



Organizational Leadership Graduate Handbook

MARTIN UNIVERSITY
2023-2024

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Graduate Programs in Organizational Leadership

This handbook is designed to provide information about the Martin University Organizational Leadership Graduate Programs. Martin University currently offers one program in Organizational Leadership, with plans to expand options in the future. The program leads to a Master of Science (MS) in Organizational Leadership.

The Organizational Leadership Graduate Program's mission is to provide a contemporary, cross-sector and cross-functional curriculum in an inclusive, supportive and healthy University environment to students seeking advanced education in the field of leadership.

The graduate program in Organizational Leadership is academically structured for students to develop skills used in leadership settings, whether in business, nonprofit, ministry, government, or education. The program's course content and experiential components incorporate a multi-cultural orientation to organizational leadership. Upon program completion, the graduate will be prepared to utilize knowledge and skills in their current settings, to advance in their personal and vocational journeys, and/or to continue graduate education toward a Doctor of Philosophy (Ph.D.).

Organizational Leadership Graduate Program Admission Process

Individuals interested in pursuing graduate study in the Organizational Leadership program at Martin University must have earned a bachelor's degree from an accredited program of study with a minimum GPA of 3.0. Applicants will need to complete the initial application process with the Office of Admissions. This includes:

- 1) Completing an application form and paying an application fee.
- 2) Having all prior *official* college transcripts forwarded by mail from *all* prior universities (whether a degree was conferred or not) directly to Martin University's Admissions Office.
 - i) Unofficial transcripts will not be accepted.
 - ii) Hand carried transcripts will not be accepted.
 - iii) Missing transcripts will result in a delay in processing the application.
 - iv) Martin University students or alumni may request that official transcripts be sent through interoffice mail rather than through the USPS.
- 3) Having three **typed, signed, and dated** letters of recommendation from professional or academic persons (two of the letters must be from individuals outside of the university on professional letterhead) who can comment on the applicant's ability to successfully complete graduate level work sent by mail directly from those individuals to the Office of Admissions.
 - i) Hand carried letters will not be accepted.
 - ii) Emailed letters will not be accepted unless sent in PDF form, signed and dated, to the Admissions Office.
- 4) Submitting a 500-word *typed* personal essay. The personal essay should address why the applicant wishes to pursue an organizational leadership graduate degree, why the applicant wishes to pursue graduate study at Martin University, and a description of the applicant's personal and professional goals.

- i) The personal essay will be evaluated on "Goodness of Fit" with the goals of the program.
 - ii) The personal essay will be evaluated for logical reasoning, writing style, and professionalism.
- 5) When the applicant's packet of application materials is complete, the Office of Admissions will forward the completed packet to Organizational Leadership faculty for review. Based on this review, a decision will be made regarding acceptance into the program. Some applicants may be contacted for a formal interview before a decision is made. Applicants will receive notification of their acceptance status soon after a decision is made. Applicants should expect to receive this notification within two weeks of the completion of their application packet.

A notification of **Full Acceptance** indicates the applicant has met all criteria to be admitted as a graduate student in the master's in organizational leadership program. The new student will meet with an Organizational Leadership faculty member and/or Academic Advisor regarding degree planning and course selection. Once the student has met with this faculty and/or staff member, the student may enroll in graduate courses.

Notification of **Provisional Acceptance** indicates the applicant is deficient in some of the criteria required for full acceptance into the Organizational Leadership graduate program. In such cases, students are allowed to take graduate level courses but may be advised to take less than a full load of courses during their first semester of attendance.

Notification of **Non-Acceptance** status indicates that the Organizational Leadership faculty members do not believe the applicant meets the criteria necessary to successfully complete the graduate-level work at this time.

Residency Requirement and Transfer of Graduate Credit

Martin University has a residency requirement regarding graduate coursework in its Organizational Leadership program. Students enrolled in the 30-hour master's program must complete at least 75% of their credit hours at Martin University.

The Organizational Leadership graduate program will consider transferring a maximum of 8 graduate credit hours earned in other accredited graduate programs within or outside of Martin University. Previous graduate thesis work will not be transferred to Martin University. Graduate courses with grades below a B are not transferrable.

