

Master of Science
in
Leadership Development

College of Education and Human Services

Wright State University

Dayton, Ohio

Fall, 2009



Master of Science in Leadership Development

1. Designation of Degree Program: Master of Science in Leadership Development

The Master of Science in Leadership Development (MSLD) will prepare individuals for leadership roles in a broad variety of organizational contexts. The major goal of the program is to prepare candidates capable of applying knowledge, critical analysis, improvement strategies, and research to challenges encountered in organizations. The Master of Science in Leadership Development incorporates the principles of individual-based *leader* development within the discipline of *leadership*, focusing on processes that build the capacity of groups. The degree is grounded in social action theory and complexity theory, which claim that organizations are non-linear, social systems which are produced and reproduced through the ongoing interactions and activities of their members (Day & Day, 1977; Smircich, 1983). Further, organizations are socially constructed systems of shared meaning, and are self-organizing (Goldspink & Kay, 2003; Wheatley, 2006). Leadership programs traditionally focus on either leader development or strategies associated with leadership processes. This program of leadership development fosters students' self-understandings and abilities as the necessary prerequisites for engaging in leadership processes that permit people to work together in meaningful and productive ways.

Leader development addresses the need for individuals to understand and acquire intrapersonal and interpersonal competencies necessary to participate in the processes of leadership. Scholars concur that "improving self-knowledge must be the basis for all true leadership development" (Pedler et al., 1986; in Cacioppe, 1998, p. 47). That is, leadership processes rely on personal competencies of individuals to foster the collective capacity of an organization to think and learn so as to address unforeseen challenges (Day, 2001). The individual leader development component of the program focuses on enhancing students' self-understandings and intrapersonal competencies as necessary prerequisites for engaging in leadership processes that ultimately enhance how organizational members work together. Intrapersonal competencies include self-awareness (e. g., emotional intelligence, self-confidence), self-regulation (e. g., trustworthiness, adaptability), and self-motivation (e. g., commitment, initiative, optimism).

Leadership is an emergent process that incorporates the thoughts and actions of others and is therefore viewed as relational, rather than individualistic (Hay & Hodgkinson, 2006). Leadership development, then, is the collaborative process of "building networked relationships among individuals that enhance cooperation and resource exchange" (Day, 2001, p. 585). This view of leading and leadership development emphasizes group processes and collaborative relationships because, as complexity theory suggests, all social systems are comprised of nestings of these social structures (Goldspink & Kay, 2003).

The Master of Science Degree in Leadership Development uniquely interweaves the essential dimensions of individual leader development and leadership processes, providing an integrated approach to understanding and enacting leadership in formal and informal contexts. This program is a natural extension of our highly successful undergraduate program in Organizational Leadership.

Purpose

The Master of Science Degree in Leadership Development (MSLD) will prepare participants for leadership roles in a variety of contexts. Consistent with the program philosophy, the major goal of the program is to prepare candidates capable of applying knowledge, critical analysis, improvement strategies, and research to common challenges encountered in business, community, educational, and non-profit organizations. The program of study is one of the first in the country to be aligned with the International Leadership Association's (www.ila-net.org) newly drafted leadership program guidelines. The program of study addresses:

1. Intrapersonal competencies needed to form an accurate self-view and identity.
2. Interpersonal competencies, critical thinking and analytical skills to effect organizational change.
3. Behavioral changes in self through self-knowledge, cultural sensitivity, small group work and teaming processes.
4. Behavioral changes in others through self-knowledge, cultural sensitivity, and team dynamics.
5. A repertoire of functional strategies and skills related to leadership processes.
6. Building relationships that enhance collaboration, cooperation, and team functioning.
7. Participation in a robust learning community
8. Read and generate research in the field of leadership.
9. Leading in a variety of contexts by attending to organizational goals, resources, politics, and membership.

2. Description of Curriculum

The model for this program is a cohort-based, multidisciplinary community of scholar-practitioners structured to enable students to develop ongoing intellectual relationships with one another, the faculty, and the professional community. The curriculum is designed as a sequential program of study including integrated hands-on leadership experiences to facilitate the mastery and application of key leadership competencies. The program's focus on meeting students' differentiated needs through substantive content and innovative, real-world experiences, maximizes opportunities for both personal and organizational transformation. Courses are designed to interweave the College of Education and Human Services' conceptual framework strands of diversity, technology, emotional intelligence, and professionalism within the program content.

Candidates will pursue this master's degree in a cohort model of course offerings with program-related experiences to integrate theory and practice. Classes will meet on a non-traditional schedule to allow for employment and incorporate evenings, weekends, web-enhanced, and web-based formats.

Key Areas of Study

- Intrapersonal and interpersonal competencies
- Theories and research on organizing and leading
- Leadership processes in a variety of contexts

Courses

Students will complete a common ten-course sequence followed by a field-based Research Project or Thesis. New 700 and 800 level courses are being developed for the program. Non-substitutable “core” courses include:

- Theories of Organizing, Leading, and Change
- Moral Leadership: Ethics, Social Justice, and Authenticity, and
- Developing Interpersonal Competencies.

In collaboration with the Wright State Raj Soin College of Business, students who would like to add a business management flavor to their curriculum may substitute three MBA/MGT courses for three OL courses in the proposed program of study. The program of study with approved substitutions is displayed in Figure 1.

