

**PSYCH 293-01  
Organization Change & Development  
Spring 2024**

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<b>Section</b>	PSYC 293, Section 01
<b>Class Number</b>	25738
<b>Course Title</b>	Organizational Development
<b>Units</b>	3

<b>Office Hours</b>	By appointment <a href="https://calendly.com/tkholmes/od661">https://calendly.com/tkholmes/od661</a>
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<b>Location</b>	Dudley Moorhead Hall One Washington Square San Jose, CA 95192
<b>Dates</b>	01/24/24 - 05/13/24

Contains excerpts from:

- Anderson, Donald. *Organization development 5e syllabus*. SAGE publishing. 2020.
- Holmes, Terrell. *Organization development fall 2023 syllabus*. Self-published. 2023.

**Course Description**

Today’s organizations face constant pressures to change—the need for teams to change is one of the hallmarks of contemporary organizations, whether the organization is a government entity, a private business, a not-for-profit, or an educational institution. For organizational members and managers, the ability to facilitate organizational change often distinguishes the implementation of a mediocre solution from an extraordinary one that makes a difference.

This class is a survey of organization development and change. We will explore the roots of organization development, models of organizational analysis and diagnosis, frameworks for change, and change interventions at the individual, team, and organization levels.

**Course Learning Objectives**

Students who successfully complete Leading Organization Change & Development will:

- Understand the key concepts and theoretical foundations of organization development and change management.
- Analyze change at the individual, team, and organizational levels.
- Appreciate the critical role of communication in leading successful change.

**Learning Materials**

Primary Text: Anderson, D. L. (2019). *Organization development: The process of leading organizational change 6e*. Sage Publications.

You will be assigned articles and digital media throughout the course. Many articles and digital media will be openly available on the Internet. You may have to access others via the library. I will do my best to provide links on Canvas.

You will be assigned one of three possible cases for you to develop throughout the semester. You will need to purchase your assigned case via the Harvard Business Review/Harvard Education Publishing website for \$4.95. I will provide those links on Canvas after you’ve been assigned the case.

**Principles of Graduate Study**

- Diligent preparation. All persons in the room are expected to be knowledgeable about the topics for the day.
- Active participation in class discussions. Your contribution to the class is vital. Your focused and attentive participation, openness to others’ ideas, and positive attitude toward the learning experience are expected throughout the course.

- **Intellectual engagement.** View assignments as learning opportunities. Going above and beyond what is expected in the assignment helps you mature as a scholar. Bringing your own ideas or ideas from sources beyond those which are assigned will make an important contribution to the class learning experience.
- **Self-regulation.** Students are expected to regulate their own behavior. Ask for feedback, take the initiative to get what you need from the class, and be courageous in the questions you ask. Hold one another accountable for the quality of the learning experience. Take risks and take responsibility for your own learning.
- **Collegiality.** Graduate study is an opportunity for you to become a colleague with your instructor and your classmates. Respect for one another's ideas, a willingness to engage the hard questions, and openness to new ways of thinking about issues are some of the hallmarks of collegiality. An appropriate balance of challenge and support for one another is expected in this course.

### Course Assignments and Grading

While we may not discuss each and every reading assignment in class, you are expected to complete all such assignments. Your comprehension of, and ability to apply the concepts, theories and content of the reading is anticipated to show itself in class discussions and your expertise in working the case studies assigned.

Late assignments will be marked down 34 points for each day late). Assignments submitted more than three days late will be accepted at the professor's discretion.

I expect your writing to follow American Psychological Association (APA) formatting, include minimal grammatical errors, and be clearly thought out. If you choose to submit

**Reflection Journal (280 pts – 28% of grade):** You are expected to keep a reflection journal throughout the course. In addition to completing the assigned journal entries, I may ask you to share your observations and thoughts with the class at any time. Your weekly reflection journal must be posted to Canvas by 11:59 PM PT on the Friday immediately following class. This may be submitted as an approximate 500-word paper (1.5 pages) or comparable recorded presentation/scripted video (approximately 4-5 minutes).

Submit your journal in the Discussions area of the Canvas site as a response to the appropriately labelled discussion (ex. Journal 1, Journal 2, etc.).

- Journal entries 1-3, 5-8, 10-14 must address the following questions:
  - What concept or idea most intrigued you in this week's content (class, video, podcast, etc.)?
  - How do you envision using this concept in your future practice?
  - How has your definition of OD evolved since the beginning of this class?
- Journal entries 5 and 9 are specific to group evaluations.

