

Abu Dhabi School of Management

Master Of Science in Leadership and Organizational Development

Comprehensive Program Specifications Document (CPSD)

Date	September 2026
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Program Specifications

Abstract

This document provides the program specifications for the Master of Science in Leadership and Organizational Development program offered at ADSM. This serves as the main reference for information about the program.

1. Program Title and Code:

Master of Science in Leadership and Organizational Development

2. Authoring Team:

- a. **Head of Department:** Dr Valerie Lindsay (Academic Dean)
- b. **Faculty Member:** Dr Deepanjana Varshney (Program Chair)

3. Date of Publication of Program Specification:

September 2026

4. Date of Accreditation of Program:

- **Date of initial Accreditation:** 20 September 2016
- **Date of last Re-Accreditation:** April 2021
- **Due date of next re-accreditation:** 23 September 2026
- **International Accreditation body:** Not applicable

5. Academic Unit:

Academic Affairs

6. Delivery Mode:

The MSLOD program is offered in a face-to-face teaching mode. In emergency situations, course delivery will consist of technology-based virtual class sessions. Courses are delivered over two 8-

week periods across a 16-week semester (one 8 week period in the Summer session) on weekdays from 4:30 pm to 9:30 pm. Each 3-credit course consists of 45 contact hours of lectures and other learning activities in the classroom. Assessments are conducted outside the contacts hours. Each 'Thesis II' course is completed over a period of ten weeks (see **P 322 - Thesis Policy**).

7. Program Aims

The MSLOD program has specific goals related to the study of leadership and organizational development. The program aims to develop graduates':

- abilities to utilize relevant strategic leadership concepts and theories.
- knowledge and skills to analyze and manage the business environment to lead an organization.
- competency to apply the principles of organization development to enhance the performance of an organization.
- planning skills required to maximize results in a variety of organizational contexts.

ADSM seeks to achieve effective, beneficial and sustainable engagement with employers to meet their current and future workforce development needs. These will satisfy the aspirations of employees and help meet the targets set by the Abu Dhabi Vision 2030. This program is aimed at meeting the need of employers for Leadership and Organizational Development professionals, which is currently not fully met by other higher education providers in the UAE. ADSM's association with the Abu Dhabi Chamber of Commerce and Industry has set the trajectory of the MSLOD program on a course that will help it to fulfil the needs of the evolving labor market of the UAE. ADSM has relationships with the local employers through its association with the Abu Dhabi Chamber of Commerce and Industry.

8. Program Learning Outcomes:

The MSLOD PLOs are also designed to meet the key competencies required so that the graduates demonstrate effective participation in the workplace, in learning, and in daily life.

The PLOs are as follows:

PLO1: Demonstrate an advanced comprehensive knowledge about the roles, functions, models, types, and character of leadership and organizational development.

PLO2: Implement organizational development, theory, process, structure, and systems

PLO3: Critically analyze the ethical and cultural dimensions of leadership

PLO4: Evaluate and select appropriate research instruments and problem solving techniques to conduct research in leadership and organizational development

PLO5: Apply leadership skills required to achieve the implementation of organizational plans

PLO6: Formulate solutions for complex organizational development problems and communicate decisions to relevant stakeholders

9. Program Completion Requirements:

As stipulated in **P307- Graduate Completion Requirements**, students in the MSLOD program can complete the MSLOD program in a minimum period of 12 months and a maximum period of 60 months. Students must complete the requisite number of courses specified for the program achieving a minimum cumulative GPA of 3, and meet all completion requirements stipulated in the policy in order to graduate from the MSLOD program.

Full-time students in the Applied Project track will be able to complete the program in 12 months by taking four courses in each of 2 semesters (Fall and Spring) and two courses in the Summer session. Each Semester runs for 16 weeks, with the Summer session running over 8 weeks. Thesis students will require one additional 8-10 weeks. In all cases, the requisite number of contact hours (15 hours contact per 1 Credit Hour) for each course are completed.

10. Program Structure:

Table 1 below shows the program standing, course code, course title, credit hours, and pre-requisites/co-requisites in the MSLOD program.

Students are required to take seven core courses, six credit hours in a thesis track, plus one elective (3 credit hours) or six credit hours for an applied project track and two elective courses (6 credit hours), totaling 30 credit hours for completion of the program.

