

2016

LEAD 860 Organizational Metaphors and Contexts

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LEAD 860 – Organizational Metaphors & Contexts (3 credits)

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Course Goals (Purpose):

The purpose of this cognate course is to establish a broad foundation of knowledge regarding the role of organizing behavior and the various forms of organization represented in modern society that create the contexts that govern the coordination of human behavior and determine the products of collective action in the 21st century. Students will be exposed to various disciplinary perspectives on the nature and function of organizations in modern society. The focus will be on dimensions of organizational life that contribute to organizational wellbeing and strategies for recognizing and addressing dysfunction in organizational life.

Course description:

This course provides an interdisciplinary social sciences perspective on the nature of organizing in modern society and the variety of organizational forms that provide contexts in which leadership matters. Students will consider the structural forms and underlying purposes served by organizations in multiple sectors of society, including corporate, non-profit, health care and educational domains. Differences and similarities among types of organizations will be considered through a variety of metaphorical lens that facilitate our understanding and interpreting the systemic, organismic, cultural and political dynamics that govern the societal contributions and ends served by different types of organizations. Consideration will be given to both the functional and dysfunctional dynamics that shape and sometimes limit the range of proactive human behavior fostered by alternative forms of organizing, and strategies for improving the health and performance of 21st century organizations experiencing challenges in the face of trends in population, economy, health care, and environmental stewardship.

Pre-requisites:

Admission to Leadership Studies Doctoral Program

Course Objectives (Learning Outcomes):

- Demonstrate knowledge of the complex, multifaceted structural forms and underlying purposes that motive human beings to organize and sustain various organizational forms in society.
- Identify contributions of various academic disciplines to our understanding of organizations and organizing.
- Apply multiple organizational metaphors to the analysis and understanding of different types of organizations in contemporary society.
- Analyze 21st century organizations in multiple sectors from a variety of cross-cutting dimensions that govern the nature of human behavior and forms of human enterprise that determine the purposes served and the societal contributions made by each.
- Explore familiar and unfamiliar organizational forms through experiential learning in service learning activities

Required Texts:

Morgan, G. (2006). *Images of Organization*. Thousand Oaks, CA: Sage.

Fineman, A., Gabriel, Y. & Sims, D. (2010). *Organizing & Organizations*, 4th ed. Los Angeles: Sage.

Supplemental Materials:

Posted on Canvas

Assignments & Due Dates:

Due Date	Assignment	Description	Points
Week 4	Service Learning Activity	<i>Select where</i> the Service Learning Activity in a community organization will be completed and begin volunteering there	
Week 6	Organizational Analysis I	Apply an organizational metaphor to a familiar organization (<i>written paper due</i>)	20 pts.
Week 8	Organizational Analysis II	Apply an organizational metaphor to an unfamiliar organization (<i>written paper due</i>)	20 pts
Week 12	Service Learning Activity	Individually report your findings of the Service Learning Activity (<i>Google.doc on Canvas</i>)	30 pts
Week 11/12	Class Presentation	<i>Present</i> (in a group) your findings from the Service Learning Activity through PowerPoint	15 pts
Exam Week	Fineman Topic Literature Review	Locate and review empirical studies of selected topic (<i>written paper emailed to instructor</i>)	15 pts
Total			100 pts

1. Organizational Analysis I

Students will select one of the organizational metaphors from Morgan as a lens through which to analyze an organization **where they work**, serve or hold membership. (Multiple forms of observation, interview and/or quantitative data collection may be used to collect evidence to inform the analysis. Include References throughout your paper - APA Style.) Final written report should include: a profile of the organization, a synopsis of the selected metaphor, an interpretation of the organization's operational dynamics as viewed through the lens of the selected metaphor. Recommendations for aspects of organizational form and functioning to be targeted for reform should be identified based on conclusions derived from your analysis.

Grading rubric OA-I:

<u>Element</u>	<u>Criterion</u>	<u>Value</u>
Synopsis of selected metaphor	Clarity, comprehension, detail	5
Application of metaphor	Insight, rationale, evidence	10
<u>Recommendations</u>	<u>Justification, relevance, utility</u>	<u>5</u>
Total		pts 20

2. Organizational Analysis II

Students will select one of the organizational metaphors from Morgan not used in the first assignment as a lens through which to analyze an organization **where they do not currently work**, serve or hold membership (an unfamiliar organization). Students are encouraged to facilitate by providing entry to the organizations where they work, serve or have membership. (Multiple forms of observation, interview and/or quantitative data collection may be used to collect evidence to inform the analysis. Include References throughout your paper - APA Style.) Reported results should include a profile of the organization, a synopsis of the selected metaphor, and an interpretation of the organization's operational dynamics viewed through the lens of the selected metaphor. Recommendations for aspects of organizational form and functioning to be targeted for reform should be identified based on conclusions derived from your analysis.

