

**Course Syllabus for
HDDR 6344
ORGANIZATIONAL CHANGE MANAGEMENT**

FALL TERM Aug 6 – Oct 8, 2013

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Course Purpose

All organizations face the challenge of adjusting to change, and finding effective ways to manage it. In today's work environment these changes include mergers and acquisitions, corporate initiatives to meet changes to their competitive field or market base, massive structural reorganizations, or the need for organizations to revisit their mission and charter. These challenges are faced by a variety of organizations, including those in business, education, government, and nonprofit agencies.

This course is designed to help students understand the linkage between organizational research and change methodology, and the application of these theories and methodologies to a variety of work settings. Students will be introduced to the large-scale trends that are driving organizational change. They will also learn how to assess the potential impact of organizational change on individuals, work teams and organizational units.

In this course, students will be exposed to different models of organizational change and will have the opportunity to apply a disciplined process and consulting tools, for facilitating change management efforts. In addition, they will discover the actions they can take as third-party facilitators in helping organizations successfully navigate change

This course will support the development needs of those students who wish to establish careers as organizational consultants, or as professionals within corporate leadership and organizational development functions.

Learning Objectives

Upon completing this course students will be able to...

1. Identify those factors that initiate and sustain large-scale organizational change.
2. Identify the psychological impact of organizational change on individuals, work teams, and organizational units.

3. Apply change management skills to the diagnosis and facilitation of organizational change efforts.
4. Identify potential causes of organizational resistance, and learn how to use resistance to support change management efforts.
5. Compare two different approaches to change management, the traditional structural-functional approach and appreciative inquiry, in terms of the theoretical assumptions that inform these different approaches, the change methodologies that each employs, and the success measures used by each.

Required Reading

- *(AI) - Appreciative Inquiry for Change Management: Using AI to facilitate organizational development*, by Sarah Lewis, Jonathan Passmore, and Stefan Cantore; Kogan Page: 2008
- *(BBT) - Building Better Teams: Strengthening Performance Within & Across Teams*, by Robert W. Barner & Charlotte P. Barner (Wiley; 2012)
- *(LCRM) - The Leader's Change Management Roadmap*, by Linda Ackerman Anderson and Dean Anderson, second edition. (Pfeiffer; 2010).
- *A Collection of Articles: **Note:** All articles were emailed to you. If you don't have them, please contact Kay Barclay.*

Class 1: An Introduction to Organizational Change Management (Aug 6)

This first session will introduce the concept of organizational change management. We will discuss the history of the OCM movement, the factors that are currently driving organizational change, and the roles that change consultants play within organizations. We will also deconstruct a change management business case to discover why change management efforts often fail. In preparation for this first evening please read the following case, and be prepared to discuss the reasons why you think this change effort failed. In addition, bring your computer for this first session, since you will be asked to surf the web to complete an "informational scavenger hunt" directed by your instructor.

Pre-readings:

Texts: *The Leader's Change Management Roadmap* [LCMR} (Introduction & Chapter 1)

Team Alignment Pyramid (pp. 394 – 397) BBT

Provocative Questions for Encouraging Dialogue (pp. 364-368) BBT

- Be prepared to discuss the roles held by change managers, and what actions need to be taken by organizational leaders and change managers during upstream, midstream, and downstream phases of change management

Case: The UCS Case

- Be prepared to evaluate this case in terms of the six conditions required for success that are discussed in the LCMR text (page 18)

Article: *As One: Better Collaboration Where it Counts the Most*, by Frederick D. Miller, David Brown, and Andrew Garbert, Deloitte

The authors contend that for any change management initiative to be successful, three conditions have to be present: (from p. 23)

- **Belong:** People collaborate on behalf of organizations they feel connected to.
- **Believe:** People collaborate when they commit to carrying out specific actions
- **Behave:** People collaborate when they share a common understanding of how things are done

Questions to Consider:

1. What actions do the authors suggest taking to insure that these three conditions are present in an organizational change effort? How valid do you feel these actions are? Why?
2. Examine the UCS case in terms of these three conditions. As a change manager, if you wanted to determine if the ‘Belong’ condition was in place within an organization, what assessment interview questions might help you make this determination? How about the condition of ‘Believe’ or ‘Behave’?

