UNIVERSITY OF LA VERNE
Master of Science in Leadership and Management
Department of Business Management and Leadership
College of Business and Public Management

Self-plagiarism takes place when you submit your own work for which you previously received points/credit in another course. Self-plagiarism is considered plagiarism and is not acceptable in the MSLM program.

MGMT 569 - Conflict Management and Organizational Change
CRN – 1387

SYLLABUS – WORKING DRAFT - Su19

Instructor: Barbara Walling
                                   714-875-0873
                                   bwalling@laverne.edu (email is the best way to reach me)

Class schedule: 10 weeks of course work beginning at 5:30 p.m. on Monday, June 10

REQUIRED READINGS:

Cloke, Kenneth and Goldsmith, Joan. 2011. *Resolving conflicts at work. Ten strategies for everyone on the job.* San Francisco: Jossey-Bass Publishers. •

Kotter, John P. 2012. *Leading Change.* Boston: Harvard Business Review Press. •

Wheatley, Margaret. Two articles: "What do we measure and why?" and "What is our role in creating change?" (students may access these two readings by going to http://www.margaretwheatley.com/. Click on the link to published articles and scroll down to find the essays listed above.)

And these three instruments (available from ULV Bookstore):

. The Change Style Indicator and Style Guide (must be purchased from ULV bookstore)
Thomas-Kilmann Conflict Mode; and
Diagnosing Organizational Culture (Harrison and Stokes).

Students will also choose a scholarly article on a change or conflict related topic.

NOTE: *This syllabus is a working draft as of May 25, 2019. The course schedule, its syllabus, grading criteria and assignments may be revised at faculty discretion without the prior notification or consent of the student. The professor reserves the right to add, delete, or modify any and all parts of the course schedule. Any changes will be announced in class.*

COURSE DESCRIPTION:

This course examines the nature and sources of environmental and organizational conflict, conflict resolution strategies, change theory, change implementation approaches, and the role

of organizational culture in moving an organization into and through change. Particular attention will be given to the role of the leader in managing change and conflict. At the close of the course, each student will have created an action plan for an organizational change in a selected organization of the student's choice.

Harvard University's Dr. Ronald A. Heifetz wrote ". . . leadership is essential for businesses of all kinds to tackle their tough challenges, innovate in order to thrive, and replace current structures and processes that no longer suffice. Mobilizing people to meet these tasks is at the heart of leadership. These efforts, over time, build an organization's adaptive capacity, enabling it to meet the ongoing stream of adaptive challenges posed by a world ever ready to offer new realities, opportunities, and pressures" (in Gallos, 2008, p. xv).

This is a highly reflective course, grounded in discussion and interaction with classmates and faculty. The course will be characterized by high challenge, active participation, self-direction, and the encouragement of and respect for diverse viewpoints.

LEARNING APPROACH:

The course includes readings, instruments, interactive class discussions, student presentations, postings to Blackboard, and activities inside and outside of seminars.

Everything we do in this course—readings, classroom activities, reflection, assignments - is designed to support the creation of your own individual action plan for organizational change. Both graded and "for credit" assignments are building blocks that contribute to your action plan, which will be submitted and with highlights briefly shared in our final class.

LEARNING OBJECTIVES:

Each student will:

- Develop an understanding of various change and conflict theories and theorists.
- Assess his/her personal and organizational responses to change and conflict.
- Become competent in the application of instruments/tools for assessing change/conflict.
- Develop observational and analytical skills in assessing the student's own organization on topics related to change and conflict.
- Bring together the course content and experiences to develop a realistic action plan for change in an organization.

EXPECTATIONS OF STUDENTS:

The class will be conducted as a seminar; all students are expected to be present, to be prepared, and to contribute actively to discussion in ways which enrich the quality of learning for all of us.

Attendance/Participation

It is important to be present for all class sessions, as well as to be attentive to any designated online sessions and times of other online work initiated by faculty or fellow students. The learning that occurs in MGMT 569 is centered on the dynamics of seminar interaction; no "class notes" from faculty or a fellow student can replace being present, engaged, and contributing to the learning of all of us.

