Program Change Request

New Proposal

Date Submitted: 12/03/24 12:57 pm

Viewing: **: Leadership and Organizational Management - Floating (on campus)**

Last edit: 02/24/25 8:54 am

Changes proposed by: Lorena Nicholas

In Workflow

1. **U Program Review**
2. **1902 Committee Chair**
3. **1902 Head**
4. **KM Committee Chair**
5. **KM Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 12/19/24 9:11 am
   Donna Butler
   (dbutler): Approved
   for U Program
   Review
2. 12/19/24 10:44 am
   Ravi Mehta
   (mehtar): Approved
   for 1902 Committee
   Chair
3. 12/19/24 12:26 pm
   Carlos Torelli
   (ctorelli): Approved
   for 1902 Head
4. 01/16/25 10:48 am

Abhijeet Ghoshal (abhi): Approved for KM Committee Chair

5. 01/25/25 9:04 pm Nerissa Brown (nerissab): Approved for KM Dean

6. 01/28/25 12:25 pm Tom Teper (tteper): Approved for University Librarian

7. 02/12/25 4:33 pm Allison McKinney (agrindly): Approved for Grad_College

8. 02/12/25 11:37 pm Suzanne Lee (suzannel): Approved for COTE Programs

9. 02/13/25 12:49 pm Brooke Newell (bsnewell): Approved for Provost

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name   Leadership and Organizational Management - Floating (on campus)

Diploma Title

Sponsor College   Gies College of Business

Sponsor Department   Business Administration

Sponsor Name	Carlos Torelli
Sponsor Email	ctorelli@illinois.edu
College Contact	Lorena Nicholas
College Contact Email	lorenan@illinois.edu
College Budget Officer	Gina Oleynichak
College Budget Officer Email	goleynic@uillinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

No

Effective Catalog Term

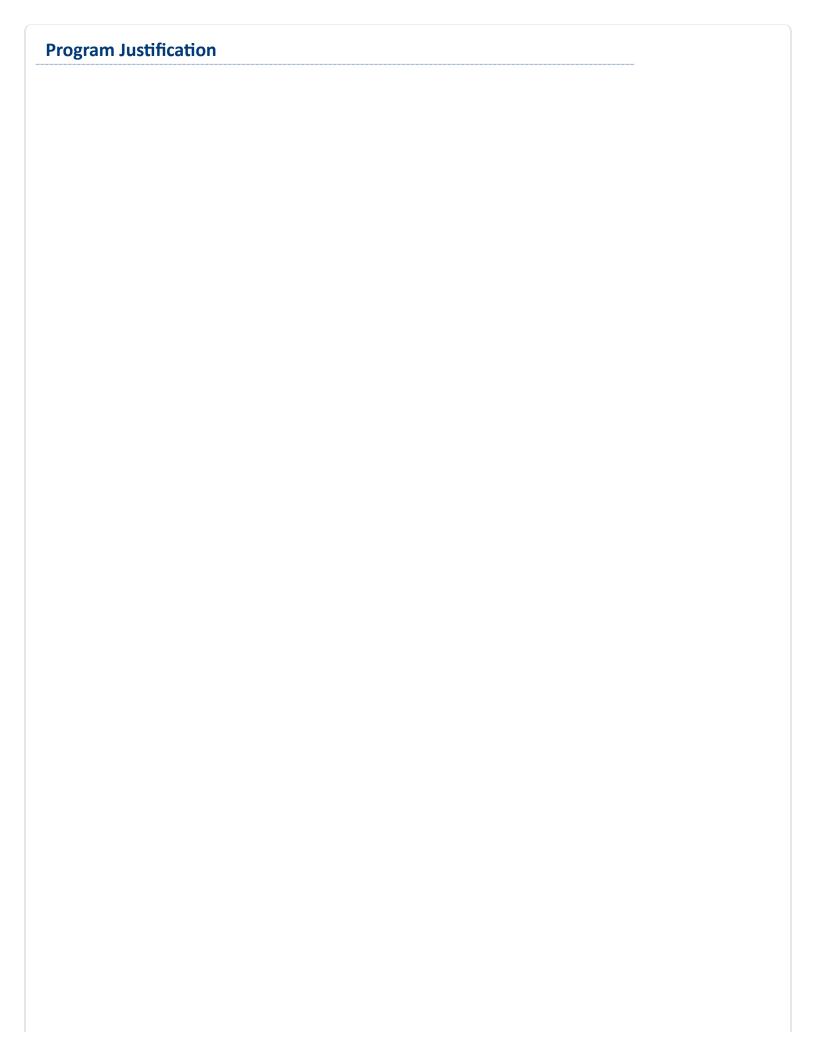|	
Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Concentration in Leadership and Organizational Management in the Gies College of Business and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This concentration proposal (key 1290) and concentration proposal (key 1291) are both related to the Accountancy, MAS revision (key 5) and MS Management (on-campus, key 156). We are requesting that both proposals be added to the list of concentrations available for Accountancy, MAS students, as they are required to complete two concentrations. MS Management students (on-campus) are not required to complete any concentrations; they are optional.