Class 2: Preparing to Lead the Change: (Aug 13)

- **Start up, staff and create your case for change**
- **Assess and build organizational readiness and capacity, and leader’s capability to lead change**

In this class we will discuss how to build a case for change, and the key criteria used to evaluate an organization’s capability for change.

Pre-readings:

Texts : *The Leader’s Change Management Roadmap* (Chapters 1-2)

Stakeholder Analysis Chart (pp. 385-388) BBT

- Article: *Changing Change Management*, by Perry Keenan and Associates; Boston Consulting Group

Questions to Consider:

1. Be prepared to explain the following features of what the authors refer to as “the change delta”:
 - a. Executional certainty; What are initiative roadmaps, individual milestones (KPIs); rigor-testing?
 - b. Enabled Leaders: What does the checklist found on page 19 say about the assumptions the authors make about how organizations should enable their leaders?
 - c. Engaged Organization: What actions do the authors suggest organizations take to engage their workforce?
 - d. Governance and PMO: What does the analogy of the PMO as the “nervous system” of a change effort (p. 22) imply about how the authors view the role of the PMO in the change process?
 2. Within the Change Delta model, what roles do the CEO and executive team play in implementing change? Line managers? Non-managerial employees?
 3. How were these elements illustrated through the ING case (pp. 15-17)? The authors explained the success of ING’s change in terms of their Change Delta model. What other factors might have accounted for the success of this change project?
- Article: *The Change-Capable Organization*, by Walter Gossage, Yaarit Silverstone, and Andrew Leach; Accenture.

In this article the authors discuss their views regarding how an organization can structure itself to support sustained and effective organizational change.

Questions to Consider:

1. What specific structural recommendations do the authors recommend, and why?
2. How do these recommendations relate to those offered by the authors of the article, *Changing Change Management*

Pre-Readings:

- Article: *Ten Guiding Principles of Change Management*, by the consulting firm Booz/Allen/Hamilton

Questions to Consider:

1. According to the authors, how is change initiated in an organization? How should a change management effort flow through an organizational structure?
2. How do these change suggestions relate to those provided by the authors of the article, "Changing Change Management"?

Class 3: Prepare to Lead the Change (Aug 20)

- **Clarify your overall change strategy**
- **Build the infrastructure and conditions to support your change effort**

In this session we will discuss the process by which change leaders formulate and communicate their change strategies, and develop the management structure needed to initiate and support organizational change. We will also discuss the underlying psychology of change management, including basic issues of employee commitment and resistance.

Pre-reading:

- Texts: *Team Commitment Audit* (pp. 401-403) BBT
Team Scoping Document (pp. 410-412) BBT
The Leader's Change Management Roadmap (Chapters 3-4)
- Article: *The Psychology of Change Management*, by Emily Lawson and Colin Price

Questions to Consider:

1. The authors speak of four conditions that organizations can use for changing the mind-sets of employees, with regard to impending organizational change. Every change management process is based on certain implicit theories about how change occurs within organizations. What are some of the consistent themes presented by the authors, and the implicit change theories that are reflected in these themes?
 2. How are these themes and implicit theories enacted in the European bank example provided by the authors (pages 35-40).
- Article: *The Irrational Side of Change Management*, by Carolyn Aiken and Scott Keller, McKinsey Corp.

In this article the authors explain what is needed to craft a compelling story that can serve as a catalyst for driving organizational change.

Questions to Consider:

1. According to the authors, what are the essential elements of a compelling change story?

2. How do the authors contrast constructivist approaches to change management with their own position?
3. How does the authors' concept of 'storytelling' differ from the concept of stories and narratives as presented by Jeffrey D. Ford?