Students interested in transferring graduate credit from other graduate programs must make a formal request in writing to the Organizational Leadership faculty lead. This entails providing in written detail what previous graduate work the student wishes to transfer and what coursework the previous work is to replace in the student's Martin degree plan. The student may also be asked to provide relevant

documents (i.e., course syllabus, possibly course textbook, copies of graded tests, official transcripts) supporting the transfer of previous graduate credit. Submitted materials will be reviewed by the Organizational Leadership faculty to determine if the transfer of credit is granted. Students will be notified in writing after a decision has been made.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILO's) include the knowledge, skills, and competencies embedded within every aspect of the college to inspire and enhance each student's transferrable learning skills. The ILOs represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives. Martin University has four ILO's that it expects students to demonstrate upon their program completion. They are:

COMMUNICATION SKILLS

Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression as demonstrated in the following:

- Create a written summary of the main ideas extracted from information gathered. (CS1)
- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions. (CS2)
- Know and use the active listening skills. (CS3)
- Make effective presentation, formatting and stylistic choices when developing communication. (CS4)
- Translate or explain what written information means and/or how it can be used. (CS5)
- Understand the role of context, audience and purpose when developing a communication. (CS6)
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information. (CS7)
- Use high-quality, credible, relevant sources to support writing. (CS8)
- Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated. (CS9)
- When communicating, use language that is appropriate to the audience. (CS10)

CRITICAL THINKING AND QUANTITATIVE REASONING

Critical thinking and quantitative reasoning provide students with the knowledge, skills, and perspectives needed to appreciate many viewpoints, a key measure of a liberal area's education. It serves as the foundation for all intellectual activity, including problem-solving, inquiry, and decision-making. Philosophical learning promotes informed reflection on various areas, topics, and figures in philosophy. Students learn to formulate and defend solutions to philosophical and ethical issues related to social, cultural, economic, and political factors that affect communities.

Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions as demonstrated by the following:

- Clearly and completely state and describe a problem/issue. (CT1)
- Consider the context, costs, benefits, and consequences of potential solutions to problems or issues. (CT2)
- Create and/or organize data and information into meaningful patterns to interpret and draw inferences from it. (CT3)
- Develop a plan to implement a solution to a problem or issue. (CT4)
- Evaluate information to identify limitations and biases. (CT5)
- Identify quality sources for data and information pertinent to a problem or issue being examined. (CT6)
- Identify the best solution to a problem or issue. (CT7)
- Use creativity and alternate thinking to brainstorm new ideas and possible solutions to problems or issues. (CT8)
- Use rules or frameworks to provide context for and understand problems or issues. (CT9)
- Use well-designed search strategies to gather data and information. (CT10)

CULTURAL AWARENESS

Martin University students encounter a broad spectrum of human values and behaviors that are different from their own. In doing so, students develop a broader understanding of who they are, individual potential, and the kind of dangers that threaten individuals, families, communities, and nations, and to develop an understanding of what they see as the meaning of life. As students of Martin University are prepared to become future leaders who value human life and diversity, the following courses have been identified to provide them with knowledge about who they are and their role in shaping the future of the world in which we live. Students will be able to understand how culture affects their everyday decisions as demonstrated by the following:

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences. (CA1)
- Seek to understand how their actions affect both local and global communities. (CA2)
- Address the world's most pressing and enduring issues collaboratively and equitably. (CA3)
- Explain how similar actions can be understood differently depending on cultural context. (CA4)
- Evaluate the impact of culture on individuals and groups. (CA5)
- Demonstrate the ability to articulate his/her key cultural traditions. (CA6)
- Demonstrate a basic appreciation of the diversity of the human experience. (CA7)
- Be able to compare and contrast diversity in human history. (CA8)
- Demonstrate a basic ability to analyze and evaluate the interconnectedness of local, national, and global communities. (CA9)

WORKFORCE ESSENTIALS PROFESSIONALISM

Workforce essential courses will provide students with the knowledge of computers, professional etiquette, and community service knowledge that will facilitate students' preparation for the workplace and educational experience across the curriculum. Students will understand the nature and role of the workforce and become competent to enter the workforce and advance in their careers effectively. Students will:

