

Arizona State University  
PAF 311 – Leadership and Change  
ASU Online-Spring A

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### **Course Objectives**

This course will examine core concepts in leadership and change as it relates to public service organizations. At the end of this course students will be able to:

1. Identify and distinguish among core concepts/constructs in management, leadership, and organizational change.
2. Explain the unique characteristics of public service organizations that affect how leaders approach management and organizational change.
3. Analyze an organization's system to identify internal and external sources of organizational change.
4. Identify and apply the levels of a change and the type of changes.
5. Apply core theories of leadership.
6. Apply theories of motivation to recommend effective strategies to change employee behavior.
7. Recommend solutions to organizational problems using theories of communication, groups, and diversity.

### **Materials Needed**

1. Robins, Steven P., Coulter, Mary A., & DeCenzo (2016). Fundamentals of Management (11th e-Edition). Pearson.

Here's the link to the digital eText we'll be using for this course:

<https://console.pearson.com/enrollment/99z2nk>

Make sure to familiarize yourself with the highlighting and notetaking tools available. I'd also recommend downloading the iOS or Android eText app if you plan on reading or studying away from your computer.

You can find more information on using Pearson here:

- Comprehensive written guide with registration and course information provided in written and video format: <https://pearsoncustomersuccess.co/ASUetextstu>
- Check browser settings: <https://support.pearson.com/getsupport/s/article/Browser-Settings>
- Search for common questions in the library: <https://support.pearson.com/getsupport/s/students>
- Contact Pearson's 24/7 Technical Support: <https://support.pearson.com/getsupport/s/contactsupport>

[https://help.pearsoncmg.com/integration/ng/student/en-us/content/get\\_started\\_stu.htm](https://help.pearsoncmg.com/integration/ng/student/en-us/content/get_started_stu.htm)

2. Weekly readings, videos, and video lectures are available to the students in the modules.

### **Module Key Terms Guides**

Each module has a “Key Terms Guide.” This is a list of the key terms and concepts that students should be able to identify, explain, and apply following the completion of the readings and watching the video lectures. I recommend students fill out this guide as they go through each module. Doing so will help students prepare for the Module Quizzes

### **Module Overview and Topics**

#### **Week 1: Organizational Leadership and Change in Context**

- Module 1.1-Introduction
  - Objectives
    - 1.1.1: Identify the key dates and deadlines for this course.
    - 1.1.2: Locate important sources of information for the course.
- Module 1.2-Leadership and Change in Historical Context
  - Objectives
    - 1.2.1: Describe and discuss major historical trends and issues in the study of management.
    - 1.2.2: Analyze how an organization functions as part of a broader system.
- Module 1.3-Overview of the Public, Private, and Nonprofit Sectors
  - Objectives
    - 1.3.1: Identify the key differences between public, private and nonprofit organizations
    - 1.3.2: Explain the different ways that private organizations participate in public service delivery.

#### **Week 2: Understanding Organizational Change**

- Module 2.1-Organizational Environment

- Objectives
  - 2.1.1: Identify the analytical dimensions of the organizational environment.
  - 2.1.2: Analyze an organization's environment to map out sources of turbulence and change.
- Module 2.2-Theoretical Foundations of Change (Part 1)
  - Objectives
    - 2.2.1. Identify and distinguish among different types of organizational change.
    - 2.2.2. Apply conceptual dimensions of change to a system of your creation.

### **Week 3: Understanding Organizational Change Cont.**

- Module 3.1-Theoretical Foundations of Change (Part 2)
  - Objectives
    - 3.1.1 Differentiate among the three models of change.
    - 3.1.2. Apply the three levels of change to a case.
- Module 3.2-Challenges of Public Sector Change
  - Objectives
    - 3.2.1. Identify the major challenges faced by leaders in both cases presented this week.
    - 3.2.2. Apply different levels of org. change and identify their environmental drivers.