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The proposed concentration in Leadership and Organizational Management equips students with the essential skills and knowledge necessary to navigate and excel in today's complex business environments. This concentration is strategically designed to prepare graduates for leadership roles by integrating critical areas of management that are vital for organizational success.

Course Justifications:
1. Negotiations:
Effective negotiation skills are essential for leaders at all levels. This course teaches students the art and science of negotiation, enabling them to achieve favorable outcomes in both internal and external interactions. Mastery of negotiation techniques fosters better relationships, enhances conflict resolution, and drives collaborative solutions, making it a key competency for successful leaders.
2. Project Management:
In an era where organizations are increasingly reliant on project-based work, this course prepares students to manage projects efficiently and effectively. Understanding project management principles allows leaders to ensure that initiatives align with strategic objectives, allocate resources judiciously, and deliver results on time and within budget. This skill set is essential for driving innovation and organizational change.
3. Revenue Management:
Revenue management is critical for organizations aiming to maximize profitability and optimize resource allocation. This course introduces students to techniques that analyze consumer behavior and market trends, enabling leaders to make informed pricing and inventory decisions. By understanding revenue dynamics, graduates can contribute to the financial health and sustainability of their organizations.
4.Multinational Management:
As businesses increasingly operate on a global scale, this course addresses the complexities of managing diverse teams and operations across different cultural and regulatory environments. Graduates will develop a global mindset and the ability to navigate international challenges, making them effective leaders in multinational settings. This knowledge is essential for fostering inclusivity and driving global business strategies.

The Leadership and Organizational Management concentration is designed to cultivate well-rounded leaders capable of addressing contemporary challenges in diverse organizational contexts.

We are requesting that this concentration be added to the list of concentrations available for Accountancy, MAS students, as they are required to complete two concentrations. MS Management students (on-campus) are not required to complete any concentrations; they are optional.

A student pursuing an MS in Management may opt for a concentration in Leadership and Organizational Management to develop advanced skills in guiding teams, managing change, and fostering a positive organizational culture. This specialization enhances their ability to navigate complex business environments, resolve conflicts, and inspire innovation. By focusing on leadership principles and organizational dynamics, students are better equipped to take on senior management roles, lead diverse teams effectively, and align employee performance with strategic goals, making them strong candidates for leadership positions in any industry.

A student pursuing a Master of Accounting Science (MAS) might choose Leadership and Organizational Management as their second (required) concentration to build essential skills for leading teams and driving organizational success. This focus complements their technical accounting expertise by preparing them to manage diverse groups, handle organizational challenges, and influence strategic decision-making. It also equips them to navigate leadership roles in accounting firms or corporate environments, where effective communication, team management, and a deep understanding of organizational dynamics are critical to achieving financial and business objectives.

Note: BADM 516 has been approved, effective Fall 2025, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2025. See CIM Course approval document in the Program of Study section

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level   Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Attach Program of Study related   BADM 516_ Approval.pdf
information here.

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The graduate concentration Leadership and Organizational Management is designed to cultivate well-rounded leaders capable of addressing contemporary challenges in diverse organizational contexts. By integrating courses that cover essential management disciplines, students will graduate with a comprehensive skill set that enhances their employability and prepares them for impactful leadership roles.

The concentration is open to students enrolled in

Management, MS (on-campus)
Accountancy, MAS

This concentration requires twelve graduate hours of Leadership and Organizational Management coursework. Successful completion of the concentration assumes certain knowledge of business and prior coursework.

Admission to the concentration requires enrollment in a specified Gies College of Business graduate program.

Statement for
Programs of Study
Catalog

BADM 516	Negotiation	4
BADM 561	Revenue Management	2
BADM 582	Multinational Management	4
BADM 589	Project Management	2
Total Hours		**12**

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Accountancy, MAS
Management, MS (on-campus & online)

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

1. Strategic Talent Management: Students will demonstrate the ability to align human resource practices with organizational goals, fostering a high-performance culture that drives employee engagement and organizational success.

2. Advanced Negotiation Skills: Students will develop expertise in negotiation techniques, enabling them to resolve conflicts, build collaborative solutions, and achieve favorable outcomes in both internal and external business contexts.

3. Effective Project Leadership: Students will acquire project management skills that ensure the successful execution of strategic initiatives, resource optimization, and timely delivery of projects within budget, driving innovation and organizational change.

4. Revenue Optimization: Students will learn to apply revenue management strategies to analyze market trends, optimize pricing decisions, and maximize profitability, contributing to the overall financial health of their organizations.

