

INTRODUCTION

Background

Manhattan College proposes to offer a Master of Science in Organizational Leadership degree through the School of Continuing and Professional Studies (SCPS). The School of Continuing and Professional Studies was established in April 2011. It was created to offer programs designed to serve the adult population in convenient and flexible formats. Currently, the SCPS offers an undergraduate degree completion program which provides a cohort-based, accelerated, modular format for working adult students to complete a baccalaureate degree for the advancement of their professional careers and for personal achievement. The purpose is to prepare these non-traditional students for success in emerging global, corporate and industrial environments.

Students who successfully complete the program are granted a Bachelor of Science degree with a concentration in Organizational Leadership from Manhattan College. A degree is conferred once a student has completed 60 credits in residency and 60 additional credits have been earned or transferred from prior educational sources.

Overview

The proposed graduate degree program is designed to afford graduates from the bachelor's program an opportunity to continue developing their skills and knowledge in the area of leadership. It will also provide other working professionals with the knowledge and skills essential for successful leadership in a variety of sectors.

The 33- credit accelerated program focuses on the synthesis of theory and practice of leading organizations in diverse settings including corporate, public and non-profit organizational environments. The program's framework affords students an opportunity to develop the conceptual tools necessary for leading organizational effectiveness efforts.

STATEMENT OF NEED

The curriculum for this program was developed based on several factors including a review of market needs and gaps as well as research of other programs at regional and national institutions. In a review of articles directed toward job seekers, leadership skills and/or a subset of leadership skills were consistently identified as most sought after by employers as well as most needed in the workplace. The following is a distilled list of critical employability skills from many studies provided by Hansen and Hansen (2010):

- Communication Skills (listening, verbal, written)—most often mentioned by employers
- Analytical/Research Skills
- Computer/Technical Literacy
- Flexibility/Adaptability/Managing Multiple Priorities
- Interpersonal Abilities
- Leadership/Management Skills
- Multicultural Sensitivity/Awareness
- Planning/Organizing
- Problem-solving/Reasoning/Creativity
- Teamwork

The proposed program is crafted to develop those skills that would make its graduates valuable in the workplace. The MS in Organizational Leadership program targets midcareer adults who seek to enhance their skills and knowledge in the area of leadership. A poll report by SHRM (the Society for Human Resource Management) and WSJ.com/Careers shows that many soft skills are even more important for experienced workers than for those newly entering the workforce (Klaus, 2010). “Critical thinking/problem-solving, leadership, professionalism/work ethic, teamwork/collaboration and adaptability/flexibility’ are among the top listed skills.

However, the need for “soft” skills spans a range of job levels from entry to top management as well as a myriad of job areas. *Computerworld’s* 2007 hiring and skills survey showed that IT employers look for new hires who display both the technical skills and a range of soft skills including teamwork, communication, initiative, curiosity and risk-taking. (Klaus, 2010) . Additionally, a 2007 study done by the IAAP (International Association of Administrative Professionals) found that 67% of HR professionals would hire an applicant whose soft skills were excellent even though they lacked the technical abilities. On the other hand, only 9 % would hire someone with excellent technical skills who lacked interpersonal skills.

As indicated above, employers have expressed the need for more “soft skills,” those dealing with human interactions, whether face-to-face or technologically-mediated. The Master of Science in Organizational Leadership seeks to equip students with that requisite set of skills to make them successful in today’s workforce as well as serve as companion to the College’s MBA program. While Organizational Leadership programs distinguish themselves from MBA programs in their curriculum focus, they can (and should) be viewed as complementary programs. A study by the Graduate Management Admission Council (GMAC) reported that MBA graduates were “sorely lacking” in strategic thinking, written and oral communication, leadership and adaptability,” all classified as “soft skills.” The proposed program seeks to close this gap.