Class 4: Prepare to Lead the Change (Aug 27)

- **Create organizational vision, commitment & capability**
- **Assess the situation to determine design requirements**

This session will discuss how to encourage organizational commitment to change, and how to evaluate the requirements that the change design must meet in order to be considered successful.

Pre-reading:

- Texts: *The Leader's Change Management Roadmap* (Chapters 5-6)
 - *Change Events Technique* (pp.261-262) BBT
 - *Forecast Guide* (pp.291-292) BBT
 - *Team Adoption Diagram* (pp.392-293)

Class 5: Midstream Change (Sept 3)

- **Design the Desired Impact**
- **Analyze the Impact**
- **Plan and organize for Implementation**
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This session will provide an in-depth review of the core steps required to design a change management project , beginning from the assessment of the current state of organizational performance, and continuing through design and implementation.

Pre-reading:

- Texts: *Threats/Opportunities Assessments* (pp. 354-357) BBT
The Leader's Change Management Roadmap (Chapters 7-9)
Preventive/Corrective (pp.361-362)
Process Check Sheet (pp.363-363)

Class 6: Downstream Change (Sept 10)

- **Implement the Change**
- **Celebrate and Integrate the New State**
- **Learn & Course-Correct**

This class will focus on change implementation and the actions required to sustain change. We will also look at steps that can be taken to make change efforts support the goals of achieving a true learning organization.

Pre-reading:

- Texts: *The Leader's Change Management Roadmap* (Chapters 10-12)
Running the Gauntlet Technique (pp.377-378) BBT
Scenario Technique (pp.379-382) BBT

Class 7: Constructivist Approach to Change Management (Sept 17)

In this session we will look at change from a totally different perspective; namely the constructivist approach to change management. In doing so we will consider how organizational sense making and change occur through the process of narrative and storytelling.

Pre-Readings:

- Article: *Conversations and the Authoring of Change*, by Jeffrey D. Ford
This article introduces the constructivist view that social change is a function of the conversations in which we engage within organizations. In other words – conversations are change.

Questions to Consider:

1. The author contrasts two different views of change – the structural-functional approach and the constructivist approach. How do these views differ with respect to how they view reality, organizational change, and the role of the change agent?
2. Based on the author's premise, how does one know when change is occurring in an organization?
3. What does the author mean by committed vs. uncommitted conversations? What is meant by the four types of commitment conversations?
4. What actions can an organization take to encourage the four types of committed conversations to take place?

- Article: *Stop Blaming Resistance and Start Using It*, by Jeffrey D. Ford and Laurie W. Ford

Questions to Consider:

1. How do the authors frame the concept of 'resistance'?

2. How does this view of resistance differ from that of authors who have adapted the structural-functional perspective? Provide a clear explanation, contrasting this article with the ideas put forth in a previous article.
3. Be prepared to summarize one of the case studies presented in this article, and explain how it serves as an illustration of some of the guidelines that the author puts forth making use of resistance.

Class 8: Comparing the Structural-Functional Model with Appreciative Inquiry (Sept 24)

In this class session we will discuss those theoretical assumptions and methods of application that differentiate the structural-functional approach and AI approaches to change management. We will also provide an overview of the four steps of the AI process, along with core concepts, such as how to make use of provocative questions.

Pre-Readings:

Text: *Appreciative Inquiry for Change Management* (Chapters 1-6)

Be prepared to discuss the core concepts presented in these chapters.

Class 9: Putting Advanced Ideas of AI into Practice (Oct 1)

This class will highlight more advanced concepts in AI, such as to work with story construction and how to conduct an AI interview. It will also discuss the roles and requirements of the AI practitioner. In this class we will discuss roadblocks to implementing AI, and provide a review of two applied cases. Case study presenters will be expected to provide a detailed review of their case, evaluate the case as a representative application of AI, and discuss some of the critical “lessons learned” from the case.

