

Methodology of Planned Change

AEC6300

Spring 2024 – 3 Credits

# Instructor

Dr. Sarah Bush

Assistant Professor

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Office location: 117C Bryant Hall

Office hours: Wed. 10-11AM &Thurs. 11:30-12:30PM or by appt

# Class Times Location

Monday 6-8 periods (12:50-3:50) Rolfs 306

# 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 completion of this course, the student will know theory and practice of change and will be prepared

to implement and evaluate change processes. Specifically, the student will be able to…

* discuss the nature and complexities of individual and organizational change;
* identify human and organizational factors that influence experiences of change;
* utilize relevant frameworks and models for leading individual and organizational change; and,
* formulate a plan to successfully lead a change process.

# Course Design

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 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.

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.

# Requirements

## Textbook:

Rogers, E. (2003). *Diffusion of innovations* (5th Ed.). The Free Press. ISBN: 0743222091

## 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](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)
* Zoom - [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
* 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.
* View [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)
* **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.

## 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.

# Assignments

## Assignment Points & Explanation:

**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 and utilize APA style formatting. Each assignment must follow the requirements in the rubric. All assignments will be returned to students on Canvas.**

**Theory Matrix (75 points)**

You will complete a theory matrix throughout the course of the semester. This matrix may be presented in anyway that the student feels is appropriate and can be interpreted by the professor. For each theory covered in this course, you will provide key authors, descriptions, applications, and critiques. You should provide your own words and reflection/relevance to both scholarly and practical applications. This theory matrix will be turned in prior to spring break and the final matrix will be due at the end of the semester. A list of required theories and weeks is included on canvas under this assignment.

**Homework Assignments (15 points each; 30 points total)**

You will be asked to complete two personal application-based assignments on canvas. The first is to reflection upon an adaptive challenge in your area of focus and define why it is an adaptive challenge. The second is to complete a systems map for the previously identified adaptive challenge. More details will be provided in class and in canvas.

**Facilitate Class Reflection (20 points)**

You will have an assigned date in class where they will start class with a short 10-15 minute activity or review of the course content from the previous week. This should serve as a starting place for course discussion that day in class.

**Change through Sustainable Development Goal Presentations (25 points)**

You will be placed in a small group based on their top choices of sustainable development goals. Your group will be tasked with presenting a 30–45-minute activity-based presentation that applies the weekly course content to change efforts in the Sustainable Development Goal assigned to your team.

**Personal Change (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 space reflection on how the change process went, what worked well, what obstacles you encountered, and how your problem-solving style was both enabling and limiting.

**Article Theoretical Critiques (25 points each; 75 points total)**

At three different times in the semester, you will be provided with four options (education, extension, leadership, and communication) of journal articles that utilize a course theory as the basis for the scholarship. You will select the article and complete a short review on canvas. The critique will include: 1) the identification of the study and highlight of a key takeaway, 2) a paragraph explaining connections that to class discourse (readings, assignments, discussions, etc.) 3) a paragraph detailing a critique based upon your knowledge of the theory underlying the research (does the article support or contest what we know) and 4) a paragraph detailing a plan for implementing what you have learned from the study as a professional.

**Change Philosophy (75 points)**

**Part 1- Change Philosophy:** At the beginning of the semester, you will be asked to write a 1-page single-spaced change philosophy that answers the following questions: How does change occur? What processes are central to the successful introduction, adoption, and diffusion of technological change? What are your responsibilities as a change agent? What theory or theories support your beliefs? How will your beliefs guide your behavior as you lead, or encounter change in your future profession? These questions should be responded to based only on the knowledge you have entering the class.

**Part 2: Updated Change Philosophy & Reflection:** Throughout the class, you should be considering how your change philosophy is being supported, altered, and/or expanded. You will then be asked to use course content to support, alter, and/or expand your previous philosophy. Now you should articulate your philosophy of change based on the concepts covered in course discussion, assigned readings, and any additional references you find helpful. You’ll be asked to use track changes to update and submit a new change philosophy that can be 1-2 pages single-spaced. You should also provide a short reflective description regarding how these changes took place (Approximately 250-500 words).