Grading rubric OA-II:

<u>Element</u>	<u>Criterion</u>	<u>Value</u>
Synopsis of selected metaphor	Clarity, comprehension, detail	5
Application of metaphor	Insight, rationale, evidence	10
<u>Recommendations</u>	<u>Justification, relevance, utility</u>	<u>5</u>
Total		pts 20

3. Service Learning Activity (volunteering as a group) ... and Individual Report (on Canvas)

A) Students will select a community service opportunity where they will be able to witness organizational dynamics at work in the **non-profit arena**. In addition to participating as volunteers, students will collect information about the organization from publically available sources, agency leaders, individuals served and volunteers. **I highly recommend you go as a team so you can present as a group** (Assignment #4 below).

B) Following the experience, students will individually **report on Canvas** their observations regarding the mission and motivation evident among its members, and the purposes served by its programs. Drawing upon the organizational themes covered in this course, insights gained into the organizational challenges and societal needs met by the agency should be highlighted, as well as the motivations, commitments and attitudes that sustain those who contribute to fulfilling its mission.

On Canvas you will be directed to a Google.doc to complete.

Your Name	Name of Non-Profit Organization Where You Volunteered	Interpretation of Mission/Purpose/Motivations of Organization	Insights Gained from Experience/ Participation (e.g. what you learned overall about the organization; challenges for the organization; as well as commitments/ attitudes of members)	Integration of Course Themes/ Readings/ Discussions to your Experience

Grading rubric SLA:

Element	Criterion	Value
Mission, purposes, motivation	Interpretation of mission/purpose/motivations	10
Organizational dynamics	Insights gained from experience, participation	10
Organizational themes	Integration of course themes/readings/discussion	10
Total pts		30



4. Class Presentation (a PowerPoint document)

Based on the analysis of their service learning activity students will work in groups to integrate insights gained about the nature of non-profit organizations and the societal purposes served by community organizations. Students will prepare group presentations reflecting these insights, highlighting themes from the course and adopting one of Morgan’s interpretive metaphors. Presenters should include discussion questions to facilitate reflection, discussion and engagement. The presentation will be a PowerPoint presentation.

Grading rubric CP:

Element	Criterion	Value
Collaboration	Evidence of insights from multiple experiences	5
Integration	Use of course themes/metaphor to interpret experiences	5
Facilitation	Success generating class engagement	5
Total pts		15



5. Fineman Topic Literature Review -

Students will select one of the thematic chapters in Fineman, et al. (either one covered in class or not) and write a literature review of empirical research conducted to investigate organizational strategies and responses addressing that dimension of organizational life. The paper should reflect both contemporary and historical perspectives. Implications for both profit and non-profit organizations should be discussed. Have different policies been implemented in these types of organizations to address the area of concern? (Include a minimum of 4-6 References throughout your paper - APA Style.)

Grading rubric FTLR:

Element	Criterion	Value
Synopsis of literature	Scope, relevance, integration of literature	5
Strategies adopted	Clarity, descriptive detail, comparative analysis	5
Implications	Insight, variety of views considered	5
Total		pts 15

****A topical list from the thematic chapters in Fineman, et al. (either one covered in class or not) is listed as a resource for the review.***

- | | |
|-----------------------------------|--|
| Entering and Leaving (Employment) | Greening |
| Lifelong Learning | Machines and Routines |
| Motives and Motivating | Innovation and Change |
| Rules are Rules | Feelings |
| Buildings and Organizing | Sex(uality) |
| Leading | Serious Joking |
| Politics and Deals | Virtuality |
| Influence and Power | Career Shifts |
| Us and Them | Producing and Consuming |
| Being Different? | Working and Living |
| Morals | Learning and Organizing in Uncertain Times |



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Grading Policies:

Students are responsible for ensuring delivery of work products by the stated due date. Unless otherwise noted, all assignments are to be submitted either in hard copy at the start of class on the date due or electronically through email. Late assignments will automatically be assessed a deduction equal to 25% of the total possible points allocated for the assignment. Permission is required for submitting assignments more than one week past the due date. Final Grades in this course will be determined by the Cumulative Points, determined by the simple sum of points awarded on each graded assignment.

