ORGANIZATIONAL LEADERSHIP (LEAD)

LEAD 310 Leadership Formation and Development 3
Students will reflect on and evaluate individual leadership style, values, beliefs and areas for leadership development in the context of the Christian faith. Study of leadership theories will include particular examination of ethical, spiritual, authentic, and servant leadership approaches along with discussion of implications for organizational practice.

LEAD 336 Financial Concepts for Non-Financial Leaders 3

LEAD 360 Essentials of Project Management 3
The project life cycle, planning and control processes, and people management aspects of project management are presented. Students develop foundational knowledge and skill in managing projects while balancing constraints involving project scope, quality, schedule, budget, resources, and risk.

LEAD 410 Behavioral Dynamics in Organizations 3
Socio-psychological aspects of organizations are examined relative to overall work performance, decision-making, conflict resolution, teaming learning, innovation and change. Group tasks are supplemented with opportunities for individual and interpersonal reflection as consideration is given to issues related to work-life balance and the role of personal faith in the workplace.

LEAD 440 Strategic Change 3
The role of strategy in organizational decision-making, development, and change is examined. A distinction will be drawn between strategies and tactics as the formulation, implementation, and continual evaluation of strategy in organizations will be emphasized. Special attention will be placed on the concept of strategic thinking as students assess and develop personal competency in this area.

LEAD 498 Teaching Assistant 1-3

LEAD 530 Interpersonal Leadership & Communication 3
Every individual, regardless of organizational position, can exercise leadership. It has been observed that a synonym for leadership is "influence." This course focuses on the interpersonal dimensions of leadership and the essential role of communication in influencing, motivating, and developing others. Students will examine how trust, emotional intelligence, self-awareness, and communication competence contribute to effective leadership across organizational levels. Topics include relational dynamics between leaders and followers, ethical and persuasive communication, and the challenges of navigating feedback, conflict, and change. Students will gain insight into a range of interpersonal leadership practices, including managing up, coaching, and mentoring, while developing the confidence and clarity to lead with purpose in both formal and informal roles.

LEAD 560 Leading High-Performance Teams 3
High-performing teams are essential to organizational success, and effective leadership at the team level is a core competency for today's business leaders. This course equips students to lead diverse, agile, and results-driven teams in a variety of contexts, from cross-functional project groups to executive teams and globally dispersed virtual collaborations. Students will examine how team composition, development stages, group dynamics, and leadership structures influence performance and cohesion. Students will also explore how leaders use performance management tools, including metrics, feedback systems, and KPIs, to assess team effectiveness, drive improvement, and align efforts with organizational goals. Through applied learning and reflection, students will strengthen their ability to build and guide teams that adapt, innovate, and deliver results.

LEAD 604 Organizational Behavior and Development 3
Gain an understanding of how group, individual, and relational behaviors within organizations shape the structure, efficiency, and development of that organization and learn strategies about how to respond to these organizational behaviors as a leader. Utilizing the lens of social sciences, this analysis of organizations equips students to understand and respond to an organization's dynamics so they can bring guiding vision and leadership into their role.

LEAD 614 The Art of Decision Making 3
An exploration of decision-making models that enables students to learn when and how to apply them in contexts such as personnel management, finance, and marketing. Additionally, students are equipped with both the hard and soft skills required for effective leadership in varying organizational environments.

LEAD 624 Leadership Theory 3
A survey of major leadership theories and styles and how they manifest themselves in practice and outcome. Based on the techniques, methodologies, and frameworks studied, students reflect on their own leadership and build their own personal leadership style throughout the course.

LEAD 630 Shaping Organizational Behavior, Design, and Culture 3
This course examines how leaders influence the behavior, structure, and culture of organizations to foster alignment, accountability, and long-term effectiveness. Drawing from foundational organizational behavior and design theory, students will study how individual motivation, group dynamics, and structural choices interact to shape performance. The course focuses on how leaders make intentional decisions about organizational systems to support mission, values, and strategy. Students will learn to assess organizational environments, uncover underlying cultural norms, and evaluate design trade-offs that affect decision-making, innovation, and employee engagement.

