Cover Sheet: Request 10452

MANXXX Leading Change (DBA)

Info

Process	Course|New|Ugrad/Pro
Status	Pending
Submitter	CALVERT,MITZI calvema@ufl.edu
Created	9/25/2015 12:16:43 PM
Updated	10/1/2015 3:46:54 PM
Description	MANXXX Successfully planning, implementing, and creating real change in organizations is one of the most formidable challenges faced by business leaders. Moreover, given the rapid pace of change in society and in business in the 21st century, even organizations without explicit goals for change, must successfully adapt in order to survive. In this course, we will read and discuss empirical research and theory on a variety of topics relevant to leading change

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CBA - Management 011702000	Thomas, Robert E		9/25/2015
No document changes					
College	Approved	CBA - College of Business Administration, Warrington	Mathis, Renee C		10/1/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/1/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
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Student Academic Support System					
No document changes					
Catalog					
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College Notified					
No document changes					

Course|New for request 10452

Info

Request: MANXXX Leading Change (DBA)
Submitter: Mathis,Renee C rcmathis@ufl.edu
Created: 10/1/2015 2:53:16 PM
Form version: 4

Responses

Recommended Prefix: MAN
Course Level : 7
Number : xxx
Lab Code : None
Course Title: Leading Change
Transcript Title: Leading Change
Effective Term : Spring
Effective Year: 2016
Rotating Topic?: No
Amount of Credit: 3
If variable, # min : *No response*
If variable, # max: *No response*
Repeatable Credit?: No
If repeatable, # total repeatable credit allowed: *No response*
S/U Only?: No
Contact Type : Regularly Scheduled
Degree Type: Professional
If other degree type, specify : *No response*
Weekly Contact Hours : 3
Category of Instruction : Advanced
Delivery Method(s): On-Campus
Course Description : In this course, we will read and discuss empirical research and theory on a variety of topics relevant to leading change including: a) effective leadership; b) employee motivation; c) power and influence; d) personality, and e) models and theories of change
Prerequisites : none
Co-requisites : none
Rationale and Placement in Curriculum : MAN7XXX course specifically designed for the Doctor of Business Administration (DBA) program which is a professional degree offered as a track under the Ph.D. degree. Contact hours: 60; 36 taken in 6 terms in years 1 & 2. This course is a required element of these 36 contact hours.

Students in this course will participate in activities both in the classroom and outside of the classroom using a blended learning approach. Out-of-class work will leverage online technologies to support continued discussions of cases, course materials, and application of lecture materials to collaborative learning. This method will provide students with an opportunity in this blended model to make the best use of classroom time.
What is blended learning and why is it important?
Blended learning is a method of classroom delivery where a portion of the traditional face-to-face instruction is replaced by web-based online learning. The amount of face-to-face instruction replaced by online coursework will vary greatly by instructor, class, discipline, and learning objectives. The Online Learning Consortium - http://onlinelearningconsortium.org (a professional organization dedicated to postsecondary online learning) defines blended learning as a course where 30%-70% of the instruction is delivered online.
In their Blended Learning infographic - https://www.knewton.com/blended-learning

Knewton defines blended learning as any situation in which "…a student learns, at least in part, at a brick-and-mortar facility and through online delivery with student control over time, place, path, or pace." For additional information about blended learning at UF, see the research and resources at http://citt.ufl.edu/tools/blended-learning-and-the-flipped-classroom .

What is expected of you?

You are expected to read and prepare for class prior to attending. You are expected to actively participate in discussions during class, and you are expected to fully engage in online discussions through the course site that will continue and extend the in class activities.

Course Objectives :

a)   Develop understanding of theoretical models change and their implications for management.

b)   Refine research skills, particularly those associated with designing and conducting rigorous empirical research on the topic of change; and evaluating the quality of published research.

c)   Develop foundational knowledge on the topics of leadership, motivation, and personality, and apply this knowledge to leading effective change and studying the effectiveness of change efforts in organizations.

Course Textbook(s) and/or Other Assigned Reading: will be posted for each session (Friday, Saturday, aReadings nd Sunday) for each weekend. example reading list :

Overcoming Resistance to Change (Classic Study of Change; 1948)
Colquitt, LePine, Piccolo, Zapata, and Rich, Journal of Applied Psychology, 2012
Gamache, McNamara, Mannor, Johnson, Academy of Management Journal, 2015
Wanberg, Banas, Journal of Applied Psychology, 2000

Wallace, Butts, Johnson, Stevens, Smith, Journal of Management, 2013

Weekly Schedule of Topics : Weekend 1: May

May Weekend – Friday: Organizational and Individual Change

TOPICS and ASSIGNMENTS:

1.   Read background articles on change and be prepared to do/discuss/present the following:

a.   Based on these articles, what do we really know about change?

b.   How do these articles map onto your own experiences with change?

c.   Based on these articles and your own experiences, develop your own model of change.

2.   Be prepared to discuss how to designing studies to assess change. Bono will review methods, but it is worth revising material from your Methods class (Podsakoff).

3.   Come to class on Friday (our first session) with your own personal "model of change." Based on the readings, what do you think the key issues that need to be addresses for a successful change are and why? From these readings, what do and don't we know about how to successfully change the attitudes and behaviors of individuals in organizations.