- Demonstrate an adequate understanding of computing fundamentals, including hardware, basic software, and operating systems. (WE1)
- Demonstrate an adequate ability to use the internet and apply technical knowledge and skills in real-life situations. (WE2)
- Demonstrate a basic attitude of civic mindedness. (WE3)
- Demonstrate an adequate ability to reflect his/her moral and ethical choices in making career decisions. (WE4)
- Practice professionalism and ownership demonstrate professional growth and learning. (WE5)
- Demonstrate appropriate professional and self-management practices. (WE6)
- Demonstrate personal accountability. (WE7)
- Demonstrate ethical behavior. (WE8)
- Demonstrate teamwork. (WE9)

Program Requirements for the Masters of Science in Organizational Leadership Degree Program

The Master of Science in Organizational Leadership Degree Program offers a 30-credit-hour program for persons desiring to grow in their personal and professional leadership knowledge, skills, and abilities.

There are several learning outcomes students are expected to demonstrate upon completion of the program. More specifically, students will be able to:

- 1) Recognize and explain effective and ineffective followership.
- 2) Assess, analyze, and synthesize various leadership styles and approaches.
- 3) Appropriately evaluate the effectiveness of these leadership styles in various contexts.
- 4) Effectively apply various leadership styles in their own work and other contexts.
- 5) Demonstrate mastery of critical leadership functions such as communication, leading organizational change, and decision-making.

Students must complete the following courses, each with a final grade of B or higher:

Course Number	Course Title	Credit Hours
MOL 500	Followership	3
MOL 505	Foundations of Leadership	3

MOL 510	Ethics and the Professional Leader	3
MOL 515	Leading Diversity	3
MOL 530	Strategic Leadership	3
MOL 540	Leading Organizational Change	3
MOL 550	Leadership Communications	3
MOL 600	Analytics, Assessment, and Decision-Making	3
MOL 610	Conflict Resolution and Negotiation	3
MOL 700	Leadership Synthesis	3

One-Year Sequence

The 30-credit-hour Master's in Organizational Leadership program can be completed in one academic year if matriculation starts in the fall semester. To do so, it is recommended the entering student take courses in the order presented below. It is important to note that each course is currently only offered once per year; if the student does not enter in the fall and adhere to this schedule, it will increase the time the student takes to complete the degree. To maintain the benefits and integrity of a cohort, the program is currently only available on a full-time basis, other than extenuating circumstances.

- **Fall Session A:**
 - MOL 500 Followership
 - MOL 505 Foundations of Leadership
- **Fall Session B:**
 - MOL 510 Ethics and the Professional Leader
 - MOL 550 Leadership Communications
- **Spring Session A:**
 - MOL 515 Leading Diversity
 - MOL 600 Analytics, Assessment, and Decision-Making
- **Spring Session B:**
 - MOL 530 Strategic Leadership
 - MOL 540 Leading Organizational Change
- **Summer Session:**
 - MOL 610 Conflict Resolution and Negotiation
 - MOL 700 Leadership Synthesis

Policies for the Master of Science in Organizational Leadership Program

The following policies are presented so students are aware of them and knows what procedures to follow if a problem arises.

I. Program Expectations

Acceptance into the Organizational Leadership graduate program is contingent upon adherence to the following expectations:

- 1) Students will follow the policies, rules and regulations outlined by the University, the Martin University Student Handbook, and the Organizational Leadership Graduate Handbook.
- 2) Students will be open to and respectful of constructive feedback provided by instructors, mentors, and other individuals within and outside of Martin University who are involved in the graduate student's academic endeavors.
- 3) Students will take required courses with the instructor assigned to teach the course.
- 4) Students will retake all coursework in which a grade lower than a "B" has been recorded.
- 5) Students will conduct themselves in a manner consistent with the behavioral and ethical standards of graduate students and career professionals.

As presented above, Organizational Leadership graduate students are expected to engage in ethical and professional behavior in their interactions with University staff, faculty, students, and other individuals they have contact with in the course of their studies at the University. Unprofessional and/or unethical behavior will not be tolerated. A graduate student must demonstrate the capacity to rise to a level of faculty trust typically placed on graduate students. This trust involves an assumption of academic honesty on the part of the student. If a student is found cheating or plagiarizing, disciplinary action, which may include dismissal from the program, will be taken.