LEAD 634 Managing Diversity and Conflict 3
Cultivate the skills and traits necessary to effectively lead diverse teams and organizations, mitigate and manage workplace conflict, and create cultures of inclusion. Students gain understanding about social identity theory and its relation to leadership, the benefits of a diverse workplace, implicit bias, the legal aspects of workplace diversity, and conflict resolution styles, equipping them to work and lead more effectively in the contemporary work environment.

LEAD 660 Leading Innovation and Change in Organizations 3
In an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world, effective leadership requires a shift from providing all the answers to facilitating adaptive learning and collective problem-solving. This course examines how leaders cultivate innovation and lead change by fostering environments that support experimentation, feedback, and continuous learning. Students will examine emerging models of leadership development, innovation frameworks that distinguish between incremental and disruptive innovation, the evolution of organizational design, and the rise of strategic networks. Emphasis is placed on building the mindsets and practices leaders need to navigate uncertainty, mobilize teams, and drive meaningful transformation.

LEAD 700 Academic Inquiry, Writing, & Reflexivity 3
This introductory course helps students acquire advanced knowledge about various research frameworks; develop critical literature-based research skills; strengthen academic writing habits and praxis; and explore their leader identity from faith and justice perspectives.

LEAD 710 Historical and Cultural Perspectives of Organizational Leadership 3
In this course students examine the history of leadership theory and research to understand the pattern and future direction of leadership studies. Students will also explore the nature and character of leadership. The key questions are: What is leadership? What are the different aspects of leadership? How has that understanding remained the same or changed throughout the global history? How does context affect the nature of leadership? What are the moral purposes of leadership? This course utilizes an interdisciplinary approach in its survey of leadership issues, incorporating historical, literary, political, scientific, sociological, and cultural perspectives.

LEAD 720 Leadership Theory and Practice 3
This course will expose students to leadership literature and theories, so that they may use them as a platform to reflect on their personal practices within their own organizations. Because leadership is influenced by the complexities of the human element, as well as various worldviews and their corresponding value systems, students will be challenged to integrate their understanding of leadership practice with the tenets of Christian faith. Through this course, students will develop an understanding of the main exponents of leadership theory and their respective theories as they learn to critically evaluate their own personal practices as leaders.

LEAD 730 Models of Organizational Behavior 3
In this course students will explore the dynamics of human behavior in organizational settings by familiarizing themselves with basic organizational behavior (OB) theories at various levels of analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

LEAD 740 Foundations of Research Methodology 3
This is the first course in the complement of research methods courses aimed at preparing students for the doctoral dissertation. To learn research methods is to learn how to reflect on the world in a systematic way. This class introduces students to the knowledge base and skills needed to critically read and evaluate research studies; design qualitative, quantitative and mixed methods research studies; utilize a statistical software package to process; and analyze, interpret and write up quantitative data analyses. The course emphasizes the development of quantitative and qualitative reasoning, critical thinking skills, academic writing skills, and problem solving. It is assumed that students will have some background in statistics and research methodology; nevertheless this course will revisit the foundations of research methodology providing students with a basic framework to conceptualize and critically evaluate social and behavioral science research. Undergraduate level statistical proficiency is a prerequisite to this course.

LEAD 800 Advanced Seminar 3

LEAD 800A Advanced Seminar: Systems Approaches for Organizational Leaders 3
In this course students will first explore the theoretical foundations of systems theory and systems thinking relevant to organizational leadership through a critical literature review. Then students will select a specific sector to apply their theoretical knowledge of systems approaches in their sector-specific contexts through deconstructing and constructing organizational leadership cases.

LEAD 800B Advanced Leadership Seminar: Executive & CEO Leadership 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This section of the Advanced Seminar focuses on "Executive and CEO Leadership." In this course, students will analyze the multiplex of issues to determine how the executive leaders and CEOs can be most effective, evaluating the relevant political, economic, and social factors with a focus on organizational excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building.

LEAD 800D Advanced Leadership Seminar: Program Evaluation 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This Section of the Advanced Seminar focuses on "Program Evaluation." In this course, students will collect data, and analyze and interpret data; write a report on preexisting PESS committee assignments. Students will work collaboratively in small groups to complete the overall goal of the Ph.D. program evaluation and self-study. Through the collaborative process participants in this course will gain practical knowledge and experience with evaluating and self-studying the existing academic program within a higher educational context. The practical knowledge and experience gained through his collaborative process can be easily transferred to program evaluations in programmatic contexts.