Classroom sessions will be conducted primarily in an open-discussion format. Online sessions will also include online discussion forums. Because it is a graduate course, lively and informed discussion is crucial to its success. Students, therefore, are expected to have read and thought about all assigned material prior to class. In managing change and conflict, there are often multiple solutions to the challenges faced by managers. Thus, students are also expected to stretch beyond concepts covered in the readings and to contribute creative ideas based on sound reasoning.

Students are expected to actively participate in classroom and online discussions and exercises. High priority will be given to the development of oral communication, presentation skills and written work as well as the thoughtful responses and contributions in classroom and online discussions. Students' attendance, contribution and participation in all sessions (in classroom and online) will be assessed and reflected in each student's final grade in the course

If a family emergency or professional responsibility requires that a student miss class, a make-up assignment may be assigned, and will be designed, with faculty, in a way that contributes to the learning of everyone in the course. There is no guarantee, however, of such a make-up opportunity since the course schedule is demanding. Students who know in advance about professional travel or other requirements that will cause absence from a class should discuss this with the faculty as soon as possible before the involved course session. If a student is absent, points will be subtracted from *Class Attendance/Participation/Contribution* for each absence. Students with excessive tardiness will also lose points at the discretion of the Professor. Failure to attend class or arriving late may impact your ability to achieve course objectives and will affect your course grade.

Assignments and Blackboard

Students are expected to use Blackboard to access information about course content, announcements and resources. Students will also access Blackboard for participation in any online course sessions. All assignments (graded and non-graded) must be submitted on Blackboard on or before their due date in the appropriate section of our course on Blackboard. If assignments are not submitted on the due date, they will not receive credit. If there is a special circumstance that prohibits you from submitting your assignment on time, you must notify your professor before its due date. If the late submission is accepted, it must be entered on Blackboard on or before the date specified by your professor and will result in a lowering of the grade for the assignment by ten percent for each day after its due date or for each date agreed upon by your professor.

Written assignments will be evaluated on their clarity, attention to academic rigor, insight, organization, completeness (attention to completion of all aspects of the assignment), grammar, language and mechanics, and cited sources and references. Proper academic formatting using APA guidelines must be used for all paper presentations unless specified otherwise by your professor. Rubrics will be used in grading assignments and presentations.

It is important for you to know that you can anticipate extensive reading throughout the course. In prior terms, students have found these required readings valuable, interesting, and immediately applicable.

Plan your course preparation time appropriately. Time management is an important skill for graduate work.

Respect and Confidentiality

All students must recognize that each student brings a wealth of experience and knowledge to the class. Class interaction and participation are important components of the learning experience. Respect and confidentially are to be maintained throughout the course.

The Use of Cell Phones, Smart Phones, or Other Mobile Communication Devices in the Classroom

The use of these personal mobile communication devices in the classroom setting is disruptive and their use (making and receiving calls and texting and viewing texts) is prohibited during class. Students must have their devices either turned off or in silent mode during class. Students must notify the instructor before the beginning of each class if they must be available for work or family emergencies during class time. They must also set their devices on silent or vibrate and leave the classroom to use the device.

The Use of Laptop Computers, Electronic Notebooks, Readers in the Classroom

Using personal electronic devices like those mentioned above in our classroom setting can hinder instruction and learning, not only for the student using the devices but also for other students in the class. It is recognized, however, that some students use their laptop, notebook or reader to take notes or to read assigned materials. Students are therefore permitted to use computers during class *for note-taking and other class-related work only*. A student who has a diagnosed disability must provide the course instructor the appropriate paperwork in order to work out an accommodation for the use of the otherwise prohibited electronic devices. Students who use their computers during class for work not related to that class will have their participation/contribution grade reduced.

Regarding the instruments, please note: As scholars in the field of management, we frequently work with a variety of instrumentation to explore our organizations and to better understand both others and ourselves. Skills in gathering and analyzing data are refined in such work, and a strong foundation established for the degree program's capstone course. The university and the MSLM faculty carefully select these tools to meet course and program goals.

Students who would prefer not to participate in data gathering related to themselves, or who do not want to share information generated by the use of instruments such as those included in the syllabus of this course, may request an alternative assignment. Please discuss any concerns with faculty prior to the start of the course.

