# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL[1]

UGPC Approval _____

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog_____

| DEPARTMENT | COLLEGE |
|---|---|
| SCHOOL OF PUBLIC ADMINISTRATION | DESIGN AND SOCIAL INQUIRY |

RECOMMENDED COURSE IDENTIFICATION  (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

PREFIX __PAD_____    COURSE NUMBER ___6168_____    LAB CODE (L or C) _____

COMPLETE COURSE TITLE:

CHANGE MANAGEMENT IN NONPROFIT ORGANIZATIONS

### EFFECTIVE DATE
**(first term course will be offered)**

____FALL 2016_____

| CREDITS[2] | TEXTBOOK INFORMATION |
|---|---|
| **3** | MORGAN, GARETH (2006). IMAGES OF ORGANIZATION. THOUSAND OAKS, CA; SAGE |
| | BOLMAN, L.G. AND DEAL, T.E. (2009). REFRAMING ORGANIZATIONS. SAN FRANCISCO: JOSSEY-BASS |
| | DYM, B. & HUTSON, H. (2005). LEADERSHIP IN NONPROFIT ORGANIZATIONS. THOUSAND OAKS, CA: SAGE |

GRADING  (SELECT ONLY ONE GRADING OPTION):    REGULAR __X____    SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

We are continually asked to manage change in our own lives and organizations. Yet, change does not typically happen easily or quickly, and often times requires engaging key stakeholders in the change process. This course will deepen your understanding of the challenges, the techniques, and the problems associated with implementing major change in nonprofit organizations.

| PREREQUISITES* | COREQUISITES* | REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)* |
|---|---|---|
| NONE | NONE | |

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

| Faculty contact, email and complete phone number: | Please consult and list departments that might be affected by the new course and attach comments.[3] |
|---|---|
| Ron Nyhan<br>rcnyhan@fau.edu<br>297-4155 | No other departments affected |

| Approved by: | Date: | |
|---|---|---|
| Department Chair: _____ | 3/24/2016 | **1. Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf* |
| College Curriculum Chair: _____ | 3/25/2016 | |
| College Dean: _____ | _____ | **2.** Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf* |
| UGPC Chair: _____ | _____ | |
| Graduate College Dean: _____ | _____ | **3. Consent** from affected departments (attach if necessary) |
| UFS President: _____ | _____ | |
| Provost: _____ | _____ | |

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting.

**FAU**
## FLORIDA ATLANTIC UNIVERSITY

### PAD 6168 Change Management in Nonprofit Organizations
(3 credits)

Instructor: Dr. Cliff McCue, Associate Professor

Office Location: College for Design & Social Inquiry, SO 202C

Office Hours: By appointment on campus or via Facetime/Skype/Collaborate

Contact Phone Number:  954-444-9321 (cell); 561-297-2126 (office)

Email: cmccue@fau.edu

Course Prerequisites: NONE

Placement in Program: Elective course for the MNM Program

**Introduction:**
Change is all around us. We are continually asked to manage change in our own lives and organizations. Yet, change does not typically happen easily or quickly, and often times requires engaging key stakeholders in the change process. This course is geared toward deepening your understanding of the challenges, the techniques, and the problems associated with initiating and implementing major change in nonprofit organizations.

Throughout the course, the objective will be to prepare students to address the challenges of organizational change successfully. While we will cover the macro (organizational) level of change, we will also focus on the micro (individual) level of change and how you can lead change through your actions and through others. This kind of learning emphasizes understanding through theoretical frameworks and applied analysis. Both are important. You may even get an opportunity to see how you react to or anticipate change on an emotional (affective) and not just a rational (cognitive) level!

*The majority of this course will be taught seminar-style where each participant is equally responsible for furthering the learning of the entire group.* The assigned readings form the foundation of each seminar, thus students must come to class fully prepared to question, dissect, and discuss all of the week's assigned readings. The seminars will also include case studies, presentations, and small group activities.

**Course Objectives**
After successful completion of this course students should:
- Have a clear understanding of the key organizational metaphors as presented through the assigned readings

- Be able to construct multi-theoretical approaches to organizational assessment and problem solving
- Be able to use organizational and leadership theory to strategize change initiatives
- Be familiar with select authors and readings from the organizational theory literature
- Have displayed and further developed solid critical thinking skills

## Textbooks/Readings

- Morgan, Gareth (2006). *Images of Organization*. Thousand Oaks, CA; Sage

- Bolman, L.G. and Deal, T.E. (2009). *Reframing organizations*. San Francisco: Jossey-Bass
- Dym, B. & Hutson, H. (2005). *Leadership in nonprofit organizations*. Thousand Oaks, CA: Sage
- Publication manual of the American Psychological Association (6th ed.). (2001).Washington, D.C.: American Psychological Association. (ISBN: 1-55798-243-0)
- Weekly readings as assigned

## Activities & Requirements

Weekly assignments and their weighting for grading purposes are discussed below.