Pre-Readings:

Text: *Appreciative Inquiry for Change Management* (Chapters 7-14)

Be prepared to discuss the core concepts presented in these chapters.

Questions to Consider for each Case:

1. How does this case illustrate the core concepts and key principles of AI?
2. What is uniquely different about how the consultants chose to apply AI within this situation?
3. How might a change consultant have approached these change management issues, if applying a structural-functional approach to change management?
4. What are the core takeaways in terms of “lessons learned?”

- Case Study: Using Appreciative Inquiry at BP Castrol Marine (Chapter 11)
- Case Study: Revitalizing Corporate Values at Nokia (Chapter 12)
- Case Study: World Café (Chapter 13)
- Case Study: Applying Appreciative Inquiry to Deliver Strategic Change: Orbseal Technology Center (Chapter 14)

Class 10: Making Use of Change Management Tools (Oct 8)

This last class will provide a review of change management tools covered in previous sessions, along with

Pre-Readings:

Text: *Building Better Teams: Strengthening Performance Within & Across Teams*, by Robert W. Barner & Charlotte P. Barner (Wiley; 2012)

Be prepared to discuss and apply the following CM tools in class.

A Summary of Change Management Tools (BBT)

- Change Events Technique
- Change Management Grid
- Forecast Grid/Forecast Guide
- Threats & Opportunities Matrix
- Preventive & Corrective Action Plan
- Process Check Sheet
- Provocative Questions for Ensuring Dialogue
- Scenario Forecast
- Running the Gauntlet Technique
- Stakeholder Analysis Chart
- Team Adoption Diagram
- Team Alignment Pyramid
- Team Scoping Document

Determination of Grades

Grading Scale & Rubrics

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.

Student grades will be based on two criteria:

Individual Case Study (50% of Grade)

The purpose of this project is to provide you with an opportunity to apply the concepts and framework needed to understand and assess organizational change. To do this you will be asked to identify an organizational change situation that is either currently taking place within the organization you work, or one that has been described in the literature (Forbes, Fortune, Inc. magazine, etc.). Your paper should be between seven and 15 pages in length, double spaced. A one-page proposal is due on **November 8**, which should identify the chain situation you are studying, and a summary of the organization being reviewed, as well as the resources that will be used in your paper. The final paper is due on **December 6**.

In writing your case it is important that you clearly explain from what perspective you are writing your analysis. Did you lead the change? Were you a participant? Are you reporting on information that you received through second-hand sources? If so, please reference these sources. Did you interview an organizational stakeholder? If so, include as a separate attachment your typed interview notes.

Your project should answer the following questions:

1. How did you obtain your information? (Interviews with organizational stakeholders, a review of published literature on this change event, direct observation, survey measures, etc.)

2. What was the organizational context?
3. Why was the change initiated? What environmental and/or organizational factors occurred that spurred the change process?
4. Who was involved in the change?
5. What was the objective for the change? What challenge was attempting to address?
6. How did the change evolve over time? In other words, over time did the change process follow the standard change model introduced in class, or did it differ in some important way?
7. What change methodologies were employed in this change process?
8. What change management theories were reflected in the change implementation process?
9. To what degree would you evaluate the change as effective? What is your evidence for drawing this conclusion?
10. Upon review, how could the change management process been made more effective? What actions could have been taken by the key stakeholders and/or change facilitators?