EXPECTATIONS OF THE FACULTY

To be prepared; to create a comfortable and safe environment conducive to learning; to ensure a partnership that promotes mutual (individual and class) respect, trust, integrity and rapport; to provide appropriate feedback and return of written assignments; and to be available to meet/talk with students (by appointment). To be committed to each student's success in the course.

<u>Faculty and students together are responsible for creating and sustaining a safe environment that facilitates learning, openness, personal growth, and mutual trust and respect.</u>

It is an expectation that each of us will be open to new ideas, respectful, and tolerant of differing opinions. This expectation applies to online work as well as in-the-classroom experiences.

ASSESSMENT/GRADING

Faculty will discuss and determine the criteria for excellence to be used in grading, with attention to the following University-recommended rubric to assess the quality of written assignments:

Assessment Approach: Throughout the course, attention will be given to students' ability to demonstrate:
- a thorough understanding of the complexities involved in contemporary organizational life, with particular attention to questions and issues of change and conflict, and related leadership
- professional and effective written and oral skills, with the ability to present material in a succinct and logical fashion, using an appropriate academic format for written work
- a high degree of familiarity and understanding of course readings and information
- application of assigned material to organizational responsibilities and experiences and
- reasonable and responsible interaction and dialogue with regard to course material, views expressed by fellow students, any guests and the faculty

For this particular course, competency development will focus on the understanding of theories of change and conflict, their applicability, and personal growth management specifically linked to effectiveness in organizational life and leadership.

Course and Assignment Grading Scale:

Grade	Range	Definition*
A	94+	Demonstrates insightful mastery of the subject matter and
A-	90-93	exceptional quality in written and oral communication.
B+	87-89	Exhibits professional competence in the subject matter and in all
B	84-86	written and oral communication.
B-	80-83	
C+	77-79	Completes course assignments and requirements with minimally
C	74-76	acceptable proficiency in written and oral communication
F	<74	Quality and quantity of work in and out of class are unacceptable.

See the on-line University Catalog for a specific description of expectations for graduate work and related grading.

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level -- compared to undergraduate students, in order to progress satisfactorily in graduate programs. It also implies that C- and D grades are unacceptable in graduate work.

Evaluation and Grade Summary (Points & Assignments may be modified to meet changing course circumstances)

> *Resolving Conflicts at Work*
> Chapter Reflections   50 points (5 points each chapter)

Leading Change Chapter Reflections	30 points
Log postings:	20 points (5 points each)
Written Reflection: Wheatley Reading	10 points
Observation Report:	20 points
Article Presentation:	20 points (10 presentation/10 paper)
Group Project	25 points
Action Plan	35 points
Attendance/Participation/Contribution:	30 points

Rubric for Grading Written Work

Development:

4 (Excellent)	Develops ideas thoroughly and effectively with strong specific details, examples or explanations; may demonstrate originality, creativity or factual support; is thoroughly completed. Addresses all aspects (requirements) of assignment.
3 (Good)	Develops ideas thoroughly and effectively with strong specific details, examples or explanations; is complete. Addresses all aspects (requirements) of assignment.
2 (Fair)	Develops ideas thoroughly; ideas sufficiently supported with specific examples. May not be complete. Addresses most aspects (requirements) of assignment requirements but lacks detail.
1 (Poor)	Develops ideas in a limited way; includes only a few details, examples or explanations. May include inappropriate detail. Fails to address key aspects (requirements) of assignment.

Organization:

4 (Excellent)	Very well organized; main ideas are clear and vivid; effective smooth sequencing.
3 (Good)	Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced.
2 (Fair)	Not clearly organized; may wander or lack appropriate transitions, but thought can be followed.
1 (Poor)	Disorganized with confusing, disconnected ideas; very difficult or impossible to follow.

Mechanics/Language:

4 (Excellent)	Displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated/precise/clever word choice; appropriate use of idioms; no detectable grammatical or mechanical errors.
3 (Good)	Displays facility with language; competence with most sentence structures; good word choice; occasional minor errors in grammar, mechanics, idiom usage, but meaning is not obscured.
2 (Fair)	Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that may occasionally confuse meaning.
1 (Poor)	Meaning is seriously or frequently obscured or confused due to major or frequent problems in sentence construction, grammar, mechanics or word choice/idiom usage.