Table 1: MSLOD Program Structure

Program Standing	Course Code	Course Title	Credits	Pre-requisites / Co-requisites	Total Credit Hours
Core	LED 8111	Research Methods	3	First Term Requirement	
Core	LED 8312	Leadership Culture and Ethics	3	None	
Core	LED 8316	Leadership, Organizational Development, and Change Management	3	None	
Core	LED 8325	Organizational Behavior	3	None	
Core	LED 8318	AI and Data Analytics for Leadership	3	None	
Core	LED 8319	Agile Leadership	3	None	
Core	BUS 8422	Strategic Management and Disruptive Leadership	3	None	
					21
Thesis Track					
Thesis	LED 8918	MSLOD Individual Consultancy Thesis I (Proposal)	3	Pre-requisites: A minimum of four core courses (12 credit hours), which must include: LED 8111, LED 8312	
Thesis	LED 8919	MSLOD Individual Consultancy Thesis II (Final)	3	Pre-requisites: LED 8918 and four Core Courses; additional two Core Courses (pre-requisite or co-requisite)	
					6

		OR			OR
		Applied Project Track			
Applied Project	LED 8920	Applied Project	3	None	
Elective	TBC	One required additional Elective (selected from those offered below)	3	None	
					6
		Elective Courses (one required)			
Elective	LED 8321	Leading Sustainability and Sustainable Performance	3	None	
Elective	BUS 8420	Conflict Management and Negotiation	3	None	
Elective	LED 8322	People Analytics	3	None	
Elective	BUS 8421	Crisis Management	3	None	
					3
TOTAL CREDIT HOURS					30

11. Support for Students and Their Learning:

11.1 Student Services and Academic Advising

Students are supported through the work of ADSM's Student Affairs team. This includes, admissions, registrations, scholarships and access to the Academic Support Center (ASC). The ASC provides support and assistance with course work including research and writing skill.

In addition, students can seek academic advice, co-curricular help, and various forms of counselling from a dedicated Academic Advisor assigned to each program. A student requiring assistance needs to book an appointment with the Advisor via the LMS. For more information,

see **P 417 Academic Advising Policy** and **P 408 Career Services Policy** within the ADSM Student [WebPortal](https://lms.adsm.ac.ae) (lms.adsm.ac.ae).

11.2 Learning Resources: Library

Students have access to a wide range of digital resources. As for all Masters programs, students in the MSLOD program are predominantly working professionals who visit the campus primarily during class hours. To cater to the needs of such a student body, ADSM focuses heavily on electronic learning resources. ADSM has dedicated library space in the campus, with a moderate collection of physical books. ADSM's library also provides access to 76,403,073 eBooks, access to EBSCO research databases and e-journals, LibriVox, public domain audiobooks, and Abu Dhabi Data, a platform of all Abu Dhabi Open Datasets. These resources can be accessed from off-campus sites (see **P 601 Library Policy**). The library supports both faculty members and students in their research-based undertakings. Student satisfaction with Library services is measured through the annual Student Experience Survey.

11.3 Learning Resources: Technology

ADSM's campus offers a stimulating learning environment through well-equipped facilities. Each classroom is equipped with a computer that is connected to the Internet and Smartboards to support instruction. High-speed Wi-Fi is also provided throughout the campus to facilitate student coursework. There are computer suites where students can complete assignments, conduct research and browse the internet. The IT unit facilitates technology requirements of faculty and students. This includes training for faculty and students in the use of the LMS as the official academic platform. ADSM regularly evaluates Help Desk Tickets and assesses the problems, issues, and needs of its user community. ADSM obtains feedback from students on IT services through the Annual Student Experience Survey.

12. Admission Requirements:

Details of the admission requirements for the MSLOD program are contained in ADSM's **P 401 Graduate Admission Policy**. Applicants to the program are required to have:

- an earned Bachelor's degree recognized by the Ministry of Education in a relevant field in Business or Engineering. Applicants with a degree in an area other than business or engineering, but who have relevant work experience or professional qualifications, may be considered, providing that they attend and successfully complete the required Bridging Course(s),
- a minimum score of 1250 on the English language portion of the EmSAT examination, or its equivalent on other national or internationally-recognized tests that are approved by the CAA, such as TOEFL scores of 197 CBT, 71 iBT, 530 PBT, or 5.5 IELTS.

For conditional entry, applicants to the program are required to meet the conditions as published within the policy **P 401 Graduate Admission Policy**.