### **Week 4: Leading Change in an Organization**

- Module 4.1-Navigating Change as a Leader
  - Objectives
    - 4.1.1. Distinguish among behaviors associated with leadership and management.
    - 4.1.2. Apply core theories of leadership to a case.
- Module 4.2-Understanding the Sources of Resistance
  - Objectives
    - 4.2.1: Identify the sources of resistance to change
    - 4.2.2. Apply the Kubler-Ross model of change processing to a change you have experienced in life or in the workplace.

### **Week 5: Leading Change in an Organization Cont.**

- Module 5.1-Leading Your People—Motivation
  - Objectives
    - 5.1.1. Identify important individual-level attributes.
    - 5.1.2. Identify and distinguish among the core theories of motivation.
    - 5.1.3. Determine how individual-level attributes affect how you might motivate and lead an unhappy employee.
- Module 5.2-Groups, Teams, and Diversity
  - Objectives

- 5.2.1. Identify key terms and concepts related to organizational groups.
- 5.2.2. Identify key terms and concepts related to organizational diversity.
- 5.2.3. Recommend ways to improve the performance of groups in an organization.
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**Week 6: Leading Change in an Organization Cont.**

- Module 6.1--Communication and Conflict
  - Objectives
    - 6.1.1. Identify key conceptual issues related to communication
- Module 6.2--Changing Culture and Organizational Entrepreneurship
  - Objectives
    - 6.2.1. Identify the key conceptual issues related to organizational culture.
    - 6.2.2. Analyze how an organization's culture affects employee behavior and other aspects of organizational effectiveness.

**Week 7: Course Conclusion and Final Assignment**

- Module 7.1--Final Assignment Submission
  - Objectives
    - 7.1.1. Course Conclusion: Synthesis of Course Materials

**Assignment Schedule**

\*All assignments are due by **11:59** pm of the date listed.

| <b>ACTIVITIES/ASSIGNMENTS</b>                                                     | <b>POINTS</b> | <b>DUE DATE</b> |
|-----------------------------------------------------------------------------------|---------------|-----------------|
| <b>MODULE 1.1 (WEEK 1): INTRODUCTION</b>                                          |               |                 |
| 1.1 Quiz                                                                          | 100           | 01/12           |
| 1.1 Discussion 1.1 (Personal Introduction)                                        | 50            | 01/12           |
| <b>MODULE 1.2 (WEEK 1): LEADERSHIP AND CHANGE IN CONTEXT</b>                      |               |                 |
| 1.2 Quiz                                                                          | 120           | 01/14           |
| 1.2. Discussion                                                                   | 50            | 01/14           |
| <b>MODULE 1.3 (WEEK 1): OVERVIEW OF THE PUBLIC, PRIVATE AND NONPROFIT SECTORS</b> |               |                 |
| 1.3 Quiz                                                                          | 120           | 01/17           |
| 1.3 Public Partnership Essay                                                      | 150           | 01/17           |
| <b>MODULE 2.1 (WEEK 2): ORGANIZATIONAL ENVIRONMENT</b>                            |               |                 |
| 2.1 Quiz                                                                          | 80            | 01/19           |
| 2.1 Sources of Influence on Public Service Organizations Essay                    | 150           | 01/19           |
| <b>MODULE 2.2 (WEEK 2): THEORETICAL FOUNDATIONS OF CHANGE—Part 1</b>              |               |                 |
| 2.2 Quiz                                                                          | 80            | 01/21           |
| 2.2 Organizational System Change Essay                                            | 150           | 01/21           |
| <b>MODULE 3.1 (WEEK 3): THEORETICAL FOUNDATIONS OF CHANGE—Part 2</b>              |               |                 |
| 3.1 Quiz                                                                          | 100           | 01/26           |
| 3.1 Discussion                                                                    | 50            | 01/26           |
| <b>MODULE 3.2 (WEEK 3): CHALLENGES OF PUBLIC SECTOR CHANGE</b>                    |               |                 |
| 3.2 Quiz                                                                          | 80            | 01/28           |
| 3.2 DC Schools Analysis Essay                                                     | 150           | 01/28           |
| <b>MODULE 4.1 (WEEK 4): LEADING CHANGE IN AN ORGANIZATION</b>                     |               |                 |
| 4.1 Quiz                                                                          | 100           | 02/02           |
| 4.1 Considering Leadership Behaviors Essay                                        | 150           | 02/02           |
| <b>MODULE 4.2 (WEEK 4): UNDERSTANDING THE SOURCES OF RESISTANCE</b>               |               |                 |
| 4.2 Quiz                                                                          | 80            | 02/04           |

