

## Methodology of Planned Change

AEC 6300

Fall 2014, 306 Rolfs Hall

3 credits

- Instructor:** Dr. Amy Harder  
Associate Professor  
amharder@ufl.edu (e-mail is preferred)  
117B Bryant Hall (across from the Hub)  
352-273-2569
- Office Hours:** By appointment; E-mail is the fastest way to reach me.
- Recommended Texts:** Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York, NY: Free Press.
- Additional Materials:** Course assignment descriptions, additional readings, and other critical documents will be posted on the course Web site on Sakai.

### Course Description:

Processes by which professional change agents influence the introduction, adoption, and diffusion of technological changes. Applicable to those who are responsible for bringing about change.

### Course Objectives:

Upon successful completion of this course, learners will be able to:

- Compare and contrast the common elements of change theories.
- Describe the major concepts upon which the adoption and diffusion of technological changes are based.
- Identify and analyze real-life examples of innovation from a theoretical perspective.
- Develop a plan for change based on appropriate change theories.
- Synthesize multiple approaches to change to form a theoretically-grounded personal philosophy of change.

### Course Philosophy:

AEC 6300 is designed to provide you with a theoretical foundation that will help you to become a change agent who thinks critically about what needs to be done and why. The assignments are meant to challenge you to think through each week's topic from a scholarly perspective. In order to be successful, you will need to search the literature beyond the required readings. This will take some time but is a necessary part of gaining mastery of a subject, which is a worthwhile goal for a graduate-level course.

**Course Policies:***Attendance*

You will find attending class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus, with the following exceptions:

- University-excused absence – You must provide the instructor a written notice of excused absence *before* your absence. All work is due at the next scheduled class following your absence.
- Medically-excused absence – You must provide the instructor a written notice of excused absence *immediately after* your return to class. All work is due at the next scheduled class following your absence, unless otherwise arranged with the instructor.

*Courtesy*

Basic courtesy is expected from all the members of this course. Please keep cell phones on silent during class.

**Course Assignments:**

Component	Due Date	Total Point Value
Concept Checks	In class, Weeks 2-8	20/160
Reflective Journal	November 20	20/240
Wicked Problems	November 20	150
Philosophy of Change	September 4 – Initial Thoughts December 4 - Reflection	50 100
<b>Total Points</b>		<b>700</b>

**Course Grading Scale:**

A > 651	B+ = 609 - 629	C+ = 539 - 559	D+ = 469 - 489	E < 420
A- = 630 - 650	B = 581 - 608	C = 511 - 538	D = 441 - 468	
	B- = 560 - 580	C- = 490 - 510	D- = 420 - 440	

### **Assignment Descriptions:**

#### Philosophy of Change (150 points total)

##### *Initial Thoughts* (50 points)

Articulate your philosophy of change. How does change occur? What processes are central to the successful introduction, adoption, and diffusion of change? What are your responsibilities as a change agent? What theory or theories support your beliefs? How do your beliefs guide your behavior as you lead or encounter change?

Your philosophy of change paper should use 12 pt. font and 1" margins. All references should be listed in a reference section at the end of the paper. This does not count as a part of the page length. APA format (6th ed.) is expected for in-text citations, quotes, and references.

##### *Reflection* (100 points)

Articulate your philosophy of change based on the concepts covered in course discussion, assigned readings, and any additional references you find helpful. How does change occur? What processes are central to the successful introduction, adoption, and diffusion of change? What are your responsibilities as a change agent? What theory or theories support your beliefs? How has your current philosophy of change evolved over the semester – or has it?

Your philosophy of change paper should use 12 pt. font and 1" margins. All references should be listed in a reference section at the end of the paper. This does not count as a part of the page length. APA format (6th ed.) is expected for in-text citations, quotes, and references.

#### Concept Checks (20 points each)

We will begin class several weeks (Weeks 2-5, 7-8) with a Concept Check. The purpose of the Concept Check is to assess your *understanding of the content* you are assigned to explore as pre-class preparation. This will help you to assess your own understanding of the concepts, help your peers expand their understanding, and will ensure everyone is prepared to engage in the class activities for the week. To earn the full 20 points each week, you will need to:

- Share a link of for a journal article, NGO publication, or government report related to the week's topic with your small group using Canvas no later than **Monday** prior to class;
- Bring two questions for promoting discussion related to your chosen publication; and
- A list of any questions you may want answered to help clarify the out-of-class content.

You will need to turn in the latter two items each week, in class.

### Reflective Journal (20 points each)

You will be responsible for writing in a reflective journal weekly until its due, which you'll use to reflect upon the *theories and planned change techniques* you learned and practiced that week. Each journal entry should be submitted by 11:59 p.m. on Wednesday, prior to Thursday's class, using the Assignments feature in Canvas. Your entries need to address the following prompts, as appropriate:

- What did you learn about planned change this week?
- What was the most interesting to you as you thought about planned change this week?
- How does what you learned challenge/confirm what you already know about planned change?
- How might you apply what you learned about planned change this week in your future career?

### Wicked Problems (150 points)

In the real world, change is rarely easy to implement, but some changes are more challenging than others due to factors we will discuss throughout the semester. Your planned change skills will be put to the test as you and your small team of colleagues will be assigned a Wicked Problem. It will be your job to develop a proposed solution to the Wicked Problem through the process of planned change. You will have two full days – November 13 and November 20 – to develop a comprehensive plan. Your team must submit your comprehensive written proposal using the Assignments feature in Canvas by 11:59 p.m. on November 20. On December 4, you'll have to opportunity to compete for glory by pitching your solution as "the best." The winners will be awarded a special prize (no, it's not extra credit).

### **Academic Integrity:**

All submitted assignments are required to be original works authored by individual students in the course, unless otherwise indicated by the instructor in writing. Your thoughts are unique and valuable, and written assignments provide an opportunity to share your insights with me.

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

### **Students with Disabilities:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### **UF Counseling Services:**

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;

2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling; and
4. Career Resource Center, Reitz Union; 392-1601, career development assistance and counseling.

**Software Use:**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.