18:829:534:01| Spring 2026 |Hybrid |Graduate School of Applied and Professional Psychology

❚ Introduction to Organizational Development and Change

**Syllabus may be subject to change

❚ Instructor

Katrina Monton, PhD

Email: katrina.monton@rutgers.edu

❚ Meeting Times and Days

Meeting Day: Monday

Meeting Time: 3:35 to 6:05pm EST

Meeting Location: RM A230

Zoom: Access weekly Zoom link **HERE** (or on Canvas); **Meeting ID: XXX**, **Passcode:** XXX

Office Hours: I am happy to meet with you 1:1. Email a few good days/times, and we can find a mutually convenient time to meet in person or to speak by Zoom. I will do my best to respond within 48 hours of receiving your email. I am also happy to answer questions via email, but please avoid leaving important questions until right before exams or project deadlines. This ensures I have enough time to respond thoughtfully and support your learning.

▎ COURSE DESCRIPTION

This introductory graduate-level course provides a foundation in the theories, frameworks, and applied practices of organizational development (OD) and planned change. Students will learn how organizations function as dynamic systems, how change unfolds at individual, group, and organizational levels, and how psychologists and change practitioners support effective and ethical change processes.

The course integrates lectures on core OD theory with hands-on application through case studies, structured exercises, and guided simulations. Students will gain early experience diagnosing organizational issues, practicing basic consultation skills, and applying OD frameworks to real-world challenges. This course serves as a gateway into the field of OD and prepares students for more advanced study or professional practice in organizational change and consulting.

▎ COURSE FORMAT

This is a hybrid class, with both in-person and Zoom options available. If you are ill, please stay home, rest, and recover. You can join via Zoom if you're feeling well enough, or catch up later. It's a good idea to connect with classmates and share notes in case you miss a session.

The course will combine short lectures, discussions, experiential learning, theory-to-practice activities, and small-group exercises. Given OD is grounded in interpersonal dynamics and collaborative inquiry, active participation is an essential component of the course.

Online sessions will run for 2.5 hours unless otherwise noted. When attending remotely, students are expected to have cameras on (unless prior approval is given), remain engaged, and participate fully in discussions and activities.

▎ COURSE OBJECTIVES

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

1. Understand foundational theories, models, and research traditions in OD.
2. Explain how individual, group, and organizational dynamics interact within a systems framework.
3. Develop introductory skills in organizational diagnosis, data gathering, feedback, and basic intervention planning.
4. Apply OD frameworks and concepts to real-world organizational challenges through cases, exercises, and group projects.
5. Reflect on the ethical, interpersonal, and political dimensions of acting as a change agent.
6. Enhance critical thinking and problem-solving abilities relevant to understanding and improving organizational systems.

❚ REQUIRED TEXTBOOKS

Cummings, T. G., & Worley, C. G. (2025). *Organization Development and Change* (12th ed.). Cengage.

Burke, W. W., & Noumair, D. A. (2015). *Organization development: A process of learning and changing*. FT Press.

*All other required and optional texts will be made available below in the class schedule.

❚ COURSE DESIGN: LECTURE & LEARNING LAB

Each class session will be divided into two distinct but connected parts:

1. Lecture
 The lecture portion will introduce core theories, models, and frameworks in organizational development and change. During this time, we will build a shared conceptual foundation through mini-lectures, guided discussions, and brief reflective activities. We will always take a few minutes at the end of the lecture to integrate key themes and prepare for the applied portion of class.

2. Learning Lab
 The Learning Lab is an experiential space intentionally designed to translate theory into practice. Students will engage in:

- Case studies and real-world OD scenarios
- Applied change projects
- Role plays, simulations, and skill-building exercises
- Small-group analyses and facilitated discussions

The Learning Lab combines applied learning in organizational psychology, providing students with structured opportunities to practice diagnosis, inquiry, change-agent behaviors, and intervention planning. This intentionally designed course supports students in developing both conceptual understanding and practical OD skills.

Each week, the class will end with a debrief, followed by 10 minutes to complete learning lab reflections.