13. Transfer Admission Policy

Graduate students are typically expected to complete all degree requirements in residence at ADSM. Transfer credits for courses taken elsewhere are accepted as deemed appropriate by ADSM. (See **P 402 Transfer Admissions Policy** and **P 401 Graduate Admission Policy**).

14. Program Learning Facilities and Laboratories:

ADSM's Learning Management System (LMS) is a customized version of Moodle 3.7. A reliable LMS is essential to the delivery of the program and enables students to access information remotely. This is an e-learning resource that hosts course materials, discussion forums, assessments and related reading. Independent learning is consistent with the expectations of graduate study. It provides an effective basis for feedback and coaching improvements (formative assessment) and encourages student engagement outside of class contact hours.

Faculty are required to utilize the Learning Management System (LMS) for all course-related materials, posting, receiving, and grading of all assignments, and utilizing the similarity data in Turnitin for applying the Academic Integrity Policy when evaluating student work (see **P204 Faculty Role Policy**).

Laboratories are not required for the delivery and student learning for this program.

15. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning:

ADSM ensures that each program meets the UAE's regulatory requirements. It adheres to the policies and procedures stipulated by its Institutional Effectiveness (IE) Office. The IE office is responsible for improving educational programs and ADSM's overall effectiveness. The IE team is dedicated to supporting and promoting the practice of continuous improvement. The team works closely with the Academic Dean to identify the direct and indirect criteria that best measure the achievement of program and course learning outcomes (see **P 106 Quality Assurance Policy**). The IE team members participate in academic policy formulation committees and work closely with the Academic Dean, Program Chairs, and Director of Student Affairs to identify opportunities for improving the students' experience.

The IE team conducts surveys to measure students' levels of satisfaction with their learning experience. The IE team also conducts several surveys regarding students, faculty, graduates, and alumni experiences. The IE team analyzes program-related performance, assesses student achievement of learning outcomes, and ensures program planning and improvement activities are completed in accordance with the Ministry of Higher Education and Scientific Research (MoHESR)'s OBEF. The IE team reviews the Course Critical Self-Assessment Report (CSER) to examine how effectively each course met the learning outcomes and suggests improvements with time bound actions for the purpose of 'closing the loop'. In addition, the collection and analysis of survey data help the Academic Dean evaluate the program's effectiveness.

ADSM maintains a Strategic Plan that charts the progress towards achieving its goals. At the program level, the Academic Dean and faculty member discuss the incremental changes in the course syllabi to meet the relevant learning needs of students. Such improvements in a course syllabus are subject to the institution's Curriculum Development Committee (CDC) recommendation for approval. The Academic Dean and Program Chair, in consultation with

external industry experts through the MSLOD Academic Program Advisory Committee (APAC), ensure that the curriculum of each program is relevant and up-to-date.

16. Assessment Plan for Program Learning Outcomes:

As noted in **P106 Quality Assurance Policy**, the Academic Dean and Program Chairs are responsible for the Quality Assurance relating to assessment activities in programs and ensuring that the course assessment plans collectively align with the Program Learning Outcomes. This is measured by the CLO achievements of assessments in each course and the corresponding alignment of CLO achievements across the program with the PLOs to which they are mapped. Student Exit Surveys also capture student feedback on the extent to which Program Learning Outcomes have been met.

The MSLOD program adheres to ADSM's **P301 Grading and Assessment Policy**. This governs the principles of assessment at ADSM, including the QF*Emirates* Level 7 compliance. Students are required to complete two summative assessments. These reflect a progressive increase in their level of difficulty commensurate with the material covered in the course. The first assessment, covering the first CLOs is weighted at 40%. The second assessment covering the higher-level CLOs, is weighted at 60%. These assessments offer students the opportunity to evaluate and synthesize a range of problem-based issues, including through industry-based case studies (UAE, GCC, and internationally-based), scenarios, critical thinking essays, against taught theories and concepts. The students also conduct guided in-depth research on a topic relevant to the particular course, allowing the assessment of students' conceptual clarity and analytical ability.

Out-of-class assessments must be submitted through ADSM's LMS portal (specifically Turnitin through Moodle) to evaluate the work and any issues relating to similarity). Work must not be emailed to the instructor. Penalties will apply for submissions that are made after the submission due date, as noted in **P301 Grading and Assessment Policy**.

Each course assessment is mapped to relevant CLOs, as shown in the Syllabus and in each Assessment Instrument. The CLO achievement for the course is calculated in the final gradebook. CLO-PLO mapping ensures alignment of the assessments, through the CLOs, with the overall PLOs.