Disciplinary procedures for any aforementioned infractions may include placing the student on probation. Such probationary action will require that the student satisfactorily meet criteria for resolving areas of concern in the designated time frame as detailed in a letter issued by the Program. If the student fails to satisfactorily complete the requirements set forth under their probation, the student may be dismissed from the Program.

In certain egregious cases, a student may be dismissed from the graduate program without the benefit of a probationary period. Such cases would arise in response to the student committing a severe ethical or behavioral infraction. As graduate students in a professional program, there are both behavioral and ethical standards that require students to always behave in a professional manner, especially in the professional environment.

Evaluation of Progress in the Graduate Program

I. Satisfactory Academic Progress

Martin University graduate students are expected to maintain satisfactory academic progress (SAP) during their matriculation at the University. SAP is evaluated in two ways: cumulative grade point average (GPA) and cumulative academic progress. In order to maintain SAP, all students must satisfy both the minimum cumulative GPA and minimum cumulative academic progress requirements established by the University. A detailed discussion of the

specific cumulative GPA and cumulative academic progress requirements is presented below.

II. Cumulative GPA

Graduate students must maintain a cumulative GPA of 3.0 during each semester. This policy applies to both degree seeking and non-degree seeking students enrolled in graduate-level courses at the university. All graduate-level courses taken at Martin University in which letters grades of A, B, C, D, and F are awarded count towards the cumulative GPA in determining SAP, including courses that were retaken (designated as a "TR" on the transcript). Graduate courses with a Pass (P) or Non-Pass (NP) do not count towards the cumulative GPA. Graduate courses in which the student Withdrew (W) or received an Incomplete (I) do not count towards the cumulative GPA. Grades associated with courses taken at another institution and transferred to Martin University do not count towards the cumulative GPA.

III. Cumulative Academic Progress

Graduate Students are expected to successfully complete at least two-thirds (67% rounded) of the cumulative attempted credit hours in which they are enrolled. A successfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was an A, B, or P. An unsuccessfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was a C, D, F, NP, I or W. Please note that while final marks of Non-Pass (NP), Withdrawn (W), and Incompletes (I) do not count towards the cumulative GPA, they do count towards cumulative academic progress. Also, graduate-level course work transferred to Martin University (identified as "TR" on the transcript) that counts towards a student's degree also counts towards cumulative credit hours attempted and cumulative credit hours completed. Graduate students are expected to meet both academic and GPA SAP requirements. Graduate-level coursework transferred into Martin University that does not count towards a student's degree does not count towards the cumulative credit hours attempted or cumulative credit hours completed. In general, Martin University only transfers credit that counts towards a degree. It is recognized however, that students sometimes change programs, and previous transferred credit may no longer count towards that degree. Because of these instances, any student who has credit transferred to Martin University must have this transfer credit re-evaluated if he/she changes his/her graduate program.

IV. Time Period for Evaluating SAP

SAP is evaluated at the end of each academic semester for each student by the Student Success Manager. In evaluating SAP, both cumulative GPA and cumulative academic progress as defined above are examined. A student is

considered to be achieving satisfactory progress when he/she meets the minimum cumulative GPA and minimum cumulative academic progress requirements. A student is considered making unsatisfactory academic progress if the minimum cumulative GPA requirement and/or the minimum cumulative academic progress requirement are not met at the end of each academic semester in which he/she is enrolled.

V. Consequences for Failing to Maintain SAP

Martin University graduate students who do not meet SAP in a given semester must, in subsequent semesters, pass each course with a grade of B or better and pass 67% of the courses in which they are enrolled until they have achieved SAP. Failure to do so will result in the student's permanent dismissal from the program.

VI. SAP Warning Status

Any student who does not achieve satisfactory academic progress (per the minimum cumulative GPA and minimum cumulative academic progress requirements presented above) in a given semester will be placed on SAP Warning status. SAP Warning status will be assigned by the Student Success Manager without appeal or other action by the student. The Student Success Manager will notify the SAP Committee when a student is placed on Warning status. While on SAP Warning status, **the graduate student must pass each course with a grade of B or better and pass 67% of the courses in which he/she is enrolled in subsequent semesters until SAP is achieved.** Failure to do so will result in the student's permanent dismissal from the program. Once the student meets the SAP requirements, the SAP Warning is rescinded. In these cases, the Student Success Manager will notify the student and the SAP Committee in writing. No further action is required.