Cumulative Point Totals:

A	96 – 100
A-	91 – 95
B+	87 – 90
B	83 – 86
B-	79 – 82
C+	75 – 78
C	70 – 74
F	<70

Percentage scores may round up or down at the discretion of the instructor, based upon overall class participation, contribution or extra effort.

All students are required to demonstrate good progress toward completion of assigned coursework throughout the semester. Any student who fails to demonstrate good progress toward completion of assigned coursework will be considered unprepared for class attendance, and will be required to complete the missed assignments before returning to class, unless an extension of the due date is negotiated with the instructor. Failure to demonstrate good progress includes, but is not limited to: Failure to complete an assignment within one week of the due date, arriving more than half an hour tardy, or consistently neglecting to complete assigned readings. The instructor may impose such tests as deemed necessary to demonstrate compliance with this standard.

Managing Workload:

A substantial amount of reading is required in this course. Readings are to be completed prior to the date scheduled for discussion in class. Students are ultimately responsible for their individual comprehension, interpretation and integration of assigned readings. Nevertheless, members of each class are welcomed to collaborate toward achieving mastery of these materials, as long as any derivative documents (article summaries, class notes, synopses, or analyses distributed to one or more members of the class) are also shared with the instructor. All sources, including instructor oral and written presentations of material, are to be cited appropriately in assignments using APA standards. *Derivative works shared among class members are not to be cited directly in course assignments. Excessive duplication of common phraseology or paraphrasing noted among papers submitted by students in the course will be interpreted by the instructor as plagiarism, and shall be treated as such in accordance with university policy.*

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Attendance Policy:

Regular attendance is the only way to ensure academic success in this course and is expected of every student, with the following exceptions:

1. The instructor recognizes that working professionals may occasionally encounter irresolvable scheduling conflicts. Students are responsible for informing the professor and his or her classmates, in writing, of any anticipated absences at the earliest possible opportunity.
2. Students who are ill or who are feeling unwell distract from the quality of the learning environment by endangering the health of others, and therefore are not welcomed in the classroom. Absence due to illness cannot always be anticipated in advance, and does not require prior notification. Students who show up for class while obviously unwell may be asked to leave by either the instructor or other classmates.

In order to insure compliance with these policies all students are expected to share responsibility with the instructor for helping classmates who miss class meetings due to either professional conflicts or illness to make up missed material. Following an absence, students should initiate dialogue to determine how the missed material may be made up. All enrolled students are asked to contribute to this supportive environment for their classmates.

Repeated absences, including late arrivals or early departures from class will jeopardize the quality of the learning environment for all students and may constitute grounds for dismissal. Students who experience two or more absences during the semester, due to either professional obligations or illness may be unable to successfully complete the course. Permission to continue enrollment under those circumstances must be obtained from the course instructor.

Academic Integrity:

Violations of academic integrity will not be tolerated. Students are responsible for ensuring they understand and adhere to the highest standards of academic and professional conduct both in and outside the classroom. University policies on academic integrity are published in the catalog and on the institutional website; additional stipulations pertaining to the intellectual content of this course are outlined below. Instances of plagiarism, academic dishonesty, deception, false attribution of intellectual work, or any behavior contributing to a hostile learning environment in either the classroom or any virtual or online medium will be grounds for disciplinary action that may include dismissal from this course and/or the program.

All course content, assignments, classroom exercises, discussions, lectures, presentations and communications constitute privileged professional exchanges between the instructor and concurrently enrolled students. Permission is granted to create personal notes of classroom proceedings for individual educational use only. However, any notes, graphics, electronic representations of material presented or derived from these sessions will be considered derivative

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works of the instructor's intellectual property and are subject to the same national and international laws of copyright. As such they should be properly cited in any derivative works students may produce, and may not be reproduced, transmitted or disseminated in any manner without the express permission of the instructor.

Adherence to these standards of integrity is the responsibility every student, at all times during and after enrollment in this course. These rights and responsibilities continue even after the end of the semester and endure in perpetuity. Students who are suspected of one or more violations of academic integrity will be invited to address the accusations, either rectifying or defending their work. The outcome and resolution of any such instance will be determined by the course instructor in consultation with the department chair. As with all disciplinary actions, appeals may be made in accordance with University policies.