▎CLASS SCHEDULE

Class dates, Topics, Readings, and Videos:

Session	Modality	Date	Topics	Required Readings	Watch
1	**Online**	**01/26**	Intro to Organizational Development Learning Lab: Democratic Syllabus Review	Cummings & Worley (2025) - CH 1 Burke & Noumair (2015) - CH 1 & 3 Velnoskey, K., Laman, I., & Valencia, C. (2026, January 15). *Why keeping up with change feels harder than ever*. Harvard Business Review. Optional: Bailey, J. R., & Rehman, S. (2022). Don't underestimate the power of self-reflection. Harvard Business Review, 4, 2022. Tan, L., Kocsis, A., & Burry, J. (2023). Advancing Donald Schön's reflective practitioner: Where to next?. *Design Issues*, *39*(3), 3-18.	How to change your workplace - Work Life with Adam Grant
2	**In Person**	**02/02**	The Process of Organizational Development Learning Lab: Reactions to Change Activity	Cummings & Worley (2025) - CH 3 Burke & Noumair (2015) - CH 4 Rousseau, D. M., & Ten Have, S. (2022). Evidence-based change management. Organizational Dynamics, 51(3), 100899. Burnes, B. (2020). The origins of Lewin's three-step model of change. The Journal of Applied Behavioral Science, 56(1), 32-59. Optional: White, A., Wheelock, M., Canwell, A., & Smets, M. (2023, May 10). *6 key levers of a successful organizational transformation*. Harvard Business Review. Emerson, M. S. (2022, November 18). *7 reasons why change management strategies fail and how to avoid them.* Professional & Executive Development Blog, Harvard Division of Continuing Education.	Navigate and Embrace Change - Simon Sinek
3	**Online**	**02/09**	Process Consultation in Change Efforts	Schein (1982). *What to observe in a group.* Cheung-Judge (2001). *Self as instrument.*	

			Learning Lab: Group Process Plan Development Workshop + PC	Schein, E. H. (1990). *A general philosophy of helping: Process consultation. Sloan Management Review*, *31*(3), 57-64. Optional: Schein, E. H. (1999). *Process consultation revisited: Building the helping relationship.*	
4	**In Person**	**02/16**	Understanding Organizations: Diagnosis	Cummings & Worley (2025) - CH 4 Burke & Noumair (2015) - CH 5 & 6 Comparing Diagnostic Models	
			Learning Lab: Group Process Plan Mini Case 1		
5	**Online**	**02/23**	Individual and Team Level Processes **Group Process Plan Due**	Cummings & Worley (2025) - CH 7 & 8	
			Learning Lab: Peer Review /Cross Teaming - Group Process Plan + PC		
6	**In Person**	**03/02**	The Burke-Litwin Model of Organizational Development and Change - Overt Processes **Change Paper due**	Cummings & Worley (2025) - CH 13 Burke & Noumair (2015) - CH 7 Burnes, B., & Cooke, B. (2013). Kurt Lewin's Field Theory: A Review and Re‑evaluation. International journal of management reviews, 15(4), 408-425. Burke Litwin Model Questions Optional: Burke & Litwin (1992)	The Science of Successful Organizational Change - Paul Gibbons (Microsoft)
			Learning Lab: Case Study Part 1	Burke (2023). The Burke-Litwin model of organizational change and performance. In Organization Change: Theory and Practice (pp. 183-200). SAGE Publications.	

7	**Online**	**03/09**	XRay Vision - Covert Processes Learning Lab: Case Study Part 2	Burke & Noumair (2015) - CH 8 Noumair et al. (2017) Nossal, B. (2018). The use of drawing as a tool in socioanalytic exploration. In Socioanalytic methods (pp. 67-89). Routledge. Kahn, W. A. (2001). Holding environments at work. The Journal of Applied Behavioral Science, 37(3), 260-279. XRay Vision Tool XRay Vision Worksheet XRay Vision Model - Guiding Principles Optional: Krantz, J. (2018). Dilemmas of organizational change: A systems psychodynamic perspective. In The systems psychodynamics of organizations (pp. 133-156). Routledge. Noumair, D. A., & Jenkins, J. D. (2023). X-Ray Vision: a research tool for uncovering system psychodynamics to advance organization change. In Handbook of Research Methods in Organizational Change (pp. 397-430). Edward Elgar Publishing.	
8	**-**	**03/16**	**SPRING BREAK- NO CLASS**		
9	**-**	**03/23**	**LOW RESIDENCY PROGRAM - NO CLASS**		
10	**Online**	**03/30**	**Group Presentations - Diagnosis & Proposed Scope of Work** Learning Lab: Peer Review /Cross Teaming	No Readings	
11	**Online**	**04/06**	**Simulation - Finding Opportunities (Part 1)**	Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. Academy of Management Annals, 12(2), 752-788. Paulus, P. B., Baruah, J., & Kenworthy, J. (2023). Brainstorming: How to get the best ideas out of the "group brain" for organizational	