5. Global Leadership Competence: Students will cultivate a global perspective, developing the ability to manage and lead diverse teams across multinational environments, addressing cultural, regulatory, and operational complexities.

6. Comprehensive Organizational Insight: Students will integrate knowledge from various management disciplines to make informed, data-driven decisions that enhance organizational effectiveness and adaptability in dynamic business environments.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The courses for this concentration will be reviewed as part of the overall graduate programs annual review of learning outcomes and AACSB accreditation and reporting. The College has a dedicated staff member who oversees all AACSB activities, as well as a dedicated teaching and learning team who work closely with faculty to create program assessment plans for their courses.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

To effectively track and assess these learning outcomes for the Graduate Concentration in Leadership and Organizational Management, a combination of direct and indirect assessment methods can be used. Here's a breakdown of assessment approaches for each learning outcome – and recommended tracking methods:

1. Strategic Talent Management

Assessment Methods:

• Case Studies/Projects: Assign students to analyze real or simulated HR management scenarios where they must align HR practices with organizational goals. Assess their ability to design talent management strategies and foster a high-performance culture.

• Reflection Essays: Have students reflect on how they would apply strategic talent management practices in different organizational settings.

• Capstone Projects: Require students to develop a comprehensive HR strategy for a hypothetical or real organization, demonstrating their ability to drive engagement and success.

Tracking:

• Use rubrics to evaluate their strategic alignment, critical thinking, and practical application.

• Measure effectiveness through peer evaluations and instructor feedback.

2. Advanced Negotiation Skills

Assessment Methods:

• Simulated Negotiations: Conduct role-play exercises where students negotiate business deals, resolve conflicts, or mediate disputes. Evaluate their ability to use techniques learned in class to achieve desired outcomes.

• Self-Assessment and Peer Feedback: Have students complete self-assessments post-negotiation and gather feedback from peers on their negotiation style and effectiveness.

• Negotiation Case Analysis: Assign students to analyze successful or failed negotiations from real-world business examples.

Tracking:

• Track performance through video recordings and provide personalized feedback on negotiation strategies.

• Use rubrics to assess communication, persuasion, and collaboration skills.

3. Effective Project Leadership

Assessment Methods:

• Project Simulations: Use software or hands-on projects to simulate real-world project management scenarios. Assess their ability to manage scope, time, resources, and risks effectively.

• Project Plans: Have students develop detailed project management plans, including timelines, budgets, and risk assessments, then evaluate the alignment with strategic objectives.

• Peer Reviews: For group-based project leadership, have peers evaluate each other's leadership performance and contribution to project success.

Tracking:

• Track project outcomes (on-time delivery, meeting objectives) and team dynamics.

• Use rubrics to evaluate leadership, planning, and problem-solving.

4. Revenue Optimization

Assessment Methods:

• Revenue Management Simulations: Provide students with case-based scenarios where they must apply pricing and inventory strategies to optimize revenue for businesses.

• Financial Analysis Projects: Assign students projects where they analyze consumer behavior, market trends, and revenue streams to make data-driven decisions.

• Exams/Quizzes: Assess understanding of revenue management concepts through targeted exam questions.

Tracking:

• Track proficiency through financial performance metrics and reports in simulation environments.

• Use rubrics to assess the quality of their analysis and decision-making.

5. Global Leadership Competence

Assessment Methods:

• Global Leadership Case Studies: Assign students to solve complex leadership issues in multinational organizations, assessing how well they navigate cultural, regulatory, and operational challenges.

• Cross-Cultural Collaboration Projects: Have students work in diverse, cross-cultural teams on group projects, evaluating their ability to lead and collaborate in global environments.

• Reflection Journals: Encourage students to reflect on global leadership challenges they may face and how they would address them.

Tracking:

• Track participation in global projects, presentations, and simulations.

• Use rubrics to evaluate cultural awareness, adaptability, and global problem-solving.

6. Comprehensive Organizational Insight

Assessment Methods:

• Capstone Projects: Require students to integrate their learning across different management disciplines (HR, finance, project management, etc.) to solve a complex organizational problem.

• Business Simulations: Use comprehensive business simulations where students make data-driven decisions impacting the entire organization, including finance, HR, operations, and strategy.

• Case Study Analysis: Assign multi-disciplinary case studies where students analyze the effectiveness of organizational decisions and offer improvement strategies.

Tracking:

• Track students' ability to synthesize information from various disciplines.

• Use rubrics to evaluate analytical skills, decision-making, and holistic thinking.

Overall Assessment Approach:

• Portfolio: Consider using a portfolio approach where students compile their best work across these different areas, demonstrating their learning progression and mastery.

• Surveys: Conduct surveys at the end of the program to gather self-reported confidence levels in applying the skills.

