SJSU SAN JOSÉ STATE UNIVERSITY

PSYCH 293-01
Organization Change & Development
Spring 2026

Professor	Terry Holmes, MS	Office Hours	By appointment https://calendly.com/tkholmes/office-hours	
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Section	PSYC 293, Section 01	Day	Monday	
Class Number	25738	Times	04:30PM-07:15PM	
Course Title	Organizational Development	Location	Dudley Moorhead Hall One Washington Square San Jose, CA 95192	
Units	3	Dates	01/26/26 - 05/11/26	

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. The links to the cases are provided below. I will also provide the links on Canvas.

- Group 1: BlackRock – Diversity as a Driver for Success. https://hbsp.harvard.edu/import/1383555
- Group 2: IBM - Bridging the Workplace & the Marketplace. https://hbsp.harvard.edu/import/1383552
- Group 3: Microsoft - Instilling a Growth Mindset. https://hbsp.harvard.edu/import/1383554

Principles of Graduate Study

- **Diligent preparation.** All persons in the room are expected to be knowledgeable about the topics for the day.
1. **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.
2. **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.
3. *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.
4. *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 2 points for each day late. Assignments submitted more than three days late will not be accepted, unless you have made prior arrangements with the professor.

I expect your writing to follow American Psychological Association (APA) formatting, include minimal grammatical errors, and be clearly thought out. Please see "Citation Guidelines for ChatGPT and other LLMs" at the end of this document for citations from Artificial Intelligence (AI) sources.

Reflection Journals (242 pts – 24.2% of grade): You are expected to keep a reflection journal throughout the course. In addition to completing the assigned journal entries, I will 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 Wednesday immediately following class. This may be submitted as a discussion post up to 300 words or comparable recorded presentation/scripted video (approximately 2-3 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 should address the following questions:

- o What concept or idea most intrigued you in this week's content (class, video, podcast, etc.)?
  - o How has your definition of OD evolved since the beginning of this class?
  - o What is one intervention you have seen or experienced over the past week, and how did that affect a group? *This can be in any forum: this class, another class, at an event, in public.*

- Journal questions my vary based on the class activities and class interest. The instructor will inform you if the questions change.

<u>Case Analyses (160 pts – 16% of grade):</u> Each of you will be part of a 3–4 person case analysis team. Over the duration of the course, your team will analyze a case together. I strongly recommend that you use your case analysis team as a learning pod, meeting regularly to discuss course concepts, compare interpretations, and test your thinking against a real-world scenario. There are two case-analysis assignments: one individual and one team.

- <u>Individual Case Review (80 pts – 8% of grade):</u> You will submit an individual, concept-integrated case memo that demonstrates (a) your understanding of course concepts and (b) your ability to apply them to a real-world situation. This is not a plot summary. Your memo should briefly summarize the situation, then use course frameworks to develop and defend a working diagnosis. You must explicitly connect case evidence to course concepts and include in-text citations to the assigned readings. For this first submission, focus on diagnosis and interpretation consistent with what we have covered so far (e.g., OD foundations and values, culture, team development and norms, entry/contracting, readiness for change), and limit recommendations to realistic "next steps" (e.g., what you would clarify, what data you would gather, what readiness questions you would test).

  Length guidance (efficiency rewarded): There is no minimum length requirement. I am grading the quality of your reasoning, evidence use, and concept integration, not word count. Aim for a concise, high-density memo. To keep submissions readable and fair to everyone, there is a maximum length of 1400 words (about 6 double-spaced pages), or a comparable recorded presentation/scripted video (up to 10 minutes). Submissions exceeding the cap may not be read beyond the limit.

- <u>Team Case Review (80 pts – 8% of grade):</u> Your team will submit a concept-integrated case memo that reflects your increased knowledge to date (see syllabus topics by date). The team memo should demonstrate deeper integration across multiple course lenses and show how different concepts interact in the case (for example: culture dynamics shaping team norms, readiness barriers influencing implementation, contracting issues creating misalignment). Your memo must connect specific case evidence to course concepts, include in-text citations to the assigned readings, and present a clear, defensible diagnosis along with thoughtful, realistic next steps.

  Length guidance (efficiency rewarded): There is no minimum length requirement. I am grading the quality of your reasoning, evidence use, and concept integration—not word count. Aim for a concise, high-density memo. To keep submissions readable and fair to everyone, there is a maximum length of 2400 words (about 10 double-spaced pages), or a comparable recorded

presentation/scripted video (up to 18 minutes). Submissions exceeding the cap may not be read beyond the limit.

<u>Team Charter (120 pts – 12% of grade):</u> 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 document.*
- *Each member of the team must submit a copy of this document.*

<u>Final Team Presentation (203 pts – 20.3% of grade):</u> 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.

