HRD 6334 Organizational Consulting
Soules College of Business Department of Human Resource Development
The University of Texas at Tyler

FALL 2025

Instructor: Rob E. Carpenter
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Class Time: Saturday 1:00pm – 5:00pm
Location: SCOB 214
Office Hours: Appointments by request

INTRODUCTION

This course is designed for Ph.D. students and serves as a culmination of your learning journey in the field of organizational change, development, and intervention. In this course, you will apply the insights and theories gained from HRD 6366 and HRD 6314 to design and execute a real-world interventional project within an organization. The course will emphasize the practical application of social psychology, leadership, change management, organizational development, organizational intervention, theoretical frameworks, and action research methodologies. Accordingly, this course will provide you with a comprehensive opportunity to integrate the knowledge and skills you have acquired into a meaningful organizational intervention, equipping you with practical experience and insights for a career in organizational leadership and consultancy.

REQUIRED TEXTBOOK

Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage learning. ISBN-13: 978-1133190455; ISBN-10: 1133190456

SUPPLEMENTAL RESOURCE

Supplemental articles and case studies will be provided by the instructor.

LEARNING OBJECTIVES

The objective of this course is to develop your knowledge in the following areas:

- Develop a deep understanding of the theoretical foundations, models, and frameworks related to organizational intervention.
- Cultivate strategic thinking skills to design, execute, and sustain organizational interventions that align with the unique characteristics and goals of various organizations.
- Acquire practical skills in project planning, resource allocation, and stakeholder engagement for successful intervention execution.
- Develop advanced leadership and change management capabilities.
- Master the use of data and analytics to inform decision-making throughout the intervention lifecycle.
- Apply the concepts and skills learned throughout the course to develop a comprehensive organizational intervention project plan.

COURSE STRUCTURE

HRD 6334 Fall 2024 has 5 (five) class meetings. The scheduled time for each class is from 1:00 pm to 5:00 pm. The classroom location is COB 214.

Module #	Class Date(s)	Class Time
Introduction & Module #1	Sept 6, 2025	1:00 – 5:00 pm
Module #2	Sept 27, 2025	1:00 – 5:00 pm
Module #3	Oct 11, 2025	1:00 – 5:00 pm
Module #4	Nov 8, 2025	1:00 – 5:00 pm
Module #5	Dec 6, 2025	1:00 – 5:00 pm

COURSE REQUIREMENTS

The main product of the course is a group project (2 students/project) paper of approximately 25-30 pages, which will be presented to class in a forum setting at the conclusion of the term. The paper and presentation will demonstrate each learners' mastery of key consultancy concepts and the ability to relate theory to practice. Each learner will also develop a personal learning summary, which describes the wisdom they have developed, and how they will apply their learning to enhance their impact as leaders and managers as their careers continue to unfold.

Learners will be evaluated based on the quality of their work. As this is a doctoral level course, the level of quality must be consistent with Ph.D. scholarly expectations. **Additional information will be given regarding each assignment before the due date.**

Students will be evaluated based on the quantity, quality, and timeliness of the following efforts.
- Attendance and active participation in classes, including all online and classroom discussions and activities;
- Quality writing assignments;
- Clear and professional class presentations.

GRADING SCALE

A (90-100 %)	Excellent work and evidence of achieving each of the learning objectives at an expert level
B (80-89 %)	Good work and evidence of achieving each of the learning objectives at a mastery level
C (70-79 %)	Average work and evidence of achieving each of the learning objectives at a modest level
D (60-69 %)	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

MODULE 1
Organizational Intervention Process
(Planning Part 1)

Module 1 highlights the organizational intervention process by engaging in organization assessment, contracting, diagnosis, and design to enhance an organization's functioning. From a process perspective, organizational intervention involves influencing the actions, attitudes, and behaviors of employees within the organization. Because the central goal of fostering innovation aligns with organizational change and development initiatives, this module aims to recognize the critical importance of defining clear intervention processes and emphasizes practical skills that are essential for application within real-world organizational contexts

TOPIC(S):
1. Towards an understanding of the process of organizational intervention:
    a. Organizational intervention assessment
    b. Organizational intervention contracting
    c. Organizational intervention diagnosis
    d. Organizational intervention design

PRE-CLASS ASSIGNMENT (required readings):
1. **Chapter 4:** Entering and Contracting
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning

2. **Chapter 5:** Diagnosis
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning

3. **Chapter 7:** Designing Interventions
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning

SUPPLEMENTAL READINGS:
1. **Chapter 2:** Evidence-Based Organizational Change and Development: Organizational Understanding, Analysis, and Evaluation. Hamlin, R. G., A. D. Ellinger, and J. Jones, eds. 2018. *Evidence-based Initiatives for Organizational Change and Development*. Hershey, PA: IGI Global.

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MODULE 2
Implementation Organizational Intervention Strategy
(Planning Part 2)

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Module 2 highlights the implementation strategy of organizational intervention. It considers that each organization is unique, and the specific steps and strategies may vary depending on the organization's size, industry, culture, and the nature of the intervention. This module reviews various strategies for stakeholder engagement, resource allocation, project planning, and pilot testing to provide a basis for implementing interventions within organizations. Implementation strategy is essential for guiding knowledge transfer systematically to enact change interventions successfully within an organization.