LEAD 800E Advanced Leadership Seminar: Leadership and Trust in Organizations 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This section of the Advanced Seminar focuses on "Leadership and Trust in Organizations." In the course, students will examine the theoretical and empirical foundations of leadership models, with an emphasis on how trust is developed, maintained, and repaired within teams and organizations. Through a combination of case studies, research articles, and seminar discussions, students will critically analyze the role of trust in leadership effectiveness, collaboration, and organizational performance. Additionally, students will explore trust-building practices, trust recovery, and the impact of trust on leadership styles such as transformational, servant, and authentic leadership. They will also investigate the dynamics of trust in diverse, virtual, and crisis-driven environments. By the end of the course, students will design and develop a research project that applies their understanding of leadership and trust to an organizational context of their choice.

LEAD 810 Strategic Leadership and Organizational Change 3
This course will enable students to develop an understanding of strategic management concepts and the ability to assess, analyze, and potentially resolve complex management problems. Students will learn to use different analytical techniques in the formation of comprehensive business strategies. The primary method of instruction will be case analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

LEAD 825 Capacity Building in Human Resources 3
This course introduces human resource management from a strategic perspective. In this course, students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Students will develop an understanding of strategic management and its importance in building an effective and healthy organization. Among the topics included are: formulation and implementation of human resource strategy, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. The course adopts an integrative approach in that applications are made to organizations within the business, education and non-profit sectors and supported with studies/case studies in the respective fields.

LEAD 840 Leadership, Justice and Servanthood 3
Meaningful responses to human suffering are grounded in discernment regarding human conflict; harm and oppression; power and the abuse of power; and the rights, responsibilities, and opportunities - personal, communal, and global - that arise from the crucible of potential that is our humanity. Using different theories of justice, students will look at what it means to be leaders who champion just systems and practices in their own organization, industry sector, and profession. This course asks students to address such questions as: What does it mean to lead justly, to advocate for justice? How can one choose servant leadership, restorative justice, and forgiveness in the face of systemic oppression, suffering, and grave human atrocities? What does it mean to be a person of restorative justice and forgiveness? In Leadership, Justice, and Servanthood, students engage in reading, reflection, research, and discussion that inform their practice as leaders and leadership scholars who advocate for justice and who model servant leadership.

LEAD 860 Leadership in Global Contexts 3
This course examines complex philosophical and contextual issues related to global leadership. We begin with an examination of this historical influences of certain fundamental epistemic and ontological beliefs of Western, Eastern, African and other cultures. The practice of moral leadership requires attention to particular perspectives of individual leaders and their followers, as well as the various dimensions of culture that inform and influence both the theory and practice of leadership. In this course, we will seek to understand how culture shape moral worldviews and relationships. In addition, we will critically engage with thinkers who offer- individually and collectively- their own normative conceptions for constructing cross-cultural ethics or universal ethics. Finally, students will examine the ways in which leadership theory itself may be epistemically, culturally, ethically and ontologically dependent.

LEAD 870 Qualitative Research Methodology 3
This course is offered as part of the research methods curriculum for the Ph.D. in Organizational Leadership at Eastern University. This graduate research methodology course introduces doctoral students to (1) a variety of qualitative research methods, including but not limited to ethnography, grounded theory, phenomenology, case study, narrative inquiry, and autoethnography; (2) the qualitative research process and design; (3) ways to ensure ethical and scholarly rigor for qualitative research; and (4) critical review appropriate for qualitative research. LEAD 740 is a prerequisite to this course.
Prerequisites: LEAD-740

LEAD 871 Quantitative Research Methodology 3
This course is offered as part of the research methods curriculum for the PhD in Organizational Leadership at Eastern University. The intellectual focus of this course is the presentation of statistical models for estimating causal effects of variables. The model of an effect is a conditional mean (though we might imagine other effects). The notion of causality is the effect of one variable on another holding all else constant. This research class provides students the opportunity to examine processes and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected problems in the social sciences. The course examines experimental, quasi-experimental, and non-experimental designs using quantitative methods. We examine assessments of reliability and validity, and use of descriptive and inferential data analysis. LEAD 740 is a prerequsite to this course.
Prerequisites: LEAD-740