Components that Should be Included in Your Analysis	
Purpose & Outcomes	Summarize the purpose and intended outcomes of the consulting project
Consulting Process & Methodology	Summarize the primary steps that were involved in carrying out the consulting project and the core methodology that formed the basis of the project
Application	Identify those aspects of the project that did, or did not, follow the standard guidelines that have been developed for that methodology. For example, if the project that you presenting was based on an application of an appreciative inquiry summit, did the consultant use an approach that was somewhat different from the steps and guidelines that are typically followed for an AI summit?
Outcomes	To what degree did the project meet its intended outcomes? What factors contributed to its success or failure?
The Experience	Describe what the experience was like for project participants and the consultant. How did everyone appear to feel about going through this process?
Transferability	Do you feel that this approach would be readily transferable to other work situations? Why
Caveats	If someone else were attempting to apply this consulting method what caveats would you provide, in terms of managing time, complexity, resources, stakeholders, etc.?
Lessons Learned	What were the “lessoned learned” that you think that any change management consultant could take away from a review of this case that might be applicable to other consulting situations?

Rubric – Organizational Change Case Study

Grading Components	Grading Factors		
<i>Background Info</i>	1-3 Points	4 -7 Points	8 -10 Points
<p>In this section you will provide a brief description of those key factors that provide a contextual framework for understanding the underlying causes of the team building issue or opportunity. This section is typically ½ - 1 double-spaced, typewritten page.</p> <p>This section = 10% of total grade for this assignment.</p>	<p>The background information is largely incomplete, providing only a cursory and vague description of the case.</p> <p>Example: “This case concerns an organizational change conducted by a large telecom company.”</p>	<p>The case contains some of the relevant detail on the client(s), but lacks detail relating to critical events that led up to the presenting issue or opportunity.</p> <p>Example: “Example: ““This case concerns an organizational change conducted by a large telecom company. The company is.. .(additional comments related to the industry sector in which the company operates, its relative size, organizational structure, etc.)</p>	<p>All relevant contextual background information on the client or client company is accurately described.</p> <p>Example: ““This case concerns an organizational change conducted by a large telecom company. The company is... (additional comments related to the industry sector in which the company operates, its relative size, organizational structure, etc.)</p> <p>The author goes on to discuss the critical environmental factors that led to the need for this change management project, and explains the roles of those stakeholders who were involved in the project.</p>
<i>Problem Definition</i>	1-3 Points	4 -7 Points	8 -10 Points
<p>In this section you will provide a summary of the change management</p>	<p>The change management issue is vaguely defined, or</p>	<p>The change management issue or opportunity is carefully</p>	<p>The change management issue or opportunity is carefully</p>

<p>issue or opportunity, as described by the organizational stakeholders. This section is typically ½-1 double-spaced, typewritten pages.</p> <p>This section = 10% of total grade for this assignment.</p>	<p>contains assumptions regarding the underlying causes of identified teambuilding issues, or proposed solutions.</p>	<p>defined, and avoids statements that imply a proposed solution.</p>	<p>defined, and avoids statements that imply a proposed solution.</p> <p>It addition, it Identifies key events that led up to the current situation and the organization’s stated goals or objectives for the change management project.</p>
<p><i>Analysis</i></p>	<p>1-10 Points</p>	<p>11 - 20 Points</p>	<p>21 -30 Points</p>
<p>In this section you will provide a detailed analysis of the organizational change event. This section is typically 4-5 double-spaced pages in length.</p> <p>This section = 50% of total grade for this assignment.</p>	<p>The analysis does not take into consideration all of the key factors that could have affected the outcome of the change event.</p> <p>The author does not clearly differentiate between the roles played by various stakeholders.</p> <p>The criteria for evaluating the success of the change event are not clearly identified.</p> <p>The student does not provide evidence that indicates whether the change project was successful.</p>	<p>The analysis takes into consideration all of the key factors that could have affected the outcome of the change event.</p> <p>The author clearly differentiates between the roles played by various stakeholders.</p> <p>The criteria for evaluating the success of the change event are clearly identified.</p> <p>The student provides evidence to show whether the change project was successful.</p>	<p>The analysis takes into consideration all of the key factors that could have affected the outcome of the change event.</p> <p>The author clearly differentiates between the roles played by various stakeholders.</p> <p>The criteria for evaluating the success of the change event are clearly identified.</p> <p>The student provides evidence to show whether the change project was successful.</p> <p>In addition, the student provides recommendations regarding how the change management process could have been</p>