17. Indicators of Quality and Standards:

ADSM policies relevant to indicators of quality and standards at the program and academic unit levels include: **P102 - Institutional Planning Policy, P106 – Quality Assurance Policy, P304 – Course Approval and revision Policy, P316 – Course File Policy.**

ADSM's Masters programs are supported by a comprehensive quality assurance framework that ensures continuous monitoring, evaluation, and enhancement of academic standards. Quality is systematically reviewed at multiple levels of the institution through an integrated cycle of student feedback, faculty reflection, program evaluation, and academic unit review. Student evaluations of teaching and learning are conducted for every course and form an important source of evidence regarding the effectiveness of curriculum delivery, student engagement, and the overall learning experience. These results are considered alongside other performance indicators to identify areas for enhancement and to promote evidence-based decision-making.

At the course level, faculty members complete Course Self-Evaluation Reports (CSERs) and maintain comprehensive course files documenting assessment outcomes, student performance, moderation activities, and recommendations for improvement. Program Chairs subsequently review and consolidate course-level findings through the preparation of Program CSERs, identifying common themes, trends, and opportunities for curriculum enhancement across each program. At the academic unit level, the Dean completes an Academic Unit CSER, providing a strategic evaluation of program performance and quality indicators across all postgraduate offerings. The findings from these evaluations collectively inform the Academic Unit Quality

Improvement Action Plan (QIAP), ensuring that improvement initiatives are systematically identified, prioritized, implemented, and monitored.

The entire quality assurance process is coordinated by the Office of Institutional Effectiveness (OIE), which oversees the collection, analysis, consolidation, and reporting of quality assurance data while maintaining the institution's quality records and documentation. The OIE ensures that recommendations arising from course-level CSERs are reviewed at the program level, with Program Chairs responsible for monitoring implementation and integrating improvements into curriculum review and program planning processes. This structured quality assurance cycle provides clear evidence of continuous improvement, accountability, and the maintenance of academic standards, ensuring that programs remain responsive to stakeholder feedback, institutional priorities, and national accreditation requirements.

This quality assurance framework is further strengthened through ADSM's implementation of the Commission for Academic Accreditation (CAA) Outcomes-Based Evaluation Framework (OBEF), which integrates program quality monitoring with institutional Key Performance Indicator (KPI) management. Performance against academic, operational, and student success KPIs is regularly monitored, analyzed, and reported through the institutional performance management system. Where performance falls below established targets, structured Corrective Action Plans (CAPs) are developed, implemented, and monitored to ensure timely improvement. The findings from CSERs, Program CSERs, Academic Unit CSERs, KPI reviews, and OBEF reporting are therefore fully integrated into the institution's continuous improvement cycle, ensuring that quality enhancement activities are evidence-based, strategically aligned, and systematically monitored to achieve sustained improvements in program quality and academic standards.

18. Schedule of Delivery of Program:

Tables 2 below shows the study plan and program sequence for full-time students of the MSLOD program for the three intakes implemented each academic year.

[illegible]

Table 2. MSLOD Study plan and program sequence (Fall, Spring and Summer Intakes)

19. Program Learning Outcomes Mapped to Course Learning Outcomes:

A full mapping of course learning outcomes for each course and you must keep the program to the program learning outcomes is provided in Appendix 1.

20. Program Learning Outcomes (PLOs) Mapped to QFEmirates Level Descriptors:

The ADSM MSLOD Program Learning Outcomes (PLOs) are aligned to the QFEmirates 7 Strands comprising Knowledge, Skills, and Responsibility, as shown in Table 5 below.

Table 5. MSLOD PLO to QFEmirates Level 7 Descriptors

Program-level outcomes (P). Students completing the MSLOD program will be able to:	Knowledge (K)	Skills (S)	Responsibility (R)
PLO1: Demonstrate an advanced comprehensive knowledge about the roles, functions, models, types, and character of leadership and organizational development.	X		
PLO2: Implement organizational development, theory, process, structure, and systems		X	X
PLO3: Critically analyze the ethical and cultural dimensions of leadership	X	X	
PLO4: Evaluate and select appropriate research instruments and problem solving techniques to conduct research in leadership and organizational development		X	
PLO5: Apply leadership skills required to achieve the implementation of organizational plans		X	X
PLO6: Formulate solutions for complex organizational development problems and communicate decisions to relevant stakeholders		X	X

21. Teaching and Learning Methods:

Over a duration of 8 weeks during two blocks in a 16 week semester (one 8 week block in Summer), the MSLOD program is primarily delivered through interactive lectures. This helps students to deepen their understanding of the key theories, approaches, and practices used in the real world. Lectures follow the syllabus and draw upon the main textbook and other key readings. Students are required to read around the topics to extend their understanding further. This enables students to actively evaluate and critically discuss lecture topics. It is important that graduate students discuss key topics to formulate and to articulate their views and perspectives. The teaching and learning methods include case studies, tutorials, seminars, simulations and various assessment strategies.