				creativity. In Handbook of organizational creativity (pp. 373-389). Academic Press. Optional: Supriharyanti, E., & Sukoco, B. M. (2023). Organizational change capability: a systematic review and future research directions. Management Research Review, 46(1), 46-81.	
12	**Online**	**04/13**	**Simulation - Finding Solutions (Part 2)**	Burke & Noumair (2015) - CH 9 Dewey, N. (2023). *Three Behaviors Of Courageous Organizations.* Forbes.	
13	**In Person**	**04/20**	The Role of OD Practitioners Learning Lab: Group Presentation Prep	Burke & Noumair (2015) - CH 12 & 13 Leach, M., & Katcher, R. (2014). OD practitioners as agents of social change. *The NTL Handbook of Organization Development and Change*, 535-557. Rainey, M. A., & Jones, B. B. (2014). Use of self as an OD practitioner. *The NTL handbook of organization development and change*, 105-126.	
14	**Online**	**04/27**	**FINAL ODC GROUP PRESENTATIONS**		
15	**In Person**	**05/04**	Evaluating OD Efforts Learning Lab: ODC Jeopardy	Cummings & Worley (2025) - CH 6 Burke & Noumair (2015) - CH 11 Hudson, M. (2025). *Organizations Need To Shift From Change Management To Change Fitness.* Forbes. Optional: Holdsworth, L., & Bridgman, T. (2025). From coping with dying to coping with organizational change: the bricolage of the change curve's evolution. Journal of Organizational Change Management, 38(8), 254-269.	
16	**-**	**05/11**	**FINAL ODC GROUP PAPER DUE** Peer Evaluation Form (Download, complete, and send to me via email)		

▌COURSE REQUIREMENTS

Given the applied nature of the Organizational Psychology program, this course makes extensive use of case studies, both in class and through assignments, to bridge theory and real-world organizational practice. To accommodate different learning styles, students will engage with course material through a variety of assessment formats, including group presentations, written reflections, and examinations. Additional instructions and submission details will be provided on Canvas.

All written assignments should use APA Referencing Style, 7th Edition.

Organization Change Paper (15%)

Maximum length is 4-5 double-spaced pages and minimum 12-point font size is required using APA format and complete references. The purpose of the reflection paper is to analyze a personal experience with organization change through the lens of one of the organizational diagnostic models discussed in class on week 4 (with the exception of the Burke-Litwin Model, which will be used for the team paper). Emphasis should be placed on how the model provides both a blueprint (the "What") and a roadmap (the "How") for understanding the organization change situation at hand. A discussion of the pros and cons of utilizing the model to diagnose the change situation should also be incorporated into the paper.

1. Clear discussion of organization change situation (2 points)
2. Analysis of the organization change situation through the lens of the diagnostic model (5 points)
3. Discussion of how the model provides both a blueprint (the "What") and a roadmap (the "How') for understanding the specific organization change situation at hand (3 points)
4. Discussion of the pros and cons of utilizing the model to diagnose the specific change situation (3 points)
5. Writing quality, organization, and adherence to APA format (2 points)

Group Process Plan (5%)

As a consulting team that will work together throughout the semester, students will complete a Group Process Plan designed to support effective collaboration, communication, and accountability. This document emphasizes intentional team processes and reflects best practices in applied organizational psychology and consulting work.

Each team will submit a Team Process Plan outlining shared expectations and working agreements.

The plan should include:

- Name and branding of the consulting team

- Agreed-upon team norms and ground rules (e.g., communication, decision-making, meeting attendance)
- Expectations related to participation, preparation, and accountability
- How the team will manage conflict, feedback, and differing perspectives
- Strategies for fostering psychological safety and respectful collaboration

This document is intended to serve as a living agreement that teams may revisit and revise as needed throughout the semester. More information will be provided in week 3.

Group Presentations (40%)

Students will work in consulting teams over the course of the semester to analyze an organizational case and develop a diagnostic and change-oriented recommendation.

Diagnosis & Scope of Work Presentation (15%)

A preliminary presentation focused on diagnosing the organization, defining the problem space, and outlining the proposed scope of work.

Final Presentation Deck (25%)

A polished final presentation that integrates diagnostic analysis, theory, and practical recommendations for organizational change.

Detailed expectations, grading criteria, and presentation dates will be provided on Canvas.

ODC Group Paper (25%)

The final paper is a written extension of the group presentation. Building on the final presentation deck, each group will submit a comprehensive paper that clearly articulates the diagnostic analysis, theoretical grounding, and recommended change strategy.

The paper should deepen and formalize the ideas presented orally by:

- Expanding the organizational diagnosis using course frameworks
- Clearly linking theory to analysis and recommendations
- Demonstrating rigor, coherence, and professional-quality writing

Additional guidance regarding structure, length, and evaluation criteria will be provided on Canvas.