Lastly, in addressing the need this program, an exit survey administered to the graduates of the adult degree completion program at Manhattan College in 2010 revealed that ninety one percent of the alumni stated that they would enter an accelerated masters degree program if the College offered one. Anecdotally, informal polling of current students also reveals an intense interest in continuing at the graduate level in this content area.

As for the delivery mode, the demand for blended education is rapidly expanding across the United States. This is evidenced by a recent article published in Chronicle of Higher Education titled “Colleges Aren’t Keeping Up With Student Demand for Hybrid Programs, Survey Suggests” (April 14, 2011). The article states that Eduventures (a premier firm that provides research and consulting services to higher education institutions) polled 20,000 current and prospective adult students and found that students want programs that combine online with face to face experiences but colleges and universities are not meeting the demand. By providing a program in this very popular and desired format, Manhattan College would be helping to close the gap as well as provide a valuable learning experience for this market.

RELATIONSHIP TO MANHATTAN COLLEGE’S MISSION

The mission of Manhattan College is to provide a contemporary, person centered educational experience that prepares graduates for lives of personal development, professional success, civic engagement, and service to their fellow human beings.

The proposed program is both learner-centered and interdisciplinary. It is specifically tailored to Organizational Leadership study spans psychology, organizational behavior and communication. Students pursuing this degree will hone their interpersonal skills which is a critical factor for successful leadership.

M.S. in ORGANIZATIONAL LEADERSHIP COMPETENCIES AND OUTCOMES

The outcomes and competencies for this program dovetail with Manhattan College's competencies and objectives. The College-wide core goals, competencies, and learning objectives are listed below.

College-wide Core Competencies:

- Effective communication
- Critical thinking
- Information and scientific literacy
- Independent and collaborative work
- Global awareness
- Religious and ethical awareness

College-wide Learning Objectives

- Express their ideas coherently and persuasively through oral and written communication
- Analyze, evaluate, and synthesize information and arguments and make sound judgments about their use and applications
- Locate relevant information in printed and electronic form and credit it properly.
- Use information technology to function effectively and responsibly in society
- Function as independent thinkers and as members of collaborative groups.

- Understand and appreciate cultural diversity through the study of a variety of social and global cultures and issues
- Assess, conduct and make decisions based on ethical concerns and transcendent moral values as articulated in Christianity and other religious and philosophical traditions.
- Understand that Manhattan is a Catholic institution, committed to respect for individual dignity and social justice.

While the graduate program in Organizational Leadership has its own specific program learning objectives, the curriculum addresses all of these competencies and objectives. Communication and critical thinking are cornerstones for the study of organizational learning and knowledge. Therefore, particular emphasis is placed on both of these competencies. Skill development in these areas is embedded in each course within the curriculum. Additionally, they are learning outcomes for the program.

Because the program is blended, students must have (and will continue to develop) their technology skills. The program will not only use an online platform as part of the study but will leverage a number of technologies (live chat, podcasts, etc.) to enhance this aspect of the program. Additionally, students will use online databases and other information for assignments which will contribute to their ability to master their information and technology literacy skills.

The curriculum for this program also includes global and ethical awareness perspectives. Although Communication and critical thinking are intricate parts of this learning experience, global and ethical awareness are also woven into many of the courses. And, while the program does not emphasize quantitative skills, there will be some attention devoted to this important area. One course is specifically dedicated to measurement and evaluation.

Lastly, due to structure of the program, all learning will occur at the individual and team levels. The very nature of online learning (which is a key part of the program) is collaborative.

Curriculum and Instruction

As mentioned earlier, the curriculum is informed by research studies, informal polling and a review of the competition. When Johnson and Johnson studied 358 randomly selected managers, the best performers had “significantly higher levels of self-awareness, self-management capability, social skills and organizational savvy.” (Klaus, 2010). The foundation for this curriculum is self-reflection and organizational analysis skill building.

