



Spring 2025

Course Dates: Jan 13 – May 3, 2025

This course will be administered entirely via Canvas
Complimentary Live Sessions will be offered (as necessary)
Student access: <https://www.uttyler.edu/canvas>

Course Syllabus

Course Title: **HRD. 5347: Performance Consulting**

Instructor: Dr. Dave Silberman, PMP, SCPM, PMI-ACP, CSC, CAL, Prosci, NPPQ

Phone & WhatsApp: +1 210-460-0631 | Additional contact methods will be provided in Canvas

Email: dsilberman@uttyler.edu

- Additional Contact: Listed in Canvas (preferred)
- Office hours: By appointment. Zoom meetings can be scheduled by request.
- **Live (optional) sessions will be offered throughout the semester (as interest and attendance inform). Specific dates will be shared via Canvas Announcements.**

Course Description: 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 will be covered.

Required Text: Cabrera, D., & Cabrera, L. (2018). *Flock not clock: Align people, processes, and systems to achieve your vision*. Cabrera Lab.

Either paper or digital versions of the course text are acceptable.

Supplemental Resources: Additional readings to be familiar with:

- APA publication manual (7th ed). Washington, D.C.: American Psychological Association. ISBN: 978-1433832178
- Purdue Owl Website: <https://owl.purdue.edu/owl>
- The Robert R. Muntz Library HRD Research Guide: <https://libguides.uttyler.edu/hrd>

Course Objectives

Develop a Comprehensive Understanding of Performance Consulting: Gain a deep appreciation for performance consulting as a vital area within Human Resource Development (HRD), understanding its theories, methodologies, and its critical role in organizational effectiveness.

Explore and Critique Performance Consulting Models and Techniques: Review various models and approaches used in performance consulting, reflecting on their applicability and effectiveness in addressing organizational needs and enhancing performance.

Understand the Roles and Responsibilities of Performance Consultants: Identify and differentiate the roles of internal and external consultants in driving organizational change and performance improvements, emphasizing the skills and attributes necessary for success in these roles.

Acquire Practical Skills through Applied Learning: Develop practical consulting skills and expertise through real-world projects and assignments that simulate performance consulting interventions and scenarios.

Engage in Collaborative Learning and Problem Solving: Participate in collaborative group activities that foster the application of performance consulting principles in team settings, enhancing interpersonal and problem-solving skills.

A few things for us to orient our journey:

Embrace the marathon, Not the sprint – Remember, learning in Performance Consulting is a marathon, not a sprint. The process of understanding and applying complex theories and models is gradual and requires persistence and patience.

Advance human knowledge as a Graduate Student – This course is designed not only to inform but to challenge and expand your intellectual boundaries. It’s about more than just acquiring knowledge; it's about transforming data and information into actionable insights and wisdom. Expect to engage deeply with the material, critically evaluate sources, and develop well-supported conclusions. Yes, it's ambitious, but remember, I am here to support you every step of the way!

Communicate Early, Often, and Proactively – Effective communication is foundational to success in performance consulting and is a core practice in this course. It is crucial that you regularly check Canvas and proactively manage your assignments. Should you face any challenges or have questions at any point, please do not hesitate to reach out. I am always available via email, and I encourage you to contact me whenever necessary to ensure no queries go unanswered. Additionally, if you find that you have not received a timely response from me, please follow up. Effective learning and performance consulting are collaborative efforts, and open, continuous communication is essential. Let’s work together to stay informed and perform at our best.

Uphold Professionalism and Ethics – As emerging professionals in the field, adhering to high ethical standards is crucial. The syllabus includes detailed expectations about professional conduct and academic integrity, starting on page 7. These standards are not just academic formalities; they are essential practices for your future careers.

Understand the role of this syllabus – This syllabus is your roadmap for the course. It contains critical dates, participation guidelines, and grading criteria for all assignments. It is essential that you read it thoroughly at the start and refer back to it as needed. While Canvas serves as our platform for communication and content delivery, any updates or important announcements from me will supersede the information found there.

Grading Policy and Criteria to Determine Final Course Grade:

Bonus Points: Any bonus point opportunities made available within the course will be applied as noted in the announcement made at the time they are offered/awarded.

