



Rutgers University  
New Brunswick, New Jersey

Graduate School of Applied and Professional Psychology (GSAPP)

Doctor of Psychology Organizational Psychology Program  
Spring 2025

### **Syllabus Subject to Change**

Organization Development and Change

Credits: 3

Level: Graduate/Doctoral

Thursdays 6:15 pm to 8:45 pm ET Virtual | Synchronous

Prof. Preston V.L. Lindsay, Ph.D

### **Course Description**

This course provides an advanced exploration of Organization Development (OD) through the integrated lenses of systems thinking and psychological science. It examines the dynamic interplay between individuals, teams, leadership, and organizational systems, highlighting how these interconnected levels influence and are influenced by change. Rooted in both theoretical foundations and practical application, the course emphasizes a systems thinking approach to assessing and addressing organizational challenges.

Students will delve into the psychological dimensions of change, exploring cognitive, emotional, and behavioral responses at all levels of the organization. They will learn to apply change models grounded in open systems theory to identify feedback loops, patterns, and systemic barriers that impact organizational effectiveness. By integrating psychological insights with systems-oriented interventions, students will develop the skills to design adaptive strategies that drive sustainable change.

This course bridges theory and practice, encouraging students to critically evaluate OD frameworks, engage with real-world case studies, and apply their learning to complex organizational scenarios. A central focus is fostering an ethical, evidence-based, and culturally attuned approach to organizational transformation.

### **Teaching Philosophy and Pedagogical Approach**

I am committed to delivering an innovative and engaging learning experience, grounded in the principles of Socratic dialogue and the Paideia method. This course utilizes gamification and simulation-based learning to foster a highly interactive and immersive educational environment. Gamification incorporates game-design elements to increase motivation and engagement. Simulation-based learning places students in realistic, interactive scenarios, allowing them to apply theoretical concepts to practical, real-world situations.

Through gamification scenarios, compelling case simulations, scholarly writing, my aim is to implement learning activities that encourages curiosity, critical thinking, and practical application. My goal is to guide students through advanced concepts, theories, and practices of organization development and change while fostering intellectual dialogue and collaborative learning. This environment thrives on active participation, where contributions and insights lead to a deeper understanding of the subject matter. Together, we will cultivate an atmosphere of thoughtful engagement and academic excellence as we explore the science and art of organizational psychology. Come prepared to engage, challenge yourself, and grow as we embark on this exciting journey together.

### **Course Objectives**

By the end of this course, students will be able to:

- Understand and apply foundational models and frameworks of organization development and change management.
- Assess an organization's readiness for change, identifying strengths, barriers, and opportunities.
- Evaluate the interplay of individual behaviors, team dynamics, and leadership actions in fostering or hindering change.
- Develop and recommend diagnostic tools and tailored interventions to address specific organizational challenges.
- Appreciate the influence of organizational culture, regional and societal factors, and leadership styles on change processes.
- Critically evaluate the effectiveness of major intervention approaches designed to transform an organization's culture, climate, and processes, considering both social and technical dimensions.
- Apply evidence-based methods to motivate employees toward high performance by strategically addressing individual, group, and organizational structural and behavioral processes.
- Select an appropriate intervention technique, implement it systematically in an organizational setting, and assess its potential positive and negative consequences.

### **Learning Outcomes**

Students will gain:

- A solid understanding of OD frameworks and their practical applications.
- Insight into the psychological and behavioral factors that drive or resist change at individual, team, and leadership levels.
- Proficiency in applying organizational assessment models and methods to analyze organizational issues appropriately.
- Awareness of how organizational and regional cultures impact change dynamics and strategies.
- Practical experience in applying OD principles to real-world organizational problems, including designing and presenting actionable solutions.

***NOTICE*** – Requests for assignment extensions must be submitted at least 48 hours prior to the due date. Extension requests made within this timeframe are guaranteed approval. Late submissions without prior approval will receive a grade of zero. Adhering to deadlines ensures fairness, fosters accountability, and allows for timely feedback. Unplanned late submissions disrupt grading schedules, hinder learning, and compromise academic standards. Please manage your time effectively to uphold the integrity of the learning process.