Overview

The Master of Science in Organizational Leadership is designed to develop critical leadership skills in its participants. The 33 credit graduate program consists of 8 core courses and 2 elective courses. All except the capstone course are 3 credits each. The capstone course which will span 2 terms is a 6 credit course. Students may select from 3 categories of electives: General Organizational Leadership; Human Resource Development; and Public Service. The latter 2 categories enable students to focus on specific areas.

The five (5) Organizational Leadership Program objectives/competencies are as follows:

- Interpersonal Abilities and Communication Skills
- Analysis and Strategic Planning
- Individual and Team Leadership
- Global and Cultural Understanding
- Ethical Leadership

The grid below illustrates how the core courses track to the Program outcomes:

Program Outcomes	Interpersonal Abilities & Communication Skills	Analysis & Strategic Planning	Individual & Team Leadership	Global and Cultural Understanding	Ethical Leadership
Core Courses					
Fundamentals of Organizational Leadership	X	X	X	X	X
Leadership Communication and Coaching Essentials	X		X	X	

Leading Across Cultural and Global Boundaries	X		X	X	X
Metrics for Today's Leader		X			
Shaping the Learning Organization	X	X	X	X	X
Ethics and Spirituality in the Workplace	X			X	X
Organizational Planning, Administration and Governance		X			X
Capstone-Leadership Consulting Project (6 credits)	X	X	X	X	X

COURSE DESCRIPTIONS-Core Courses

1. Fundamentals of Organizational Leadership

This survey course will provide an overview of the topic. Problem solving, ethics, conflict resolution, delegation, empowerment as well as general principles of leadership will be explored in this course. This will be overlaid by the practice of reflection.

2. Leadership Communication and Coaching Essentials

This course focuses on the persuasive communication techniques and strategies that can be used when one must or chooses to rely on influence as opposed to formal authority. Situations include: how to gain commitment; how to overcome resistance; and how to effectively manage conflict. Students will use their organizations as cases, employing communications technologies as appropriate. The role of ethics is considered throughout.

3. Leading Across Cultural and Global Boundaries

The focus of this course is on coordinating and sustaining cooperative activities across various types of international and cultural boundaries (including generational, gender, and regional). The course covers the practical realities of leading across cultural differences and national boundaries. Students will explore differences domestically and globally.

4. Metrics for Today's Leader

The foundation of this course is the application of metrics to performance improvement and process reengineering. The balanced scorecard as well as other metrics approaches are the key elements of this course. Students will learn the essential tools and technologies required for this effective leadership technique.

5. Shaping the Learning Organization

Students will learn how to create stimulating environments that are efficient, flexible and encourage personal growth. This course will cover techniques for challenging the organization and increasing its capacity.

6. Ethics and Spirituality in the Workplace

This course approaches the study of organizations from a holistic viewpoint. It focuses on how leaders may utilize the canons of ethics and spirituality to enhance performance at the individual, group and organizational levels.

7. Organizational Planning, Administration and Governance

The essence of effective organizational leadership is planning. This course prepares current as well as future leaders in the areas of operational and strategic planning. The course also equips students with tools and techniques for maintaining governance in an organization.

8. *Capstone-Consulting Project

This two-term capstone course is a faculty led consulting project for an external client. This engagement draws on the knowledge and skills gained throughout the program and require student teams to perform a comprehensive analysis of an actual organizational issue and develop appropriate methods to address said issue. The result is a deliverable for the client organization. Prerequisite: All required courses in the program must be completed.

*Sources for identifying organizations for the project will include students' places of employment, employers of advisory board members as well as referrals from Manhattan College's Board of Trustees.

Students may select 2 courses from the following list of electives to fulfill the degree requirements.

General Organizational Leadership Electives

- *Talent and Performance Management*
A comprehensive talent management system is key for any organization. This course covers best practices as well as evaluation tools that contribute to organizational effectiveness.
- *Collaborative Project Management*
This course goes beyond basic project management. Students will learn advanced PM technology tools and techniques for managing complex projects and programs. Cases and simulations will allow students to learn how these advanced skills are applied to produce business/organizational results that require collaborative relationships. This course builds toward the capstone course.

