

Course Syllabus for
HDDR 6346 Organizational Consulting
Summer Term, 2017

June 23-25 and June 30 – July 2
Term Runs June 12 – July 14, 2017

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Course Overview

The focus areas of mediation, negotiation, arbitration, conflict management, team building and coaching all have one thing in common – practitioners within these fields are called upon to provide advisory support as consultants to individuals and organizations. Within this course, students will learn how to apply a well-tested consulting model to a variety of consulting situations. The class introduces the basic core elements of organizational consulting, including establishing trust with clients, establishing expectations of the consulting problems, planning a consulting intervention, and managing a consulting intervention. Students also learn the different challenges associated with internal and external consulting, and how to successfully market consulting businesses.

COURSE TEXTS

- *Flawless Consulting: A Guide to Getting Your Expertise Used*, by Peter Block (3rd edition)
- 3-Ring Binder (To be purchased the first night of class: Cost TBD)

Course Content

First Weekend: June 23-25

Friday; 4 – 9 pm; Sat-Sun 8:30 am – 5:30 pm

Section 1

(Pre-work: Read Block; Chapters 1-3)

Obtain the following articles online and read them prior to class:

Inc. Magazine Case: Reconcilable Differences (*Note: This first article will be one of the cases assigned to you for your final grade. You don't need to read it before attending class, but you should download it for later review.*)

<https://www.inc.com/magazine/19910401/4535.html>

Summary of the book, The Trusted Adviser

<https://vuthedudotorg.files.wordpress.com/2015/04/the-trusted-advisor.pdf>

Consulting is More Than Giving Advice; HBR

<https://hbr.org/1982/09/consulting-is-more-than-giving-advice>

The Psychology of change Management; HBR

<http://www.mckinsey.com/business-functions/organization/our-insights/the-psychology-of-change-management>

The Irrational Side of Change Management; HBR

<http://www.mckinsey.com/business-functions/organization/our-insights/the-irrational-side-of-change-management>

20/20 Change Agent; Fast Company

<https://www.fastcompany.com/38605/the-kinky-controversial-history-of-calvin-klein-in-3-minutes>

Helping Employees Embrace Change; McKinsey

<http://www.mckinsey.com/business-functions/organization/our-insights/helping-employees-embrace-change>

Leading Transition: A New Model for Change by William Bridges and Susan Mitchell

<http://www.crowe-associates.co.uk/wp-content/uploads/2013/08/WilliamBridgesTransitionandChangeModel.pdf>

An Overview of the Field:

- Changes underway in the field of consulting
- How organizational consulting differs from mediation or business consulting
- How to position yourself in the field
- Self-assessment: Whether consulting is right for you
- Common misconceptions

Building Trust with Clients:

- Trust as the ante in the game of consulting
- Factors that contribute to a trusting relationship
- How to build credibility as a consultant
- Communication issues that can derail consulting interventions

Section 2

(Pre-work: Read Block; Chapters 4-6)

Negotiating Expectations and Contracting:

- How to insure that you identify and meet client expectations
- Working with the scope of your agreement
- How to negotiate expectations, and respective roles & responsibilities with clients
- Elements typically found in a consulting agreement

Section 3

(Pre-work: Read Block; Chapters 8-9)

Dealing with Resistance:

- Factors which create client resistance
- How to recognize resistance
- How to overcome resistance

Section 4

(Pre-work: Read Block; Chapters 10-13)

Diagnosis & Data Gathering:

- How to use interviews and focus groups to your best advantage
- How to consolidate interview data into an assessment report
- How to use large group methods in data gathering

Section 5

(Pre-work: Read Block; Chapters 14-15)

Managing Feedback to the Client and Key Stakeholders:

- How to prepare a report summary
- Common pitfalls in presenting feedback
- How to help the client make a “go-forward” decision

Second Weekend: June 30 – July 2

Friday; 4 – 9 pm; Sat-Sun 8:30 am – 5:30 pm

Section 6:

(Pre-work: Read Block; Chapters 16-17)

Obtain the following articles on online and read them prior to class:

Five Concrete Ways to Measure the ROI of Training Programs

<https://elearningindustry.com/5-concrete-ways-measure-roi-of-training>

Developing HR as an Internal Consulting Organization; Richard Vosburgh

http://c.ymcdn.com/sites/hrps.site-ym.com/resource/resmgr/p_s_article_preview/hrps_issue30.3_evolutionofhr.pdf

How to Promote Your Consulting Business; Inc. Magazine

<https://www.inc.com/guides/201102/how-to-promote-your-consulting-business.html>

Managing Consulting Interventions:

- Actions for insuring the success of consulting interventions
- How to anticipate and deal with resistance to organizational change

Section 7:

(Pre-work: Read Block; Chapter 7)

Internal vs. External Consulting:

- How internal and external consultants differ in roles, competencies, and work challenges
- What it takes to succeed as an internal consultant
- Suggestions for insuring success as an internal consultant

Section 8:

(Pre-work: Read Block; Chapters 19)

Ethics & Issues in Consulting:

- Common ethical issues: conflicts of interest, disclosure of information, collusion, etc.
- Actions one can take to avoid ethical dilemmas

Sections 9-10:

You will be directed to readings in your binder as pre-work for these last two sessions.

