

**AEC 4417 (05AB) – Leadership for Personal and Organizational Change
Agricultural Education and Communication**

Course Instructor:
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Course TA:
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Office Hours: Tuesdays 1-2PM and Thursdays 10-11AM

Course Time and Location: Monday 7-8th periods (1:55-3-50PM)
Wednesdays 7th period (1:55-2:45PM)

Course Description:

To prepare students for addressing complex personal and organizational issues related to leading change. Students will develop a systematic means for identifying areas of change, minimizing concern or resistance related to change, and implementing change practices within the contexts of personal and organizational change.

Change is the one constant in life and that has been widely accepted in business and organizations. This course is designed to provide students with the foundation to address concepts and issues related to personal and organizational change initiatives. Students will explore models of change and develop critical thinking skills, as to systematically address change. They will practice change concepts through personal and team projects designed to explore the complex issues related to change.

Course Objectives:

1. Identify the processes related to planned change at the personal and organizational levels.
2. Define the role of the change agent in affecting change.
3. Evaluate models of change for personal and organizational initiatives.
4. Enhance the communication skills required when working with people in organizations and agencies facilitating change.
5. Describe ways of predicting and minimizing undesirable consequences of change.
6. Identify sources of change in specific contexts: a) Personal, b) Social, c) Business/Economic, d) Political/Governmental, e) Natural Environment, f) Technology/Innovation

Course Textbooks Required:

Komives, S. and Warner, W. (2009). *Leadership for a better: world Understanding the social change model of leadership development*. San Francisco: Jossey-Bass.

Other Required Readings (distributed in class or on Sakai):

Rogers, E. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

E-Learning:

All students are expected to check Sakai (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on Sakai, this includes your grades.

Course Expectations:

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Attendance is mandatory and recorded. It is up to you to attend class and make the most of it. There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day. The instructor must be notified at least 2 weeks in advance for Examinations requiring rescheduling.

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.

As part of this course and a citizen of the UF Community, you will be requested to complete a course evaluation at the end of the semester. You will be provided in-class time to complete this evaluation, as it is that important to the functioning of a good strong curriculum.

Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

If you are afforded the opportunity to resubmit an assignment you may do so only after visiting the UF Writing Studio. You must provide documentation of the visit with your resubmitted assignment.

"Our appointment schedule is now online, and you can make your own appointments. Go to tutortrac.clas.ufl.edu, and log on with your GatorLink username and UF ID. You can make a maximum of one appointment per day, and two per week. Remember to bring a PAPER COPY of your document when you come in for an appointment. If you need to speak to us, our office phone is (352) 846-1138."

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

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.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Ground Rules:

On the first day of class, we will establish ground rules for class behavior. Please adhere to this during the course of the semester. Once these are established I will provide a copy to include with your syllabus.

Other Issues:

Please see the University of Florida Student Guide (<http://www.dso.ufl.edu/studentguide>) for specific questions concerning your college experience.

Grade Breakdown: Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A: 525 - 550 pts	B+: 480 - 499 pts	B-: 440 - 459 pts	C: 400 - 419pts	D+: 370 - 389 pts	D-: 330 - 349 pts
A-: 500 - 524 pts	B: 460 - 479 pts	C+: 420 - 439 pts	C-: 390 - 399 pts	D: 350 - 369 pts	E: 329 and Below

Assignment Summary:

Assignment	50	Points Available	Points Earned
Book Proposal	1/14	20	
Reading Quizzes (5 x 10)	Varies	50	
Project Pre-Flection	2/4	25	
Innovation Today! Current Topics Paper	2/18	40	
Mid-Term	2/25	50	
Reading Final Assignment	4/8	40	
Class Change Project	Varies	100	
2 nd Exam	4/13	50	
Class Change Project Reflection	4/22	50	
Team Seven Revolutions Presentation	Varies	100	
Attendance	Throughout	25	
TOTAL POINTS AVAILABLE		550	

Course Outline:

Week	Date	Day	Topic	Readings	Assignments Due
1	January 7	W	Introduction to Course		
			What is Social Change?	Chapter 1	
2	January 12 & 14	M	An Overview of the Social Change Model	Chapter 2	
		W	Becoming a Change Agent	Chapter 12	Book Proposal
3	January 19 & 21	M	MLK, Jr. Day – Do Something Great!		
		W	Applying the Model	Chapter 3	BOOK ANNOUNCED!!
4	January 26 & 28	M	Change Reading Group	Chapter 4	
		W	Types of Change		
5	February 2 & 4	M	Immunity to Change Workshop		
		W	What is Diffusion? Elements of Diffusion	R. Ch. 1	Project Pre-Flection
6	February 9 & 10	M	Generation of Innovations Reading Group	R. Ch. 4	Quiz 1
		W	The Innovation-Decision Process	R. Ch. 5	
7	February 16 & 18	M	Attributes of Innovations	R. Ch. 6	
		W	Mid-Term Review		Innovation Today!
8	February 23 & 25	M	Adopters and Non-Adopters Reading Group	R. Ch. 7	Quiz 2
		W	Mid-Term		Mid-Term