Figure 1. Program of Study for Master of Science Degree in Leadership Development

Number	Course Title	Qtr. hrs.
LDR 701	Theories of Organizing, Leading, and Change	4
LDR 703	Building Leadership Capacity	4
LDR 705	Moral Leadership: Ethics, Social Justice, and Authenticity	4
LDR 707	Teaming, Communication, and Collaboration in a Global Society (MGT 685 International Management - acceptable substitute)	4
LDR 709	Organizational Intentionality and Sustainability (MGT 706 Organizational Development & Change - acceptable substitute)	4
LDR 710	Developing Interpersonal Competencies (MBA 750 Leading Teams & Organizations - acceptable substitute)	4
LDR 720	Emerging Leadership Issues	4
LDR 730	Quantitative and Qualitative Methods for Research	4
LDR 740	Reviewing Leadership Literature	4
LDR 750	Research Design	4
LDR 760	Research Project or LDR 999 Thesis	5
	Total Quarter Hours	45

3. Administrative Organization for the MSLD

Responsibility for program administration is in the Department of Educational Leadership in the College of Education and Human Services (CEHS), with support from the CEHS Office of Graduate Programs and the university's School of Graduate Studies. This degree program adheres to all policies of the Wright State Graduate Council and the School of Graduate Studies. A program advisor oversees the day-to-day operations of the program with the assistance of administrative staff. The program advisor is also responsible for recruiting and advising MSLD students, arranging faculty load assignments, and coordinating class and facility schedules. The advisor to the undergraduate Organizational Leadership Program serves as advisor to the MSLD.

4. Evidence of Need for the MSLD

A master's degree program needs assessment was completed in March 2006 by the Wright State University Center for Urban and Public Affairs. Three thousand surveys were sent to two constituencies, 1500 to alumni and 1500 to local employers from businesses, educational institutions, and non-profit organizations (See Appendix C for the sample survey). A statistically acceptable sample of 141 (11.6%) Organizational Leadership alumni and 204 (14.5%) local employers responded, permitting generalizability of the survey findings.

More than eighty percent of the employers who responded indicated that one or more of their employees would benefit from this degree, and 60.5% indicated they would provide some form of financial assistance to their employees to seek further education. Nearly half of the responding alumni were undergraduate Organizational Leadership graduates. Of the total alumni responding, approximately one quarter had attended a master's degree program following graduation from their undergraduate degree program. Close to 80% of those with a master's degree indicated they would have considered a Master in Leadership at Wright State had it been available. Of those without graduate experience, 40% indicated they would apply for admission to a program if one were offered. Clearly, the data suggest sufficient interest to support a Master of Science Degree in Leadership Development at Wright State University.

This needs assessment also provided valuable information about possible program content. Interested students and employers were asked about subject areas they would like to see included in the curriculum if a master's degree were offered. Several subject areas received the most interest from both groups, suggesting consensus around the need for learning about: developing and leading teams, assessing leadership skills, leading change, and leadership theories. These subjects are addressed in the curriculum content for this program.

5. Prospective Enrollment

Master's degree students should be employed or interning in an organizational setting at the time of admission. A maximum of 20 master's degree candidates will be accepted per cohort. A candidate must have a bachelor's degree and three years of work experience, or the equivalent. Candidates must also satisfy the admission requirements of a minimum 2.7 UGPA and an acceptable score on the GRE or MAT as set forth by the School of Graduate Studies and CEHS. Candidates with a 3.0 or higher UGPA may be exempted from submitting GRE or MAT scores. Final candidate selection will be based on interviews and recommendations by the MSLD Program admissions committee.

6. Enrolling and Retaining Underrepresented Groups

Wright State has demonstrated commitment to multiculturalism with centers and mentoring programs. WSU has a national reputation for accessibility. The Office of Disability Services provides services to 550 students with disabilities. Underrepresented groups typically comprise 12–13 percent of CEHS student enrollment. A recruitment plan has been established to ensure that underrepresented groups are an integral part of this master's degree program. This plan is multifaceted and includes the use of recruitment brochures to target women and minorities on selected campuses, recruiting visits and seminar presentations to regional colleges and universities, and recruitment materials to local businesses and non-profit organizations.

Many admissions candidates for this program will be drawn from the more than 150 annual graduates from the college's undergraduate Organizational Leadership program, which includes 60% women, 15% minority, and 3% disabled representation.

7. Availability and Adequacy of Faculty, Facilities and Support Services

The Department of Educational Leadership has five faculty members and one administrator currently teaching in the undergraduate Organizational Leadership program. All six faculty members have earned doctorates and are engaged in scholarly activities related to leadership. Senior Faculty with Full Graduate Status and experience directing graduate level research are: Dr. Timothy Rafferty, Dr. Jill Lindsey. The other four faculty members hold Associate Graduate Faculty Status. The department also has developed a cadre of expert adjunct instructors from the local business, military and non-profit sectors, several of whom hold doctoral degrees. Additional faculty from the College of Business supplement department faculty to teach the agreed substitution courses, serve as resources for course development, and provide research/thesis advising.

Library holdings are excellent at Wright State in the field of leadership with access to OhioLink and other online services. Technology support is innovative and available to all faculty and graduate students.

References

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