Teaching and learning methods in ADSM are governed by **P320 Teaching and Learning Methodologies**. The broad teaching pedagogy applied in the Masters programs is included in each course syllabus, as stipulated in **P321 Comprehensive Course Syllabus Policy**.

The faculty are required to ensure the use of appropriate technology, and teaching and learning materials are matched to the face-to-face delivery mode and target audience. The Program Chairs provide information to faculty on best practices in teaching and learning. New faculty and part-time faculty are provided with an orientation session with the Program Chair to guide them on the teaching and learning methods applied in the Program, and acquaint them with the systems and processes used to support the courses and course delivery.

The Program Chairs guide, monitor and evaluate the teaching methods of faculty through various mechanisms. This includes class visits by the Program Chairs, discussions with the teaching faculty concerned, and review of student evaluation forms at the end of the course. The Program Chairs provide feedback on faculty teaching methods to the Academic Dean after each term/semester, or during the term/semester, if quality and/or methods are not meeting required standards. Appropriate intervention methods are applied, if necessary.

The Academic Dean utilizes evaluation criteria relating to faculty teaching methodology and performance in each faculty annual evaluation and review. These criteria include, but are not limited to, the application by the faculty of: a focus on 'real-world', experiential, collaborative and developmental learning sessions; application of motivating and engaging delivery of relevant and contemporary material; interactive, student-centered learning activities; relevant case studies with an emphasis on the UAE/GCC region; incorporation of innovative, interactive teaching and learning activities, such as simulations; high quality assessments that are aligned with the CLOs for the course; comprehensive assessment feedback; and timely return of assessment feedback to the students.

22. Assessment Methods Mapped against Course Learning Outcomes:

As stipulated in **P204 Faculty Role Policy**, faculty are required to design each assessment to meet the learning outcomes of the course, as indicated in the course syllabus, and to apply the Grading and Assessment Policy. Faculty are expected to assess each student's performance utilizing the grading rubrics, which align directly with the CLOs.

The purpose of the **P301, Grading and Assessment Policy** is to establish and communicate practices for the assessment of the achievement levels of intended course learning outcomes. As outlined in this policy, summative Assessments are designed to assess a student's achievement of course learning outcomes against QF *Emirates* Level 7 standards, as measured against approved course rubrics. Typically, a three credit course, such as those comprising the MSLOD program, includes one formative assessment and two summative assessments, one of which must be a controlled assessment, with exceptions approved by the Academic Dean.

Each course has designated assessment types noted in the approved syllabus. These include, but are not limited to: scenario analysis, case study analysis, critical thinking essay, research report, presentation. Each assessment has an agreed weighting (as noted in **P301 Grading and Assessment Policy**), and is mapped to relevant CLOs. Grading of assessments follows the relevant rubric, and the grading rubric is aligned with the CLOs attached to each course. CLO achievement

is calculated for each summative assessment, and for the collectively for all graded assessments within the course.

The CLO achievement for each course is reported by the Instructor in the respective CSER. Completed at the end of each course, this report provides an opportunity for the Instructor to note particular CLOs that showed comparatively low achievement and recommend further review and/or modification to the assessments to which they are mapped before the next course offering.

Any deviations to the standard assessment scheme prescribed requires the approval of the Curriculum Development Committee (CDC) and the Academic Dean. Such change requests, clearly articulating the rationale for the proposed change/s, are submitted to the CDC and Academic Dean prior to the start of the term. The CDC and the Academic Dean shall determine whether the proposed revisions to the assessment plan are appropriate to the level of the course, and are consistent with the learning outcomes and the overall expectations of the learning achievements of students.

A grading moderation process is applied to all courses at least once per academic year. This takes the form of second marking, whereby three assessments (one each in the high, medium and low grading bands) are second marked by an independent faculty member. This process is conducted in accordance with **P422 Grade Moderation Policy**.