			strengthened through changes to the assessment, design, implementation, and/or evaluation of the change management project.
<i>Style & Format</i>	1-3 Points	4 -7 Points	8 -10 Points
This section = 30% of total grade for this assignment.	The paper contains several spelling and grammatical errors and is sloppily formatted. (Missing from the title page are the date, course title, student's or instructor's names.)	The paper contains a few spelling or grammatical errors and is properly formatted. All sources from which the information are noted at the end of the case. If the data comes from an interview, interview notes are provided. If part of the data comes from published sources, those sources are correctly cited.	The paper contains no spelling and grammatical errors and is properly formatted. All sources from which the information are noted at the end of the case. If the data comes from an interview, interview notes are provided. If part of the data comes from published sources, those sources are correctly cited. In addition, the author makes use of references throughout the text, to indicate the sources from which facts are presented or conclusions derived. Interview data contains direct quotes from the interviewee.
<i>Objectivity</i>	1-7 Points	8 -14 Points	15 -20 Points

<p>This section = 10% of total grade for this assignment.</p>	<p>The student engages in rampant editorializing.</p> <p>Examples:</p> <p>“I personally believe that...”</p> <p>“ Based on my thirty years of experience I would recommend that...”</p>	<p>The student occasionally blends in editorial commentary with arguments derived from the facts of the case, making it difficult for the reader to determine where facts leave off, and personal assumptions enter into the analysis.</p>	<p>The student provides a fact-driven analysis that omits editorial commentary.</p> <p>In those situations in which the student formulates conclusions, the paper clearly identifies those facts and inferences that inform those conclusions.</p>
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Group Presentation (50% of Grade)

Fifty percent of your grade is based upon the completion of a class presentation. For your presentation you will be asked to team up with one other student to summarize one of the following articles or cases. Please note the class date in which each assignment is due. Each article summary or case review can be completed individually, or by a team of two. Each presentation on change tools is to be presented by a single individual.

If you are absent the day you are to present you will have the choice of receiving a “0” for your grade on this project, or contacting your instructor and being assigned an alternative presentation for the following week. If you must cancel a scheduled presentation please be professional. Last minute cancellations are not acceptable.

Class 2: Understanding Underlying Assumptions of the SF Model

Article: *Changing Change Management*, by Perry Keenan and Associates; Boston Consulting Group

Article: *The Change-Capable Organization*, by Walter Gossage, Yaarit Silverstone, and Andrew Leach; Accenture.

Article: *Ten Guiding Principles of Change Management*, by the consulting firm Booz/Allen/Hamilton

Class 3: The Psychology & Dynamics of the SF Model

Article: *The Psychology of Change Management*, by Emily Lawson and Colin Price

Article: *The Irrational Side of Change Management*, by Carolyn Aiken and Scott Keller, McKinsey Corp.

Class 7: Understanding the Constructivist Approach to Change Management

Article: *Conversations and the Authoring of Change*, by Jeffrey D. Ford

Article: *Stop Blaming Resistance and Start Using It*, by Jeffrey D. Ford and Laurie W. Ford

Class 9: Using Conversational Approaches in the Organization

Case Study: Using Appreciative Inquiry at BP Castrol Marine (Chapter 11)

Case Study: Revitalizing Corporate Values at Nokia (Chapter 12)

Class 10: Using Conversational Approaches in the Organization

Case Study: World Café (Chapter 13)

Case Study: Applying Appreciative Inquiry to Deliver Strategic Change: Orbseal Technology Center

The grades for your presentation will be determined by the following criteria:

1. Knowledge of the facts of the case (25%)
2. Knowledge of the underlying methodology (25%)
3. Clarity of the presentation (20%)
4. Ability to elicit class participation (30%)

