

## **CORE COURSES FOR ALL LEADERSHIP GRADUATE PROGRAMS**

### **MORG 500: Leadership & Organizational Theory**

Students will examine a variety of traditional and contemporary leadership theories and apply them to the behavior of business leaders, entrepreneurs and publicly known leaders. They will examine power and explore the importance of ethical leadership while learning how to craft a compelling vision, create transformational change and develop followers. Organizational and systems theories will be explored to help ensure students know how to build and create cultures that advance learning, growth and success.

Learning Outcomes, MORG 500:

1. Students will be able to articulate, critique and apply two or more traditional and contemporary leadership theories
2. Students will be able to create compelling visions and change management strategies
3. Students will be able to articulate organizational theories, and explain how organizational systems impede or enhance cultures of learning and development.
4. Students will be able to create a one-year leadership development plan grounded in theory

### **MORG 525: Diversity & Inclusion**

In this course, students will enhance their cultural competency and learn to develop a global mindset. They will begin to unravel how to identify and tackle conscious and unconscious bias and learn how to create an inclusive culture that engages and promotes people of different identities, backgrounds, and worldviews. The ethical components of diversity programs will be considered, with particular emphasis on recent trends in diversity and inclusion programs. Topics for study will include gender, racial and ethnic diversity, as well as generational, religious, educational and socioeconomic diversity.

Learning Outcomes, MORG 525:

1. Students will be able to articulate the importance of a diverse workforce and recognize some of the barriers to inclusivity for minority groups
2. Students will learn how to build cultural competence and discover tools to create a more inclusive and diverse team
3. Students will learn methods to tackle conscious and unconscious bias
4. Students will create a diversity and inclusion mission for an organization, and craft learning outcomes and tools that can help advance inclusion in that organization

### **MORG 550: Communication, Group Dynamics & Conflict Resolution**

Students will learn key elements of group dynamics and strategic communication. They will discover their own conflict style and develop tools to lead strong teams and solve conflict.

Case studies and real-world examples will be analyzed to help the student unravel how to approach conflict, engage in meaningful dialogue, and successfully negotiate resolution.

Learning Outcomes, MORG 550:

1. Students will be able to articulate their personal conflict style and the conflict style of several peers, and analyze how those styles impact the workplace
2. Students will be able to describe principles of group dynamics and apply them to create strong groups and teams
3. Students will be able to identify the positions, interests and shared values of parties to a conflict, and demonstrate effective approaches for conflict resolution.

### **MORG 575: Evidence Based Decision Making**

Students will learn how to find, use and evaluate data and information to make informed decisions. They will analyze information from a variety of places, including organizational information, scientific data, publications, research and professional judgment, and apply reliable evidence to a variety decision making models.

Learning Outcome, MORG 575:

1. Students will be able to articulate the meaning of evidence based decision making and understand the importance of using reliable data and evidence in decision making
2. Students will be able to assess and evaluate the quality of differing pieces of information and evidence
3. Students will be able to assess how leaders' decisions are, or are not, supported by reliable evidence
4. Students will be able to articulate and apply decision making frameworks to real world decisions, using reliable evidence to inform the decisions

### **MORG 696: Innovation Project**

This semester long course serves as a culminating experience in which students are expected to apply knowledge and insights gained from their graduate courses to an innovation project in an organization. Students must ground this project in evidence and research that demonstrates the need, purpose and goals of the initiative. (Students must have taken at least 27 hours of coursework prior to the Innovation project, including Evidence Based Decision Making).

Learning Outcomes, MORG 696:

1. Students will create a compelling purpose statement for an innovation project, grounded in evidence and research
2. Students will craft a review of literature or best practices in order to justify their innovation project goals and strategies
3. Students will create a project that aligns with best practices and serves a compelling need within an organization