

**Argosy University**  
**COURSE SYLLABUS**  
*E7033*

*Leading and Managing Change in a Diverse Society*

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**Faculty Information**

Jacob Ng, Ed.D. - Has been involved in higher education in the State of California for the past 25 years. Currently serves as Associate Vice Chancellor of International Affairs, Distance and Community Education for the Peralta Community College District.

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**Meeting Dates:** July 18 & 19, August 8 & 9

**Course Hours:** 9:00am – 6:00pm

**Course Location:** Argosy University, Alameda, CA (Room TBA)

**Course Description:**

This course will provide students an opportunity to develop concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

**Course Pre-requisites:** None

**Required Textbooks:**

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (2<sup>nd</sup> ed.). Allyn & Bacon. ISBN: 0205467210

Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. Jossey-Bass. ISBN: 0787956112

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author. ISBN: 1557987912

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Course Objectives:**

The objectives of this class are to help students become confident leaders in leading and managing organizations or institutions and be able to thrive in the midst of chaos. Students will be able to apply principles of the change process as demonstrated through class discussions (Program Outcomes 1.3, 2.1, 3.1, 5.5).

**The course seeks to:**

1. Analyze and apply concepts and strategies for managing school reform as demonstrated in case studies and class discussions. (Program Outcomes: 1.1, 1.2, 2.1, 3.2)
2. Demonstrate diverse strategies that create change agents within educational and business setting as demonstrated through book reviews. (Program Outcomes: 1.4, 2.1, 3.1, 3.2, 5.4, 5.5, 7.1, 9.2)
3. Critique organizational nature of school reform and managing change as demonstrated through a literature review written in APA style. (Program Outcomes: 1.1, 1.2, 1.3, 2.1, 3.1)
4. Explore processes, procedures, and skills for change as demonstrated through participation in situational case studies and class discussions. (Program Outcomes: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1)
5. Present educational information orally and in writing using appropriate media and technology that is concise, organized, well supported, and in a professional manner. (Program Outcome: 2.1)

6. Access information from a variety of credible sources and apply that information to the solution of educational problems relevant to the improvement of schools. (Program Outcomes: 1.1, 5.8)

## **Program Outcomes**

**1.0 Research and Theory** - Educational Leaders make decisions based on research and supported theory. They apply their knowledge and skills to:

- 1.1 Performing - Analyze, design, conduct, and defend research in an educational context using action research and other appropriate designs.
- 1.2 Analyzing - Critically analyze current research in education and related fields to inform curricular and instructional decisions.
- 1.3 Applying - Evaluate and apply theory to design research to select, integrate, implement and assess educational practices and materials.
- 1.4 Decision-making - Use primary research from best practice, and other contextual data to make recommendations and decisions about organization and operations, curriculum, assessment and professional development.

**2.0 Communication and Informational Literacy** - Educational Leaders effectively communicate a vision of educational excellence to the learning community. They apply their oral and written language skills and their knowledge of informational literacy and organizational communication to:

- 2.1 Oral and written Communication - Orally or in writing, present educational documents (including recommendations, critiques or justifications) that are clear, concise, organized and well supported in a professional manner using media appropriate to the education context and audience, using appropriate media and technology.
- 2.2 Organizational Communication - Exhibit skills in building trust, gauging organizational climate, assessing perception, facilitating systemic processes associated with organizational communication and promoting a positive learning culture.
- 2.3 Information and other literacies - Demonstrate multiple literacies (including information technology, knowledge of media, conflict resolution, etc.) to effectively support improved achievement, communicate educational messages and promote harmony.
- 2.4 Using Technologies - Use a broad range of software applications or Web-based tools to facilitate systematic investigation into institutional effectiveness and accountability.

**3.0 Critical Thinking/Problem Solving** - Educational Leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions. They apply their knowledge and skills to:

3.1 Critical Thinking - Analyze complex contemporary problems at the institutional, state and national levels by gathering and assessing relevant information, considering open-minded alternatives, and presenting well-reasoned solutions and conclusions.

3.2 Evaluate - Evaluate relevance of established theory to current education practice and identify gaps in current literature.

**4.0 Collaboration** - Educational Leaders promote democratic values by respecting the ideas and gifts of those with whose care they are charged. They continuously seek improvement and apply their knowledge and skills to:

4.1 Teambuilding - Build teams to guide research activities of various constituencies.

4.2 Families and Community - Work with various stakeholders and constituencies of the educational community to address, select and implement optimal courses of action to deal with the issues of, resource acquisition and management, policy development and analysis, program development and evaluation, staff selection and development, school-community relations, and curriculum development.

**5.0 Leadership** - Educational Leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices and focuses on student achievement as the ultimate goal of the learning community. They apply their knowledge and skills to:

5.1 Leading - Provide leadership at the institutional, state and national levels in various roles and responsibilities.

5.2 Motivating, Coaching and Delegating - Train, coach, delegate, and motivate staff and other members of the educational community to improve student academic achievement.

