



## COURSE SYLLABUS

# Leading and Organizing Innovation Work, 7.5 credits

*Leading and Organizing Innovation Work, 7,5 högskolepoäng*

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<b>Course Code:</b>	JLOR27	<b>Education Cycle:</b>	Second-cycle level
<b>Confirmed by:</b>	Council for Undergraduate and Masters Education Nov 30, 2016	<b>Disciplinary domain:</b>	Social sciences (95%) and natural sciences (5%)
<b>Valid From:</b>	Jan 16, 2017	<b>Subject group:</b>	FE1
<b>Version:</b>	1	<b>Specialised in:</b>	A1N
<b>Reg number:</b>	IHH 2016/4719-313	<b>Main field of study:</b>	Business Administration

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### Intended Learning Outcomes (ILO)

The purpose of the course is to enhance the students theoretical and practical understanding of how to lead and organize for innovation. The course acknowledges the challenges for most types of organizations coming from the rapid digitalization.

On completion of the course the student will be able to:

Knowledge and understanding

1. Discuss different theoretical perspectives on leading and organizing innovation.
2. Present an overview on the major schools of thinking related to leadership of digital business in a global environment

Skills and abilities

3. Use theoretical perspectives to analyze specific innovation challenges.
4. Identify leadership challenges and evaluate tools for dealing with them in an innovation context

Judgement and approach

5. Critically and independently evaluate different theoretical perspectives.

### Contents

The course is based on the case method and the students will analyze a variety of innovation challenges and situations, based on theoretical perspectives. Theoretically, the course establishes a bridge between the two fields of leadership and organization theory, and how they link to innovation. The three fields have traditionally been separate and this course discuss how they can be brought together to create a deeper understanding for how innovation work can be led and organized. A growing body of literature is trying to bridge innovation and leadership, and the participants in the course are exposed to this new literature. In a similar way, the course covers relevant work in organization theory of relevance for understanding innovation work. The following major topics are covered in the course:

- New and innovative forms of organizing
- Flexible and agile forms of organizing
- Boundary-crossing and open forms of innovation
- Teamwork
- Projects in innovation work
- Charismatic and transformational leadership
- Intersections of leadership and innovation

### Type of instruction

The course is based on a pedagogical approach where real life situations are discussed based on relevant theoretical approaches, based on problem-based learning. The student-teacher interaction is primarily formed in seminars and group-based assignments rather than lectures.

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Business Administration (i.e the equivalent of 180 credits at an accredited university).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

The ILOs are assessed through the following examinations:

ILO 3: Seminar attendance (20%)

ILOs 1, 3, 4, 5: Group-based project assignment (30%)

ILOs 1, 2, 5: Individual exam (50%)

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>†</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>†</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, course evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of Faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### Other information

#### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author or source. Cutting and pasting (e.g. from Internet pages) is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

The course is based on selected scientific articles related to the different themes in the course. The readings amount to 25 scientific articles.