A	90 to 100%	Excellent work and evidence of achieving each of the learning objectives at an expert level.
B	80 to 89%	Good work and evidence of achieving each of the learning objectives at a mastery level.
C	70 to 79%	Average work and evidence of achieving each of the learning objectives at a modest level.

D	60 to 69%	Poor work and little or no evidence of achieving each of the learning objectives.
F	59% and below	Unacceptable work and no evidence of achieving each of the learning objectives.

Grading Breakdown:

Final grades will be determined through the following weighted categories:

Category	Weight
Team Assignments (+ Peer Review)	40%
Individual Assignments	30%
Weekly Performance Challenges	20%
Professional Participation & Presence	10%

Assignment Details

Only announcements by the instructor supersede any date, time, or other changes in this Syllabus.

All assignments are due by 11:59 pm (Central U.S.) on the indicated date unless otherwise noted.

Please refer to the requirements listed in Canvas.

Note regarding Group Work: **Peer review scoring by each student is also mandatory.** A template will be made available near the end of the final project work. **Failure by any student to submit peer feedback will result in a zero on the final project assignment. The overall grade issued is a non-disputable judgment of the course instructor.**

Course Schedule

Week	Objective	Reading	Assignment
Week 1	Define performance consulting and its role within HRD.	<i>Flock Not Clock</i> , Introduction & Chapter 1; <i>Extreme Pedagogy</i> ; <i>Why The 'Hall Pass' Of Leadership Is Undermining Performance</i> (Forbes).	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 2	Analyze how systems thinking can address silos and improve organizational performance.	<i>Flock Not Clock</i> , Chapters 2-3.	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 3	Critically examine major consulting frameworks and their applications.	<i>Flock Not Clock</i> , Chapter 4; <i>Organizational Silofication</i> (case study material).	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 4	Understand the importance of crafting vision and mission statements for consulting engagements.	<i>Flock Not Clock</i> , Chapters 5-6; <i>Create Capacity Or Stay Who You Are</i> (Forbes).	Major Individual Assignment: Case Analysis Report.
Week 5	Develop skills to effectively engage and align stakeholders.	<i>Flock Not Clock</i> , Chapter 7.	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 6	Explore and refine the key skills of effective performance consultants.	<i>Flock Not Clock</i> , Chapter 8; <i>The Three C's You Need To See For Organizational Performance</i> (Forbes).	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 7	Learn how to build capacity for organizational alignment and readiness.	<i>Flock Not Clock</i> , Chapters 9-10.	Group Assignment: Capacity-Building Presentation.
Week 8	Examine and apply ethical decision-making in performance consulting.	<i>Flock Not Clock</i> , Chapter 11; <i>Walking The Talk Of Trust Is</i>	Major Individual Assignment: Skills Development Plan.

		<i>Vital For Organizational Performance</i> (Forbes).	
Week 9	Diagnose and evaluate organizational culture and systems for performance improvement.	<i>Flock Not Clock</i> , Chapter 12.	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 10	Spring Break (No Assignments)	No Assignments	No Assignments
Week 11	Implement strategies to foster resilience and adaptability in organizations.	<i>Flock Not Clock</i> , Chapter 13; <i>Constant Firefighting Undermines Organizational Performance</i> (Forbes).	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 12	Explore the impact of mental models on consulting strategies and outcomes.	<i>Flock Not Clock</i> , Chapter 14; <i>Leveraging Mental Models for Innovation</i> (Emerald).	Major Individual Assignment: Resilience and Adaptive Capacity Plan.
Week 13	Develop effective and sustainable interventions for long-term organizational improvement.	<i>Flock Not Clock</i> , Chapter 15.	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 14	Synthesize course learnings by applying them to complex case studies.	<i>Flock Not Clock</i> Appendices.	Group Assignment: Case Study Presentation.
Week 15	Analyze and predict future trends in performance consulting.	<i>Flock Not Clock</i> , Chapter 16; <i>The Future of Performance Consulting</i> (Forbes).	Weekly Performance Challenge: Paragraph response with unique research reference.
Week 16	Reflect on personal growth and course outcomes.	Revisit key readings and personal notes.	Major Individual Assignment: Final Reflective Essay.

Other Essential Details

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.

