

MAN7288: Leading Change

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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, including: a) effective leadership; b) employee motivation; and c) models and theories of change. The goal of the course is threefold:

- a) Develop understanding of theoretical change models and their implications for management.
- b) Refine research skills, particularly those associated with designing and conducting rigorous empirical research and evaluating the quality of published research.
- c) Develop foundational knowledge on the topics of leadership and motivation, and apply this knowledge to leading effective change and studying the effectiveness of change efforts in organizations.

Ground Rules:

1. Everybody reads it all and is prepared to discuss.
2. Clear written and oral communication matter! Simple, clear, specific, precise language and carefully thought-out ideas are expected. Especially in writing, most of the work takes place during the editing process.
3. This is a safe environment where ideas can be tested, opinions are respected, and confusion is expected from time to time. It is your responsibility to speak, listen, question, and move the class discussion forward in a meaningful way. This is your class. Take full ownership and get the most you can from our time together.
4. Read the assignments very, very carefully, and repeatedly. When I assign grades, I go back to the assignments and check off the extent to which you have fulfilled each portion of the assignment.

Course Readings: Course readings consist mostly of peer-reviewed journal articles. Readings will be posted for each session (Friday, Saturday, and Sunday) for each weekend (September, November). **For each “set” of articles, there will be a specific reading guide/assignment**

Requirements:

Assignments:

1. **Adopt a Theory (see assignment details at the end of the syllabus and/or in the Assignments Folder in Canvas):** You will be partnered with other students. You and your partners will be responsible for introducing your theory to the class.
2. **Research Proposal (see assignment details at the end of the syllabus and/or the Assignments Folder in Canvas).** You may do this assignment alone or with a self-selected group of co-authors (no more than three).
3. **Participation (there are several elements of participation defined below).**
 - a. **Small Assignments.** Throughout the course, there are often “small” assignments designed to help you prepare for a fruitful and engaging discussion when we meet. Details of these assignments will be posted with the reading instructions for each session. Small assignments are part of your participation grade and are not graded individually.
 - b. **Read; Re-read; Process; Examine; Question.** This course will be largely “seminar” style, where our time together is focused on discussing the theory and assigned articles. There is a specific reading guide for each session.
 - c. **Discuss.** You should test ideas; question assumptions; offer suggestions for improvement and next steps. This class is only as good as your engagement. Use the discussion as an opportunity to test out your understanding of the content and methods from each article. Don’t be afraid to offer ideas for improvement and get feedback from the class.

Grades: Finals grades in this course will be based on performance in three areas: team presentation (adopt a theory); final manuscript (research proposal); and participation (including participation in class discussions, small assignments, and exercises). Participation will be based on quality (not quantity) of contributions to the classroom experience.

Administrative Details:

1. **Attendance in all sessions of this course is mandatory.** Details of university attendance policies can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .
2. Students with disabilities requesting accommodation must register with the Disability Resource Center (www.dso.ufl.edu/drc/). Once registered, students will receive a letter which must be presented to the instructor as early in the semester as possible.
3. UF's general grading policies can be found at
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
4. Students are expected to provide feedback on the quality of instruction at
<https://evaluation.ufl.edu>

Plagiarism:

Your work should be your own AND it should be original -- written for my class, and not recycled from other classes. Let me know if you have any questions. Plagiarism, whether intentional or not, is a violation of the honor code and represents high-level ethical (and sometimes legal) violation. It has severe consequences in my course, up to and including failure. Here are some good resources.

- a. <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
- b. <https://news.it.ufl.edu/education/anti-plagiarism-service-available-for-faculty-and-graduate-students/>
- c. https://www.dso.ufl.edu/documents/faculty_academic_misconduct_201008.pdf

Technology:

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Adopt a Theory. With assigned team members, you will be responsible for presenting to the class on your theory. It is entirely up to you how to organize your presentation, but *you have approximately 30 minutes to achieve a single goal. Your goal is to ensure that the class understands your theory and how it might relate to leading change in an organization* (see content requirements below).

NOTE: Your adopt a theory presentation MUST BE RECORDED IN ADVANCE. Be sure to practice recording and practice playing the recording prior to your presentation. If you need technology help, you can contact the UF Teaching and Learning Center. I will not be able to assist you with problem solving if your presentation does not play, so be sure you practice with a small sample early on. Also, send me the recording no later than Thursday of class weekend so I will have it as backup and I can post it to the Canvas website.

Your presentation must contain each of the following elements.

Review – from meta-analyses; edited book chapters, review articles: Theory, key findings, debates, critiques, open questions. Discuss commonly used measures for the theory (it is great to show the class items from commonly used measures).

Go Deeper – link your theory to change: You need to understand the central propositions of your theory well enough to explain how it relates to change. What does this theory mean for leading change?

A.) What are the psychological processes by which this theory suggests that leaders influence people to change their thoughts, attitudes, emotions, or behaviors? What I mean is WHY are people more likely to change when their leader uses this theory.

