

MSL 0684 - Organizational Systems

I. Course Information

Course: MSL 0684 - Organizational Systems

Semester Credit Hours: 3.0

Course CRN and Section: 24170 - L01

Semester and Year: Fall 2021

Course Start and End Dates: 10/18/2021 - 12/12/2021

II. Instructor Information

Professor: Wayne T Driscoll

Email: driscoll@nova.edu

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	10/18/2021 - 12/12/2021		Programs On-line	-

IV. Course Description

Catalog Description

This course examines the role of leadership in diverse educational and human service organizations. Various models and paradigms presented through use of metaphors stretch the students' imagination and invite further analyses of the students' own places of work. By learning how to read and apply organizational metaphors, students will better understand their own organizations and how they function.

Prerequisite/s: None

Course Rationale:

The course provides the student with a solid foundation in organizational systems as seen from a leader's lens. This foundation can be used to understand the organization drivers that will affect leadership and how leaders can better understand the organization.

V. Course Objectives / Learning Outcomes

- 1) Distinguish various organizational models through use of frames and lenses.
- 2) Analyze common properties of organizations as related to functions and organizational culture.
- 3) Examine the nature of metaphor and its role in organizations.
- 4) Apply lenses and use frames for the purpose of reading organizations from diverse perspectives.
- 5) Analyze organizational systems using metaphors and lenses presented in the course.
- 6) Assess leadership using reframing strategies, organizational metaphors and systemic learning.
- 7) Create an organizational plan based on models and systemic paradigms presented in the course.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Bolman, L.G., Deal, T.E. (2017). *Reframing organizations* (6th Edition). Hoboken, NJ: Jossey-Bass ISBN: 9781119281825 (Paperback) 9781119281818 (hard cover)

Tremblay-Boire, J., Prakash, A. (2014). Accountability.org: Online Disclosures by U.S. Nonprofits. *International Society for Third-Sector Research and The Johns Hopkins University* (2015) 26:693–719
Retrieved from: <https://search-proquest-com.ezproxylocal.library.nova.edu/central/docview/1655083047/fulltextPDF/74FEFCF49D4D4668PQ/1?accountid=6579>

NOTE: selected journal articles, web sources, and video/audio resources are additional primary sources for the course. See the CALENDAR OF WEEKLY REQUIREMENTS & Blackboard for specific readings and other requirements each week.

Course Supplemental Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak.

Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Glendale, CA: Pyrczak.

Additional Assistance with APA Formatting and Writing:

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Shark Writes*.

Retrieved from <http://nova.campusguides.com/sharkwrites/writing>

Please note: reference lists/required text information throughout this syllabus are not in accordance with 7th edition APA style, so as to allow for condensing of information; hyperlinks are included here for the convenience of students and professors utilizing this syllabus.

Synchronous Online Sessions

For the purpose of Zoom sessions, it will be the responsibility of each student to make sure his or her computer is up-to-date with all settings to include Java alerts as well as working audio and speaker capabilities. The student should also contact the University's help desk for technical assistance at 954-262-help (4357) or 1-800-541-6682, ext. 24357, if necessary. The student should also have many web browsers downloaded to their computer as many programs have compatibility issues (e.g., Explorer, Firefox, Google Chrome, Safari) It is recommended to consult the Hardware Guidelines for Computing at NSU <https://www.nova.edu/publications/it-standards/> and <https://www.nova.edu/portal/ojit/support/izone/index.html>

VII. Course Requirements

VIII. Course Schedule and Topic Outline

Course Schedule:

Note: All MSL courses will follow an 8-week schedule; the number of weeks in a semester may be more or less than 8 weeks due to NSU's observance of holidays and breaks. Your professor will provide specific dates and times. All assignments are due at the end of the day on Sunday unless otherwise specified by your instructor.

