Leadership for Personal and Organization Change

AEC 4417

Fall 2025- 3 credits

# Instructor

Dr. Sarah Bush

Assistant Professor

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Office location: 117C Bryant Hall

Office hours: Wednesday 9-11am

# Class Times Location

Asynchronous Online

# 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

Upon completion of this course, students will be able to…

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.

# Instructor Team Communication & 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 and in person. The major assignments will be graded, with meaningful feedback provided, within one to two weeks 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.

# Requirements

## Textbook:

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 Office Programs
  + [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
  + [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
  + Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
  + [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
  + [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
  + [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
  + [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
  + [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Prerequisite Knowledge:

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

## Expected Technical & Digital Literacy Skills:

Minimum 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.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

## Artificial Intelligence (A.I.) 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.

# Assignments

## Last 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.

## Assignment Points & Explanation:

| **Assignment** | **Due Date** | **Points Available** | **Points Earned** |
| --- | --- | --- | --- |
| Perusall Discussion | Weekly Sundays | 100 |  |
| Attendance/Participation/Learning Activities | Weekly Sundays | 50 |  |
| Personal Change Reflection | 9/21 | 50 |  |
| Change Experience Proposal | 8/31 |  |  |
| Immunity to Change Plan/Reflection | 10/5 | 50 |  |
| KAI Reflection | 10/20 | 50 |  |
| Change Organization Project |  | 200 |  |
| Part 1: Change Organization Profile | 11/9 |  |  |
| Part 2: Change Organization Project | 12/9 |  |  |
| Change Project Presentation | 12/7 |  |  |
| 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 attend class and engage in the course experience to receive points.

The percentage of attendance and participation will be used to assess your grade and 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 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 8-10 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 Grading:

**Grade Breakdown: Please note grades are based on points not percentages. Visit**[**UF's webpage for grades and grading policies**](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)**for more information regarding grading polices 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 |

## Reading & Assignment Schedule:

| **Mod.** | **Date** | **Topic** | **Reading** | **Assignment Due** |
| --- | --- | --- | --- | --- |
| 1 | 8/21-24 | Introduction & What is Social Change? | Chapter 1 (non-Perusall reading) |  |
| 2 | 8/25-31 | The Social Change Model | Chapters 2 & 10 | Personal Change Proposal |
| 3 | 9/1-7 | Needed World Change | UN Website & SDG Booklet (non-Perusall reading) |  |
| 4 | 9/8-14 | Understanding Social Change & You | Chapters 11 & 3 |  |
| 5 | 9/15-21 | Congruence & Commitment | Chapters 4 & 5 | Personal Change Reflection Due |
| 6 | 9/22-28 | Immunity to Change Workshop | Handout (non-Perusall reading) |  |
| 7 | 9/29-10/5 | Collaborating through Change | Chapter 6 & KAI Handouts | Immunity to Change Reflection Due |
| 8 | 10/6-12 | Purpose and Navigating Controversy | Chapters 7 & 8 |  |
| 9 | 10/13-19 | Solving Tough Problems | Kanahe & Senge | KAI Reflection Due |
| 10 | 10/20-26 | Adaptive Leadership | Heifetz Ch. 2 & 4 |  |
| 11 | 10/27-11/2 | Innovation as Change | Rogers Ch. 1 & Sahin Article |  |
| 12 | 11/3-9 | Adoption Categories & Consequences | Rogers Ch. 7 & Consequences Article | Part 1 Change Organization Project |
| 13 | 11/10-16 | Systems Thinking | Handout |  |
| 14 | 11/17-11/23 | Power, Politics, & Citizenship | Mann Ch 1 & Chapter 9 of Komives et al. |  |
|  | 11/24-30 | Thanksgiving Break |  |  |
| 15 | 12/1-12/9 | Presentations & Change Plan Project |  | Presentations and Comments due 12/7  Change Project Plan Due 12/9 |

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools