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.

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

**TEXTBOOK INFORMATION**

- MORGAN, GARETH (2006). IMAGES OF ORGANIZATION. THOUSAND OAKS, CA; SAGE

**GRADING (SELECT ONLY ONE GRADING OPTION):**

- REGULAR __x____
- SATISFACTORY/UNSATISFACTORY _____

**PREREQUISITES**

- NONE

**COREQUISITES**

- NONE

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)**

* 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:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Nyhan</td>
<td><a href="mailto:rcnynhan@fau.edu">rcnynhan@fau.edu</a></td>
<td>297-4155</td>
</tr>
</tbody>
</table>

Please consult and list departments that might be affected by the new course and attach comments. 

No other departments affected

---

2. Review **Provost Memorandum:**
   Definition of a Credit Hour
3. **Consent** from affected departments (attach if necessary)
Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.
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.
• 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


• 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>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</td>
<td>Morgan Chapter 1 and 2, “General Principles of Management”, Henri Fayol. “Politics as a Vocation”, Max Weber</td>
</tr>
</tbody>
</table>
of metaphor as a method for studying organizational theory.

| Week 2 | Organizations as Machines | Due tonight: Reflection Paper – Part A  
Morgan Chapter 3, Burns, Tom “Mechanistic and Organic Systems”. Complete Frame paper #1. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Week 3 | Organizations as Living Organisms | 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” |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Week 4 | Learning Organizations | Morgan Chapter 5, Bolman & Deal, Chapters 1 & 2  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Week 5 | Organizational Culture | Due tonight: Frame Paper #2  
Schein Chapters 3-4. Complete Cultural Audit. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do values, artifacts, shared assumptions and other</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>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.</td>
<td>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)</td>
</tr>
<tr>
<td>Week 7</td>
<td>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.</td>
<td>Morgan Chapter 7. Maslow, Hierarchy of needs Complete Frame paper #3.</td>
</tr>
<tr>
<td>Week 8</td>
<td>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.</td>
<td>Due Tonight: Frame Paper #3 Kotter, Leading Change Chapter 1-2 Pascale, Your Company's Secret Change Agents Maslow, A</td>
</tr>
<tr>
<td>Week 9</td>
<td>Organizational Change-Kotter and Pascale How can the metaphors we have been working with be</td>
<td>Burke, Leading Organizational Change Chapter 11-12 Wheatley, Using Emergence</td>
</tr>
<tr>
<td>Week 10</td>
<td>Organizational Change – Burke and Wheatley</td>
<td>Cameron and Quinn, Beyond Rational Management - Chapter 4 - Competing Values Model: Redefining Organizational Effectiveness and Change Klein, Is Real Change Possible? Cox, Creating the Multi-Cultural Organization: The Challenge of Managing Diversity</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Week 11</td>
<td>Culture and Organizational Change What is the role of culture in organizational change? A competing values framework will be introduced.</td>
<td>Gortner Chapter 7 Decision-making Tucker, Dynamic Decision-making Janis, Groupthink: The Desperate Drive for Consensus at Any Cost</td>
</tr>
<tr>
<td>Week 12</td>
<td>Leadership and Decision Making in Organizations</td>
<td>E-Reserve: Worth, Executive Leadership Scharmer, The Blind Spot of Leadership Reed, Toxic Leadership</td>
</tr>
<tr>
<td>Week 13</td>
<td>Applying multiple metaphors/ Conducting systems analysis Case Study presentations</td>
<td>Due Tonight: Individual Case Study Analysis / Case study presentations Reading and homework for next week: Morgan Chapters 10 and 11</td>
</tr>
<tr>
<td>Week 14</td>
<td>Metaphors and Change</td>
<td>Morgan, ch. 12 – 15 Individual meetings to discuss Reflection Papers</td>
</tr>
<tr>
<td>Week 15</td>
<td>Reflections of Managing Change in Non Profit Organizations</td>
<td>Due tonight: Reflection Paper – Part B Course Recapitulation / Final Paper Discussion</td>
</tr>
</tbody>
</table>
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/](http://www.fau.edu/UCEW/WC/)