**Statement on Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Statement on Academic Integrity:** The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

**AI Usage Statement for Syllabus:** In this class, the use of artificial intelligence (AI) tools like ChatGPT, Grammarly, or other platforms is not just allowed—it's welcome! AI can be a powerful resource to support your learning by helping with tasks such as formatting papers, conducting research, generating ideas, and organizing your thoughts.

However, it is essential to use these tools responsibly and in alignment with Rutgers University's academic integrity guidelines. Specifically:

1. **Cite AI Appropriately:** If you use AI in your work, you must acknowledge it by citing the tools in accordance with APA guidelines. Transparency is key to maintaining academic integrity.
2. **Use AI as a Supplemental Tool:** While AI can assist with research and writing, the primary authorship, critical thinking, and intellectual effort must come from you. Think of AI as a collaborator, not the author.
3. **Write Responsibly:** Always verify the accuracy of AI-generated content and ensure it aligns with your understanding and the course objectives.
4. By using AI thoughtfully, you can enhance your learning experience, work more efficiently, and engage deeply with course material—all while adhering to the academic standards of Rutgers University. If you have questions about how to use or cite AI tools, don't hesitate to ask!

**Names and Pronouns:** Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

**Required Readings:** All texts and scholarly works are supplied. Readings from additional primary sources will also be provided in advance on Canvas. These readings are listed in the weekly course outline.

## Course Assessments:

### 50% Scholarly Contribution to Organization Development and Change

This course project challenges students to produce a conceptual, scholarly manuscript that contributes to the understanding and advancement of Organization Development (OD) and change. Rather than conducting original research, students will engage in rigorous conceptual analysis, exploring and synthesizing existing theories, frameworks, and practices to generate fresh insights into key topics within the field. By the end of the course, students will have developed a publication-ready manuscript suitable for submission to leading peer-reviewed journals such as *ISODC*, *Organization Development Review (ODR)*, or *Academy of Management (AOM)* publications.

The project is designed to unfold in five interconnected phases. Students will begin by identifying a significant topic in OD, such as change leadership, organizational effectiveness, DEI, and/or the dynamics of culture and climate in transformation efforts. This topic should address contemporary challenges, theoretical debates, or practical applications in OD and resonate with an audience of experienced practitioners and scholars. Next, students will conduct a comprehensive literature review, synthesizing current scholarship to establish a strong theoretical foundation for their manuscript. They will critically analyze gaps, contradictions, and emerging trends in the literature, using these as a springboard to articulate a unique perspective or conceptual model.

Building on this foundation, students will develop their argument or conceptual framework in depth. This may involve proposing a new lens for understanding organizational change, integrating existing models in innovative ways, or offering a critique of dominant paradigms. The focus is on advancing thought leadership by presenting clear, well-supported ideas that contribute meaningfully to the field.

As part of the iterative writing process, students will draft their manuscript in alignment with the standards of scholarly publications. This includes crafting a cohesive narrative with an engaging introduction, a compelling theoretical discussion, and a clear articulation of the manuscript's implications for both theory and practice. Peer review will play a critical role in this phase, allowing students to refine their work based on constructive feedback from classmates and the instructor.

The final deliverable is a polished, publication-ready manuscript that reflects the rigor and creativity expected in professional journals. Note, manuscript submission to a professional journal of your choosing is required. This project emphasizes critical thinking, conceptual depth, and scholarly writing. It provides students with the opportunity to bridge academic theory with real-world applications, equipping them to engage in thought leadership and influence the evolving discourse in OD and change.

### Project Phases for Conceptual Manuscript Development:

#### Phase 1: Topic Selection and Proposal (Weeks 1–2)

**Deliverable:** A 1–2-page proposal outlining the chosen topic, central argument or thesis, and its significance to the field of Organization Development (OD) and change.