5.3 Supervision - Evaluate teaching and staff performance at the district or institutional level using a variety of supervisory models.

5.4 Professionalism - Lead and manage within a personal work ethic and the educational dispositions that reflect national leadership standards.

- 5.5 Change Management - Develop clear initiatives and use research-based change strategies to study and assist an educational institution or district reach its vision, mission, and goals in a changing environment.
- 5.6 Contemporary Issues - Assess the larger political, social, economic, legal and cultural influences on education at the local, state and national levels.
- 5.7 Curriculum, Instruction and Assessment - Evaluate the impact of best practices and sound educational research to improve instructional programs.
- 5.8 Data-driven Decision-making - Collect and analyze data and information to solve educational problems.
- 5.9 Managing Resources - Analyze organization, operations and resources management to provide a safe, efficient and effective learning organization.

**6.0 Ethics/Principles** - Educational Leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior. Their actions in research:

- 6.1 Integrity - Demonstrate a respect for the rights of others with regard to confidentiality and honesty.
- 6.2 Fairness - Demonstrate ability to combine impartiality, sensitivity to diversity and a concern for others in dealing with all constituencies.
- 6.3 Ethical behavior - Demonstrate personal and professional values of their organizations and the ideals of our democratic society.

**7.0 Diversity** - Educational Leaders appreciate the value of every individual and are committed to their success. They apply their knowledge and skills to:

- 7.1 Leading - Design and implement educational policies, instruction and curricular reform that reflect culture and diversity.
- 7.2 Theory and Research - Assess the implementation of plans and programs designed to promote diversity and develop a welcoming community.

**8.0 Internship** - Through a program of field study, Educational Leaders have had the opportunity to demonstrate their knowledge and skills situations that contribute to their professional development. They apply their knowledge and skills in:

- 8.1 Internship - A sustained and extensive internship activity in a real world setting to further develop the knowledge, skills and dispositions of national leadership standards.

8.2 Course embedded field experiences - Course-embedded field experiences that use best practices and sound educational research to improve the knowledge, skills and dispositions of national leadership standards.

**9.0 Interpersonal Effectiveness** - Students will develop positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

9.1 Demonstrate effective speaking and empathic listening skills to promote the growth of self and others and to effect change.

9.2 Solicit and utilize feedback to build and maintain interpersonal and organizational relationships.

9.3 Facilitate consensus building among key stakeholders in interpersonal and organizational relationships.

9.4 Use effective communication skills to reduce conflict.

9.5 Analyze the impact of technological advances on interpersonal and organizational relationships.

9.6 Utilize effective communication and relationship skills in order to promote the growth of others and effect change.

9.7 Assess nonverbal communication in interpersonal and organizational relationships.

**Assignment Table:**

	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Overview</li> <li>▪ The Principles of Change</li> <li>▪ The Change Process and Challenges</li> <li>▪ Model of Change</li> <li>▪ Changing Beliefs</li> <li>▪ Leadership Perspective</li> <li>▪ Teacher’s Perspective</li> <li>▪ Student’s Perspective</li> </ul>	Hall & Hord <ul style="list-style-type: none"> <li>▪ Chapter 1: Implementing Change Patterns, Themes and Principles</li> </ul> Evans <ul style="list-style-type: none"> <li>▪ Chapter 1: Changing Paradigms</li> <li>▪ Chapter 2: The Meaning of Change</li> <li>▪ Chapter 3: The Culture of Resistance</li> </ul>	6/30-7/4
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Objective and Impact of Change</li> <li>▪ Implementing Change and Dealing with Resistance</li> <li>▪ Innovation Configuration</li> </ul>	Hall & Hord <ul style="list-style-type: none"> <li>▪ Chapter 6: Clarifying the Change: Innovation Configurations</li> </ul>	7/6-7/11

