Soules College of Business
Department of Human Resource Development
Course Syllabus

HRD 5347.560 Performance Consulting
Long Summer 2022
May 9-August 6

Instructor:
Dr. Rosemary Cooper
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Office: UC 2150
Office Hours: By appointment
Preferred contact: Email

Course Description

HRD 5347 – Practice oriented models, approaches, and techniques of performance consulting in organizational settings. Students will learn critical skills in identifying gaps for performance improvement and proposing HRD interventions. General performance consulting process, from consulting proposal to final consulting report, will be covered.

Course Prerequisites

To take this course, you need to be in graduate standing. If you are taking this course as part of the Master's of Science in Human Resource Development and have not completed a degree plan, please contact your program advisor for additional requirements and procedures.

Required Textbooks

1. Robinson, D. G., Robinson, J. C., Phillips, J. J., Phillips, P. P., & Handshaw, D. (2015). Performance consulting: A strategic process to improve, measure, and sustain organizational results. Berrett-Koehler Publishers.
2. Swanson, R. A. (2007). Analysis for Improving Performance: Tools for diagnosing organizations and documenting workplace expertise (2nd ed.). San Francisco, CA: Berrett-Koehler. (This book may not be available in the bookstore. You may either order it on amazon.com, or to save money, you can view most content on books.google.com and amazon.com)
3. **Your textbooks are available for free at the UT Tyler library link below.**

https://libguides.uttyler.edu/c.php?g=1066647&p=7764757

Additional readings and cases will be posted on Canvas in Modules.

Learning Objectives

The course is designed for students' current and future consulting engagements in human resource development in business and organizational settings. Emphasis will also be placed on the practical application of consulting skills, approaches and techniques.

Upon completion of this course, students should be able to:

1. Demonstrate an understanding on the role of performance consulting in organizations
2. Define performance consulting and related models
3. Identify performance gaps
4. Apply different consulting models through real life projects and case studies
5. Design preliminary performance interventions to fill the performance gaps
6. Develop a consulting proposal
7. Collect quantitative and qualitative data for identifying root causes
8. Conduct consulting sessions
9. Maintain a positive client relationship throughout a consulting process as demonstrated in the projects
10. Complete a consulting proposal or a project report.

Course Competencies

1. Computer-Based Skills: Participants will use a variety of skills in the online environment.
2. Communication skills: Participants will use a variety of communication skills in communicating their opinions, findings, expertise, and knowledge about various course topics to other participants and the instructor.
3. Interpersonal skills: Participants will interact as they discuss their individual research projects.
4. Problem Solving (Critical Thinking): Participants will use conceptual thinking, creativity, and innovation in developing and presenting their responses to module assignments.
5. Ethical Issues in Decision Making and Behavior: Participants will demonstrate ethical behavior in obtaining information and in documenting referenced material used in assignments.
6. Personal Accountability for Achievement: Participants will complete assignments according to the designated schedule and will participate in discussions in a timely manner.
7. Competence in Technology Principles: Participants will apply course concepts to their own area(s) of subject matter expertise.

Welcome

Welcome to the HRD online program at UT Tyler and to HRD 5347, Performance Consulting. I am your instructor, Dr. Rosemary Cooper, and I look forward to meeting you in our virtual classroom. This course is designed to help students with various backgrounds understand and practice the basic steps in performance consulting.

This course is developed in a modular format to assist you in organizing your time and efforts. Each module will describe a particular aspect of performance consulting and will provide resources for further studies. Each module will specify required reading, writing, and discussion requirements.

Before you go to the first Module, please first read through each section of the syllabus carefully. If you have any questions, please email me directly at rcooper@uttyler.edu.

**Please send your email from your Patriot email and put "HRD 5347.560" in your email's subject line.**

It is your responsibility to regularly check your patriot email account.

Student Expectations

Students are expected to prepare for each module by reading the assigned chapter materials and completing discussion board posts and assignments. Each student should expect to demonstrate understanding of terminology and course concepts by asking and answering questions during discussion board opportunities. Students will participate as a member of their assigned team to complete team assignments and the final consulting proposal.

Students will utilize the Canvas Online Learning Management System to complete this course. Canvas contains relevant information for this course including the syllabus, discussion boards and individual student grades (secure for each student). The expectation is that each student will check this information multiple times a week. Additional necessary material may be made available through Canvas as the course progresses. More information about Canvas including tutorials and information about the Canvas app can be found at https://www.uttyler.edu/canvas/.

This online course requires that each student has a reliable computer and internet connection. If technical problems arise with the use of Canvas, please contact Support by clicking on the Help icon inside of your Canvas account.
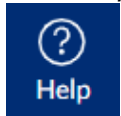
When you contact Canvas Support, be sure to include a complete description of your problem or question including:

* The title and number of the course

* The page in question

* If you get an error message, a description and message number

What you were doing at the time you got the error message

You can also search the Canvas Student Guide for useful information on using Canvas at https://community.canvaslms.com/docs/DOC-10701

If you are experiencing login/password problems or need support for other technical issues, contact Campus Computing Services by phone at 903-565-5555 or by email at itsupport@uttyler.edu.