Consulting as a Business:

- Common pitfalls in setting up a consulting business and how to avoid them
- How to identify a lucrative market niche for your services
- How to price your consulting services
- Marketing, branding and promotion

GRADING PROCESS

50% - Write an analysis (5-8 pages, double-spaced) of a consulting case that will be provided by the instructor. (Additional directions will be provided in class). **Must be sent to bbarner@smu.edu via e-mail no later than 4 pm, Friday, July 7, 2017.**

50% - Develop a 5-7 pages, double-spaced marketing summary that explains your marketing segment, marketing niche, target audience, and the unique “value add” that you would provide to your customers as an external consultant. **Must be sent to bbarner@smu.edu via e-mail no later than 4 pm, Friday, July 7, 2017.**

[Note: don’t be intimidated by the term ‘marketing summary’. This course does not assume that students have previously had coursework in business. The process of developing a marketing plan will be discussed in detail during the second weekend of the course.]

Important Note Regarding the Grading Policy for Papers and Projects:

All papers and projects are due on the dates indicate. Papers and projects that are submitted past these deadlines will result in a grade of Incomplete or a reduced grade. **STUDENT EVALUATION AND GRADING SCALE**

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

COURSE POLICIES**Honor Code**

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing. Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of “I”(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.

Key Learning Objectives	How Achieved
1. Students will learn to differentiate between client-driven, consultant-driven, and	Given case situations, students will identify the appropriate type of consulting approach.

collaborative consulting.	
2. Students will learn the six basic steps of progressing through a consulting engagement.	Given a Harvard Business Review case students will develop a written description of how they would apply the six steps to the case situation.
3. Students will learn the most common ethical issues faced by consultants and how to effectively resolve these issues.	Given three case situations, students identify the types of ethical issues embedded within each situation and suggest options for resolution.
4. Students will learn to identify the most important differences in the engagement challenges faced by internal vs. external consultants.	Given a case scenario, students will describe how they would need to alter their consulting approach during the contracting phase, from the perspective of both an internal and an external consultant who is assigned to manage the engagement.
5. Students will learn the criteria that comprise an effective consulting agreement.	Given a hypothetical agreement students will evaluate the effectiveness of the agreement, based on a list of evaluation criteria.
6. Students will learn how to identify their target client base and personal consulting 'brand'.	Students will work in teams to identify their preferred market niche within a client/deliverable matrix that will jointly by the entire class.
7. Students will learn how to consolidate field data into a consulting assessment report.	Given a case study of an hypothetical company, and interview and survey data related to the case, students will be asked to derive an analysis of the data and identify the three most important consulting needs that would need to be included in the client's assessment report.

Rubric for the Consulting Case

Grading Components	Grading Factors Related to Case Content		
	1-3 Points	4 -7 Points	8 -10 Points
<i>Background Information</i>			
In this section you will be asked to provide a brief description of those key factors that provide a contextual framework for understanding the underlying causes of the coaching issue.	<p>The background information is largely incomplete, providing only a cursory and vague description of the case.</p> <p>Example: "This case concerns a request for coaching assistance by Carlos Hernandez,</p>	<p>The coaching case contains some of the relevant detail on the client(s), but lacks detail relating to critical events that led up to the presenting problem.</p> <p>Example: "Example: "This case concerns a request for coaching assistance by Carlos Hernandez, Director of Software Development within the IT department of Acme Corp. Carlos is a relatively new manager, having joined Acme only six months ago."</p>	<p>All relevant contextual background information on the client or client company is accurately described.</p> <p>Example: "Example: "This case concerns a request for coaching assistance by Carlos Hernandez, Director of Software Development within the IT department of Acme Corp. Carlos is a relatively new manager, having joined Acme only six months ago. Carlos replaced Carol Smith, the previous director</p>