	<ul style="list-style-type: none"> <li>▪ Mapping Innovation and its Application</li> <li>▪ Identifying Levels of Use Concepts</li> <li>▪ Assessing Individual Level of Use</li> <li>▪ Applying Levels of Use</li> </ul>		
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Effective Communication</li> <li>▪ Stages of Concern and the Change Process</li> <li>▪ Techniques for Assessing Stages of Concern</li> <li>▪ Implications of Resistance in Stages of Concern</li> <li>▪ Communicating Effectively</li> <li>▪ Maintaining a Level of Trust</li> <li>▪ Driving the Vision</li> <li>▪ Influence Versus Authority</li> </ul>	<p>Hall &amp; Hord</p> <ul style="list-style-type: none"> <li>▪ Chapter 2: Developing professional learning communities and understanding organizational culture</li> <li>▪ Chapter 3: Systems Thinking: Interconnections of Parts that Make a Whole</li> </ul> <p>Evans</p> <ul style="list-style-type: none"> <li>▪ Chapter 4: Implementation: Tasks of Tradition</li> <li>▪ Chapter 5: Substance: New Agendas, Old Problems</li> <li>▪ Chapter 6: Staff: Understanding Reluctant Faculty</li> </ul>	<p>7/13-7/18</p> <p>Class meets: <b>JULY 18 &amp; 19</b></p> <p><b>2 Presentations 2 Papers Due</b></p>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Intervention and Delivery</li> <li>▪ Six Reasons Why Intervention Works</li> <li>▪ Intervention in All Sizes</li> <li>▪ Objectivist and Interpretivist Perspectives</li> <li>▪ Aspects of Intervention Mushrooms</li> <li>▪ Analyzing Intervention Mushrooms</li> <li>▪ Change Facilitators' Roles</li> <li>▪ Change Facilitators' Functions</li> <li>▪ Three Key Styles</li> <li>▪ Development and Implications of Style</li> <li>▪ Impact of Style on</li> </ul>	<p>Hall &amp; Hord</p> <ul style="list-style-type: none"> <li>▪ Chapter 4: Diffusion: Communication and Change Agents</li> <li>▪ Chapter 5: Organization Development: Problem Solving and Process Consultants</li> </ul> <p>Hall &amp; Hord</p> <ul style="list-style-type: none"> <li>▪ Chapter 6: Clarifying the Change: Innovation Configurations</li> <li>▪ Chapter 7: Understanding Feelings and Perceptions about Change: Stages of Concern</li> <li>▪ Chapter 8: Exploring the Use of Innovations</li> </ul>	<p>7/20-7/25</p>

	<ul style="list-style-type: none"> <li>▪ Change</li> </ul>		
5	<ul style="list-style-type: none"> <li>▪ Impact of Team Dynamics on Change</li> <li>▪ Impact of an Effective Team on Change</li> <li>▪ Impact of a Dysfunctional Team on Change</li> <li>▪ Focusing on the Individual</li> <li>▪ Context, Culture, Climate</li> <li>▪ The Professional Learning Community</li> </ul>	<p>Hall &amp; Hord</p> <ul style="list-style-type: none"> <li>▪ Chapter 9: Describing What Change Facilitators Do</li> <li>▪ Chapter 10: Defining Change Facilitator Style</li> </ul> <p>Evans</p> <ul style="list-style-type: none"> <li>▪ Chapter 8: Leadership: Old Paradoxes, New Promise</li> <li>▪ Chapter 9: The Authentic Leader</li> <li>▪ Chapter 10: Clarity and Focus: The Power of Concentration</li> </ul>	7/7-8/1
6	<ul style="list-style-type: none"> <li>▪ Defining Resistance</li> <li>▪ Reasons for Resistance</li> <li>▪ Dealing with Resistance</li> <li>▪ The Big Picture</li> <li>▪ District Versus Site-Based Support</li> <li>▪ The Caveat</li> </ul>	<p>Hall &amp; Hord</p> <ul style="list-style-type: none"> <li>▪ Chapter 11: Constructing Understanding of Change: Intervention Mushrooms</li> <li>▪ Chapter 12: Implementing Change: Applications, Implications and Reflections</li> </ul> <p>Evans</p> <ul style="list-style-type: none"> <li>▪ Chapter 11: Participation – without Paralysis</li> <li>▪ Chapter 12: Recognition: Reversing the Golden Rule</li> <li>▪ Chapter 13: Confrontation: Avoiding Avoidance</li> <li>▪ Chapter 14: Reach and Realism, Experience and Hope</li> </ul>	<p>8/3-8/8</p> <p>Class Meets: <b>AUGUST 8 &amp; 9</b></p> <p><b>2 Individual Presentations</b> <b>2 Papers Due</b></p>

***Supplemental Reading:*** Students are encouraged to read *Leading Through Conflict* (Mark Gerzon, 2006) for class discussion.

## **Chapter Presentations/Papers & Selected Topic Papers:**

Each student is required to **select four chapters – two from each book** (Hall & Hart, Evans). Each meeting you will do **two presentations**. One presentation will be from **Hall & Hart**, the other will be from **Evans** per class meeting.

For example, in July meeting you will select two chapters – one from Hall & Hart and the other from Evans - and present them in class. For the August meeting you will select another 2 chapters – from the two different books – and present them when we meet in August.

**Presentations/Papers:** Each meeting you will turn in **two 4-5 page paper on the Chapters** chosen from textbooks on the day of the presentation. Presentations should be around **30 minutes per chapter presentation**.

This will mean you do a **total of four in class presentations (with four papers)**.

**Course Evaluation:** The A-F grading system will be used for the course. Class grades will be given according to the following:

1. Attendance & Class Participation (20%)
2. Four Chapter Presentations (40%)
3. Four Papers (40%)

NOTE: No late work will be accepted without prior approval from the Professor or valid medical reason.

**APA style should be used for all papers and project reports, including the references.**

### **Grading Scale**

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 – 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to

Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.