The Virtual Classroom

A key benefit of the "cyber classroom" is that participants can come to class at their convenience. Asynchronous communication allows each of us to post questions and comments and to respond at times of our choosing. My lecture material for each module will be brief; for this course, I am primarily a facilitator to facilitate your learning.

If this is your first time to take a Canvas-based online course, you will find it dramatically different from your previous experiences. There is no face-to-face contact with your instructor and fellow participants. You may feel confused and anxious because you can't ask questions and receive immediate feedback.

Relax! You are not alone, and any anxiety you feel will go away as you become familiar with this virtual learning environment. Normally students will get used to Canvas in one or two weeks. You may even begin to like this environment with the high flexibility that you have in managing your time and learning pace.

I want to stress to both the experienced and inexperienced online course participants that the key to successful completion of this online course, or any online course, is organization. This syllabus outlines in details of my expectations of you as participants, including required textbooks, grading policies, assignments, and projects, and a schedule of readings and assignment/project due dates. This is not a self-paced course. Deadlines exist because the course is offered to help you complete the course successfully in a timely manner.

Course Requirements

Course Requirements and Students Evaluation

       Students are expected to take responsibility for their own learning, active online participation, asking questions and presenting information related to performance consulting. The following specific learning activities are designed as part of the curriculum. Students will be evaluated on the basis of the quantity, quality and timeliness of their efforts.

Assignments	Proportion
Case Studies (2 cases)	20%
Online Discussions	25%
Team Assignment	15%
Final Project	40%
Total	100%

Grading Scale

A	90 – 100
B	80 – 90
C	70 – 79
F	69 or below

VERY IMPORTANT NOTES:

- **NO LATE WORK will be accepted unless you have a medical excuse from a doctor or are on official university business.**
- Please have someone check your assignments for grammar and content before they are submitted.
- Save any individual assignments with your name and assignment title. Example- "Rosemary Cooper Assignment Name". There is a penalty for not following this format.
- Make sure to cite your sources correctly using proper APA formatting. For more information regarding APA format, you can visit the UT Tyler Writing Center at http://www.uttyler.edu/writingcenter/onlineresourcesforwriting.php. You may also contact the Writing Center at 903.565.5995, by email at writingcenter@uttyler.edu or in person in CAS 202.
- Unicheck will be used to review all assignments submitted in Canvas to confirm originality.
- **The course schedule is subject to change.**

HRD 5347.560 Performance Consulting Tentative Schedule			
Date	**Topic**	**Reading Assignment**	**Assignment Due Dates**
5/9-5/15	Review Syllabus Module 1 Introduction to Performance Consulting	Chapter 1 & 2 Robinson, Robinson, Phillips, Phillips, & Handshaw (RRPPH) Chapters 1, 2 & 3 Swanson Lecture Notes Module 1	Introduce Yourself Due- 5/15
5/16-5/22	Module 1 Introduction to Performance Consulting		Team Assignment – Final Project Plan: Member Roles and Responsibilities for Final Project Due-5/22
5/23-5/29	Module 1 Introduction to Performance Consulting		Module 1 Discussion Due-5/29 Work on Final Project
5/30-6/5	Module 1 Introduction to Performance Consulting		Case Study 1 Due-6/12 Work on Final Project
6/6-6/12	Module 2 The Science of Performance Consulting	Chapters 3, 4 & 5 RRPPH Chapters 4 & 5 Swanson Lecture Notes Module 2	Work on Final Project
6/13-6/19	Module 2 The Science of Performance Consulting		Module 2 Discussion Due-6/19 Work on Final Project
6/20-6/26	Module 2 The Science of Performance Consulting		Work on Final Project

6/27-7/3	Module 2 The Science of Performance Consulting		Work on Final Project
7/4-7/10	Module 2 The Science of Performance Consulting		Case Study 2 Due-7/10 Work on Final Project
7/11-7/17	Module 3 Developing a Consulting Proposal	Chapters 6, 7 & 8 RRPPH Chapters 6 & 7 Swanson Lecture Notes Module 3 Sample of Real-World Consulting Proposal and Related Documents Consulting Project Sample	Module 3 Discussion Due-7/17 Extra Credit Final Project Updates/Q & A by Zoom 7/17 Work on Final Project
7/18-7/24	Module 4 Evidence-based Consulting: Data Collection	Chapters 9, 10 & 11 RRPPH Chapters 8-11 Swanson Lecture Notes Module 4	Module 4 Discussion Due-7/24 Work on Final Project
7/25-7-31	Module 5 Wrap-up and Showcase Your Learning		Team Project: Consulting Proposal Due-7/31 Peer Evaluation form Due-7/31

Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner.
- Deadlines are listed in the Module Outlines.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Discussion Posts

- Participants must be very clear about what they mean in their contributions to the discussion. In electronic communication we do not have the advantage of body language as an aid. We also do not have the advantage of instantly asking for and receiving clarification.
- Use appropriate grammar, spelling, syntax, etc.
- Always contribute to class discussion in a respectful, polite, and constructive manner.
- Please also note that all chat room languages are prohibited in the discussion board, these include writings in the form of "lol", "how r u?" etc.
- **Initial posts must be thorough with text examples and include 1 citation when applicable.** You may use the D. *Robinson, J. Robinson, J. Phillips, P. Phillips, D. Handshaw* or *Swanson* texts to support your discussion.
- Initial Posts must be at least 200 words. Response posts must be at least 100 words.
- Initial posts are worth 25 points and response posts are worth 25 points.
- **Late posts will not be accepted.**
- **Response posts that say "I agree", "Great point Jim", "Good job, you explained that well", and others that do not provide some substance, WILL NOT RECEIVE CREDIT.**
- I will let you know individually if your contributions to class discussion are not meeting my expectations.

Case Studies

This class will take advantage of case studies in combination with other projects to build your practical skills in performance consulting. Throughout the learning process, we will analyze 2 cases for learning purposes. These cases will be posted in Canvas under Assignments as individual assignments. You will need to analyze the case and develop solutions based on questions at the end of each case.

Team Project: Consulting Proposal

Requirements:

Working with a team, develop a consulting proposal or consulting report in a real-world organization as a team.

1. The final report should be at least 15 double-spaced, 1" margin on all sides with 12 font size. It should reference to at least 5 references from journals and books written in the past 10 years (references are included in the 15 pages).

2. One team member needs to upload the final project to the designated submission link under assignments before the deadline, July 31st. No late submission will be accepted.

Assignment details:

To complete this project, you must identify an organization and conduct a performance and/or management related consulting project.

The report should include, but is not limited to, the following content:

1. The background and context of the organization, and the market of the industry, such as information about major competitors in the industry.

2. The stated business problem(s) by the client

3. Your identified performance gap

4. Your proposed solutions and process to address the performance problems

5. Your proposed other related interventions, based on the data analysis outcomes.

6. The data sources for identifying and confirming the problem(s)

    a. For quantitative data, include a sample survey or other data collection tools/instrument

    b. For qualitative data, include an interview/focus group questions and related supporting document, e.g., interview guidelines or protocol, if necessary.

    c. For extant data, include samples.

7. Your proposed timelines, milestones, deadlines.

8. Consulting outcomes or your expected outcomes

9. As an exercise, you also need to include a mock consulting contract (no less than 1 page) that includes the scope of the project and your client approved budget.

You can reasonably assume that your final report would be used as a base for the consulting contract upon the approval by the client organization. If you are working on a real consulting project, the final report may be different from a consulting proposal.

Team Project Measurement: Please note that your performance will not only be measured by the quality and timeliness of the final report. It will also be evaluated by your team members who participated in the project. Each team member is required to submit the Peer Evaluation form.

You may wish to start early on your project. It may take the entire semester to complete, and procrastination is your enemy! Do not expect to complete the project in two weeks.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. The amount of time required for this course may vary from student to student, depending on your familiarity with the subject area. Keep in mind that your project must be completed in this one semester.

COLLEGE and UNIVERSITY POLICIES

Soules College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

SOULES COLLEGE OF BUSINESS CORE VALUES

- ▢ PROFESSIONAL PROFICIENCY
- ▢ TECHNOLOGICAL COMPETENCE
- ▢ GLOBAL AWARENESS
- ▢ SOCIAL RESPONSIBILITY
- ▢ ETHICAL COURAGE

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. See:
http://www.uttyler.edu/catalog/12-14/
http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php

PLEASE NOTE: Academic honesty is expected in all work submitted in the course. Plagiarism and dishonesty will not be tolerated and learners should be aware that all work is subject to full investigation by instructor including the examination of computer reports for suspicious patterns and the use of plagiarism detection software.

Career Success
Career Success Coach and Handshake

Are you in need of a brand-new resume, a resume review, a mock or practice interview session or simply the opportunity to discuss career choices and aspirations? If so, please schedule an appointment with:
Amy Russo
Career Success Coach for the Soules College of Business
arusso@uttyler.edu
903.566.7027
COB 123.06

You will be asked to schedule your appointment via *Handshake*. *Handshake* is a powerful, modern recruiting platform that enables employers to search for and manage relationships with you. You are (5) times more likely to be hired by employers through *Handshake* than any other job board. This innovative platform provides you with advanced tools that are available on all devices, including a mobile app.

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UNIVERSITY POLICIES

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UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date **(May 23rd)** of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i)   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;

- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/