These entries must address the following questions:

- What were the specific events, actions, or behaviors did you use to evaluate your teammates? How did those actions affect your evaluation?
- What emotions did you experience as you received feedback from your teammates? How did those emotions manifest in your body?
- What changes – if any – will you make based on the feedback you received?

**Case Analyses (160 pts – 16% of grade):** Each of you will be part of a 3-5 person case analysis team. Over the duration of the course, your team will analyze a case together. I recommend that you use your case analysis team as a learning pod, in which you regularly meet and discuss your learnings throughout the term. There are three case-analysis assignments:

- **Individual Case Review (80 pts – 8% of grade):** You will provide your individual impression and assessment of the case based on your current knowledge as a student of the I/O program. This may be submitted as an approximate 750-word paper or comparable recorded presentation/scripted video (approximately 7 minutes).
- **Team Case Review (80 pts – 8% of grade):** Your team will work together to provide your impressions and assessment of the case based on your increased knowledge to date (OD Entry & Contracting Steps, Data Gathering, Diagnosis & Feedback). This may be submitted as an approximate 750-word paper or comparable recorded presentation/scripted video (approximately 7 minutes).

**Team Charter (120 pts – 12% of grade):** After your case team has been assigned, your team will be expected to draft a Team Charter.

- **This assignment must be submitted to Canvas as a written document.**
- **Each member of the team must submit a copy of this document.**

**Final Team Presentation (150 pts – 15% of grade):** The final team presentation will be an in-person 30-minute team presentation of the case you have been working on throughout the course. The final presentation should display (1) critical thinking about the history of organization development and application of (2) OD frameworks, (3) models of change, (4) a variety of OD interventions. Each team will be allotted 30-minutes for a Q&A from classmates and guests. Each member of the team must submit a copy of this presentation.

Feel free to get creative about the format of this presentation. You are not required to make this a slide (PowerPoint, Keynote, etc.) presentation.

**Final Paper (100 pts – 10% of grade):** Your final paper will be a reflection paper which addresses your personal and professional development over the course of this term.

Include the following items in the final reflection:

- What concepts or ideas have most intrigued or inspired you since you began *Organizational Development*?
- How do you plan to take your new knowledge and ideas outside of the academic environment?
- What are some questions or ideas you hope to explore over the course of the I/O program?
- What did you learn about yourself and your teammates through the team evaluation process?

The Final Reflection Journal may be submitted as an approximate 1,000-word paper or comparable recorded presentation/scripted video (8-10 minutes).

**Group Evaluations & Participation (190 pts – 19% of grade):** You will be evaluating your team's performance throughout the term. The evaluations will be based on the Schreyer Institute for Teaching Excellence Team Peer Evaluation Survey(s).

For each group evaluation, you will have 1 week (7 calendar days) to (1) complete your team evaluation (2) discuss team performance with your team. Following the exercise, your weekly journal will be dedicated to describing the Evaluation experience.

The purpose of the evaluations is to provide feedback to your teammates for performance optimization:

- Group Evaluation Survey 1 (40 pts – 4% of grade)
- Group Evaluation Survey 1 (40 pts – 4% of grade)
- Group Evaluation Survey 1 (40 pts – 4% of grade)

Regarding participation, I will consider a student's performance as a good community member – promoting their own learning as well as promoting the learning of others.

- Participation (70 pts – 7% of grade)

Some examples of promoting one's own learning would be asking questions, sharing opinions, ideas, and information in class; or posting relevant articles, questions, opinions, and on the discussion board. Examples of promoting others' learning would be "calling-in" others to enter a discussion when they are overlooked or interrupted, taking interest in a classmate's ideas, and making space for others to participate.

You are encouraged to think critically and comprehensively, and to actively participate in classroom discussions. To be fully prepared for class discussions, it is advisable to outline the assigned readings before each class session.

Assignment	Due Date	Points (of 1,000)
Reflection Journal 01- Post reflections on one assigned reading/other media	Fri, 02-Feb	20
Reflection Journal 02- Post reflections on one assigned reading/other media	Fri, 09-Feb	20
Reflection Journal 03- Post reflections on one assigned reading/other media	Fri, 16-Feb	20
Team Charter	Fri, 16-Feb	120
Reflection Journal 04- Post reflections on Peer Evaluation Survey 1	Fri, 23-Feb	20
Group Evaluation Survey 1 – grp meeting completed, post eval. to Canvas	Fri, 23-Feb	40
Reflection Journal 05- Post reflections on Group Evaluation Survey 1	Fri, 01-Mar	20
Case Analysis: Individual Case Review Paper	Fri, 01-Mar	80
Reflection Journal 06- Post reflections on one assigned reading/other media, or recent assignment	Fri, 08-Mar	20
Reflection Journal 07- Post reflections on one assigned reading/other media, or recent assignment	Fri, 15-Mar	20
Case Analysis: Team Case Review Paper	Fri, 15-Mar	80
Reflection Journal 08- Post reflections on one assigned reading/other media, or recent assignment	Fri, 22-Mar	20
Group Evaluation Survey 2 – grp meeting completed, post eval. to Canvas	Fri, 22-Mar	40
Reflection Journal 09- Post reflections on Group Evaluation Survey 2	Fri, 29-Mar	20
Reflection Journal 10- Post reflections on one assigned reading/other media, or recent assignment	Fri, 05-Apr	20
Reflection Journal 11- Post reflections on one assigned reading/other media, or recent assignment	Fri, 12-Apr	20
Reflection Journal 12- Post reflections on one assigned reading/other media, or recent assignment	Fri, 19-Apr	20
Reflection Journal 13- Post reflections on one assigned reading/other media, or recent assignment	Fri, 26-Apr	20
Reflection Journal 14- Post reflections on one assigned reading/other media, or recent assignment	Fri, 03-May	20
Group Evaluation Survey 3 – grp meeting completed, post eval. to Canvas	Fri, 10-May	40
Final Team Presentation (in class)	Mon, 13-May	150
Final Paper (include Reflections on Peer Evaluation Survey 3)	Fri, 17-May	100
Participation	ongoing	70

#### Objective Standards:

Grade	Points
A	930+
A-	900 - 929
B+	870 - 899
B	830 - 869
B-	800 - 829
C+	770 - 799

Grade	Points
C	730 - 769
C-	700 - 729
D+	670 - 699
D	630 - 669
D-	600 - 629
F	< 600

Note: A final grade of “A” will be reserved for students who demonstrate consistent performance that exceeds my expectations. This will require you to obtain outstanding grades on all assignments as well as to demonstrate behaviorally your dedicated practice with all of the learning goals in the course. It also means excellent contribution to the learning environment.

#### Laptop and Personal Electronic Devices Use

A mutually supportive learning environment depends on active attention and engagement. We will work together to establish norms regarding the use of electronic devices.

#### Course Adaptions & Accommodations

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.”

### Academic Integrity

In fairness to all students, you're required to understand and follow University policies on academic integrity (<http://www.sjsu.edu/senate/docs/F15-7.pdf>). Plagiarism, cheating, and any other form of academic dishonesty will not be tolerated, and will result in a failing grade (F) for the course; this also applies to students who allow another student to benefit from their work.

“A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While it may be tempting to use AI in this way, please be aware that this is also considered a form of plagiarism.” Source: *Artificial Intelligence (AI) & Plagiarism*. <https://libguides.sjsu.edu>

### Course Calendar (contains excerpts from Anderson, *Organization Development 5e* Syllabus. Sage. 2020)

Date	Topics/Reading	Assignment
<p><b>Week 1</b> 1/29/24</p>	<p><b>Introduction to course</b> <b>Team formation</b> <b>Defining organization development</b> <b>OD history</b> <b>Cohort Culture Forum</b></p>	
<p><b>Week 2</b> 2/5/24</p>	<p><b>OD values and foundations of organizational change</b></p> <p>Read <i>Organization Development</i> (hereafter OD), Chapters 1 and 2</p> <p>Articles:</p> <ul style="list-style-type: none"> <li>- Marshak. Organization development as an evolving field of practice</li> <li>- Burnes and Cook. The past, present and future of organization Development</li> <li>- Worren, et al. From Organizational Development to Change Management</li> <li>- Hillier. Groups Meet ... Teams Improve</li> </ul>	<p>Reflection Journal 01- Post reflections on one assigned reading/other media - due: Friday, 2/2/24 @11:59 PM PT</p>
<p><b>Week 3</b> 2/12/24</p>	<p><b>Foundations of organizational change (continued)</b></p> <p>Read OD, Chapter 3 and 4</p> <ul style="list-style-type: none"> <li>- Hall. Columbia and Challenger: organizational failure at NASA</li> <li>- Fogg. How Organizational Burnout Led to the 1986 Challenger Disaster</li> </ul>	<p>Reflection Journal 02- Post reflections on one assigned reading/other media - due: Friday, 2/9/24 @11:59 PM PT</p>
<p><b>Week 4</b> 2/19/24</p>	<p><b>The OD consultant and consulting process, Entry and contracting</b></p> <p>Read OD, chapter 5</p>	<p>Reflection Journal 03- Post reflections on one assigned reading/other media - due: Friday, 2/16/24 @11:59 PM PT</p> <p><b>Team Charter</b> - due: Friday, 2/16/24 @ 11:59 PM PT</p>

<p><b>Week 5</b> 2/26/24</p>	<p><b>Data Gathering</b></p> <p>Read OD, Chapters 6 and 7</p>	<p>Reflection Journal 04- Post reflections on one assigned reading/other media, or previous week's assignment  - due: Friday, 2/23/24 @11:59 PM PT</p> <p>Group Evaluation Survey 1- grp meeting completed, post eval. to Canvas - due: Friday, 2/23/24 @11:59 PM PT</p>
<p><b>Week 6</b> 3/4/24</p>	<p><b>Data Analysis and Diagnosis</b></p> <p>Read OD, Chapter 8</p>	<p>Reflection Journal 05- Post reflections on Group Evaluation Survey 1 - due: Friday, 3/1/24 @11:59 PM PT</p> <p>Case Analysis: Individual Case Review Paper - due: Friday, 3/1/24 @11:59 PM PT</p>
<p><b>Week 7</b> 3/11/24</p>	<p><b>Data Analysis and Diagnosis (continued)</b></p>	<p>Reflection Journal 06- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 3/8/24 @11:59 PM PT</p>
<p><b>Week 8</b> 3/18/24</p>	<p><b>Feedback, Resistance, Introduction to interventions</b></p> <p>Read OD, Chapter 9 - Ford. Stop Blaming Resistance to Change and Start Using It - Kotter. Successful Change and the Force that Drives It</p>	<p>Reflection Journal 07- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 3/15/24 @11:59 PM PT</p> <p>Case Analysis: Team Case Review Paper - due: Friday, 3/15/24 @11:59 PM PT</p>
<p><b>Week 9</b> 3/25/24</p>	<p><b>Special Topic: DEI&amp;B</b></p> <p>- TED. Joan C. Williams: Why corporate diversity programs fail. <a href="https://youtu.be/U8UyOE1OY1s">https://youtu.be/U8UyOE1OY1s</a> - Parr, et al. Questioning universal applicability of transformational leadership: Examining employees with autism spectrum disorder - Center for WorkLife Law. Identifying &amp; Interrupting Bias in Performance Evaluations - Forbes. Fostering Innovation Through a Diverse Workforce</p>	<p>Reflection Journal 08- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 3/22/24 @11:59 PM PT</p> <p>Group Evaluation Survey 2- grp meeting completed, post eval. to Canvas - due: Friday, 3/22/24 @11:59 PM PT</p>
<p><b>Week 10</b> 4/1/24</p>	<p>No class – Cesar Chavez Day</p>	<p>Reflection Journal 09- Post reflections on Group Evaluation Survey 2 - due: Friday, 3/29/24 @ 11:59 PM PT</p>
<p><b>Week 11</b> 4/8/24</p>	<p><b>Whole organization interventions</b></p> <p>Read OD, Chapter 12 - Carucci. Leading Change in a Company That's Historically Bad at It - Christensen, et al. The tools of cooperation and change</p>	<p>Reflection Journal 10- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 4/5/24 @11:59 PM PT</p>
<p><b>Week 12</b> 4/15/24</p>	<p><b>Whole organization interventions (Organization Design)</b></p> <p>Read OD, Chapter 13 - Kaner, et al. Participatory decision-making: The core of multi-stakeholder collaboration</p>	<p>Reflection Journal 11- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 4/12/24 @11:59 PM PT</p>

<b>Week 13</b> <b>4/22/24</b>	<b>Team interventions</b> Read OD, Chapter 11	Reflection Journal 12- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 4/19/24 @11:59 PM PT
<b>Week 14</b> <b>4/29/24</b>	<b>Team interventions (continued); Individual interventions</b> Read OD, Chapter 10 - Mindhatch. Planting the Seeds for Trust and Teamwork with Organizational Improv.	Reflection Journal 13- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 4/26/24 @11:59 PM PT
<b>Week 15</b> <b>5/6/24</b>	<b>Sustaining Change and Evaluation</b> Read OD, Chapter 14	Reflection Journal 14- Post reflections on one assigned reading/other media, or recent assignment - due: Friday, 5/3/24 @11:59 PM PT
<b>Week 16</b> <b>5/13/24</b>	<b>Final Presentations</b>	Group Evaluation Survey 3- grp meeting completed, post eval. to Canvas - due: Friday, 5/10/24 @11:59 PM PT  Final Team Presentation - due: In class on Monday, 5/13
<b>5/17/24</b>		Final Paper (include reflections on group evaluation survey 3) - due: Friday, 5/17/24 @11:59 PM PT