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Accommodations for Special Needs:

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Proposed Course Calendar

Week	Date	Topics in Class	Assignments (Due in Class)	Readings/Assignments (Complete After Class)
1		Introduction Organizations & Organizing WHY do human beings form groups and organize themselves? Overview of Course; Syllabus		Syllabus Morgan, Intro and Ch 1 Fineman, et al., Ch 1,
2		Using Metaphors Organizations & Organizing (cont.) Why ideologies and systems have impacted organizations? What is Ancient Greek and Ancient Hebrew understanding of organizations? How have your views impacted your organizational thinking? Effective Leaders	Bring questions concerning course assignments	Morgan, Ch 2
3		Metaphor – Organizations as Mechanization <ul style="list-style-type: none"> • Classic Management vs Scientific Management • Western culture thinking; Industrial Revolution; Post Modern thinking; Inform. Age • Buildings & Technology 		Morgan, Ch 5 (highlight as you read p. 115-125) Fineman, et al., Ch. 2, - respond to p. 24 (Key Points)
4		Organizational Cultures Human need, environment, and culture; dominant culture and subcultures; positive culture; implications Blind Spots and Assumptions	Share notes on Morgan, Ch 5 Identify where you will complete your Service Learning Activity	Morgan Ch. 3 (take notes on p. 33-49) Morgan, Ch 4 (take notes on p. 71-87) Begin to volunteer for your Group Service Learning Activity
5		Metaphor - Organizations as Organisms Complex and personal needs, survival, relations	Share notes on readings	Morgan, Ch 7, p. 207-227 Fineman, et al., Ch. 3

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		<p>McGregor's Theory X and Y</p> <p>Metaphor - Organizations as Brains Interrelated, learning focused, and continuous growth and change; single/double loop learning</p>		<p>- identify your Learning Style, p. 31-33</p> <p>Fineman, et al., Ch 11, p. 163-165 (Different Differences); p. 174-175 (Differences can be Positively Valued; In Conclusion; Key Points)</p>
6		<p>Organizational Changes for Improvement</p> <p>Organizations as Psychic Prisons Exploring Plato's Cave</p> <p>Differences Prejudice and Discrimination</p>	<p>Due - Org. Analysis I</p>	<p>Volunteer for your Group Service Learning Activity</p>
7		<p>Organizations as Instruments of Domination</p> <p>How has power control and domination impacted organizational thinking and mind-sets?</p> <p>How can organizations use and exploit their employees?</p> <p>Applications of Morgan's Organizational Metaphors</p>		<p>Morgan, Ch 9 - Write as you read the Pros/Cons of Multinational Organizations (p. 315-329).</p>
8		<p>Organizations as Instruments of Domination (cont.)</p> <p>Innovation and Change</p>	<p>Due - Org Analysis II</p> <p>Share Pros/Cons of Multinational Organizations</p>	<p>Morgan, Ch 6, p.149 - top of 157; p. 163 - bottom p. 166</p> <p>Fineman, et al., Ch 8, p. 117-top of 119</p> <p>Complete volunteering for your Group Service Learning Activity</p>

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9		Organizations as Political Systems Systems of Government Political principles Balancing interests, career and personal life	Identify your Fineman, et al, topic Outline Group Service Learning Presentation	Fineman, et al, Ch 7, 98-99; then read your assigned part to report back to the class Morgan, Ch 11, p. 163-165 & p. 174-175
10		(cont.) Organizations as Political Systems 24 Hours in a Day Organization as Family	Share your Fineman, Ch 7 summary Work on Group Service Learning Presentation (on laptops)	Fineman, Ch. 15, last par. on p. 232 to p. 237 Finalize Group Service Learning Presentation and Individual Report on Google.doc
11		<u>Present</u> Group Service Learning	Due - Present Group Service Learning Presentation	Finalize your Fineman, et al, Topic Literature Review
12		<u>Present</u> Group Service Learning	Due - Present Group Service Learning Presentation Due - Individual Report on Google.doc	
Exam Week		Email Dr. Curtis	Due: Fineman topic report	

Note: All aspects of this syllabus and tentative course schedule are subject to change with prior notice. Changes will be communicated in class and posted on the University's CANVAS cour