

Methodology of Planned Change

AEC 6300

Fall 2015, 2334 Turlington Hall

3 credits

- Instructor:** Dr. Amy Harder
Associate Professor
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117B Bryant Hall (across from the Hub)
352-273-2569
- Office Hours:** By appointment; E-mail is the fastest way to reach me.
- Recommended Text:** 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 Canvas.

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	Value
Theory Matrix		
	In class, Weeks 2-9 Oct. 12, Nov. 16 submissions	20%
Student-Led Instruction		
	September 14	15%
Behavioral Economics Experiment		
	October 26	15%
Wicked Problems		
-Presentation	November 30	10%
-Written Change Plan	November 30	25%
Philosophy of Change		
	December 7	15%
Total		100

Course Grading Scale:

A > 93%	B+ = 87 – 89%	C+ = 77 – 79%	D+ = 67 – 69%	E < 60%
A- = 90 – 93%	B = 83 – 86%	C = 73 – 76%	D = 63 – 66%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

Assignment Descriptions:

Theory Matrix (20%)

You will create a matrix in a format of your choosing that includes the following components: (a) theory, (b) key players, (c) fundamental elements, (d) research application, and (e) professional application. You will need to add to this matrix each week as we explore new theories. Some weeks you will add to a previous week's entry. You will submit your theory matrix twice: October 12 and November 16.

Student-Led Instruction (15%)

You and your teammate(s) will take a lead role on an assigned book and will develop and deliver a 35 minute interactive presentation containing general information about that book to your classmates. You may use a PowerPoint presentation to *supplement* your teaching but it may not be your *only* method of teaching. It's suggested you divide up your time as follows: (a) content delivery, (b) application, and (c) reflection/discussion. **All of these components should be interactive, engaging, and hands-on.**

Behavioral Economics Experiment and Presentation (15%)

You and your assigned group will design and implement an experiment in behavioral economics. How can you create different results by manipulating context yet presenting essentially the same decision? You will be responsible for presenting your experiment and its results in class on October 26. Pictures and/or video are encouraged, but make sure you're aware of any policies related to photography and filming on campus if you choose to conduct your experiment at UF. Each group will get 15 minutes **max** to present their results.

Wicked Problems (10% Presentation, 25% Written Plan)

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 plan for addressing the Wicked Problem through the process of planned change. You will have two full days of *in class* time – November 16 and November 23 – to develop a comprehensive plan. Your team must submit your comprehensive written proposal on November 23. You'll have to opportunity to compete for glory by pitching your group's solution as "the best." The winners, as determined by a class vote, will earn an extra 2% added to their final course grade.

Your written plan should use 12 pt. font and 1" margins. All references should be listed in a reference section at the end of the paper. APA format (6th ed.) is **required** for in-text citations, quotes, and references.

Philosophy of Change (15%)

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. APA format (6th ed.) is **required** for in-text citations, quotes, and references if you are an AEC student.

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.