<u>Group Intervention Design & Demonstration (115 pts – 11.5% of grade):</u> You and your team will design and demonstrate a client-focused intervention. You will be given class time to design the intervention, during which I will be available to provide advice and insight.

The intervention project must consist of the following five activities: design, pre-measurement assessment, demonstration of the intervention, post-measurement assessment, and in-class feedback via group discussion.

- Design: Produce a design document that clearly outlines (1) a summary of your client's situation (2) the goal outcomes of the intervention/what challenge(s) you are addressing (3) pre-measurement and post-measurement assessments (4) the intervention you will demonstrate – title, description, timing, and procedure and (5) three discussion questions for the group discussion.
- Pre-measurement assessment: Three or fewer questions to measure the participants' current knowledge or sentiment regarding the goal. This will be used to measure the effectiveness of your intervention. It will <u>not</u> be used to calculate your grade.
- Demonstration: Execute the procedure as it is defined in your design document.
- Post-measurement assessment: The same three questions as the pre-measurement assessment.
- Group discussion: Up to three reflection questions to prompt participants' reflection and integration of the intervention experience.

Your group will have ~40 minutes to execute the pre-measurement, demonstration, post-measurement, and group discussion.

Your grade will be determined by completion of the five components listed above.

The final deliverables for the project are the following:
1. Intervention Demonstration – The classroom experience that includes pre-measurement assessment, demonstration of the intervention, post-measurement assessment, and in-class discussion. The professor will not

2. Design Document – The completed design document will be submitted via Canvas as a slide deck (ex. Google Slides, PowerPoint, etc.) or word-processor document (ex. MS Word, Google Docs). There is no page count, as long as the following sections are addressed:
    - Summary of your client's situation (as created by your group)
    - The goal outcomes of the intervention/what challenge(s) you are addressing
    - Pre-measurement and post-measurement assessments
    - The intervention you will demonstrate – title, description, timing, and procedure
    - Three discussion questions for the group discussion

Participation (150 pts – 15% of grade): Regarding participation, each of you will individually co-facilitate one class with the professor during the semester. During your facilitation, your job is to promote your classmates' learning as well as your own. You and your classmates will create the facilitation schedule.

Facilitation comprises the following tasks:
- Welcoming the class
- Managing the class agenda
- Well-being check-in
- Mindfulness moment
- Ensuring balanced participation among your classmates
- Other duties that the professor may negotiate with the class

Even if you are not facilitating, 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.

Peer feedback note (important): After each student facilitation, classmates will complete a brief feedback form. *This feedback is not used to determine grades.* It is collected strictly to support skill development and growth as a practitioner. I will use it as coaching input (patterns, strengths, and opportunities), and facilitators should treat it as practice feedback—useful data, not a verdict.

To make this useful, I need your feedback to be honest and specific. Focus on observable behavior (what was said/done), describe the impact on your learning, and offer concrete suggestions the facilitator can try next time. Avoid speculation about motives, global judgments about the person, sarcasm, or "pile-on" comments. Think of this as professional, skill-based feedback: clear, respectful, and aimed at improvement.

Assignment	Due Date	Points (of 1,000)
Reflection Journal 01- Post reflections on one assigned reading/other media, or recent assignment	Wed, 28-Jan	20
Reflection Journal 02- Post reflections on one assigned reading/other media, or recent assignment	Wed, 04-Feb	20
Reflection Journal 03- Post reflections on one assigned reading/other media, or recent assignment	Wed, 11-Feb	20
Team Charter	Wed, 18-Feb	120
Reflection Journal 04- Post reflections on one assigned reading/other media, or recent assignment	Wed, 18-Feb	20
Reflection Journal 05- Post reflections on one assigned reading/other media, or recent assignment	Wed, 25-Feb	20
Reflection Journal 06- Post reflections on one assigned reading/other media, or recent assignment	Wed, 04-Mar	20
Case Analysis: Individual Case Review (Paper, presentation, audio cast)	Wed, 11-Mar	80
Reflection Journal 07- Post reflections on one assigned reading/other media, or recent assignment	Wed, 11-Mar	20
Reflection Journal 08- Post reflections on one assigned reading/other media, or recent assignment	Wed, 18-Mar	20
Reflection Journal 09- Post reflections on one assigned reading/other media, or recent assignment	Wed, 25-Mar	20
Reflection Journal 11- Post reflections on one assigned reading/other media, or recent assignment	Wed, 08-Apr	20
Case Analysis: Team Case Review Paper	Wed, 15-Apr	80
Reflection Journal 12- Post reflections on one assigned reading/other media, or recent assignment	Wed, 15-Apr	50
Group Intervention Design & Demonstration in class	Mon, 04-May	90
Group Intervention Final Design Document to Canvas	Wed, 06-May	25
Final Team Presentation (in class)	Mon, 11-May	170
Final Team Presentation submitted to Canvas	Wed, 13-May	25
Co-Facilitation with the professor	ongoing	160