|                                                                     |     |       |
|---------------------------------------------------------------------|-----|-------|
| 4.2 Discussion                                                      | 50  | 02/04 |
| <b>MODULE 5.1 (WEEK 5): LEADING YOUR PEOPLE THROUGH MOTIVATION</b>  |     |       |
| 5.1 Quiz                                                            | 100 | 02/09 |
| 5.1 Discussion                                                      | 50  | 02/09 |
| <b>MODULE 5.2 (WEEK 5): GROUPS, TEAMS, &amp; DIVERSITY</b>          |     |       |
| 5.2 Quiz                                                            | 80  | 02/11 |
| 5.2 Discussion                                                      | 50  | 02/11 |
| <b>MODULE 6.1 (WEEK 6): LEADING CHANGE IN AN ORGANIZATION CONT.</b> |     |       |
| 6.1 Quiz                                                            | 80  | 02/16 |
| 6.1 Discussion                                                      | 50  | 02/16 |
| <b>MODULE 6.2 (WEEK 6): ORG. CULTURE AND ENTREPRENEURSHIP</b>       |     |       |
| 6.2 Quiz                                                            | 80  | 02/18 |
| 6.2 Discussion                                                      | 50  | 02/18 |
| <b>MODULE 7.1/(WEEK 7): FINAL ASSIGNMENT</b>                        |     |       |
| 7.1 Final Assignment                                                | 600 | 02/25 |

### Assignment Descriptions

**Quizzes**-Students will take a quiz following each module. Quizzes are between 8 and 12 questions. Students will have one attempt at each quiz. Quizzes are timed to give students 2 ½ minutes per question. The questions will come from assigned readings, videos, news articles, and video lectures. Students should use the “Key Terms List” available for each module to prepare for the quiz. Each question is worth 10 points.

**Discussion Boards**-Discussion board posts are one type of writing activity that we will use in the course. The goal is to stimulate critical thinking, application of key concepts, and discussion. Follow the specific instructions for each discussion board post in the module. Each discussion board post is worth 50 points.

**Essays**-Essays will ask the student to apply key themes and concepts in response to a specific prompt. Students will need to fully address all parts of the prompt while following the conventions of APA-style and English grammar. Each essay is worth 150 points. Please prepare essays in a document and upload the assignment.

**Final Paper**- You will write a 2,000-2,500 word discussion paper in APA style applying key concepts from the course to your case. The paper is to be written in Times New Roman 12pt font, double-spaced, with 1-inch margins. In the paper, you are required to use a minimum of 10 sources (including course materials)

**Directions for the Final Paper**

I want you to identify a *specific* public service organization that has recently undergone a major change or reform; or a specific public service organization that might change as a result of pending legislative action. Another option would be to discuss a change to a nonprofit organization. Below are some examples of organizations that have undergone reforms and changes that we have mentioned or discussed in class:

1. The Department of Veteran's Affairs
2. Washington D.C. Public Schools
3. Reforms at Arizona Child Protective Service (CPS)

I encourage you to pick something aligned with your own personal interests; however, if you are having a hard time identifying one that interests you, I suggest you chose one from the list above. Ultimately, you will not be graded on *which* public service organization you examine; it will be graded on your ability to apply the course material to that particular case. Use the following as a guide as you complete this assignment.

**1) Background**

- What is the organization?
- What does this organization do?
- What is the reform or proposed change (please be specific)?
- What were the drivers of the change?
- Were they internal or external?
- What level (individual, group, or organizational) is the change occurring?