Week	Topics	Assignments	Points
1	Understanding the Accountability of Non-Profits	Read Tremblay-Boire, & Prakash, Article	
		Post an autobiographical sketch on Canvas	
2	Understanding the Accountability of Non-Profits	Read Tremblay-Boire, & Prakash, Article	
		Respond to weekly discussion question Attend Zoom Session Instructor Orientation to Course	5 5

3	Making Sense of Organizations	Read Bolman & Deal - Chapters 1-2	
		Assignment 1 Due - Perspectives on Organizational Models	20
4	The Structural Frame	Read Bolman & Deal - Chapter 3-5	
		Respond to weekly discussion question	5
5	Organizations as Political Arenas and Political Agents	Read Bolman & Deal - Chapter 11	
		Assignment 2 Due - Applying Metaphors in the Workplace	25
6	A Symbolic Frame	Read Bolman & Deal - Chapters 12-14	
		Respond to weekly discussion question	5
7	Integrating Frames for Effective Practice	Assignment 3 Due – Leadership Conscience	25
		Powerpoint Read Bolman & Deal - Chapter 15	5
8	Reframing	Read Bolman & Deal - Chapters 16 - 19	
		Respond to weekly discussion question	5
		Complete Course evaluation Class Ends	

Topic Outline:

Week 1: Understanding Organizational Models of the Nonprofit Sector

Read: Begin reading Article - Tremblay-Boire & Prakash

Discussion:

Post an autobiographical sketch in the “Week 1” area of the discussion board to introduce yourself to your classmates. Include a short description of an organization you currently interact with (where you work, volunteer, etc) and some things you would like to learn in this class about how organizations function. You should begin interacting with your classmates by replying to their introductions.

Week 2: Applying Organizational Theories of the Nonprofit Sector

Read: Finish reading Article - Tremblay-Boire & Prakash

Discussion:

Tremblay-Boire & Prakash’s Article discusses how various theoretical perspectives can be used to understand the purposes and functions of nonprofit organizations. They cite several theories of the relationship between for-profit and nonprofit organizations, and between government and nonprofits.

Discuss why you believe so many social functions in the U.S. are performed by nonprofit organizations, rather than by government or for-profit firms, and what the consequences (both positive and negative) might be if more social services were provided by nonprofits rather than another type of organization.

<p><u>Week 3: Making Sense of Organizations</u> Read Boleman & Deal - Chapters 1-2 Written Assignment #1 Due</p>
<p><u>Week 4: The Structural Frame</u> Read Boleman & Deal - Chapters 3-5 Discussion: One of the themes of these chapters is the need for organizations to remain flexible and open to change in the face of changing environmental restructuring. Still, all organizations need to maintain some level of control over their functioning. What do you see are the advantages and disadvantages of restructuring, and what team configuration would work best for your organization.</p>
<p><u>Week 5: Political Arenas and Political Agents</u> Read Boleman & Deal - Chapters 11 Written Assignment #2 is due</p>
<p><u>Week 6: A Symbolic Frame</u> Read Boleman & Deal - Chapters 12-14 Discussion: A major theme in these chapters is how organizations develop and maintain an identifiable culture – the beliefs,, and values that it promotes and adheres to. In what ways, or under what circumstances, should an organization promote a uniform culture among its members and sub-units? In what ways, and under what circumstances, should it encourage variety and diversity in beliefs/norms/values?</p>
<p><u>Week 7: Integrating Frames for Effective Practice</u> Read Boleman & Deal - Chapters 15 Written Assignment #3 due</p>
<p><u>Week 8: Reframing</u> Discussion Posting: Review frames for effective practice: choose an area of reframing (leadership, ethics...etc.) and discuss how you would change the practices at your workplace or within your business.</p>

IX. Assignments

Assignment 1 Perspectives on Organizational Models (20 points)

This paper is designed to help you apply different theoretical perspectives to develop understandings of organizational systems. You are asked to select one nonprofit organization, research the organization, developing an understanding of what it does and how it does it. Then, apply at least one of the theoretical perspectives from Tremblay-Boire & Prakash (legitimacy or stakeholder) to the selected organization. Your paper must include the following elements:

