applicable directives adopted by the Board of High Schools (Høgskolestyret).

Complaints

Possible complaints concerning results of admittance evaluation will be evaluated by a grievance committee appointed by the High School Board of HLT.

The following procedures will be followed in treatment of complaints concerning admittance:

- a The High School board will appoint members to the institution's grievance committee in accordance with the universities and high schools law § 5-1.
- b The grievance committee must treat complaints concerning individual resolutions and other complaints from students in accordance with the Board's decisions.
- c A decision concerning approval and accreditation of education in accordance with the university and high school law § 3-4, exemption for examinations or tests in accordance with § 3-5, admittance of students in accordance with § 3-6 and § 3-7, permission to complete examinations in accordance with § 3-10, annulling of examinations in accordance with § 4-7 and expulsion and exclusion in accordance with § 4-8 and § 4-10, are accounted as isolated rulings in accordance with the law of administration.