#### Activities:

- **Literature Exploration:** Review key OD and change literature to identify an emerging issue, trend, or gap that warrants conceptual exploration.
- **Conceptual Focus:** Develop a clear, focused thesis or central argument that addresses theoretical or conceptual issues within OD or change management. This may include the exploration of theoretical frameworks, models, or the integration of existing theories to offer new perspectives on organizational change.
- **Instructor Feedback:** Submit the proposal to the instructor for approval and receive feedback on the topic's relevance, clarity, and conceptual depth.

## **Phase 2: Literature Review and Theoretical Foundation (Weeks 3–5)**

**Deliverable:** A 4–6-page literature review that provides a conceptual foundation for the research topic, synthesizing existing theoretical frameworks and perspectives.

### **Activities:**

- **Theoretical Synthesis:** Synthesize key OD and change management theories, frameworks, and concepts that relate to the selected topic, with an emphasis on identifying theoretical gaps or areas for new conceptual integration.
- **Frameworks and Models:** Identify relevant theories or models that will help structure the conceptual analysis and argumentation in the manuscript.
- **Critical Evaluation:** Evaluate the limitations and opportunities within the existing literature, offering critical insights into how the field can advance or be redefined from a conceptual standpoint.

## **Phase 3: Conceptual Framework Development (Weeks 6–8)**

**Deliverable:** A conceptual framework (3–4 pages) that outlines the key elements of the argument or thesis, including how existing theories and concepts will be integrated to support the central thesis.

### **Activities:**

- **Framework Design:** Develop a conceptual framework that organizes key theoretical components, demonstrating how they interconnect and inform the overall argument.
- **Integration of Theories:** Discuss how existing theories or concepts will be integrated or reinterpreted to address the chosen topic in a novel way. This may involve refining, extending, or synthesizing theories to present a fresh perspective on the issue.
- **Conceptual Propositions:** Formulate conceptual propositions or hypotheses that drive the manuscript's theoretical narrative, which will be supported by existing literature and frameworks.

## **Phase 4: Manuscript Draft and Peer Review (Weeks 9–11)**

**Deliverable:** A draft manuscript (10–15 pages) written in the style of a peer-reviewed journal article, which includes an abstract, introduction, literature review, conceptual framework, discussion, and conclusion.

### **Activities:**

- **Drafting the Manuscript:** Write a polished, cohesive manuscript that clearly articulates the conceptual argument and integrates the literature review and conceptual framework developed in earlier phases.
- **Peer Review:** Participate in a structured peer review process with classmates, offering and receiving feedback to refine the conceptual argument, clarity, and theoretical depth of the manuscript.
- **Revisions:** Revise the manuscript based on peer and instructor feedback, improving the structure, clarity, and conceptual contributions of the work.

## **Phase 5: Final Manuscript Submission (Week 12)**

**Deliverable:** A final manuscript that is ready for submission to a peer-reviewed journal, suitable for publication in a scholarly outlet within the OD or change management field.

### **Activities:**

- **Final Revisions:** Ensure that the manuscript adheres to the journal's submission guidelines (e.g., APA style or specified format), paying attention to clarity, coherence, and theoretical rigor.
- **Journal Submission (Required):** Submit the final manuscript to an appropriate peer-reviewed journal (e.g., *ISODC*, *ODR*, *AOM*) for consideration, or consider alternative outlets that accept conceptual work in OD and change management. Upload to Canvas confirmation of submission to journal and final manuscript.

## **25% In-Class, Team-Based Simulations**

Simulations will immerse students in a dynamic, team-based learning experience where they can collaboratively apply Organization Development and Change theories/concepts to address realistic contemporary organizational challenges. By working in teams, students will explore complex dynamics, diagnose systemic issues, and design actionable interventions while navigating stakeholder relationships and organizational resistance. Simulation-based learning will provide applied modality bridging theory and practice, fostering collaboration and enhancing practical skills by:

- Encouraging teamwork to reflect real-world collaborative efforts in OD practice.
- Allowing students to apply systems thinking to diagnose and address multi-level organizational dynamics.
- Providing hands-on experience with OD tools, frameworks, and strategies in a risk-free, yet realistic, environment.
- Developing decision-making, problem-solving, and negotiation skills in a simulated organizational context.