*NOTE: Because class activities and discussion often build on assignments done out of class, students are expected to turn in work during class sessions on the dates specified in the course outline below. No points will be given for work that is submitted after the stated deadline. Please submit your work both electronically and by hard copy. In addition, since this is an interactive class in which much of the learning occurs through in-class activities, students are expected to attend class and participate in class activities. Any planned absences should be cleared in advance with the instructor via email.*

## Assessment/Grading

A grading matrix will be provided for each writing assignment. All assignments should be uploaded to Blackboard.
Questions that will guide the assessment of Papers and Presentations:
1. Is the paper/presentation clear, understandable, APA formatted (see APA 6th edition), and grammatically correct?
2. Does the student's work demonstrate an understanding of the reading material, related theories, and are the reading materials appropriately referenced?
3. Is the use of theory/metaphor properly applied?
4. Is there evidence of thoughtful analysis and/or creative and original thinking?
5. Does the student consider the role of context (such an organization's size and activity type) in the application of a particular metaphor(s)?

| Three "Frame" papers | 30% (10% each) |
| Cultural Audit/Team Presentation/ Reflection Papers | 15% |
| Case Study / Small group work and presentations | 20% |
| Final research paper | 25% |
| Reading preparation and classroom participation | 10% |

**Grading**

Alphabetic grades will be assigned based on the following accumulated scores:
100-95 A;
94-90 A-;
89-87 B+;
86-83 B;
82-80 B-;
79-77 C+;
76-73 C;
72-70 C-;
69-67 D+;
66-63 D;
62-60 D-;
59 and below F.

ATTENDANCE:
Attendance for this course is mandatory. Each class period you will be expected to record your attendance on a sign in sheet.

**Class Meeting Dates and Location:**

Classroom meetings, TBD
Online Blackboard Class:   TBD
Classroom:   TBD

**Assignments and Due dates:**

NOTE: There will be six written homework assignments during the semester. References to the reading material as well as the student's individual conclusions must be incorporated into each assignment. It is extremely important that these written assignments be completed and turned in on the specified date as we will use them to guide our class discussions. Late assignments will be marked off one letter grade for each week they are late.

Due: XXX      Reflection Paper Part A (500 words)
Please write a brief (2 page) reflection discussing your current understanding of (or image of) organizations, and how change is accomplished within an organization.

Due: XXX 24 Frame Paper #1 (750-1250 words)
Describe in detail and analyze your current (or most recent) organization through the HRframe. Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the frame.

Due: XXX Frame Paper #2 (750-1250 words)
Describe in detail and analyze your current (or most recent) organization through the frame of a seminal author of organizational theory. Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the theory.

Due: XXX      Cultural Audit (750-1250 words)
Students will conduct a cultural audit of your current (or most recent) organization. This requires taking copious field notes, summarizing the key findings, and coming up with suggestions for organizational development, using the frame of organizations as cultures.

Due: XXX      Frame Paper #3 (750-1250 words)
Describe in detail and analyze your current (or most recent) organization through the frame of organizations as political systems. Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the political frame.

Due: XXX      Case Study Assignment and Presentation
Each student will prepare and present, within predetermined small groups, a case study pertaining to a failed attempt at organizational change.

Due: XXX      Reflection Paper Part B (750-1,000 words)
What is your image(s) of organizations and your understanding of how change is accomplished in an organization, now that you have taken the class?

Due: XXX      Final Paper (12-15 pages)
Students will work the instructor to define an appropriate paper topic related to one of the main course themes. The topic must be approved by the instructor no later than March 24th. A literature review is due to the instructor no later than April 14th.

Course Outline

| Date | Topic | Readings and Assignments |
|---|---|---|
| Week 1 | Introduction to Organizational Theory Overview of course goals and objectives.  Successful seminar style learning. Introduction to organizational theory as a field of study. The strengths and weaknesses | Morgan Chapter 1and 2, "General Principles of Management", Henri Fayol.  "Politics as a Vocation", Max Weber |

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| | of metaphor as a method for studying organizational theory. | |
| Week 2 | Organizations as Machines In this class we will discuss the theory of scientific management. Do organizations really function as machines? We will examine how this type of management gives rise to bureaucracy as well as the benefits and costs associated with organizing in this manner. | Due tonight: Reflection Paper – Part A Morgan Chapter 3, Burns, Tom "Mechanistic and Organic Systems". Complete Frame paper #1. |
| Week 3 | Organizations as Living Organisms What happens when we think about an organization in biological terms? Students will practice applying this frame to help identify organizational systems and subsystems. Students will discuss what this metaphor reveals about the way in which organizations form, adapt, interact with their environment, and ultimately thrive or die. | Due tonight: Frame Paper #1 Morgan Chapter 4, Garvin, David; "Building a Learning Organization", and Senge, Peter "The Fifth Discipline: A Shift of Mind" Friere, Paulo "The pedagogy of the oppressed" |
| Week 4 | Learning Organizations Do organizations have the capacity to learn? How can we instill a double loop learning process into our organizations? Students will assess how this metaphor can be applied to organizations and will begin to explore how to use systems thinking. | Morgan Chapter 5, Bolman & Deal, Chapters 1 & 2 Edgar Schein Chapter 2. Complete Frame paper #2. |
| Week 5 | Organizational Culture How do values, artifacts, shared assumptions and other | Due tonight: Frame Paper #2 Schein Chapters 3-4. Complete Cultural Audit. |