May Weekend – Saturday: Transformational Leadership

TOPICS and ASSIGNMENTS:

1.   Read articles on transformational leadership and be prepared to do/discuss/present the following

a.   What are the BEHAVIORS associated with transformational leadership? What do these leaders DO?

b.   Based on these articles, how does transformational leadership work? That is, what do these leaders do that would cause people to change their attitudes, emotions, behaviors? How do they influence people?

c.   Based on these articles are you convinced that these behaviors would be useful in leading organizational change? Why? Why not?

d.   What further evidence would we need to know whether transformational leadership behaviors are effective in leading change? What study designs would we use?

2.   For each article be prepared to answer these questions? (we'll do a brief review of moderators and mediators in class as well)

a.   What was the mediator?

b.   Were there moderators? If so, what were they?

May Weekend – Sunday: Authentic, Ethical, Servant Leadership and Leader-Member Exchange

For this class, we have four theories. For each here will be a student team who will be responsible for an "Adopt a Theory" presentation. The student team will start with a 30ish minute discussion of their theory and then we will discuss the article. You will read four articles following the general reading guidelines (in the syllabus folder), and with the following assignment.

TOPICS and ASSIGNMENTS:

1.   Read the article on each theory and be prepared to do/discuss/present the following

a.   What are the BEHAVIORS associated with each theory? What do these leaders DO? This is a hard question for some of the theories. If you cannot identify any behaviors, then try to create a list of "defining" characteristics. If it is not through behavior, how would we know if someone is that type of leader?

b.   How does each theory converge with or differ from transformational leadership?

c.   Based on these articles, how does theory work? That is, what do these leaders do that would cause people to change their attitudes, emotions, behaviors? How do they influence people?

d.   Based on these articles are you convinced that these behaviors would be useful in leading organizational change? Why? Why not?

e.   What further evidence would we need to know whether each theory is effective in leading change? What study designs would we use?

2.   For each article be prepared to answer these questions? (we'll do a brief review of moderators and mediators in class as well)

a.   What was the mediator?

b.   Were there moderators? If so, what were they?

Weekend 2: July

Friday and Saturday:

Overview. There are four topics and you have 3 articles for each topic. Also, there will be an adopt a theory presentation for each topic. My plan is to have two topics on Friday (goal/self-efficacy; justice) and two topics on Saturday (self-determination; regulatory focus). We will start with one presentation and then move to a discussion of the articles on that general topic. This format will be for Friday and Saturday.

Underlying all our conversations will be this question: "How do these theories and related empirical articles help us understand the factors that can facilitate and inhibit successful organizational change?" But I also want you to do the specific tasks below.

1.   For each article, be able to clearly articulate how it would apply to change. I want to start generalizing from the articles. For each article, do this thought experiment (and

be prepared to discuss your thoughts in class --- in detail): (a) if we accept the findings of this study, and (b) if we wanted to implement an incremental change, then (c) what should we do in our organizations. Be specific and realistic.

2.   For each article, identify flaws and WHY they are flaws. First focus on any "flaws" of the study; focusing on flaws of the studies we read helps us design better research. There are easy ones (e.g., student sample), but I want you to dig a bit deeper in this set of articles. I want you to look for problems with sample and measures, but that is the low hanging fruit. Mostly, I want you to being looking for fit or misfit between the research question and the design. Does this study actually answer the question the researcher has? I'd like you to write down the research question for each study and then analyze the method and see if you feel the question has been (can be) answered with this design. Make specific notes (for class discussion) of why or why not you believe the design of this study is a fit for the research question. Keep in mind the issues we discussed about causality and change (as well as anything from Phil's methods class or other classes).

3.   Finally, for each article, design the next study. If you were doing research in this area, what would be needed to build on this knowledge? How could you "extend the conversation" on this topic? Now that we know X, or Y, or Z from this study, what is the next logical study that should be conducted. Keep in mind that you are NOT being asked to replicate this research (better sample, different context); you are being asked to build on it. This task involves both thinking about next logical research questions that flow from the study, and designing the next study that could be done to answer that question. Keep in mind that research is typically incremental; your study might be just a minor extension. That said, if you have a great BIG idea for the next study, I would like to hear about that in class as well, because this is where really good and practical (doable) research ideas come from.

Sunday:

Overview. On Sunday, we have only 2 hours. I'll prepare a brief "lecture" on personality the three primary models of personality that are used in management, each of which has implications for the change process. Then we will discuss the role of personality in the context of change, applying the articles you read.

Sunday Task: On Sunday, you have one final task for the class discussion: Based on the body of articles that you read for Sunday, create a set of recommendations for managers who are wishing to implement incremental or transformational change (Your recommendations may differ based on which type of change you have in mind). For this assignment, I want you to focus explicitly on what is included in the articles, trying NOT to work from your own experiences. But, then, during the discussion there will be plenty of opportunity to discuss how this fits (or doesn't) with your experiences.

This class will be very short on Sunday, but I would like to have meaningful conversation on this topic, so think ahead and be prepared to make your recommendation to managers (based on your integration of information in these articles) in 2 minutes or less. So, think about this and reduce your thoughts to key points that you are prepared to present to the class for discussion.

Grading Scheme :
Grades: 90% of the final grade in this course will be based equally on performance in three areas: presentation (adopt a theory); final manuscript; and participation in class discussions .The final 10% will be based on performance in several small assignments and in class exercises. Participation will be based on quality (not quantity) of contributions to the classroom experience

UF grading policies:
Policy available at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
This link gives details of how grade points are assigned for individual grades, how GPA is calculated and other related information. Please familiarize yourself with these policies.

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

Accommodations/Disability:
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.

Evaluating Course:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu . 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/

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