VII. SAP Academic Dismissal

The University will dismiss a graduate student from the program if the student's course grades and completion rate, as outlined above, do not show adequate progress each semester after being placed on SAP Warning status. The SAP Committee will notify the student in writing of the academic dismissal. Note: This policy does not determine financial aid eligibility.

VIII. Maximum Attempted Credits Hours

The University has a maximum number of credit hours in which students can enroll to complete their programs. Students enrolled in the 30-Credit-Hour Organizational Leadership graduate program are allowed to enroll in a maximum of 45 credit hours to complete the program. Failure to complete the program before these maximum credit hours are reached may result in dismissal from the program.

IX. Withdrawing/Incomplete Grading Policy

Students wishing to withdraw from a course or term should make a formal request in writing through the Registrar. Failing to do so may result in final grades of F being assigned.

For non-thesis courses, a student is eligible for a grade of "incomplete" only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the following conditions to be considered for an incomplete grade:

- 1) The student must request in advance a grade of incomplete from the instructor of the course and provide written documentation as to why the "I" is being requested. The student and instructor must complete an "Agreement for Completion of Course" form outlining specific work required for course completion and expected date of completion. The student must make arrangements to complete the coursework with the instructor.
- 2) At the time of the incomplete request, the student must have successfully completed at least 60 percent of the academic session (5 weeks in an 8-week term).
- 3) At the time of the incomplete request, the student must have a grade of "B" or better in the course (instructor must provide evidence of satisfactory work).
- 4) At the time of the incomplete request, the student must be in compliance with all course requirements as outlined in the course syllabus, including participating in class weekly.

The instructor of a course initiates an Incomplete request. Instructors will complete the Academic Action Form and submit requests and documentation to the Dean of Academic Affairs. The Dean of Academic Affairs must sign the form for final approval.

"Incompletes" must be completed by the following semester (for example, an Incomplete grade given in FA-23 session A must be resolved by the grade due date of SP-23 Session B). Failure to meet this deadline will result in an automatic F for the course.

X. Thesis/Graduate Research Paper Completion Policy

The MOL 700 Synthesis course should be taken at the very end of the program so that the skills and knowledge learned from the program can be applied to the thesis/graduate research paper or project. It is the expectation that the thesis/graduate research paper or project will be completed within the semester that the student is enrolled in the thesis course. However, if needed, an additional one semester extension will be granted. Under this scenario, a grade of "I" will be given at the end of the semester in which the

student is enrolled in the thesis course. A final grade will be given during the next semester. If the paper is not completed by the end of the next semester, a final grade of “F” will replace the “I” and the student will need to enroll in the thesis course again.

XI. Student Grievance Policy

Students who have a grievance against staff and other students should complete a Grievance form and submit the form to the Director of Student Services. The Director will schedule a meeting with the student and attempt to resolve the issue. If the student believes that the issue was not resolved, the Director will schedule a meeting with the student, their mentor, and the Ombudsman. If the student believes that the issue is still unresolved, they may appeal to the Vice President of Academic Affairs. The Vice President will schedule a meeting that includes the MOL Program Director.

Note: Grievances against the Office of Financial Aid must be directed to Financial Aid.

XII. Grade Change Policy/Grade Grievance

Grade change issues are to be addressed according to the following protocol:

1. A student grievance regarding a grade must be made and signed by the student within 10 days of the issue of the grade. A grievance made after 10 days will not be considered.
2. If the grievance is not resolved between the student and the faculty member, the student should consult with the Director of Student Services, who will review and work to resolve the issue with the student.
3. If the grievance is not resolved through the meeting process, and the student chooses to pursue a further remedy, the Director of Student Services will send all documentation of concern and a request for a meeting to the Associate Dean of Academic Affairs. The Associate Dean may decide to meet with the student and the Director of Student Services to ask questions to understand the issues. The Associate Dean makes the final decision regarding grade grievances and will send notice of the final decision within 48 hours.

Note: Grievances involving other student code of conduct issues, students, student organizations, events, and facilities are to be referred to the Department of Student Services.