Appendix 1: CLOs and PLO mapping

Core Courses

	LED 8111
	Research Methods
	Core
CLO1	Investigate and apply research principles to solve challenges in work environments.
CLO2	Perform a review of recent literature, including the ethical concerns, related to a particular research problem.
CLO3	Determine and apply appropriate research methods used to address a particular research question.
CLO4	Evaluate the results from data analysis derived from a wide range of methodological approaches used in social research.
CLO5	Design a research study to address a specific research question on the chosen topic.

	LED 8312
	Leadership Culture and Ethics
	Core
CLO1	Examine the complex nature of culture and the role of leaders in crafting and changing organizational culture.
CLO2	Analyze and apply the key concepts and theories related to ethical principles and challenges in organizations.
CLO3	Implement methods and models used to develop a learning culture in an organization.
CLO4	Critically evaluate the impact of culture change on organizational performance considering related relevant body of knowledge.

Program Learning Outcomes

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
×	×				
	×	×			
		×	×		
×			×		
	×		×		

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
×					×
		×			
				×	×
×				×	

CLO5	Formulate leadership, culture and ethics strategies to create a plan that solves a specific problem based on recent research.
------	---

		x		x	x
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LED 8316	
Leadership, Organizational Development, and Change Management	
Core	
CLO1	Examine contemporary issues in organizational development and change management.
CLO2	Analyze complex organizational development issues.
CLO3	Determine an appropriate organization development and change management intervention to enhance organizational performance.
CLO4	Evaluate models and approaches related to sustainable organization development that require team intervention.
CLO5	Formulate organizational development, along with relevant change management strategies, to create a plan that solves a specific problem based on recent research.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
	x	x			
		x		x	
	x			x	
x				x	

LED 8325	
Organizational Behavior	
Core	
CLO1	Demonstrate thorough understanding of fundamental theories and concepts of organizational behavior.
CLO2	Apply motivational theories and strategies to solve complex behavioral issues in an organization.
CLO3	Analyze group dynamics and recommend strategies to improve team functioning
CLO4	Critically evaluate a wide range of methodological approaches in organizational behavior.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
		x			x
x		x			
x	x				

CLO5	Formulate an organization behavior strategy to create a plan that solves a specific problem based on recent research.
------	---

x					x
---	--	--	--	--	---

LED 8318	
AI and Data Analytics for Leadership	
Core	
CLO1	Critically evaluate the role of artificial intelligence and data analytics in supporting leadership, organizational development, and strategic decision-making.
CLO2	Apply AI-enabled analytical tools and data-driven approaches to evaluate organizational performance and inform leadership decisions.
CLO3	Critically assess the ethical, governance, and cultural implications of using artificial intelligence and organizational data in leadership practice.
CLO4	Formulate evidence-based recommendations using AI and data analytics to address complex organizational challenges and communicate insights to relevant stakeholders
CLO5	Integrate AI and data analytics into leadership practice to enhance organizational innovation, strategic planning, and evidence-based decision-making.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x					
	x			x	
		x			
			x		x
	x			x	

BUS 8422	
Strategic Management and Disruptive Leadership	
Core	
CLO1	Critically examine the concepts, theories and models used in strategic management.
CLO2	Analyze the diverse approaches and contextual factors that may influence the strategic management and organizational transformation process/outcomes
CLO3	Determine an appropriate strategy for a variety of levels in an organization: corporate, business, and operational

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	x			x	
	x		x		
			x		x

CLO4	Critically evaluate a wide range of strategic decisions to achieve organizational outcomes where disruptive leadership is a key element
CLO5	Formulate a strategic plan that solves a specific problem based on recent research, and highlight the role of disruptive leadership in this plan.

	x			x	
			x		x

	LED 8319
	Agile Leadership
	Core
CLO1	Critically evaluate agile leadership principles, frameworks, and practices within contemporary organizational development contexts.
CLO2	Apply agile leadership approaches to design and implement adaptive organizational processes that support innovation, collaboration, and continuous improvement.
CLO3	Critically assess the ethical, cultural, and organizational implications of agile leadership when leading change and managing diverse teams.
CLO4	Formulate evidence-based agile leadership strategies to address complex organizational challenges and effectively communicate recommendations to stakeholders.
CLO5	Demonstrate agile leadership competencies to foster high-performing teams, organizational learning, and continuous improvement in dynamic organizational environments.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x					
	x			x	
		x		x	
			x		x
	x			x	