B.) You may not always find direct links between your theory and CHANGE, in the literature directly, but if you understand HOW your theory affects people, then you can explain to the class why and how your theory would/might influence change or change processes in some way (maybe lowering resistance to change, or initiating change, or engaging people in some way that would affect their reactions to organizational change).

Tips:

1. *It is critical that you do review the literature; this is not about your experiences. Rather the goal is to TEACH the class about this theory and how it relates to change, based on the academic literature.* Review articles, book chapters or Handbooks (all of which are available through the UF library system), as well as meta-analyses are good sources of information about your theory. But, you should also be reading many empirical articles (some of the classics, but also recent research) because each article presents information about the theory a bit differently.
2. *Don't waste your time reviewing or discussing the assigned articles during your presentation. I will lead a discussion of those articles AFTER your presentation ends.*
3. The flow of each theory is like this.
 - a. Team: 30 minutes. Your team will do your presentation (30 minutes). I will play without interruption.
 - b. Class: Discussion 15 minutes (ish) The class will have questions and comments; the team handles this section, and I may jump in as well.
 - c. Bono: One Hour (ish)for discussion of articles that everyone has read.
4. *Keep in mind that you are not "teaching" a naïve audience in this presentation.* Your audience is composed of your bright and engaged classmates, who have read only the assigned articles on the topic; they are doctoral level students. HOWEVER, they have not had a chance to dive deeply into your topic. So the goal is to pitch your presentation so as to build on and expand what the class already knows from the articles they read, and to provide them a deeper foundation, as well as to challenge their thinking about how your theory relates to changing people in organizations (and thereby processes or outcomes).

5. When I grade the presentations, I'll have this assignment in front of me and I check off the extent to which the team has done what I asked relative to their theory (in the first three paragraphs above: Review, Go Deeper, Tips).

IMPORTANT NOTE: Because your presentation is recorded and posted on the course website, students who participate in the presentation are agreeing to have their video, audio, and image recorded. If anyone is not willing to agree to have their image recorded, they should not be seen or heard during the team Adopt a Theory presentation.

September Weekend – Saturday, September 17

Transformational Leadership Theory: *Baker, Mullen, Richards, Urling*

September Weekend – Sunday 18th

Servant Leadership Theory: *Frush, Pemmaraju, Rodriquez, Vanegas*

Ethical Leadership Theory *Fraser, Kapczynski, Pauza, Valdez*

November Weekend – Friday 4th

Justice Theory *Johnson, Morris, Stilp, Williams*

Self-Determination Theory *Britt, Guinot, McHale, Poyen, Ruhter*

November Weekend - Saturday 5th

Regulatory Focus Theory *Chatwin, Ha, Monis, Sapra, Wiley-Marks*

Research Proposal: Final Manuscript.

Your final class paper is a proposal for original empirical research. You will not carry you the research, rather you will design a study that could be done to test your hypotheses. It will be developed in three parts.

You have GREAT latitude in the topic of this research proposal, but no latitude in format. I want you to practice presenting your research ideas in a specific way, as defined below.

You may complete the research proposal alone or in self-selected teams of no more than three classmates. The primary focus of the research proposal is my class is to carefully design a study to test your hypothesis. This is a proposal...something you are suggesting you will do in the future, so the language of the proposal (the research design section) will be future oriented (i.e., "I will be collecting data from XXXX".)

Each proposal will have three sections: Introduction; Theory and Hypotheses; Research Design. No more. No less. I will give you feedback (brief) on the first section. Your classmates will give you feedback on the combined first and second sections. My quantitative evaluation (grade) will be based on final, full proposal, but will overweight the quality, completeness and detail of your research design section.

Introduction (1-2 pages) Due October 7 (11 pm) This submission will include ONLY the Introduction.

Brief statement of the problem you are addressing. This is a statement of the purpose of your study. Why are you doing this research? It can be without citations (or with minimal citations), written in your own words but in proper academic style. Clarity in this section is critical is it tells the reader why what you are doing matters. These are six questions that should be answered in your introduction, though the introduction should be written in narrative format, not as a Q and A. That is, a reader (including me!) should be able to ... based on what you write in the introduction... answer these questions

- What is the problem being addressed by this research? (practical, for organizations)
- Why is that problem important? (practically, for organizations)
- What do we know about this problem? (this is a link to the literature and practice)
- What don't we know? (this is what your proposal will address)
- Why is it important that we know more? (so what, what does this matter?)
- How will your study advance knowledge? (how you will answer your question)

Theory and Hypothesis (1-3 pages per hypothesis; no more than 3 hypotheses) Due October 28 (11 pm). This submission will include both the introduction (as revised if needed) AND the new theory and Hypothesis section.

What is your hypothesis (hypotheses)? Why do you believe them to be true – based on theory, from the existing literature? Here you move away from PRACTICAL issues that drive your

interest in the topic, to using the research literature to develop a rationale or logic for your hypotheses. What theory or empirical evidence leads to you to believe your hypotheses will be correct?