Organizational Leadership Graduate Program Completion and Readmission

Students must complete the Organizational Leadership Graduate Program within **five academic years of their acceptance into the program**. Failure to do so will

result in a review of the student's progress, a determination when the student will complete the program, and a review to determining if any previously taken coursework will need to be retaken.

Students who return after an absence of two academic years or longer will need to reapply and be readmitted to the program. The readmissions requirements include completing an application, paying any admissions fee, and providing a typed readmission statement. This typed readmission statement should include:

- discussion as to why the student wishes to be re-admitted
- a discussion as to how the student plans to be academically successful this time if challenges were experienced during their original admission (e.g., received final course grades below a B, cumulative GPA below 3.0, etc.)

Other

For issues and situations that arise that are not contained in this document, policies, rules, and regulations that apply to all University students will be followed.

Only courses in which the student receives a final grade of A or B will count towards the degree requirements. Course with a final grade below a B must be retaken to count towards the degree requirements.

All courses must have a submitted final letter grade of A, B, C, D or F before a student is eligible to graduate. Grades of P or I will be replaced with an F if not completed in the outlined time frame described in this document (i.e., practicum/internship courses, thesis, courses in which a temporary grade of I was granted) or if the student chooses not to complete the course (e.g., a student enrolls in a practicum or internship course but chooses not to complete it in lieu of only completing the 48-non-licensing track degree).

Students are encouraged to retain copies of all course syllabi, thesis, and other documentation for their record as these documents may not be available from the University if requested.

In the event that this document needs to be revised before the end of the 2023-24 academic year, all students enrolled in the program will be notified of the changes via their University email address, and the revised document will be posted on the University's website.

Organizational Leadership graduate program Course Descriptions

(all courses 3 credit hours)

MOL 500 Followership

To truly understand leadership, one must start with understanding followership, a mostly-overlooked aspect of leading. This course explores what it means to follow well and the different types of followers we encounter in our vocational and personal lives, so that we might interact effectively with them.

MOL 505 Foundations of Leadership

This course serves as an introduction to leadership theory and practice. The course will examine various aspects of the literature on leadership, include personal assessment of the student's own leadership, and provide practices for development leadership skills.

MOL 510 Ethics and the Professional Leader

This course focuses on ethics and the professional characteristics of leaders. The course will include a study of various aspects of ethical leadership as well as discussions about each student's own approach to ethics.

MOL 515 Leading Diversity

This course is designed to provide leaders with insights to successfully harness the power of diversity and inclusion in teams, organizations, and the broader community. The course will also examine the increasing implications of cultural and generational diversity in global organizations.

MOL 530 Strategic Leadership

This course helps the student connect effective people and project leadership with the overall strategies of an organization. While preparing students for senior management, this course will also empower and enable them to practice strategy at their current level in the organization.

MOL 540 Leading Organizational Change

A key aspect of leading in any organization is effective change management. This course will introduce the students to the change process and provide opportunities for them to experience the change lifecycle involved in any organizational change effort.

MOL 550 Leadership Communications

This course will discuss the various ways leaders communicate, and need to communicate, in different settings. In addition to foundational communications studies, the course will explore different mediums, methods, and purposes for communication.

MOL 600 Analytics, Assessment, and Decision-Making

This course exposes the student to critical aspects of effective decision-making, including how to access and review organizational analytics and how to assess that data and the broader organization. This course includes preparation for the Six Sigma White Belt certification exam.

MOL 610 Conflict Resolution and Negotiation

This course will assist the student in understanding what conflict is, how it arises, and effective means for using conflict for positive development. This also involves negotiation at both interpersonal and organizational levels.

MOL 700 Leadership Synthesis

This course provides the student an opportunity to put it all together, demonstrating mastery of all the concepts and practices studied throughout the program. Students will be given the choice of writing a significant research thesis or conducting an organizational leadership analysis.

Organizational Leadership Graduate Program Faculty



David Brewer, PhD

B.A. English and History, Northwestern University
M.B.A. Management, Eastern University
Ph.D. Organizational Leadership, Eastern University

Contact Information

Email: dbrewer@martin.edu

Phone: 317-917-3237

www.martinedu/mol