Course Requirements and Students Evaluation

Students are expected to take responsibility for their own learning, active online participation, ask questions, and presenting information related to performance consulting.

Additional Information/Expectations and University Policies

Students are encouraged to contact the instructor regarding any special / extenuating circumstances

that will temporarily prevent them from completing one or more assignments at all / in a timely manner. *I understand that life happens*, so please let me know if something comes up so that reasonable accommodations may be discussed and arranged, as appropriate. Early and often communication is key!

Technology – Each student must have access to the following, at a minimum: a reliable computer, stable internet access, a microphone (potentially via a cell phone), MS Word, PDFreader software.

Class Participation – Participation in all class activities is required for the accomplishment of course objectives. Staying up to date by regularly checking Canvas announcements, Patriot email, and group discussion forums (or other agreed upon channels for group communications) are all considered part of your class participation.

Due Dates – Unless otherwise specified, all assignments are due by 11:59 pm (U.S. Central Time.) on the date listed in the syllabus.

Late Assignments – Assignments submitted late will be graded with penalties included. If there is a fractional grade due to a late submission penalty, it will be rounded *down*.

Exceptions will be made as appropriate for accommodations related to religious holy days, active military services, illness, or other special circumstances that have been approved by the instructor.

Quizzes – Each quiz will have a time limit that is not long enough to actively look up all answers to the questions as you go; reading the assigned chapters before beginning the quiz will be essential to your success.

All quizzes will be accessible beginning the first official day of the session, so working ahead is permitted.

Discussions/Postings – Students are expected to participate actively in all assigned discussions and/or postings. Each discussion is graded on the quality standards of the contribution and in peer responses.

Reading Expectations

The reading load for this course is intensive, and students are expected to remain up to date on the assigned readings. Articles and other readings will be assigned in addition to the main course text.

Writing Expectations

All written assignments in the course are expected to be completed at a level of quality appropriate for graduate-level coursework. Correct/appropriate spelling, word usage, and grammar are the *minimum* standard. Any errors that are automatically flagged by MS Word during grading will absolutely cost you points.

Use of the Oxford comma is expected.

Dedicate enough time to the writing of all papers and posts to craft your narratives carefully, then edit them thoroughly at least once before submitting.

All referenced materials, including tables adapted from the text, must be properly cited using APA 7th

edition; refer to the APA manual or Owl website for examples. If you are unable to determine how to cite a source using those references, please ask the instructor for guidance

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 College of Business and Technology 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

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.

Academic Dishonesty:

Cheating, plagiarism, or other forms of academic dishonesty in this course will not be tolerated. The first incident of suspected academic dishonesty will result in an immediate referral to the Director of Judicial Affairs; there will be no warnings issued. If cheating or academic dishonesty is confirmed by Judicial Affairs, a punitive grade of "F" will be assigned for the course.

- Judicial Affairs website: <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Students should be aware that all major papers will be checked for plagiarism using software designed for that purpose.

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>

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler a 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 www.uttyler.edu/tobacco-free.

Grade Replacement and Census Date Policies:

Students repeating a course for grade replacement must complete a Course Repeat / Grade Replacement Enrollment Form and note the repeated course as “For Grade Replacement” at the time of enrollment. Course Repeat / Grade Replacement Enrollment Forms are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Enrolling in courses being repeated for Grade Replacement must be completed on or before the Census Date.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. Students should refer to the [Academic Calendar](#) for each semester or session’s Census Date. Actions which must be completed on or before the Census Date include:

- Submitting requests to withhold directory information
- Approvals for taking courses as Audit or Credit/No Credit
- Receiving 100% refunds for partial withdrawals; there is no refund for these after the Census Date.
- Schedule adjustments including enrolling in new courses, section changes, and dropping courses without a “W” grade.
- Being reinstated / re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

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 instructor 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, homesolution 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 submitted will be subject to review by plagiarism software.

Incomplete Policy ("I" Grades):

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zero to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021
- UT Tyler Counseling Center (903.566.7254)

Information for Classrooms and Laboratories:

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent

with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu

Disclaimer:

Information and due dates outlined in this syllabus may be subject to change. Any changes will be communicated by the instructor via a Canvas announcement and emailed to all class members.