

There is nothing wrong with
change, if it is in the right
direction.

~Winston Churchill

AEC 4417– Leadership for Personal and Organizational Change Agricultural Education and Communication

Course Instructor:

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Office Hours: Wednesdays 10-12PM or by appointment

Course Time and Location:

Tuesday 4th period (10:40-11:30AM), LEI 242
Thursday 4-5th periods (10:40-12:35), LEI 242

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. (2017). Leadership for a better: world Understanding the social change model of leadership development (2nd ed). San Francisco: Jossey-Bass.

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



Heifetz, R. A. (1994). *Leadership without easy answers*. The Belknap Press of Harvard University Press.

Kahane, A., & Senge, P. (2007). *Solving tough problems: An open way of talking, listening, and creating realities*. Berrett-Koehler Publishers, Inc.

Mann, M. (2013). *The sources of social power: Volume 4, globalizations 1945-2011*. Cambridge University Press.

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

Other assigned readings.

E-Learning:

All students are expected to check Canvas (<http://elearning.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 Canvas, 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. All assignments are due at 11:55pm on the date indicated on Canvas and in this syllabus, unless otherwise noted. Late work is accepted, penalized by 10% per University business day.

Attendance and Make-Up Work:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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 or a reflection.
- 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:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

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

- *U Matter We Care*, www.umatter.ufl.edu/
- *Career Resource Center*, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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	94 – 100%	468 – 500 points		C	74 – 76%	382 – 368 points
A-	90 – 93%	467 – 448 points		C-	70 – 73%	367 – 348 points
B+	87 – 89%	447 – 433 points		D+	67 – 69%	347 – 333 points
B	84 – 86%	432 – 418 points		D	64 – 66%	332 – 318 points
B-	80 – 83%	417 – 398 points		D-	60 – 63%	317 – 298 points
C+	77 – 79%	397 – 383 points		E	<60	297 and below

Assignment Summary:

Assignment	Due Date	Points Available	Points Earned
Critical Learning Reflections	Tuesdays Weekly	100	
Attendance	Throughout	50	
Personal Change Reflection	9/28	50	
Change Experience Proposal	9/7		
KAI Reflection	10/12	50	
Online Modules (25 points each)	11/30	50	
Change Organization Project		200	
Part 1: Change Organization Profile	11/9		
Part 2: Change Organization Project	12/12		
Change Project Presentation	12/5		
TOTAL POINTS AVAILABLE		500	

Assignment Descriptions:

FOR ALL ASSIGNMENTS- PLEASE REFER TO THE RUBRIC!!

All assignments must be turned in on Canvas on the date assigned by 11:55pm. Emailed assignments will not be accepted unless pre-arranged (this includes through Canvas). All papers are expected to be typed in 12-point Times New Roman or Calibri with 1-inch margins. Each assignment must follow the requirements in the rubric. All rubrics are available on Canvas. All assignments will be returned to students on Canvas.

Critical Learning Reflections (10 points each; 100 points)

These should be a **250-word** reflection and synthesis of the weekly readings. These should be completed prior to class on Tuesdays. These should be posted on the weekly discussion board for other individuals to view.

Due Date: Weekly prior to Tuesday class

Attendance & Participation (50 points)

Each student is expected to attend class and engage in the course experience to receive points. The percentage of attendance and participation will be used to assess your score out of 50 points.

KAI Reflection (50 points)

KAI: After completing the KAI you will complete a reflection summarizing the following: a cognitive element (what you learned about yourself), an affective element (your opinion or attitude toward your results), and a behavioral (what can you do differently or how does this reflect your personal skill) 2-3 double-spaced pages.

Personal Change Reflection (50 points)

Early in the semester, we will engage in discussion around personal change. You will propose a personal change you would like to attempt for a week. You will then engage in actively working towards that change for 1-2 weeks. At the end of the time frame, you will turn in a 1-page single-spaced reflection on how the change process went, what worked well, and what obstacles you encountered. You will also be asked to turn in a log that reflects your daily notes on your attempted change.