Learning Lab Reflections (10%)

Students will complete brief reflections connected to Learning Lab activities throughout the semester. These reflections are designed to support the integration of theory, self-awareness, and applied insight. At the end of each class, students will be given approximately 10 minutes to reflect on the day's course content, including both the lecture and applied components. Prompts will be shared at the end of each lecture.

Attendance & Participation (5%)

This course emphasizes participatory learning and sustained dialogue. Because the class is small and half of the allotted time is dedicated to applied group work, consistent attendance is of utmost importance. Students are expected to attend every class session and engage actively in discussions and activities. Absences may significantly limit meaningful participation and may negatively affect both participation grades and the quality of written work.

The best in-class comments:
- Integrate theoretical concepts with examples from cases or real-world experience
- Show curiosity and a willingness to push ideas forward
- Make or raise issues that are relevant to the current focus of the class
- Offer support for arguments
- Take into consideration the ideas offered by others and build on them
- Help others feel safe about participating

▌CANVAS USE

For this course, we'll use Canvas minimally. Almost everything you need is included in this syllabus. Please use Canvas for two things:

- Accessing Zoom links (also available on page 1. of the syllabus)
- Submitting assignments

If you're unsure where to find something or run into any trouble accessing materials, don't hesitate to reach out.

▌THE USE OF AI IN THIS COURSE

I see AI as a learning aid, not a substitute for your own thinking. When used thoughtfully, it can help clarify your writing, support skill development, and deepen your understanding of key concepts. However, all submitted work must remain your own and reflect your critical thinking and scholarly voice.

Guidelines for AI Use in this Course

You are welcome to use AI tools (e.g., ChatGPT, Grammarly) during the **pre-writing** and **post-writing phases** of your work:

- In the pre-writing phase, AI may support brainstorming, outlining, planning, or synthesizing information.
- In the post-writing phase, AI may be used as a copy editor to help check grammar, spelling, or structure (as you would use spellcheck in Word).

AI should **not** be used for the **actual writing** of assignments, exams or to generate any full responses. The ideas, analysis, and writing must be your own. Think of AI like a peer or tutor; it can help you think and refine, but it shouldn't do the work for you.

Citing AI Use
If you use AI in any capacity, you must cite it in accordance with APA 7th edition (e.g., OpenAI, 2023) and provide an AI disclosure statement. Transparency is a core part of academic integrity.

A Note on Professional Norms
AI use beyond light copyediting is not accepted in most journals in our field. Developing your ability to think, write, and communicate clearly is central to both academic and professional success.

Consequences for Misuse
Misuse of AI, such as failing to cite its use, using it to write assignments/exams, or submitting work that is not your own, will be treated as academic misconduct in accordance with the Academic Integrity Policy (see below). You are responsible for the accuracy and integrity of any work you submit, including factual errors that may result from AI-generated content. Consequences may include:
- A zero on the assignment/exam, and/or
- A formal report to the program director and/or academic chair

If you're ever unsure whether your use of AI is appropriate, please ask. You're encouraged to explore these tools, but always in ways that support your development as a scholar and professional.

❙ ASSIGNMENTS AND GRADES

Specific guidelines for each assignment can be found on Canvas, under the assignments tab.

Group Process Plan	**5% of Grade**	**Due Date: 02/23/2025**
Organization Change Paper	**15% of Grade**	**Due Date: 03/02/2025**
Group Presentations	**40% of Grade**	**Due Date: 04/06/2025 & 04/27/2025**
ODC Group Paper	**25% of Grade**	**Due Date: 05/04/2025**

Learning Lab Reflections	10% of Grade	Evaluated End of Semester
Attendance & Participation	5% of Grade	Evaluated End of Semester

▌ GRADING RUBRIC

OP Program requirement: **All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.**

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate	87 - 90 (3.5)
B	Good	80 - 86 (3.0)
C	Average	70 - 79 (2.0)
F	Failure	69 or below (0.0)

▌ LATE PAPERS AND PROJECTS

Given the nature of this class, all assignments and exams **MUST** be uploaded on or before the date/time they are due to receive full credit. **Assignments/Exams submitted beyond that point will not be accepted.**

▌ GENERAL GUIDELINES FOR PAPERS/PROJECTS:

- These are graduate-level academic papers/projects and how well you do on them will decide your course grade; you will want to write them carefully and thoughtfully.

- Spell check, edit, and re-read or review your project for careless errors before uploading it. Work at the graduate level should be free from typos and spelling mistakes. Use of slang and colloquialisms is typically inappropriate with rare exceptions.

- Use APA style for citing references; carelessness in using citations detracts from the overall quality of your work and may reduce your grade. A useful website for help with APA style is here.