Objective Standards:

Grade	Points	Grade	Points
A	930+	C	730 – 769
A-	900 – 929	C-	700 – 729
B+	870 – 899	D+	670 – 699
B	830 – 869	D	630 – 669
B-	800 – 829	D-	600 – 629
C+	770 – 799	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*

Date	Topics/Reading
Class 1 1/26/26	**Introduction to course** - Syllabus & class policies - Defining organization development - OD history - Cohort Culture Forum
Class 2 2/2/26	**OD values and foundations of organizational change** REQUIRED READING - 2.1 Anderson (Textbook). Ch. 1: 1-12; Ch. 2: 23-40 - 2.2 Batista. A Brief History of T-groups. https://www.edbatista.com/2018/06/a-brief-history-of-t-groups.html - 2.3 Crosby. What is a T-group?. https://lios.org/t-group - 2.4 Marshak. Organization development as an evolving field of practice - 2.5 Burnes and Cook. The past, present and future of organization Development.

Class 3
2/9/26
	Foundations of Organizational Change (continued), Team Development
	REQUIRED READING
	- 3.1 Anderson (Textbook). Chapter 3, pp. 45-57
	- 3.2 Hall. Columbia and Challenger: organizational failure at NASA
	- 3.3 Tuckman & Jensen. Stages of Small-Group Development Revisited
	- 3.4 Hillier. Groups Meet … Teams Improve: Building Teams That Learn. *Only read:*
	    o Team Charter (pp. 708-709)
	    o Team Charter (pp. 709-710)
	    o Appendix B: Team Charter (pp. 722-724)
	(continued onto the next page)

	OPTIONAL READING (continued onto the following page) - 3.5 Fogg. How Organizational Burnout Led to the 1986 Challenger Disaster - 3.6 Egeland & Schei. Cut me some slack …
Class 4 2/16/26	The OD consultant and consulting process, Entry and contracting REQUIRED READING - 4.1 Anderson (Textbook). Ch 5: 116-122; Ch 6: 131-144; Ch 7: 154-156; Ch 8: 184-186; Ch 9: 213-214; Ch 14: 368-374, 380-382
Class 5 2/23/26	Culture REQUIRED READING - 5.1 Anderson (Textbook). Ch. 13 "Organizational Culture Assessment and Change". Pp. 342-349. Ch. 15: 391-405 - 5.2 bccie.bc.ba. Cultural Iceberg. - 5.3 Schein. Coming to a New Awareness of Org Culture. - 5.4 Cameron. An Introduction to the Competing Values Framework. - 5.5 Hofstede. The Cultural Relativity of Organizational Practices and Theories. - 5.6 Netflix Culture Memo: https://jobs.netflix.com/culture SKIM - 5.4.1 OCAI Pro Example Report
Class 6 3/2/26	Viewing Organizations as Systems: Tools for Diagnosis - 6.1 Anderson (Textbook). Ch. 4: 77-92, Ch. 13: 349-352 - 6.2 Freedman. The Application of Systems Theory to Organizational Diagnosis - 6.3 Martins. Applying the Burke-Litwin model as a diagnostic framework …
Class 7 3/9/26	Readiness for Change REQUIRED READING - 7.1 Burke. Creating Successful Organization Change - 7.2 Stouten. Successful Organizational Change - 7.3 Armenakis. Creating Readiness for Organizational Change - 7.4 ProSci ADKAR Model Overview - 7.5 McKinsey. The Four Building Blocks of Change
Class 8 3/16/26	Resistance to Change and Sustainability REQUIRED READING - 8.1 Anderson (Textbook). Ch. 8: 198-204, Ch. 9: 217 - 8.2 Kanter. Ten Reasons People Resist Change. 4pp - 8.3 Kotter. Choosing Strategies for Change. 10pp - 8.4 Latham. Change Formula
Class 9 3/23/26	Interventions: Part 1 REQUIRED READING - 9.1 Cummings. Ch. 9: Designing Interventions. 10pp - 9.2 Anderson (Textbook). Ch. 10: Individual Interventions. 237-248 (Individual Instruments & Assessments) - 9.3 WalkMe. The Importance of Organizational Development Interventions. Webpage. - 9.4 Armenakis. Crafting a Change Message
3/30/26	Spring Recess – No class