	LED 8918
	MSLOD Individual Consultancy Thesis I (Proposal)
	Thesis
CLO1	Select a complex organizational problem related to the field of study, and suitable for research.
CLO2	Determine scientific, social, and ethical considerations relevant to an organizational problem.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
x		x			

CLO3	Formulate high-level research questions and propose appropriate research methodologies to develop and communicate in a consultancy thesis proposal
CLO4	Conduct a literature review to transform specialized knowledge, based on current research, for application in solving the organizational problem

x			x		
	x	x		x	

	LED 8919
	MSLOD Individual Consultancy Thesis II (Final)
	Thesis
CLO1	Integrate knowledge, skills, and competencies to solve the specified research problem
CLO2	Design a research approach to address the problem, and implement an appropriate methodology and data analysis methods/techniques, within relevant ethical parameters
CLO3	Propose and justify recommendations based on the research findings for future implementation
CLO4	Produce and orally defend a final report of publishable academic quality

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	x				x
		x	x		
		x		x	
	x		x		x

	LOD Applied Project
	LED8920
	Applied Project
CLO1	Appraise current issues and complex organizational problems to identify and define the project scope.
CLO2	Utilize advanced retrieval skills to evaluate the relevant literature and secondary data.
CLO3	Critically apply advanced analytical skills to synthesize evidence and contextual knowledge.
CLO4	Formulate practical, evidence-based recommendations and solutions.
CLO5	Communicate project outputs clearly to professional and academic audiences using appropriate conventions.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x	x			x
x			x		
x		x	x		
	x			x	x
					x

Elective

Courses (Students take 1 elective for the Thesis Track, or 2 electives for the Applied Project Track)

	LED 8322
	People Analytics
	Elective
CLO1	Critically evaluate the concepts, methods, and strategic applications of people analytics in leadership and organizational development.
CLO2	Apply analytical techniques to interpret workforce data and support evidence-based organizational and human resource decision-making.
CLO3	Critically assess the ethical, legal, and cultural implications of collecting, analyzing, and using employee data within organizations.
CLO4	Formulate data-driven strategies using people analytics to address complex organizational and workforce challenges and communicate recommendations to relevant stakeholders
CLO5	Develop leadership recommendations that leverage people analytics to enhance talent management, workforce capability, employee engagement, and organizational effectiveness.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x					
	x		x		
		x			
				x	x
		x			x

	BUS 8420
	Conflict Management and Negotiation
	Elective
CLO1	Identify and examine conflicts in an organization.
CLO2	Analyze the current issues relevant to conflict resolution and negotiation in organizations.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
x	x				
	x	x			

CLO3	Design a dispute resolution system for an organization, highlighting the role of negotiation.
CLO4	Evaluate a wide range of approaches to the prevention and resolution of conflicts, including negotiation, and apply them to solve issues involving clients, customers and vendors.
CLO5	Formulate a strategy to resolve a conflict based on recent research.

×				×	
	×			×	
×				×	

LED 8321	
Leading Sustainability and Sustainable Performance	
Elective	
CLO1	Critically examine a range of global sustainability challenges facing businesses.
CLO2	Analyze and apply the key concepts and theories relating to corporate sustainability, corporate social responsibility/citizenship and business ethics.
CLO3	Determine and implement methods and models to engage employees and identify potential change agents and sustainability champions.
CLO4	Critically evaluate the impact of organizational responses to sustainability challenges in light of the body of knowledge on sustainability.
CLO5	Formulate a sustainable performance strategy to create a plan that solves a specific problem based on recent research.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	×		×		
	×	×			
			×		×
	×	×			
			×		×

BUS 8421	
Crisis Management	
Elective	
CLO1	Critically evaluate crisis management theories, frameworks, and leadership approaches for managing organizational crises and building resilience.
CLO2	Design and implement crisis management and business continuity strategies that support organizational preparedness, response, and recovery.

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
×					
	×			×	

CLO3	Critically analyze the ethical, cultural, and stakeholder dimensions of leadership decision-making during organizational crises.
CLO4	Formulate evidence-based crisis management solutions for complex organizational challenges and communicate strategic recommendations to relevant stakeholders.
CLO5:	Apply leadership and communication skills to coordinate stakeholders and lead multidisciplinary teams effectively throughout the crisis management lifecycle.

		x			
			x		x
			x	x	