- Your paper must include cover page, reference page and corresponding headings.
 - Introduction to the nonprofit organization, including its mission/purpose, structure, functioning, and key constituents and stakeholders
 - Description of needs/trends to which it is responding
 - Discussion of Tremblay-Boire & Prakash's perspectives and how they help make sense of the organization model and its adaptation to trends
 - Lessons you have learned from the application of various theoretical perspectives that can be

transported and applied to your organization

- Conclusion
- SUBMIT IN THE ASSIGNMENT AREA AS A WORD DOCUMENT

Each assignment must have a cover page and a reference list in the Fischler College form and style. Suggested length of the paper is 3-5 pages. You should offer 3-5 references outside the course texts. This is a scholarly paper that should be based on research, not just on personal opinions and experiences.

Assignment 2 Common Falacies in Explaining Organizational Problems (25 points)

For this paper, select an organization with which you are familiar, and use Bolman & Deal's common fallacies to analyze the organization's functioning and behavior. The organization may be one in which you work, volunteer, or otherwise interact – you should know it well enough to be able to describe it in detail and apply the organizational problems effectively. Include analysis of at least one fallacy, demonstrating how the fallacies make sense of the organization's systems. The fallacies from Bolman & Deal include: *blaming people*; *blaming the bureaucracy*; *thirsting for power*. You must have a minimum of 5-7 articles outside the course texts in your reference list and the material from these articles must be integrated into the analysis. APA style must be used throughout the paper, including headings, citations and reference list. Your paper must include the following elements:

- Description of the organization including overview of its systems.
- Definition of fallacies and application of the fallacies to the organization
- Discussion of how the fallacies interact or co-exist in the organization
- Discussion of how identification of the fallacy can be applied to the improvement of your organization's systems
- Conclusion that deals with the specific leadership opportunities you identified for your organization through this assignment
- In addition, your paper must include the cover page, reference page and corresponding headings.
- SUBMIT IN THE ASSIGNMENT AREA AS A WORD DOCUMENT

Each assignment must have a cover page and a reference list in the Fischler College form and style. Suggested length of the paper is 5-7 pages. This is a scholarly paper that should be based on research, not just on personal opinions and experiences.

Assignment 3 Leadership Conscience (30 points)

This assignment will provide you the opportunity to articulate how the work this term has shaped the leadership conscience that you can apply to your organizational work setting, whether that setting is an educational, non-profit or other type of organization. The paper should reference and identify a metaphor that could be used to describe the organization. It should also include reflection and a detailed action plan to be presented to the organization's leadership for purpose of improving organization's systems (you do not actually have to implement the plan). The assignment includes a detailed **narrative** and a **power point presentation**. You must have a minimum of 5-7 articles outside the course texts in your reference list and the material from these articles must be integrated into the analysis. Your paper should include the following elements.

- Personal reflection on the learning in this course
- Construction of an action plan to put into place new concepts learned in the course that will assist systemic learning in the organization
- Forecast of the impact of the plan on the organization
- Conclusion

- SUBMIT IN THE ASSIGNMENT AREA AS A WORD DOCUMENT

Each assignment must have a cover page and a reference list in the Fischler College form and style. Suggested length of the narrative paper is 7-10 pages. **The power point will vary in size.**

Discussion Questions: (25 points total/ 5 points each DQ)

Discussion Questions (DQ) are located in this syllabus and in the weekly module of your Canvas course. To receive credit for a posting, it must be substantive in content reflecting knowledge and application of the topic. Additionally, a minimum of two responses to your classmates must extend the conversation (Two paragraph minimum). No credit will be given for responses that merely offer “kudos”. Your response should be at least 1 page in length. You must post your own responses by Thursday, and respond to at least two colleagues by Sunday. This is “an all or nothing” activity, if you post your response and are missing a colleague response; you get NO credit for the entire activity.