• Alumni Feedback and Employer Surveys: After graduation, gather feedback from employers and alumni to assess how well the learning outcomes prepared students for leadership roles

and alumni to assess how well the learning outcomes prepared students for leadership roles.
By combining these methods, you can ensure that the concentration not only teaches the
necessary skills but also measures students' ability to apply them effectively in real-world
situations.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Our approach to program assessment is structured as a comprehensive, multi-level, and multi-stage process aimed at ensuring continuous improvement and alignment with educational and societal goals.

Stages:

Formative Evaluation (Ongoing throughout the program):

Conducted at the end of each course to assess:
a) Level 1 (Course Learning and Outcomes): Data sources include student performance, attrition rates, and course evaluations. A debriefing process will occur at the end of each term to inform and implement adjustments for future semesters.
b) Level 3 (Student Satisfaction): Feedback from students will be collected and analyzed to enhance their overall experience and address any concerns in real-time.

Summative Evaluation (Upon cohort completion):

Conducted when a cohort finishes the program to assess:
a) Level 2 (Program Outcomes): Evaluating how well graduates meet the expected program outcomes, including how the program has shaped their unique competencies.
b) Levels 3 and 4 (Student and Stakeholder Satisfaction): Gathering comprehensive feedback to understand the satisfaction levels of both students and stakeholders in relation to the program's delivery and outcomes.

Long-Term Summative Evaluation (2-3 years post-completion):

Conducted to assess the long-term impact of the program (Level 5) on graduates and society. Data sources include employment rates, job types, alumni income, and further education pursued, particularly within other Gies programs, to gauge the enduring value and societal contribution of the program.

Levels:

Course Learning and Course Outcomes: Evaluates the extent to which students are meeting the specific learning objectives of each course.

Program Outcomes: Measures how well students align with the "program graduate profile," assessing how unique and knowledgeable graduates are as a result of completing the program.

Student Satisfaction: Gauges overall student satisfaction with the program, including their learning experience, support systems, and perceived value.

Stakeholder Satisfaction: Assesses the satisfaction of key stakeholders, such as faculty, employers, and industry partners, in relation to the program's effectiveness and relevance.

Impact on Individuals, Academic Units, and Society: Analyzes the broader impact of the

Program
Description and
Requirements
Attach Documents

program, focusing on how it influences personal career growth, contributes to academic excellence, and addresses societal needs.

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Number of Students in Program (estimate)

Year One Estimate   25   5th Year Estimate (or when fully
                                                    implemented)

65

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is
currently available?

                         No

Additional Budget   No additional budget will be required to support the concentration, as all necessary courses are
Information   already offered and staffed by current faculty. Furthermore, academic advising for students
                        interested in the concentration is already handled by the Graduate Programs Office, ensuring
                        seamless integration without the need for extra resources.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No additional budget will be required to support the concentration, as all necessary courses are
already offered and staffed by current faculty. Furthermore, academic advising for students
interested in the concentration is already handled by the Graduate Programs Office, ensuring
seamless integration without the need for extra resources.

Will the unit need to seek campus or other external resources?

No

Attach letters of
support
[Letter of support internal new concentrations.pdf](#)
[Re_ Gies new concentration proposals Library supportpdf.pdf](#)

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

We have considerable faculty, staff, and infrastructure support to launch this concentration, as the courses are already staffed and part of the academic year schedule.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The library reviewed this proposed concentration and provided the following statement:

I have reviewed the proposals, and initially, I believed we might need additional databases for these concentrations. However, after our discussion, I revisited both the library's subscriptions and those held by Gies.
Based on the library's current resources, it seems no additional subscriptions are immediately required.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	12 100	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	0 0	Percent of Total:

Total Credit Hours of the Program:	Number of Credit Hours:	12 100	Percent of Total: **New Faculty**

Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage:

We have substantial faculty, staff, and infrastructure resources in place to support the successful launch of this concentration. All required courses are fully staffed and have already been integrated into the academic year scheduling, ensuring seamless delivery without the need for additional personnel or adjustments to the existing academic framework.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The courses included in the proposed concentration are already part of the current curriculum and are delivered annually, meaning no additional funding is required for their continued offering. Promotion of the new concentration will be integrated into the existing marketing strategies and budget planning for the academic year 2025, ensuring cost-effective implementation without the need for extra resources.

EP Documentation

EP Control Number   EP.25.069

Attach Rollback/ Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

U Program Review Comments KEY 1291 11-22-2024.docx

Banner/Codebook
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments	**Mary Lowry (lowry) (11/22/24 10:12 am):** Rollback: Please see U Program Review comments attached **Brooke Newell (bsnewell) (02/13/25 7:49 am):** Added note in Justification and PDF of BADM 516 approval.

Key: 1291