LEAD 880 Advanced Qualitative Research 3
This advanced qualitative research seminar provides an opportunity for third-year doctoral students, who have elected qualitative research as their dissertation orientation, to conduct an extensive literature review on their research method, experience the qualitative research process leading to a publishable article, and develop a workable qualitative research design that can become a foundation for their dissertation proposal. For this reason, students are expected to learn independently, evaluate critically reading materials suitable for their dissertation topic, method and design; and explore actively various qualitative data collection and analysis techniques by engaging in practical experiences. Students who elect this course are expected to have a clear idea of their dissertation topic and have selected their research method. LEAD 740 and LEAD 870 are prerequisites to this course.
Corequisites: LEAD-920

LEAD 881 Advanced Quantitative Research 3
In this course, students apply methods for conducting research projects and analyzing information to answer research questions and test hypotheses. The course surveys advanced quantitative methods such as path analysis and structural equation modeling (SEM). The course involves the submission of a complete research proposal pilot study submission to the IRB, as well as collection and analysis of data. It includes executing and writing up the results of a research study. It also includes dialogues that cover key issues in measurement in quantitative research, statement of testable hypothesis, presentation of statistical analysis, and interpretation of research findings. Throughout the course process, students are called upon to improve scholarly writing techniques and explore skills needed to successfully design and execute a PhD dissertation. LEAD 740 and LEAD 871 are prerequisites for this course.
Prerequisites: LEAD-871; LEAD-740

LEAD 882 Advanced Research Team 3.00000
This course is aimed at providing doctoral students with practical research experience in conducting critical literature review for individual research projects and/or participating in on-going or new research projects designed for a research team. The designated PhD faculty mentor provides individualized and group-based guidance to the research process for each section of the course. The focus of research is determined based upon individual students' dissertation research agendas or the faculty mentor's ongoing research work. Students are expected to conduct critical literature review individually or by a small group; participate in expected research activities set report for each semester; present their individual research outcomes orally; and produce an individual written research report each semester to be included in their professional portfolio. Students in the first and second year of the PhD studies will be expected to participate in the course for 5 semesters, beginning from their second semester, to advance the critical literature review in preparation for their dissertation research and/or group research projects. Students may take the course for 0 to 3 credits for a semester. Only 3 accumulated credits for this course will be counted as elective credits toward the PhD's 60 graduation credits.

LEAD 900 Doctoral Learning Assessment 3
This course provides an opportunity for students to assess their doctoral learning comprehensively through a learning portfolio based on a set list of competencies. Students must complete the course successfully before being allowed to register for LEAD 910 Dissertation Proposal Seminar.

LEAD 910 Dissertation Proposal Seminar 3
This course is designed to scaffold students as they advance along the path to completing a doctoral dissertation by demystifying the dissertation process and by providing practical advice and support for students beginning the dissertation journey. The learning outcomes for this course will depend on how much progress each student has made prior to enrolling in the class and their personal timeline for completion. At a minimum, students will be expected to complete a dissertation timeline, finalize their dissertation committee composition, participate in a meeting with their dissertation chair, engage in a review of the literature around their topic, and complete a concept paper draft. Students who have already developed a concept paper and held a pre-proposal meeting prior the course, will also benefit from support, feedback, and encouragement needed to construct a dissertation proposal draft.
May take Pass/Fail

LEAD 920 Dissertation I 3
The doctoral dissertation in Organizational Leadership is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. The dissertation should be original research that contributes to the field of knowledge, while simultaneously demonstrating the student's comprehension of existing scholarship on the subject. Graded Pass/Fail.
May take Pass/Fail

LEAD 921 Dissertation II 3
Prerequisites: LEAD-920
May take Pass/Fail

LEAD 922 Dissertation III 3
Prerequisites: LEAD-921
Course is Pass/Fail

LEAD 931 Dissertation Continuation 2
Students must enroll in this two-credit dissertation continuation course each semester to receive uninterrupted advising from their dissertation chair and members beyond LEAD920 and 921 until the semester when they defend their dissertation and are conferred. No credit accrues when continuing registrations is needed.LEAD 920 and 921 are prequisites to this course.
Prerequisites: LEAD-921
Course is Pass/Fail