UF Spring Break March 3rd – 7th

10	March 9 & 11	M	Citizenship	Chapter 5	
			Reading Group		Quiz 3
		W	Panel Discussion on Citizenship		
11	March 16 & 18	M	Collaboration	Chapter 6	
		W	Common Purpose	Chapter 7	
12	March 24 & 25	M	Controversy with Civility	Chapter 8	
		W	Reading Group		Quiz 4
13	Mar -Apr 30 & 1	M	Consciousness of Self	Chapter 9	
		W	Congruence	Chapter 10	
14	April 6 & 8	M	Commitment	Chapter 11	
		W	Reading Group		Quiz 5 and Final Paper Due
15	April 13 & 15	M	2nd Exam		2 nd Exam
		W	Team Presentations		
16	April 20 & 22	M	Team Presentations		
		W	Team Presentations		Project Reflection

***Important Dates:** **Drop/Add: January 10th**
 Drop/Add by Petition: April 11th

Assignment Descriptions:
FOR ALL ASSIGNMENTS PLEASE DEFER TO THE RUBRIC!!

All assignments must be turned in during the class period of the day they are due. Emailed assignments will not be accepted unless pre-arranged (this includes through Sakai). All papers are expected to be typed in 12 point Calibri with 1 inch margins and double-spaced. Each assignment must follow the requirements in the rubric. All rubrics are available on Sakai. Please print off and include a rubric as a cover sheet for each assignment. All assignments will be graded and updated in Sakai approximately one week after the assigned due date. All assignments will be returned to students in-class.

Book Proposal: 20 points due 1/14

As part of this course you will be assigned a book to read as a class. Your job is to select a book which meets the following criteria: is FICTION, conveys elements of ONE key area: Social Innovation, Food Security, Water Crisis, Big Data or Climate Change.

Innovation Today! Current Topics Paper: 40 points due 2/13

This is an individual assignment designed simply to assist you with becoming aware of innovation and technological change in your everyday life. Select or create an innovation to be diffused into a social system and develop a report describing its “primary characteristics.” You should be prepared to discuss your paper in class. Please use rubric for specific expectations.

Reading Quizzes and Assignment: Quizzes (50 points) Final Assignment (100 points due 3/20)

There will be an assigned novel to read as a class over the course of the semester. The reading will be the basis of group discussion, as well as used for class examples. The final documentation of completing the reading will be a 5 page paper reviewing topics from the course, a personal reflection of the reading, and a summary of the novel through your eyes. The reflective component should include three specific segments: a) cognitive growth, b) behavioral change, and c) attitudinal/opinion statement.

Class Change Project: 25 points for pre-flection, 100 points for documented participation, 50 points for reflection

Description of Project: There are many issues facing our world today that will continue on for years to come, if we do not stop to collectively exam our current actions today. With this in mind, we will be embarking on class change project. Based upon the work of Urgent Evoke and the World Bank, the class will choose 1 topic from the following: Social Innovation, Food Security, Water Crisis, Empowering Women, Indigenous Knowledge, or Crisis Management.

From there we will work through elements of the book highlighting key activities necessary to address this one issue in our local area.

Pre-flection: To get started you will need to submit the following about the selected topic: What makes this a social change issue? How are people creating change, what changes have been created? Who is being affected by changes being made? Who is responsible for creating this change? Are the changes positive or negative? DUE 2/4

Participation: You will then be asked to come up with a specific activity that the class can collaborate on during the semester. We will decide this as a class. DUE VARIES

Reflection: Using the rubric as a guide, you will reflect on your experience and how you feel change has been made. Key concepts from the text must be incorporated. DUE 2/22

Team Seven Revolutions Change Project: 200 points due on 4/17, 4/22/ or 4/24 **All PPTS must be submitted by 4/17

Description of Project: You have been given the challenge to address one of the seven revolutions facing the world by the date of 2030 (only 17 years away!). These include: Population, Resource Management, Technology, Information and Knowledge, Economics, and Security, and Governance. Your goal will be to participate in the “Class of 2025” project, which promotes addressing each of the revolutions and its implications for the U.S. However, I am asking that for the revolution your team is assigned that you create visualizations (good, bad and ugly) for each of the following viewpoints: Florida, National (U.S.) and Global. This will strictly follow guidelines set out in class based on course content material. More details and rubric to be shared in class.

Presentation (4/17, 4/22, or 4/24): Your team will prepare a 20 minute presentation providing to your classmates an overall description of the project, implementation plan, and summary of the submitted paper. All team members must be present, professional attire expected, creativity suggested. The presentation is worth 200 points.

Examinations: 100 points each – in class 2/25 and 4/13

There are two exams during the semester. Each is designed to measure the mastery of content between the beginning of class and each examination point (non-cumulative). You will be required to bring a number 2 pencil on test days. Make-up exams are only permitted with a University-excused absence, documented medical illness, or as pre-arranged with the instructor. **Notification for scheduled absences is required 2 weeks in advance.**

Attendance and Participation: 25 points total

Each student is expected to attend class everyday and sign-in to receive the points associated with attendance. Each student must come prepared and be engaged to get the most out of the course experience. The 25 points will be generated from key unannounced activity days – think pop quiz, but not as stressful!