Human Resource Electives

- *HR Issues in the Workplace*
In this course, students are introduced to the principles of human resource management (HRM). The course balances the theoretical and practical approaches to HRM. Emphasis is placed on the four primary HR functions: recruitment, selection, performance management, and governance. Other topical areas that are covered include compensation and benefits as well as the challenge of international HRM.
- *Employment Law for Organizational Leaders*
This course introduces the non-legal professional to laws that govern workplace personnel. Students are provided with an overview of legal issues affecting human resource management. The primary concentration is on the practical application of employment law on individuals in organizations and its impact on HR decisions.

Public Service Electives

- *Non-Profit and Government Leadership*
This introductory course provides in-depth discourse on the unique challenges and issues of nonprofit and government agency leadership. The course provides insights and skills for leadership in these non-corporate sectors.
- *Issues in Civic Engagement*
This course balances the study of contemporary theory and empirical research on civic engagement. It examines contemporary research from the perspectives of individual

identities and backgrounds, personal motivations as well as political and social institutions.

Delivery Format and Scheduling

The Organizational Leadership courses will be delivered in a blended format. This format combines online and on ground components during a seven week term. Each course will require 3 hour weekly class sessions accompanied by online activities which will supplement the face-to-face instruction. The technology will be leveraged to include audio and video presentations as well as simulations (as appropriate). Additionally, students will be engaged in online discussion, group activities/projects and journaling. Courses will be offered in 7 week terms over 3 semesters (Fall, Spring, and Summer). Each semester will consist of 2 terms for a total of six terms per year.

Program Objectives

Graduates of the program will be able to:

- effectively express themselves in written and verbal communication.
- understand the role of emotional intelligence in human interaction.
- apply analytical processes to develop appropriate strategies for planning and/or to address issues/problems.
- effectively lead a team or organization
- understand and appreciate cultural and global differences
- evaluate situations with ethical dimensions and be able to act appropriately

Academic Policies

Academic policies will be consistent with the policies of the College.

Graduation Requirements

An overall minimum GPA of 3.0 (on a 4 point scale) is required upon completion of 9 credit hours. Students must maintain a cumulative GPA of at least 3.0 thereafter. All students must complete the Degree Requirements for the program.

Program Planning Statement

The target date for the start of this program is planned for Spring 2012. It will be initiated at the beginning of the semester after 20 students have been recruited. It is anticipated that a new group of 20 students will be recruited to enter the program each of the 3 annual intake periods (January, March and September). Due to the inherent nature of adult students at this level, it does not allow for a strict cohort model (as in the undergraduate program). Students may transfer up to 6 graduate credits with a grade of B or higher but, the program requires that students earn a minimum of 27 credits at Manhattan College. However, it is expected that most students will complete all 33 credits in the program. It is expected that most students will complete the program in 18 to 22 months from admission.

Advisory Board

The School of Continuing and Professional Studies is in the process of assembling an Advisory Board. This Board will be comprised of professionals with appropriate subject matter backgrounds as well as managers and executives from area corporations and non-profit organizations as well as consultants in appropriate areas. The role of the Board will be to advise the School on academic direction and provide perspective on key decisions that the School may make.

Accreditation

Currently, this program does not require any specialized external accreditation; however, the program will be constructed to meet all of the Middle States standards.

Internal Program Assessment

The success of the program will be determined through student competency assessments, program learning objectives as well as faculty and student evaluations.

At the conclusion of each course, students will be asked to complete an evaluation which measures faculty performance, quality of the course, and effectiveness of relevant support services. Periodically, students will be randomly asked to participate in a focus group which will assess the current courses. Additionally, the Advisory Board will be asked to review the curriculum for updates or changes that meet with market demand. The goal for input from both groups is to continually improve the courses and keep the curriculum relevant to employer needs.