NOTE: in qualitative, exploratory research, you sometimes have a research question, rather than a specific hypothesis. But the question should still be grounded in the literature. Whether or not you have mediation or moderation depends on the problem you are addressing, but most proposals will have one or the other. Be careful though not to have too much complexity, as you have to describe in detail (in the research design section) how you will test each and every link in your model.

The central goal of this section is to state your hypotheses and provide rationale from the academic literature for them. Students often look to the literature for empirical EVIDENCE (data) that their hypothesis is true, but what I am looking for here is theory (in some cases along with empirical evidence) that would support your hypothesis.

Research Design (5 -10 pages): Due December 11 by 11pm. This submission will include the entire proposal, introduction, theory/hypotheses – each revised as needed -- AND the new research design section. The entire proposal is due on this date, as a single document... probably around 15 – 20 pages, but NO MORE THAN 20 pages of text (excluding tables, figures, appendices). Your final manuscript grade will be based on this entire document.

This is the most important section, as it is the unique focus of my class. How will you test your hypothesis? How will you know if it is correct? This section includes details of the research process that will allow you to test your hypotheses. The first step is to decide on your research design; I've listed some options here.

- **Experiment** (where you randomly assign people and manipulate a variable, and measure its effects)
- **quasi-experiment** (where you manipulate a variable, but there is no random assignment --- perhaps you compare two divisions in a company).
- **survey research** (where you ask people to answer questions, using quantitative responses). A survey can be a series of surveys over time (experience sampling over days or weeks or months), it might be longitudinal where you measure your predictor (IV) six months before your outcome (your DV).
- **Policy capturing** (where you have people make choices to see what influences their choices...without directly asking them)
- **Interviews** (where you engage in in-depth interviews with people to get more rich data than would be possible with a quantitative survey); qualitative designs can also be based on existing data (archival data), such as newspaper articles, books, CEO speeches, annual reports, etc.)
- **Archival Data** (where you use existing data, perhaps from a financial database [quantitative] or newspaper articles or CEO speeches [qualitative])

The methodology (research design) you choose from the list above, or others, should be driven by your question and hypotheses. The goal is to design a study that would let you definitively (as much as possible in a single study) determine whether your hypotheses are correct.

No matter which design you choose, your method section will include the following sections.

1. **RESEARCH DESIGN.** What method will you use to test your hypothesis.
2. **PARTICIPANTS and PROCEDURES.** Who will be your research subjects (if you are collecting data). What are the procedures you will use in carrying out the study (what will happen to the people involved in your study... what will you tell them, what will they do?) If you are using archival data, what data base, what years, what companies. **In the procedures section, I want enough detail than I can hand your proposal off to one of your classmates and they could conduct your study.**
3. **MANIPULATIONS and/or MEASURES.** If you are doing an experiment, provide explicit detail about what you will manipulate, and what you will measure (the result). If you are doing a qualitative study, include the details of your interview (what questions will you ask?). If you are doing an archival study, what variables will you use as proxies for your constructs. If you are doing survey research, what measures will you use (I do not recommend developing measures for this project unless that is your primary goal, but oftentimes, you might alter existing measures for your purposes).

That's it. NO analysis, NO discussion, no strengths and limitations or future research. Your research proposal should contain only these three sections, and each should be polished and complete.

Research Proposal Consultations. I provide students with the opportunity for individual consultations (with classmates observing) via Zoom.

September 19 – 26 (Introduction)

October 14 – 22 (Theory and Hypotheses).

November 7 – 22 (Research Design).

These are student-initiated consultations and will be advertised to the class.

- To initiate a consultation, email me and we will establish a date and time. I will then post an announcement on Canvas, with a zoom link for the class, inviting others to observe your consultation.
- If you are the student who initiates the meeting, you will have 30 minutes of my time, and the time is yours...other students are there to listen and not engage. You can ask my advice about anything related to your research proposal.
- Once a consultation date and time is established, I will block off 2-3 hours of that morning or afternoon, so that if others want to book contiguous times, we can be efficient about this. I will

post the time block available in the canvas announcement. If other students want to jump into adjacent time slots, they must email me individually to schedule their consultation.

- Initiating and observing consultations is completely optional. Use only as desired.

Plagiarism. What you turn in for a grade in my class needs to be your words, written FOR THIS CLASS. I will run your paper through software that look for comparisons to existing research (the database I use includes student papers from UF and other universities, internet sources, published and unpublished research articles and dissertations). Capitalize on the synergy between this assignment and work you are doing for other courses, but what you turn in for a grade in my class should be unique to this course.

Details and Tips. Final manuscripts should be about 15 – 20 pages long (text), not including references, tables, or figures, in double-spaced, Times New Roman 12-point font. Final manuscripts should be finely polished, carefully copyedited, as if they were ready for submission to a journal. Manuscripts that are too short and too long tend to be of lesser quality – probably because the former is not deep or detailed enough and the latter may be unfocused. Excellent grammar, full sentences, paragraphs that flow coherently and logically to tell about the research. Please do not turn in a first draft! Use the Academy of Management, From the Editor (FTE) series a guide to your writing (these articles are in the resources folder in Canvas). I will also show you samples of excellent work, as we go through the class.