Class 10 4/6/26	**Interventions: Part 2** REQUIRED READING - 11.1 Anderson (Textbook). Ch. 11: Team Interventions. 260 (Defining Teams) - 274, 276-286 (Summary) - 11.2 Anderson (Textbook). Ch. 12: Whole Org Interventions. 297 (Characteristics) - 337 (Summary) - 11.3 Coghlan. Aligning grid organization development and interlevel dynamics for systemic change - 11.4 Tuohy. Development in Schools - 11.5 LiberatingStructures.com. Microstructures & Design Elements. Webpage - 11.6 LiberatingStructures.com Introduction. Webpage CLASS PREP: Choose an intervention from one of the following sources and learn about it. You will brief your team about its objectives and how to execute it: - 11.7 Holmes. Interventions Grid - Each group member to choose one intervention to brief your team - 11.8 LiberatingStructures.com - Liberating Structures Menu
Class 11 4/13/26	**Special Lecture or Clinic** - TBD
Class 12 4/20/26	**Clinic: Work session for intervention design project & final presentation** Review the following items to prep for class (links in Canvas): - 12.1 Lecture 9: Intro to Interventions + Individual Interventions - 12.2 Example 1 - Procedure + Questions + Survey.pdf - 12.3 Example 2 - Procedure + Questions.pdf - 12.4 Example 3 - Big 8 in a backpack + privilege bag.pdf - 12.5 Example 4 - Diversity Retreat Resource Guide - UMich.pdf
Class 13 4/27/26	**The OD Practitioner** REQUIRED READING - 13.1 Anderson (Textbook). Ch. 5: 101-109; Ch. 15: 405-415 - 13.2 Worren, et al. From Organizational Development to Change Management
Class 14 5/4/26	**Intervention Demonstrations** Attendance Mandatory
Class 15 5/11/26	**Final Presentations** Attendance Mandatory

I welcome the use of AI for my classwork if it is properly cited. When I say properly cited, anyone who reads your paper should be able to verify the source on their own. That means including the source website/app, the prompt that was used, and the portion of the content that is being cited. These guidelines allow for readers to access the sources directly.

Proper use of AI for learning requires some knowledge of the topic. It is important to be able to read your prompts and what the AI produced. The content of your prompts will give me insight into your knowledge of the class content.

You'll notice that I am requesting a bit more information than the APA guidelines: https://apastyle.apa.org/blog/how-to-cite-chatgpt. Again, I want to be able to access these sources directly if I choose to.

GUIDELINES FOR OPENAI/CHATGPT

The reference format should be as follows:

OpenAI. (Year). *ChatGPT* (Version X.X) [Large language model]. Retrieved from [share URL]

Year - The year that you retrieved the information from ChatGPT

X.X - the version of ChatGPT that was used

[share URL] - the direct URL that will link to the prompt and conversation. Instructions to retrieve the URL: https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq

If you have multiple references from the same AI site/app during the same time period, use the following format:

OpenAI [x]. (Month Year). Retrieved from [share URL]

[x] - this is an identifier that gives the reference item a unique entry. If you have multiple references from OpenAI, include this number or letter so that I can match the in-text citation with the item on the reference list

Examples:

In-text content:

The "t" in "t-group" can be considered shorthand for "training" or "transactional." (OpenAI, 2024)

Reference list item:

> OpenAI. (2024). *ChatGPT* (version 3.5) [Large language model]. Retrieved from https://chat.openai.com/share/804d49a2-9dff-45b4-a0c9-9797bbbb3d2c

Subsequent reference item from the same source in the same time period:

> OpenAI (a). Retrieved from https://chat.openai.com/share/804d49a2-9dff-45b4-a0c9-9797bbbb3d2c.

NOTE: For subsequent reference items from the same source & date, ensure the in-text citation includes the [x] that indicates which unique reference item it is.

GUIDELINES FOR OTHER AI SOURCES (Anthropic's Claude as example)

If you use an AI source that does not provide a shared link, place the prompt where the shared link would be, and include the cited/quoted portion of the source either directly under the reference item or in an appendix. Include the cited/quoted portion in italics (just the same as if you were to include a long quote in the main text of the paper).

Example:

In-text content:

> The "t" in "t-group" stands for "training." However, Lewin originally called them "basic skill training group[s]." (Anthropic, 2024)

Reference list item:

> Anthropic. (March 2024). *Claude* (Version 3) [Software]. Prompt: "How did Kurt Lewin design the first t-group?"

Kurt Lewin was a pioneering psychologist known as one of the founders of social psychology. He is credited with designing the first training group for sensitivity, known as a "T-group" or "basic skill training group", in 1946.

Subsequent reference item from the same source in the same time period:

> Anthropic (a). Prompt: "How did Kurt Lewin design the first t-group?"

Kurt Lewin was a pioneering psychologist known as one of the founders of social psychology. He is credited with designing the first training group for sensitivity, known as a "T-group" or "basic skill training group", in 1946.

NOTE: For subsequent reference items from the same source & time period, ensure the in-text citation includes the [x] that indicates which unique reference item it is.