Administration

The degree program will be administered by the Executive Director of the School of Continuing and Professional Studies who will be responsible for program delivery, professional development and oversee administrative support of the program. With support from other key faculty and staff members at Manhattan College, she will also play a key role in outreach and recruiting. As the program grows, a full time faculty/administrator line which combines teaching and administrative responsibilities will be added to the School of Continuing and Professional Studies when the number enrolled reaches one hundred.

Faculty

Similar to the structure of the undergraduate program, the faculty will be primarily part-time instructors. Although terminal degrees will be required for certain courses, faculty teaching in this program will have earned at least masters degrees in appropriate fields and have significant working experience in fields. Full-time faculty from other parts of the College may also teach in the Program periodically. Additionally, the Executive Director (who has a terminal degree) will teach in the program.

Curriculum Committee

An interdisciplinary team of faculty members with related academic backgrounds have been selected (based on their expertise) to serve as an oversight body for the Program. This team is responsible for reviewing

review curriculum and faculty. Members of this committee may also teach in the Program periodically.

Support Services

Instructional Designer

One full time Instructional Designer was added to staff in spring 2011 to support the six Schools at Manhattan College. Although it should be noted that she will focus attention on this program since the School of Continuing and Professional Studies will be the first to offer a blended degree program at Manhattan College. This person will be sufficient to ensure that the new M.S. degree program will be self- supported in these areas.

Library and Learning Resources

The O'Malley library currently holds a comprehensive selection of print and online resources related to the topics in this program. No additional cost will be incurred for materials. Work has been done to ensure that students of the program have ready access to online resources when they are off campus. Students in the program will have access to librarian support via telephone and on-ground seven days per week. Students in the M.S. program will also be supported by tutors who are faculty or administrators with appropriate academic backgrounds. Access to the tutors will be by e-mail, phone and in-person.

Advisors

The Executive Director and a half-time faculty member will serve as Advisors to the students. Both will be available to students evenings and weekdays (as needed).

Facilities and Equipment

The facilities to be used for the program include College classrooms during non-peak periods (evenings and summer). Jasper Educational Technology Resources will provide any technological equipment that may be required on campus.

Program Financials

	FY 2011-2012 Spring Semester	FY 2011-2012 Summer Semester	FY 2012-2013 Fall Semester	FY 2012-2013 Spring Semester	FY 2012-2013 Summer Semester	FY 2013-2014 Fall Semester
OPERATING REVENUES						
New PT grad students	20	15	35	60	45	70
Average # credits taken per student	6	6	6	6	6	6
Estimated credit hour tuition rate	\$750	\$750	\$750	\$750	\$750	\$770
Estimated Incremental Tuition form PT Graduate Students Tuition Revenues from courses	\$90,000	\$67,500	\$157, 500	\$270,000	\$202,500	\$323,400
Total Operating Revenues	\$90,000	\$67,500	\$157, 500	\$270,000	\$202,500	\$323,400

	FY 2011-2012	FY 2011-2012	FY 2012-2013	FY 2012-2013	FY 2012-2013	FY 2013-14
	Spring Semester	Summer Semester	Fall Semester	Spring Semester	Summer Semester	Fall Semester
OPERATING COSTS						
Total cost of overload/adjunct faculty teaching sections (@\$4,000 per course	\$8,000	\$8,000	\$16,000	\$32,000	\$28,000	\$40,000
Total Cost of Advisors						
Marketing Costs	\$20,000	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000
Technology	\$2,000	\$2,000	\$2,000	0	0	0
Blended Course Development(@\$2,500)	\$7,500	\$12,500	\$12,500	\$7,500	\$2,500	\$2,500
Library		0	0	0	0	
Total Operating Costs	37,500	37,500	40,500	49,500	40,500	\$52,500