## **25% In-Class, Team-Based Gamification Activities**

This gamified learning activity engages students in an interactive, game-based environment designed to apply Organization Development (OD) and change management concepts to complex organizational challenges. Unlike simulations, which replicate real-world environments, this activity uses game mechanics—such as points, levels, challenges, and feedback loops—to promote active learning, decision-making, and competition in a fun and engaging way. Students will navigate the dynamics of organizational change through structured tasks, progressing through stages of the change process while earning rewards for their strategic choices. The gamification activity enhances the learning experience by:

- Reinforcing OD concepts in an interactive, competitive environment where students can experiment with different approaches to organizational change.
- Encouraging active participation and critical thinking through game mechanics and real-time feedback.
- Providing an opportunity to "fail forward" by testing strategies in a low-risk, high-engagement environment.
- Promoting collaboration, leadership, and decision-making under pressure, all key skills for OD practitioners.

## Weekly Course Outline and Reading List

\*\*\* Assignment parameters including due dates are provided on Canvas\*\*\*

Week	Module	Weekly Readings	Weekly Assignments
Week 0	Module 0: Getting Ready for ODC	Syllabus  Chapters 3, 6, American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association. <a href="https://doi.org/10.1037/0000165-000">https://doi.org/10.1037/0000165-000</a>	No Assignments. Just Read material ahead of class.
Week 1	Module 1: Sources for Understanding Organization Development and Change	Chapter 1, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 1-1, 1-2, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 2	Module 2: Rethinking Organizational Change	Chapter 2, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications	Gamification
Week 3	Module 3: A Brief History of Organization Change	Chapter 3, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 1-3, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation  Manuscript Project Phase 1: Topic Selection and Proposal (Weeks 1–2)
Week 4	Mental Health Week	No readings assigned.	No Assignments
Week 5	Module 4: Theoretical Foundations of Organizations and Organizational Change	Chapter 4, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 2-1, 2-2, 2-3, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 6	Module 5: The Nature of Organization Change	Chapter 5, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 3-1, 3-2, 3-3, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification  Manuscript Project Phase 2: Literature Review and Theoretical Foundation (Weeks 3–5)

Week 7	Module 6: Design Intervention - Levels of Organization Change: Individual, Group, and System	Chapter 6, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 7-1, 7-2, 7-3, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation
Week 8	Mental Health Week	No readings assigned.	No Assignments
Week 9	Module 7: Organization Development and Change Research and Theory	Chapter 7, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.	Gamification  Manuscript Project Phase 3: Conceptual Framework Development (Weeks 6–8)
Week 10	Module 8: Conceptual Models and Neuroscience for Understanding and Facilitating Change	Chapter 8, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapter 8, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 11	Module 9: Integrated Models for Understanding Organizations, Leading, and Managing Change	Chapter 9, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 9, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation
Week 12	Module 10: Burke-Litwin Casual Model of Organization Performance and Change	Chapter 10, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Chapters 18, 19, Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification  Phase 4: Manuscript Draft and Peer Review (Weeks 9–11)
Week 13	Module 11: Managing Organizational Culture Change	Chapter 11, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.	Gamification
Week 14	Module 12: Transformational Leadership and the Organizational Psychologist	Chapter 14, Burke, W. W. (2023). <i>Organization change: Theory and practice</i> (6th ed.). SAGE Publications.  Northouse, P. G. (2019). <i>Leadership: Theory and practice</i> (8th ed.). SAGE Publications.	



Week 15	Module 13: End of Course Reflections	No readings assigned.	Phase 5: Final Manuscript Submission (Week 12-14)
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