**2) Leadership: Who is the current leader of this organization?**

- Did the events driving the change occur when he/she was in charge?
- Based on your research, do they appear to be transformational or transactional? Why or why not?

**3) Barriers to Change**

- What are the environmental barriers to change?
- Are resources available to support the change?
- Is there a consensus on what the goal of the change should be?
- How are the organization's employees likely to respond to the proposed changes? Why might employees resist change?

**4) Strategies for Successful Change**

- Based on the readings for this class, what advice would you give to this organization to successfully implement the proposed changes or reforms?
- Specifically, how might a leader overcome the barriers to change that you have identified?

## Grades

Final course grades will be assigned based on the following point schedule.

| Total Points |      |       |
|--------------|------|-------|
| Course Grade | Min  | Max   |
| A+           | 2891 | 2950  |
| A            | 2744 | 2890  |
| A-           | 2655 | 2743  |
| B+           | 2567 | 2654  |
| B            | 2449 | 2566  |
| B-           | 2360 | 2448  |
| C+           | 2272 | 2359  |
| C            | 2065 | 2271  |
| D            | 1770 | 2064  |
| F            |      | <1769 |

## PAF 311 Course Policies

**Email.** Please give me one to two working days (Monday-Friday) to respond to your email inquiry. If you have not gotten a response from me after a 48 hour period during the business week, please email me again. *If you email me over the weekend, you will receive a response by the end of Monday.* Please put “PAF311” in the subject line of the email that you send to me.

**Late Work.** Late work will not be accepted after 11:59pm on the day it is due. If you know that you will have an issue in advance and **can provide documentation** for why you will be unable to meet a specific deadline, please contact me in advance of the deadline. If appropriate, I will consider making an accommodation.

**Technical Issues.** If you have trouble accessing Canvas or are having trouble with content, you need to contact ASU technology services. *I have no ability to address these technical issues.* For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 855-278-5080



Web: <https://my.asu.edu/service>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

If you have completed an assignment but cannot submit due to a technical issue, please contact me and the TA prior to the deadline. This is also the case if you lose internet access when taking the quizzes and Canvas does not allow you to continue. In the email, please include: a) A description of the issue you encountered; b) The time and date it was encountered; and c) If applicable, a copy of the assignment you were trying to submit (e.g., essays, the final assignment).

### **Online Course**

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

**Submitting Assignments.** All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment.

**Drop and Add dates.** If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures.

**Subject to Change Notice.** All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

**Extra Credit.** There are no extra credit points or make-up assignments available in this course.

**ASU Course Conduct Policy.** ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and as outlined by the [Office of Student Rights & Responsibilities](#).

[Students are entitled to receive instruction free from interference](#) by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when

the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior is defined by the instructor and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be [withdrawn for disruptive behavior](#) with a mark of W or E.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Technology Use Policy.** All course participants, instructors, and students will follow ASU's technology policy (see [ACD 125: Computer, Internet, and Electronic Communications](#)).

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 855-278-5080

Web: <https://my.asu.edu/service>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

### **Academic Integrity Statement**

All assignments are expected to be original work. ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the [ASU Student Academic Integrity Policy](#). Anyone in violation of this policy is subject to sanctions. Please refer to university policies regarding these matters and other courses of action that may be taken.

### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the

Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

**Qualified students with disabilities may be eligible to receive academic support services and accommodations.** Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are **responsible for requesting accommodations and providing qualifying documentation** to the Disability Resource Center (DRC). The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

### **Downtown Phoenix Campus and ASU Online**

University Center Building, Suite 160

602-496-4321

### **Tempe Campus**

Matthews Center Building, 1st Floor

480-965-1234 (Voice)

### **West Campus**

University Center Building (UCB), Room 130

602-543-8145 (Voice)

### **Polytechnic Campuss**

Sutton Hall - Suite 201

480-727-1165

Locate each campus DRC Center with this link: <https://eoss.asu.edu/drc>

### **ASU Title IX Policy**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they

have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.