Beta Testing Online Modules (50 points)

Each student will complete the two online volunteer modules and complete the included surveys. More information on this assignment will be included on canvas.

Change Organization Project Plan & Presentation (200 points total)

Part 1: You will choose a change organization who is working towards an SDG/SDGs and provide an overview and critique of the work they are doing. This should include their purpose, mission, and vision along with moral standards and outcomes of projects. You should provide any sustainable development goals they are working towards achieving and indicate whether it is directly or indirectly. You will also provide an overview of the adaptive challenges the organization faces and is working to fix.

Part 2: For your final, you will be tasked with developing a local/regional change project that aids in the progress of the change organization. This project will be cumulative and encompass course topics throughout the semester. Your change project should begin by providing an introduction with a brief summary of the change project. You should then include three SMART objectives for your initiative. Next, you will provide an overview of the justification and need for the project that includes “fact” based information. Then, you’ll be tasked with providing a detailed overview of the project that identifies the adaptive challenge, how the project contributes to the selected SDG and any additional SDGs that could be impacted indirectly, how the project will be developed utilizing the diffusion of innovations process and identified stakeholders and

LATE ASSIGNMENT COUPON

I have no good excuse, other than I am late with this assignment.

Please accept this LATE ASSIGNMENT COUPON, with my paper.

****Coupon good for one week, past assigned due date****

Not to be duplicated. Accepted only one Fall 2023 assignment other than the Final Change Organization Project.

partners. Final papers should be written in a report style with headers for each section detailed in the rubric and should be approximately 10-12 double-spaced pages, but do not need to be double-spaced.

Note: To use the late assignment coupon, simply write in the comments box on Canvas that you're using your late assignment coupon.

Course Outline:

Week	Date	Day	Topic	Reading	Assignment Due
1	Aug. 24	R	Introduction & What is Social Change?	Chapter 1	
2	Aug 29 & 31	T	Overview of the SCM	Chapter 2	Critical Learning Reflection (CLR) 1
		R	On Change	Chapter 10	
3	Sept. 5 & 7	T	Examining Social Change	Chapter 11	CLR 2
		R	Consciousness of Self	Chapter 3	Personal Change Proposal
4	Sept. 12 & 14	T	Congruence	Chapter 4	CLR 3
		R	Commitment	Chapter 5	
5	Sept. 19 & 21	T	ITC Workshop	Handout	
		R	ITC Workshop	Handout	
6	Sept. 26 & 28	T	Collaboration	Chapter 6	CLR 4
		R	KAI Workshop	Handout	Personal Change Reflection Due
7	October 3 & 5	T	SDGs	UN Website & SDG Booklet	
		R	SDGs	UN Website & SDG Booklet	
8	October 10 & 12	T	Common Purpose	Chapter 7	CLR 5
		R	Controversy with Civility	Chapter 8	KAI Reflection Due
9	October 17 & 19	T	Solving Tough Problems	Kanahe & Senge	CLR 6
		R	Online Volunteer Module 1		
10	October 24 & 26	T	Adaptive Leadership	Heifetz- Ch 2	CLR 7
		R	Diagnosing Adaptive Challenges	Heifetz- Ch 4	
11	Oct. 31 & Nov. 1	T	Innovation as Change	Rogers Ch. 1	CLR 8
		R	The Innovation Decision Process	Rogers Ch. 5	
12	Nov. 7 & 9	T	Adopter Categories	Rogers Ch. 7	CLR 9
		R	Consequences of Change	Rogers. Ch. 11	Part 1 Change Organization Project
13	Nov. 14 & 16	T	Systems Thinking	Handout	CLR 10
		R	Power and Politics	Mann- Ch 1	
14	Nov. 21	T	Online Volunteer Modules		
15	Nov. 28 & 30	T	Work Day		CLR 11
		R	Citizenship/Presentations	Chapter 9	Volunteer Modules Due
16	Dec. 5	T	Presentations		Change Project Plan Due

Drop/Add, 8/23-29

Degree Application, 9/15

Last Day to Drop, 11/20