Rubric for Participation/Contribution

4 (Outstanding	Contributions in class reflect exceptional preparation. Ideas offered

Contributor)	are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and are persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished significantly.
3 (Good Contributor)	Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished considerably.
2 (Adequate Contributor)	Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
1 (Non-Contributor, unsatisfactory Contributor)	This person is present in class but says little or nothing. If this person does say something, the ideas offered are seldom substantive, provide few if any insights and never provide a direction for the class. This person's presence may include disruptive behaviors such as sidebar conversations, arriving late, using electronic devices in ways that are not associated with or contribute to class/course contents. If this person were not a member of the class, the quality of the discussion would not be changed or could be disrupted.

Rubric for Grading Oral Presentations

Organization:

4 (Excellent)	Extremely well organized. Introduces the purpose of the presentation clearly and creatively. Effectively includes smooth, clever transitions that are succinct but not choppy in order to connect key points. Student presents information in logical, interesting sequence which audience can follow. Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.
3 (Good)	Generally well organized. Clearly introduces the purpose of his/her portion. Includes transitions to connect key points but better transitions from idea to idea are noted. Most information presented in logical sequence; A few minor points may be confusing. Ends with a summary of main points showing some evaluation of the evidence presented.
2 (Fair)	Somewhat organized. Introduces the purpose of his/her portion of the presentation. Includes some transitions to connect key points but there is difficulty in following presentation. Student jumps around topics. Several points are confusing. Ends with a summary or conclusion; little evidence of evaluating content based on evidence.
1 (Poor)	Poor or nonexistent organization. Does not clearly introduce the purpose of the presentation. Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information. Presentation is choppy and disjointed; no apparent logical order of presentation. Ends without a summary or conclusion.

Content - Depth and Accuracy:

4 (Excellent)	Provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Provides evidence of extensive and valid research. Combines and evaluates existing ideas to form new insights. Information completely accurate; all names and facts were precise and explicit. Level of presentation is appropriate for the audience.
3 (Good)	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included. Presents evidence of valid research with multiple sources. Combines existing ideas to form new insights. No significant errors are made; a few inconsistencies or errors in information. Level of presentation is generally appropriate.
2 (Fair)	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis. Presents evidence of research with sources. Combines existing ideas. Enough errors are made to distract a knowledgeable listener, but some information is accurate. Portions of presentation are too elementary or too sophisticated for audience.

1 (Poor)	No reference is made to literature or theory. Thesis not clear; information included that does not support thesis. Presents little or no evidence of valid research. Shows little evidence of the combination of ideas. Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information. Presentation consistently is too elementary or too sophisticated for the audience.

Research Effort:

4 (Excellent)	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project.
3 (Good)	Did a very good job of researching; utilized materials provided to their full potential; at times took the initiative to find information outside of what was presented in class.
2 (Fair)	Used the material provided in an acceptable manner, but did not consult any additional resources.
1 (Poor)	Did not utilize resources effectively; did little or no fact gathering on the topic.

Creativity:

4 (Excellent)	Uses the unexpected to full advantage; very original, clever, and creative approach that captures audience's attention.
3 (Good)	Some originality apparent; clever at times; good variety and blending of materials/media/experiential opportunities.
2 (Fair)	Little or no variation; a few original touches but for the most part material presented with little originality or interpretation.
1 (Poor)	Bland, predictable, and lacked "zip." Repetitive with little or no variety; little creative energy used.

Use of Communication Aids/Attention to Learning Styles:

4 (Excellent)	Presentation paid attention to all learning styles in a way to present thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all even those in back of the class. Experiential exercises/information prepared in a professional manner.
3 (Good)	While presentation relates and aids in addressing all learning styles, these media and experiential exercises/information are not as varied and not as well connected to presentation thesis.
2 (Fair)	Occasional attention to learning styles but rarely supports presentation thesis; visual aids were not colorful or clear. Time wasting use of multimedia; lacks smooth transition from one medium to another or one student to another if group presentation. Communication aids, experiential exercises/information are poorly prepared or used inappropriately.
1 (Poor)	Superfluous graphics/media/experiential exercises, no graphics/media/experiential exercises, or graphics/media/experiential exercises that are so poorly prepared that they detract from the presentation.