- Even if you include all the major topics or concepts required in the project, you may not earn a 100 or even an A. The overall quality of your work is a significant contributing factor to the grade your project is assigned.

- Your task for each project is to show the course faculty that you understand the concepts you are discussing. You should assume your audience is an intelligent person, but not that they can read your mind. Hence, you should clearly explain the major concepts and provide descriptive examples which support your explanations. Do not assume your audience will understand what you are saying unless you fully identify and develop your arguments and include supporting data (e.g. examples).

▌CLASS ATTENDANCE

You are expected to attend all class sessions. I will make every effort to post all class materials (e.g. handouts) to Canvas, but the <u>classes will not be recorded</u>. If you must be absent from class, be sure to obtain the information and/or assignments you missed from one of your peers. It is your responsibility as an adult learner to stay caught up with the course content.

▌HYBRID ETIQUETTE

You are responsible for your own learning in this course. My role is to support and guide you, but it's up to you to engage with the material and stay on top of what's expected.

Here are a few key things to keep in mind:

- Read the syllabus carefully; it outlines all the policies, deadlines, and due dates. It also provides access to articles and videos. Make sure you're familiar with them.

- Check Canvas announcements and your email regularly so you do not miss any important updates.

- Communicate. If you have questions, concerns, or need clarification, reach out, I'm here to help.

- Be ready for online lectures. **During Zoom sessions, cameras are expected to be on at all times.** Attendance means being fully present, no driving, working, checking email, or other distractions. Ensure your computer, camera, microphone, and internet connection are working. If you can't have your video on (with your face visible) or there's another issue, let me know *before class*, otherwise it may count as an unexcused absence.

- Please silence your phones during class. If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities. If you seem distracted or are distracting other students, I may ask you to step away for the rest of the session.

- Arrive a couple of minutes before class starts, both in person and on Zoom, so we can begin on time. **Frequent lateness or missing more than one session will likely result in deductions from your participation grade.**

❚ OP/GSAPP POLICIES

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf

Accommodations

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).

APA Citation Style

All scholarly work MUST be written using the APA style (7th ed.).

Commitment to Safe Learning Environment

The Rutgers GSAPP community is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in psychology is vulnerable and while a safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean's office, provost or chancellor.

Inclusion

GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning. (https://gsapp.rutgers.edu/programs/commitment-diversity)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus as well, keeping in mind that discomfort is a part of growth, especially in graduate psychology.

Student Handbook

All students must adhere to the GSAPP Student Handbook of Policies and Procedures:
https://gsapp.rutgers.edu/current-students/student-handbook-polices-and-procedures

Student Resources

For more information visit: https://gsapp.rutgers.edu/current-students/important-links
Title IX: https://nbtitleix.rutgers.edu

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://health.rutgers.edu/medical-counseling-services/counseling/

They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

▌GRADE DETERMINATION FOR EXAMS/PAPERS/PROJECTS

A	The grade of A+ is rare and reserved for papers/projects that are truly exemplary. The assignment is addressed thoroughly and well. The communication is outstanding. The theories are explained clearly and correctly in the author's own words. The examples are creative, original and thought provoking. Overall, the student conveys a deep understanding of the topic and expresses that understanding flawlessly. An introduction and conclusion are included. APA style is correct and adds to the overall quality of the paper. .
B+	B+ papers/projects address the assignment completely and well. All questions in the assignment are answered at an appropriate level of detail. Correct definitions are included and relevant examples are given to illustrate the definitions. Examples are drawn from the appropriate text. If outside examples are given, they are relevant and well-used rather than distracting or off-topic. B+ papers/projects are thoughtful and well communicated, sophisticated and compelling. APA style is correct or nearly correct. An introduction and conclusion are included. The papers/projects are easy to understand and grade. The writer clearly communicates their comprehension of the topic, and the task.
B	B papers/projects are similar to the above papers/projects, but typically lack one essential element. One aspect of an important concept may be only covered superficially or not at all. A major definition may be missing. B papers are also easy to understand and convey that the writer grasps the topic. B papers are usually good overall, just not superb.
C	C papers/projects start to become a little more difficult to comprehend. They may be lacking a definition or two. The examples may be more superficial. An example or two may be incorrect. These papers/projects may be lacking an intro and conclusion. The communication may not always be clear. However, overall, the student does a decent job of addressing the assignment and the student seems to understand the topic relatively well, if not 100%.
F	F papers/projects miss the task altogether and/or contain no citations. Sometimes they seem like streams of consciousness; sometimes they answer a wholly different set of questions than what was assigned. Such papers/projects may be inappropriately informal or hostile to the subject matter.