Class Participation/Class Chats:

Class Chat Sessions will be determined by your Professor.

X. Assessments

RUBRICS (detailed rubrics for each assignment are available in Canvas):

Assignment 1 Rubric – 20 points	
Content	8
Writing/Grammar	8
APA/Format	4
Total	20
Assignment 2 Rubric – 25 points	
Content	12
Writing/Grammar	8
APA/Format	5
Total	25
Assignment 3 Rubric – 30 points	
Content	12
Writing/Grammar	8
APA/Format	5
Powerpoint Presentation	5
Total	30

Rubric for Discussions Questions/Team Chats

1. At least two postings each week: one responds directly to the week’s question or topic, and subsequent postings respond to postings of at least two other colleagues.
2. Postings build on the responses of others.
3. Postings present your own ideas and examples of application, such as in your (or others’) workplace.
4. Postings are supported by readings, properly cited.

5. Postings are clearly written, with proper spelling and grammar.
6. Grading of discussions are “all or nothing”. Individual post and reactions to at least two colleague posts are required in order to receive any points for the discussion.

XI. Grading Criteria

Final Course Grade:

Assignments	Points	%
Assignment 1 - Individual	20	20
Assignment 2 - Individual	25	25
Assignment 3 - Group	30	30
Discussion Questions/Team Chats	25	25
Total	100	

Master's & EdS Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XII. Course Policies

Attendance

Students are expected to attend all face-to-face class sessions. Attendance in web-based courses refers to continuous engagement in the various online activities throughout the term. Everyone is expected to participate in chats session and respond to weekly discussion questions in a timely manner.

Students in online courses are expected to log on to the course at least two or three times a week to stay current with assignments and expectations. If emergencies occur, students must contact the professor as soon as possible and indicate when they will be able to resume course participation. The professor will determine how each emergency will be handled on an individual basis.

Chats

You will be required to participate in two chats with the professor using Zoom. Chat one will focus on the organization and content of the course and will take place during the first or second week of the term. Chat two will take place at the end of the course and will provide the opportunity for review of the content and other comments. The dates and times for the chats will be posted by the professor.

Written Assignments

All assignments will include the appropriate NSU/FCE cover page. Refer to the following website for guidance on formatting:

http://education.nova.edu/Resources/uploads/app/28/files/PDF/fce_standard_format.pdf

Unless otherwise noted, all written assignments are due by midnight EST on Sunday of the appropriate week (or otherwise determined by your professor). Assignments should be posted in the Assignment

Dropbox in the course area. Students are advised to keep a copy of all written assignments throughout the program.

Class Participation: Weekly Discussion Questions

Respectful interaction with everyone is the key to a positive class environment and to productive class discussions. Answer these three questions before speaking, especially in a class discussion. Answer: Is it kind? Is it true? Is it necessary? If you can answer yes to all three questions, then proceed.

In face-to-face courses, participation is measured in the following ways: (a) respectful interactions, (b) regular communication (i.e., frequent, but not dominant), (c) ground your comments in the text and experience, (d) comment reflectively on the question(s)/problem(s) posed, and dialogue clearly (i.e., plainly, on topic) and constructively (i.e., positively) with other students. Weekly discussion questions will be submitted and discussed in class.

On online courses, “classes” occur via the discussion boards. Weekly discussion questions represent the class participation component in online courses. They provide a forum for you to share your knowledge with your classmates and the professor. They are an important part of this course. Discussion questions are due by midnight EST on Sunday (or otherwise determined by your professor). Questions are to be posted directly to Canvas, not as attachments. All postings are checked by the instructor. In addition, American Standard English grammar and mechanics are required in all discussions, recitations, and activities for face-to face courses and online courses.

XIII. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIV. Bibliography

Course Syllabus Management Team

Lead Faculty: Gina Peyton, EdD