**Application of Change- Assignment of Choice (150 points)**

As a culmination, you will create an application of change assignment that is applicable in their future career. There are two options for this project: 1) change project plan or 2) scholarly application of theory. More detail is included on canvas.

## Course Grading:

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**Please note grades are based on points not percentages. You cannot earn a percentage of a point.**

## Grading:

| A: 465 - 500 pts | B+: 435 - 449 pts  | B-: 400 - 414 pts  | C: 365 - 384 pts | D+: 335 - 349 pts  | D-: 300 - 314 pts  |
| --- | --- | --- | --- | --- | --- |
| A-: 450 - 464 pts | B: 415 - 434 pts  | C+: 385 - 399 pts  | C-: 350 - 364 pts  | D: 315 - 334 pts  | E: 299 and Below |

## Reading & Assignment Schedule:

| **Assignment** | **Due Date** | **Points Available** | **Points Earned** |
| --- | --- | --- | --- |
| Theory Matrix | 1st Draft 3/8 (Note: Friday) & Final 4/22  | 75 |  |
| Homework Assignments (X2) | 2/5 & 2/19 | 15 each (30 total) |  |
| Facilitate Class Reflection  | Individual Assigned Date | 20 |  |
| Change through Sustainable Development Goal Presentations | Beginning 3/18 | 25 |  |
| Personal Change | Proposal 1/29 & Report 2/12 | 50 |  |
| Article Theoretical Critiques (X3) | 1/29, 2/26, 3/25 | 25 each (75 total) |  |
| Original Change Philosophy | 1/22 | 25 |  |
| Updated Change Philosophy & Reflection | 4/8 | 50 |  |
| Application of Change (AOC)- Assignment of Choice | Proposal 3/18 & Final 4/29 | 150 |  |
| **TOTAL POINTS AVAILABLE** |  | **500** |  |

# 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.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## 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, orquoting 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.

# Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: (<https://gradcatalog.ufl.edu/graduate/regulations/>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

# 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](https://aa.ufl.edu/policies/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](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## 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](https://umatter.ufl.edu/) 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](https://counseling.ufl.edu/) 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.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) 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](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank%22%20%5Ct%20%22_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.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, [UF Disability Resource Center.](https://disability.ufl.edu/)

[Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)

[Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)

| **Week** | **Topic** | **Reading** | **Assignment Due** |
| --- | --- | --- | --- |
| 1Jan. 8 | Introduction to ChangeSocial Change Model |  |  |
| 2Jan. 15 | **No Class- MLK Day** |
| 3Jan. 22 | Personal Orientation to ChangeAdaption and Innovation as Catalytic Ingredients | Goldsmith Chapter 2KAI Readings | Original Change Philosophy |
| 4Jan. 29 | Our Complex WorldAdaptive Challenges | Deszca Chapter 1Heifetz | Personal Change Proposal &Article Theoretical Critique 1 |
| 5Feb. 5 | Sustainable Development Goals | Online Readings | Homework 1 |
| 6Feb. 12 | Working in Complex Adaptive Systems | Online Readings | Personal Change Report |
| 7Feb. 19 | Frameworks for Change | Deszca Chapter 2 | Homework 2 |
| 8Feb. 26 | Behavioral Change | Fishbein & Azjen Ch. 1 & 10 | Article Theoretical Critique 2 |
| 9Mar. 4 | Diffusions of Innovations | Rogers Ch. 1 & 2 | Theory Matrix Draft Due |
| **Spring Break** |
| 10Mar. 18 | Criticisms & Generations | Rogers 3 & 4 | AOC Proposal |
| 11Mar. 25 | Innovation-Decision Process | Rogers 5 & 6 | Article Theoretical Critique 3 |
| 12Apr. 1 | Adopter Categories & Opinion Leadership | Rogers 7 & 8 |  |
| 13April 8 | The Change AgentPolitics & Power | Rogers 9Deszca, Chapter 6 | Updated Change Philosophy & Reflection |
| 14April 15 | Ethics and Innovation: Consequences of InnovationFuture Directions & Applications of Change | Rogers 10 & 11 |  |
| 15April 22 | **No Class- AIAEE**Theory Matrix Due |
| **Finals Week**Application of Change (AOC) Due |

Drop/Add, 1/8-12

Last Day to Drop, 4/12