Rubric – Organizational Change Group Presentation			
Grading Components	Grading Factors		
Knowledge of the Subject 25%	1-8 Points	9 -17 Points	18-25 Points
	Demonstrated only a superficial knowledge of the subject matter. There were major errors or omissions in the subject content	Demonstrated a moderate knowledge of the subject matter. The subject was covered completely and factually.	In addition....the presenters were able to respond effectively to questions presented by the audience.
Planning & Preparation	1-8 Points	9 -17 Points	18-25 Points
	The presentation was poorly planned.	The presentation was somewhat well planned.	The presentation was extremely well planned,

25%	Presenters had difficulty locating materials, referencing facts, etc. AV equipment was not checked out prior to use. The presenters did not accurately gauge the amount of time required for their presentation.	A few small mishaps occurred that might have been prevented, given sufficient planning.	and flowed effortlessly, with no mishaps.
Clarity	1-8 Points	9 -17 Points	18-25 Points
25%	The presentation was disorganized and incoherent. Presenters had difficulty orchestrating their efforts. Presentation points needed to be continually be restated to provide clarity for the audience.	The presentation was moderately organized. At times presenters had difficulty getting their points across, but overall they were clear and coherent.	The presentation was very well organized. All main points were clearly presented, within a logical order that made it easy for the audience to understand the subject matter.
Class Participation	1-8 Points	9 -17 Points	18-25 Points
25%	The presentation was essentially a lecture, allowing little or no class participation.	The presentation included a blended approach, with about 75% devoted to lecture, and the remaining 25% allowing some form of class participation.	The presentation was designed to capture audience involvement from the very beginning. At least 50% of the presentation encouraged full class participation.

Academic Policies of Special Importance to Students

Academic Integrity and Ethical Conduct as an SMU Student

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

http://www.smu.edu/studentlife/PCL_05_HC.asp

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Disability Accommodations: Students needing academic accommodations for a disability must first contact the Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

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 or pagers.
- Do not read newspapers, books for other classes, or other outside reading material during class.
- Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Respect time schedules – we travel as a group.

About the Instructor: Robert Barner, Ph.D.

Dr. Robert Barner is the Associate Director of Executive Education and a full-time faculty member within the Annette Simmons Caldwell School Education and Human Development at Southern Methodist University. Prior to joining SMU Dr Barner held senior-level corporate HR positions at several companies, with three of these positions supporting global operations. These roles included responsibilities for career planning, executive development and coaching, the assessment and development of high-potential leaders, and talent management, and the direction of large-scale organizational change projects. Dr. Barner's work experience also includes management consulting to such companies as GTE, AT&T, Harris, Disney, TXU, Honeywell, and United Technologies.

Dr. Barner has published over thirty articles in such journals as the *OD Practitioner*, *Journal of Organizational Change Management*, *Team Performance Management*, the *Journal for Quality & Participation*, and *Career Development International*. Dr. Barner is the author of seven books, with foreign language translations in German, Norwegian, Estonian, and Arabic. His most recent book, *Building Better Teams: 70 Tools for Strengthening Performance Within and Across Teams*, was published by Pfeiffer/Wiley in 2012. Dr. Barner has also contributed to seven text anthologies, including three that are used in college curricula. Dr. Barner has also served as a reviewer for the *Journal for Organizational Change Management*, *Journal of Management Development*, the *Career Development Journal*, and the *Journal for Education and Training Studies*.

Dr. Barner has presented to international conferences on the subjects of executive coaching, team building, and talent management strategy, including the 2006 and 2008, and 2010 OD Network Conferences, the 2009 International Conference on Collaboration and Innovation, sponsored by Purdue University, and the 2010 SW HR Conference. He holds Masters and Doctorate degrees in Organization Development from Fielding Graduate University, and Bachelor degrees in Education and Psychology from Florida Atlantic University.