| | intangible practices work together to create an organizational culture? Through this metaphor students will discuss how an organization's culture impacts the decision making and behavior of organizations. | Follett, M.P., The giving of orders |
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| Week 6 | Organizational Culture Building on the prior week, students will continue to assess culture by sharing the results of an organizational cultural audit. The context of organizational culture as it applies specifically to nonprofits will be discussed in detail. | Due tonight: Cultural Audit Morgan Chapter 6 (Work on your case study: Begin to draft your case to share with your consultation teams. Case should involve some sort of organizational change) |
| Week 7 | Power and Politics in Organizations Students will use this frame to reveal the political and power structures that are at play in organizations. Specifically we will examine how to identify competing interests, as well as how power and capital (political, social) is amassed and applied in organizations. | Morgan Chapter 7. Maslow, Hierarchy of needs Complete Frame paper #3. |
| Week 8 | Organizations as Psychic Prisons Digging below the surface, this metaphor will help students to identify ways in which people become trapped within organizations because of unconscious patterns and processes. Begin case studies in small groups. | Due Tonight: Frame Paper #3 Kotter, Leading Change Chapter 1-2 Pascale, Your Company's Secret Change Agents Maslow, A |
| Week 9 | Organizational Change- Kotter and Pascale How can the metaphors we have been working with be | Burke, Leading Organizational Change Chapter 11-12 Wheatley, Using Emergence |

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| | applied to organizational change? <br> Students will have the opportunity to discuss their experiences with change in their organizations. | to Take Social Innovation to Scale <br> Wheatley, Self-Organized Networks |
| Week 10 | Organizational Change – Burke and Wheatley | Cameron and Quinn, Beyond Rational Management - Chapter 4 - Competing Values <br> Model: Redefining Organizational Effectiveness and Change <br> Klein, Is Real Change Possible? <br> Cox, Creating the Multi-Cultural Organization: The Challenge of Managing Diversity |
| Week 11 | Culture and Organizational Change <br> What is the role of culture in organizational change? A competing values framework will be introduced. | Gortner Chapter 7 Decision-making <br> Tucker, Dynamic Decision-making <br> Janis, Groupthink: The Desperate Drive for Consensus at Any Cost |
| Week 12 | Leadership and Decision Making in Organizations | E-Reserve: <br> Worth, Executive Leadership <br> Scharmer, The Blind Spot of Leadership <br> Reed, Toxic Leadership |
| Week 13 | Applying multiple metaphors/ Conducting systems analysis <br> Case Study presentations | Due Tonight: Individual Case Study Analysis / Case study presentations <br> Reading and homework for next week: Morgan Chapters 10 and 11 |
| Week 14 | Metaphors and Change | Morgan, ch. 12 – 15 <br> Individual meetings to discuss Reflection Papers |
| Week 15 | Reflections of Managing Change in Non Profit Organizations | Due tonight: Reflection Paper – Part B <br> Course Recapitulation / Final Paper Discussion |

| | | *****Due XXXX Final Paper***** |
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**Course Norms:**  Please always be mindful that you are a part of a group spending time together each week in order to understand and become proficient at writing proposals and managing projects.  Please be on time to class.  Please submit your assignments on time, since in many cases the work of the rest of the group will depend on timely submission of your work.  Please be respectful in your critique of others' work and opinions.  This class will be a safe place to discuss important issues and it's important that everyone be comfortable in sharing their experiences.

**Library Information:**
All students are expected to have online access to the University Library, which enables you to access full-text articles from hundreds of journals.  You can access the FAU Libraries Proxy Server information through the FAU Libraries home page.  You must have a valid student Owl Card to set up your Proxy Server on your home computer with the USER ID (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD (the three-letter acronym for the school: fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

**Communication and Interaction**
All readings, assignments and tests are found on the Blackboard course pages.  All assignments must be completed and posted on time and online unless otherwise directed by the Instructor.  The instructor is available by appointment, phone, and online through email and will discuss any issues of concern directly with students.

**Students with Disabilities**
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see http://www.fau.edu/sas/ for procedures and forms).

**Code of Academic Integrity Policy statement**
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

A good deal of the work in this course is written, but it is not a writing course.  Please be prepared to devote time to the practice of your writing skills.

**University Center for Excellence in Writing (UCEW)**
The University's Writing Center (WC) is devoted to supporting and promoting academic and professional writing for all members of the FAU community, including undergraduate and graduate students, staff, faculty, and visiting scholars. The WC and its highly trained, dynamic consultants provide a range of free writing consulting services to help writers in most disciplines. Consultants can assist clients on virtually any writing project (e.g. course papers, cover letters and resumes, articles for publication, letters of intent, and more) and at any point in the writing process (e.g. brainstorming, drafting, revising, etc.).  Consultants work with, not for, clients.  The WC is not an editing and proofreading service.  Our consulting mission is to assist writers in becoming more reflective and self-sufficient crafters of their written work. See http://www.fau.edu/UCEW/WC/