Audience Interaction/Questions and Answers:

4 (Excellent)	Encourages audience interaction. Involved the audience in the presentation; held the audience's attention throughout. Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions.
3 (Good)	Encourages audience interaction. Presented facts with some interesting "twists"; held the audience's attention most of the time. Demonstrates knowledge of the topic by responding accurately and appropriately addressing questions. At ease with answers to all questions but fails to elaborate.
2 (Fair)	Reluctantly interacts with audience. Demonstrates some knowledge of rudimentary questions by responding accurately to questions.
1 (Poor)	Avoids or discourages active audience participation. Audience lost interest. Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.

Mechanics/Language:

4 (Excellent)	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group. Correct, precise pronunciation of terms. Selects rich and varied words for context and uses correct grammar. Presentation has no misspellings or grammatical errors. Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning
3 (Good)	Clear articulation but not as polished; slightly uncomfortable at times Most can hear presentation. Student pronounces most words correctly. Selects words appropriate for context and uses correct grammar. Presentation has no more than two misspellings and/or grammatical errors. For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.
2 (Fair)	Audience occasionally has trouble hearing the presentation; seems uncomfortable. Student incorrectly pronounces terms. Selects words inappropriate for context; uses incorrect grammar. Presentation has three misspellings and/or grammatical errors. Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate.
1 (Poor)	Presenter is obviously anxious and cannot be heard or monotone with little or no expression. Student mumbles, incorrectly pronounces terms. Selects words inappropriate for context; Uses incorrect grammar. Student's presentation has four or more spelling errors and/or grammatical

	errors. Cannot focus on the ideas presented because of difficulties with grammar and appropriate vocabulary.

We have a contract as joint participants in the course: We are responsible for coming together as prepared professionals, with ownership of our time and a stake in ensuring that it is spent in ways valuable to us both individually and as a group.

ASSIGNMENTS

The course includes both graded and credit/ungraded written and project work, with feedback to support growth and skill development.

Very Important! *All assignments and activities in this course are "building blocks" toward the final Action Plan for Change.*

Attendance/Participation/Contribution: The grade for participation, contribution and attendance recognizes the significance of student involvement in all aspects of course delivery.

***Resolving Conflicts at Work* Chapter Assignments:** Students will read all assigned chapters and write a brief reflective paper on what resonated the most with them from their reading.

***Leading Change* Chapter Reflections:** Students will read the assigned chapters in Kotter's *Leading Change* and write a brief reflective paper answering specific questions posed by the instructor.

Log postings: Four times throughout the term, students will write and submit a posting related to a structured request presented by your instructor. Each log/journal posting will detail student reflections between class sessions related to awareness and understanding of conflict and change in the organizations of which the student is a member. Class learning will be integrated as part of the analysis of these experiences. Insights captured in the log may be verbally shared in class (selectively, at the student's discretion).

Observation Report: Fieldwork The MSLM program is designed to build a bridge that crosses between theory and practice, and back again! (Mintzberg 2004). Classroom/seminar learning must relate to the life experiences of professional managers. Together we will create a variety of observational tools to use in organizations in which students are members. Each student will be conducting fieldwork to observe organizational dynamics linked to change and conflict. A short observation report, structured in ways we identify together.

Article Presentation: Each student will read an article from a scholarly journal on a change or conflict related topic and give an in-class presentation of the article. The length of the in-class presentations will be determined when we review the syllabus. Each presentation must include a handout (a bullet point paper) and visual aids. The specific presentation date for each student will be determined when we review the syllabus.

Group Project: Designing and delivering an activity to "bring to life" Kotter's book *Leading Change*. Time will be given in class for preparation. Students will deliver their activity in class.

Action Plan: The most significant course assignment is an action plan for organizational change. Each plan will demonstrate mastery of course content and the ability to apply the

course learnings to a real world setting. A brief highlights report will be shared with students and instructor on last night of class.