<p>This section is typically ½ - 1 double-spaced, typewritten page.</p> <p>This section counts as 10% of the total grade for this assignment.</p>	<p>an IT manager.”</p>		<p>who had been with Acme for over 15 years, and who was well respected by her work team.”</p>
Problem Definition	1-3 Points	4 -7 Points	8 -10 Points
<p>In this section you will be asked to provide a summary of the coaching assignment, as described by both the client (the coachee) and the client’s manager. Please keep in mind that your problem definition should be restricted to an objective description of the initial coaching problem or issue, and that you should avoid jumping to conclusions regarding underlying causes or proposed solutions.</p>	<p>The coaching issue is vaguely defined or contains implied solutions.</p> <p>Example: “The problem was that Carlos was viewed as being a micromanager and he didn’t understand the company.”</p>	<p>The coaching assignment is carefully defined and avoids statements that imply a proposed solution.</p> <p>Example: “Carlos’ manager has indicated that she has received several recent complaints from Carlos’ team members regarding the fact that his leadership style is viewed as too directive and confrontational. From Carlos’ perspective, the only ‘problem’ that he faces is that of receiving insufficient support from his manager.”</p>	<p>The coaching assignment is carefully defined, avoids statements that imply a proposed solution, and identifies key events leading up to the proposed problem.</p> <p>Example: “Carlos’ manager has indicated that she has received several recent complaints from Carlos’ team members regarding the fact that his leadership style is viewed as too directive and confrontational. From Carlos’ perspective, the only ‘problem’ that he faces is that of receiving insufficient support from his manager. Carlos has also indicated his concern that he was brought in to Acme to initiate an aggressive change management process within his function, and that he is struggling with the best way of aligning this goal with his manager’s goal of building positive relationships with the members of his work team.”</p>

<p>This section is typically ½-1 double-spaced, typewritten pages.</p> <p>This section counts as 10% of the total grade for this assignment.</p>			
Causal Factors	1-7 Points	8 - 14 Points	15 -20 Points
<p>In this section you will be asked to identify those key underlying causal factors that were within the control of the client(s), and which were shown to be related to the onset and development of the coaching problem or issue.</p> <p>This section is typically 2-3 double-spaced pages in length.</p> <p>This section counts as 20% of the total grade for this assignment.</p>	<p>Identified causal factors are only vaguely described, and may include as causal factors, broad environmental circumstances that were outside of the client's control.</p> <p>Example: "One major causal factor was that the events took place during an economic downturn."</p>	<p>All relevant causal factors are clearly described and are supported by the facts of the case. In addition, only those factors that were within the direct control of the client were listed. However, the student does not refer back to specific events or incidents mentioned in the case to substantiate the importance of these causal factors.</p> <p>Example: "Carlos had only been on board for three months and had come from a company that had a completely different organizational culture. These factors contributed to the difficulties that Carlos continued to encounter in balancing the performance demands of his new organization with the need to build good work relationships with the members of his work team."</p>	<p>All relevant causal factors are clearly described and are supported by the facts of the case. Only those factors that were within the direct control of the client are listed. In addition, the student the student mentions specific events or incidents in the case to substantiate the importance of these causal factors.</p> <p>Example: "Carlos had only been on board for three months and had come from a company that had a completely different organizational culture. These factors contributed to the difficulties that Carlos continued to encounter in balancing the performance demands of his new organization with the need to build good work relationships with the members of his work team.</p> <p>An example (page 3 of the case) is found in Carlos' first goal-setting meeting with his new team. He missed using this meeting as an opportunity to discuss his role as a change agent in helping his company meet tougher performance demands."</p>

Recommended Preventive & Corrective Actions	1-21 Points	24 - 42 Points	45 -60 Points
<p>In this section you will be asked to identify the most important actions that the team and team leader could take to resolve or correct the team building issue, both before it is underway (Preventive Actions) and once it is underway (Corrective Actions)</p> <p>This section is typically 2-3 double-spaced pages in length.</p> <p>This section counts as 60% of the total grade for this assignment.</p>	<p>Recommendations are not supported by the facts of the case, or a 'grocery list' of recommendations is provided with no attempt to organize these recommendations into coherent themes. Recommended actions are incorrectly categorized as either preventive or corrective actions.</p>	<p>Recommendations are highly supported by the facts and are organized by coherent themes. Appropriate distinctions are made between those actions that are preventive in nature, and those that are corrective.</p>	<p>Recommendations are highly supported by the facts and are organized by coherent themes. Appropriate distinctions are made between those actions that are preventive in nature, and those that are corrective.</p> <p>In addition:</p> <p>Key recommendations are separated from supporting recommendations.</p> <p>The student notes the relative tradeoffs (effectiveness, time required for implementation, scale of change required) that are required to implement different courses of action.</p> <p>The student mentions, where relevant, the risks entailed (financial, risks associated with bringing about extensive change, etc.) in a particular course of action.</p> <p>The student gives careful attention to the most appropriate timing of each action.</p>

