

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



Course Instructor:

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AGRICULTURAL
EDUCATION AND
COMMUNICATION

Office Hours: Mondays from 1-2:30pm and Wednesday from 11-12pm or by appt.

Course Time and Location:

Online on Canvas- Asynchronous

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

*In this course, we'll use the collaborative annotation tool Perusall to read and annotate the textbook together as a class. You will purchase the **book for \$36 on Perusall** and enjoy perpetual access to it even after the class ends.*

Perusall enhances your reading experience by enabling you to collaborate with classmates, ask and answer questions, and make the learning process more enjoyable. For more details, please refer to the Perusall Information page in Canvas.



Other Required Readings (distributed and provided on Canvas and through Perusall):

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

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.

Other assigned readings.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

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.

Prerequisite Knowledge:

Students are expected to have completed AEC 3414 prior to enrolling in this course.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback:

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. We also hold office hours each week via Zoom; links provided in the Contact section above. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**. Perusall is graded automatically upon submission.

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.

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."

Assignments:

Late Assignment Policy: 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.

Grade Breakdown: Please note grades are based on points not percentages. Visit [UF's webpage for grades and grading policies](#) for more information regarding grading policies for assignment grade points.

| | | | | | | |
|----|-----------|------------------|--|----|----------|------------------|
| 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 |
|----------------------------------------------|----------------|------------------|---------------|
| Perusall Discussion | Weekly Sundays | 100 | |
| Attendance/Participation/Learning Activities | Weekly Sundays | 50 | |
| Personal Change Reflection | 9/22 | 50 | |
| Change Experience Proposal | 9/1 | | |
| Immunity to Change Plan/Reflection | 10/6 | 50 | |
| KAI Reflection | 10/20 | 50 | |
| Change Organization Project | | 200 | |
| Part 1: Change Organization Profile | 11/10 | | |
| Part 2: Change Organization Project | 12/10 | | |
| Change Project Presentation | 12/8 | | |
| 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.

Perusall Discussion (100 points)

Readings will be assigned each week through Perusall, which is accessible through Canvas. You can stop at any place in the Perusall articles and post comments, questions, or see the questions and comments of other students. This space is intended for reflective discussion and should be a place where you and your peers engage in discussion around application of course concepts.

Attendance/Participation/Learning Activities (50 points)

Each student is expected to complete each module and the included learning activities. The percentage of completion for each module and learning activity will be converted to the total number of points earned (i.e. 90% completion = 40 points). These will not be graded on correctness, but rather reflective of effort and participation.

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.

KAI Reflection (50 points)

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.

Immunity to Change Plan/Reflection (50 points)

This ITC is a pretty heavy-hitting assignment. Upon its completion, you will write a reflection summarizing your view of the change identified, the process, who are the helpers you can identify that are available to assist you with the change you identified, and your plan. Reflection should be 1-page single-spaced reflection with your attached and completed plan.

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 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.

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 assignment other than the Final Change Organization Project.

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:

| Mod. | Date | Topic | Reading | Assignment Due |
|------|-------------|---------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------|
| 1 | 8/22-25 | Introduction & What is Social Change? | Chapter 1 (non-Perusall reading) | |
| 2 | 8/26-9/1 | The Social Change Model | Chapters 2 & 10 | Personal Change Proposal |
| 3 | 9/2-8 | Needed World Change | UN Website & SDG Booklet (non-Perusall reading) | |
| 4 | 9/9-15 | Understanding Social Change & You | Chapters 11 & 3 | |
| 5 | 9/16-22 | Congruence & Commitment | Chapters 4 & 5 | Personal Change Reflection Due |
| 6 | 9/23-29 | Immunity to Change Workshop | Handout (non-Perusall reading) | |
| 7 | 9/30-10/6 | Collaborating through Change | Chapter 6 & KAI Handouts | Immunity to Change Reflection Due |
| 8 | 10/7-13 | Purpose and Navigating Controversy | Chapters 7 & 8 | |
| 9 | 10/14-20 | Solving Tough Problems | Kanahe & Senge | KAI Reflection Due |
| 10 | 10/21-27 | Adaptive Leadership | Heifetz Ch. 2 & 4 | |
| 11 | 10/28-11/3 | Innovation as Change | Rogers Ch. 1 & Sahin Article | |
| 12 | 11/4-10 | Adoption Categories & Consequences | Rogers Ch. 7 & Consequences Article | Part 1 Change Organization Project |
| 13 | 11/11-17 | Systems Thinking | Handout | |
| 14 | 11/18-11/24 | Power, Politics, & Citizenship | Mann Ch 1 & Chapter 9 of Komives et al. | |
| | 11/25-12/1 | Thanksgiving Break | | |
| 15 | 12/2-12/10 | Presentations & Change Plan Project | | Presentations and Comments due 12/8 Change Project Plan Due 12/10 |

Note: If just a chapter is noted, the assigned reading is the course textbook Komives et al.

Academic Integrity:

UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage.](#)

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

AI Use:

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

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>.

Institutional Policies

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest

lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Student Services

Health & Wellness

- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services

- For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
- Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)