ACADEMIC HONESTY:

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

a. All tests, term papers oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
c. Deliberately supplying material to a student for purposes of plagiarism is also culpable. (University of La Verne Online Catalog, 2018-19)

Plagiarism is a serious offense, and an illegal act. Failure to meet these standards for academic honesty will lead to course failure, and can result in dismissal from the University. See the online ULV Catalog for details.

COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT MISSION STATEMENT:

The mission of the College of Business and Public Management is to provide our undergraduate and graduate students with a broad-based management education that emphasizes the application of theory to management practice and builds conceptual skills and core values needed to become effective leaders and managers in today's changing global environment.

The MBA program, and all courses and activities in the College of Business and Public Management, are committed to the University of La Verne mission and core values:

Ethical Reasoning: The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity: The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty and staff.

Lifelong Learning: The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement: The University asserts a commitment to improving and enhancing local, regional and global communities.

MSLM PROGRAM MISSION STATEMENT:

Our mission is to prepare professional leaders and managers to successfully address the challenges and complexity of 21st century organizational life, with integrity, as architects of organizational life and goal attainment.

The MSLM program, and all courses and activities in the program, are committed to the University of La Verne mission and its emphasis on four major concerns to affirm a positive and rewarding life: reflective attention to values, community in the context of diversity, lifelong learning and community service.

Barbara Walling is an adjunct professor in the College of Business and Public Management at the University of La Verne. She specializes in marketing and business development in the healthcare industry and brings twenty-five years of experience in leadership and management to the University of La Verne.

As a healthcare consultant, Barbara worked with hospitals and physicians to assist them in fulfilling their business development goals. In addition, she worked directly with interns, residents and new physicians to help them match their clinical expertise with medical practice opportunities in the Los Angeles and Orange County area. As a career coach and mentor, Barbara is often asked to work with physicians and their office staffs to help them understand the realities of the business side of medicine in today's complex healthcare industry. She is an active speaker and has presented lectures on marketing a medical practice, customer service, stress management and medical office administration. Her current work is with University of California, Irvine Health directing business development for UC Irvine Medical Center's Medicare and Senior Health programs.

Barbara began her teaching career when she taught medical assisting and medical office management at a private career development college in Los Angeles. During her career, she directed a medical internship program for the University of California, Irvine School of Medicine. This program provided internship opportunities for Americans who completed their medical education in foreign medical schools. As director of a diabetes management program, Barbara led a staff of clinical professionals in designing an educational program to help people with diabetes learn how to manage and to cope with their illness.

Barbara has been a guest lecturer at Chaffey College where she taught a resumé writing class. She has also conducted resumé writing workshops at the University of La Verne, at USC School of Medicine Family Practice Residency Program, and private organizations that offer outplacement services for their employees. From 1998 until 2006 Barbara was the co-leader of the University of La Verne's MSLM orientation and frequently worked with prospective students who were interested in graduate school. She has taught courses in the MSLM program since 1998 including a once required career and self-assessment course, the program's marketing, effective managerial communication, management theory and practice, and change and conflict courses. Barbara also conducts stress management workshops and is a frequent guest speaker at senior centers and service organizations located in Orange County.

Barbara's leadership roles included serving on the Board of the American Heart Association and being an active member of the American Diabetes Association. She also spent several years as a member of a team of volunteers who taught healthy lifestyle choices to junior high and high school students for the March of Dimes. Currently, she is a member of the Board of Directors for the Brea/La Habra Chapter of Soroptomist International, a service organization dedicated to making a difference for women and children through service to the community. She was chair of the Orange County Down with Falls Coalition, an organization dedicated to helping older adults prevent falls and a member of this organization's Speakers Bureau where she conducted fall prevention classes that help older adults learn strategies to keep them on their feet. She was also a member of the Health and Nutrition Committee of the Orange County Senior Citizens Advisory Council, and she volunteered her time for the Orange County Chapter of the Alzheimer's Association teaching classes that help police officers, public transportation personnel, and other organizations learn about the signs and symptoms of Alzheimer's disease.

Barbara has a Bachelor of Science degree in Business Administration and a Master's degree in Leadership and Management. She also completed a Fellowship in the Institute for Educational Leadership's Education Policy Fellowship Program.