Rubric for the Marketing Plan			
Grading Components	Grading Factors		
<i>Summary of</i>	1-3 Points	4 -7 Points	8 -10 Points

Consulting Structure			
<p>In this section you will provide a brief description of the type of consulting firm that you are developing (sole proprietorship, partnership, etc.) You will also describe your proposed staffing size and the principle key products and services that will be offered by your firm.</p> <p>This section counts as 20% of the total grade for this assignment.</p>	<p>The description is very vague, with few descriptive details.</p> <p>"I intend to form a consulting practice that will provide conflict resolution services."</p>	<p>The description provides some limited descriptive details</p> <p>"I intend to establish a limited partnership with another individual that will focus on providing conflict resolution training to organizations."</p>	<p>The description provides a high level of detail and precision in explaining the nature of the proposed consulting structure.</p> <p>"I intend to establish a limited partnership with another individual that will focus on providing conflict resolution training to organizations. We will focus on providing formal workshops aimed at the first-line supervisory level within organizations.....(more here)</p>
Market Segment, Size, and Selection Factors	1-3 Points	4 -7 Points	8 -10 Points
<p>In this section you will provide a detailed description of your proposed market, the size of the market, and some of the factors that you considered in selecting this market niche.</p> <p>This section counts as 10% of the total grade</p>	<p>Only a cursory treatment of the market has been undertaken.</p> <p>"I plan to focus my consultancy on larger companies.</p>	<p>All details of the market have been reviewed, but no rationale is given for market selection.</p> <p>"I plan to focus my consultancy on larger companies within the mid-to-large size (5000>employees) private sector, high-tech companies within the DFW metro area."</p>	<p>Provides a thorough review of all key factors related to market selection, along with a detailed description of that market.</p> <p>"I plan to focus my consultancy on larger companies within the mid-to-large size (5000>employees) private sector, high-tech companies within the DFW metro area. From information that I obtained onI estimate the size of this market to be... My reason for focusing on this area is..."</p>

for this assignment.			
<i>Competitors and Unique Value Added</i>	1-7 Points	8 - 14 Points	15 -20 Points
This section counts as 20% of the total grade for this assignment.	Provides only a rough guess on the competitive scene and no mention of value add.	Provides a more detailed assessment of the competitive scene with some generalized statements regarding value add (“my 20 years of background, etc.”)	Provides a detailed and validated assessment of key competitors, and a clear description on the value add in comparison to those competitors.

<i>Pricing</i>	1-7 Points	8 - 14 Points	15 -20 Points
In this section you will explain how you intend to charge for your services, and how your pricing model compares with those offered by your competitors. This section counts as 10% of the total grade for this assignment.	Does not mention pricing.	Mentions pricing, but no mention of how pricing stacks up against fees charged by competitors.	Provides a detailed review of pricing, with an explanation of how pricing compares with that offered by competitors.
<i>Marketing Efforts</i>	1-7 Points	8 - 14 Points	15 -20 Points
In this section will identify the key organizational decision makers for your services, as well as the marketing efforts you will undertake to reach these people.	Provides only a cursory description of how the consulting service will be marketed. “I intend to get my name out in front of people and professional groups”	Provides a detailed description of marketing efforts. Examples: <ul style="list-style-type: none"> • Direct mail • Training • Seminars • Writing • Web 	Provides a detailed description of key decision makers, proposed marketing efforts, and how these marketing efforts are intended to appeal to the key decision makers.

This section counts as 20% of the total grade for this assignment.			
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Grading Factors Related to the Style, Format, and Organization of the Paper

<i>Style & Format</i>	1-3 Points	4 -7 Points	8 -10 Points
This section counts as 10% of the total grade for this assignment.	The paper contains several spelling and grammatical errors and is sloppily formatted. (The tile page does not include the date, course title, instructor's name, or student's name.)	The paper contains a few spelling or grammatical errors and is properly formatted.	The paper contains no spelling and grammatical errors and is properly formatted.
<i>Objectivity</i>	1-3 Points	4 -7 Points	8 -10 Points
This section counts as 10% of the total grade for this assignment.	<p>The student engages in rampant editorializing.</p> <p>Examples: "I personally believe that..." "Based on my thirty years of experience I would recommend that..."</p>	The student occasionally blends in editorial commentary with arguments derived from the facts of the case.	<p>The student provides a fact-driven analysis that omits editorial commentary.</p> <p>Example: "The executive's leadership style issues can be seen in the ineffective manner in which he attempted to prepare his team (page 5 of the case) for the sales presentation to Beta Company. Several times during this meeting the executive interrupted other team members and failed to provide them with opportunities to fully air their views."</p>