TOPIC(S):
1. An overview of strategies for stakeholder engagement
2. An overview of strategies for resource allocation
3. An overview of strategies for project planning (goals, KPIs)
4. An overview of strategies for pilot testing (feedback and adjustment)
    a. Pilot testing can gain stakeholder support for engagement, resources, and project implementation, especially when discussing abstract interventions as they provide a real, tangible representation of the intervention process and potential outcome.

PRE-CLASS ASSIGNMENT (required readings):
1. **Chapter 8:** Managing Change
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning
2. Johannessen, T., Ree, E., Strømme, T., Aase, I., Bal, R., & Wiig, S. (2019). Designing and pilot testing of a leadership intervention to improve quality and safety in nursing homes and home care. *BMJ Open*, *9*(6), e027790.

MODULE 3
Achieving Organizational Intervention
(Execution)

Module 3 builds upon the foundational knowledge gained in Modules 1 and 2, focusing on the practical execution of organizational intervention strategies within real-world contexts. The module highlights the integration of assessment and design, the importance of customization for organizational uniqueness, advanced project planning, knowledge transfer, sustainability, and considers case studies and practical applications as important learning objectives.

TOPIC(S):
1. Understand how to integrate findings from organization assessments (Module 1) into the design of intervention strategies. Learn to tailor interventions to address specific organizational challenges and opportunities for improvement.
2. Recognize the importance of customizing intervention strategies to match an organization's unique characteristics, including its size, industry, culture, and the nature of the intervention (as emphasized in Module 2).
3. Probe deeper into project planning by mastering techniques for setting clear timelines, identifying dependencies, and managing risks associated with organizational interventions.
4. Explore strategies for transferring knowledge and embedding change within the organization's culture. Recognize the long-term sustainability of interventions as a key objective.
5. Analyze real-world case studies and engage in practical exercises to apply intervention strategies and problem-solving techniques to complex organizational scenarios.

PRE-CLASS ASSIGNMENT (required readings):
1. **Chapter 18:** Transformational Change
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning.

SUPPLEMENTAL READINGS:
1. Case Studies TBD

MODULE 4
Maintaining Organizational Intervention
(Monitoring)

Module 4 builds on the knowledge and skills acquired in Modules 1, 2, and 3. Module 4 is designed to address the critical aspects of maintaining organizational interventions and ensuring their long-term success. Specifically, it prepares the learner to navigate the complexities of leadership, communication, and organizational learning to ensure that interventions yield lasting improvements and align with the organization's long-term objectives.

TOPIC(S):
1. Continuous improvement and adaptation
2. Data-driven decision-making
3. Communication and culture integration
4. Organizational learning and knowledge sharing
5. Risk Management and contingency planning
6. Measuring long-term impact

PRE-CLASS ASSIGNMENT (required readings):
1. **Chapter 19:** Continuous Change
   Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*, 10th edition. Cengage Learning.

2. Eiraldi, R. B., Mautone, J. A., & Power, T. J. (2012). Strategies for implementing evidence-based psychosocial interventions for children with attention-deficit/hyperactivity disorder. *Child and Adolescent Psychiatric Clinics*, *21*(1), 145-159.

SUPPLEMENTAL READINGS:
1. Case Studies TBD

MODULE 5
Making Organizational Intervention Approaches Practical

Module 5 is the culmination of the knowledge and skills acquired in HRD 6388, HRD 6314, and HRD 6334 Modules 1-4. In this module, students will have the opportunity to apply their learning by undertaking an actual organizational intervention project. The final deliverable for students will be a comprehensive project that includes (at a minimum) the following sections:

Executive Summary
1. Provide a concise overview of the organizational intervention project, including its objectives, scope, and expected outcomes.

Introduction
1. Describe the organization selected for the intervention project, including its background, mission, and current challenges or opportunities.
2. Explain the rationale for choosing this organization and intervention.

Needs Assessment and Diagnosis
1. Summarize the findings from the organization assessment conducted in Module 1. Highlight key insights and areas for improvement identified during the assessment.
2. Discuss the specific goals and objectives for the intervention based on the assessment results.

Intervention Design
1. Detail the intervention strategy and design, building upon the concepts explored in Module 3. Explain how the intervention aligns with the organization's unique characteristics and goals.
2. Provide a clear outline of the steps and activities that will be undertaken to implement the intervention.

Implementation Plan
1. Develop a comprehensive plan for implementing the intervention, drawing from the strategies explored in Module 2. Include a timeline, resource allocation, and stakeholder engagement strategies.
2. Describe any pilot testing or phased implementation, if applicable.

Monitoring and Evaluation
1. Define the key performance indicators (KPIs) and metrics that will be used to measure the intervention's success.
2. Explain how data will be collected, analyzed, and reported throughout the project to track progress and make adjustments.

Sustainability and Continuous Improvement
1. Discuss how the intervention will be sustained over the long term. Address strategies for ongoing learning, culture integration, and risk management.
2. Outline plans for continuous improvement and adaptation as the organization evolves.

Leadership and Change Management
1. Describe the leadership approach and change management strategies that will be employed to guide the intervention.
2. Explain how leadership will address resistance and maintain support among stakeholders.

Communication and Culture Integration
1. Detail the communication plan for the intervention, including how information will be shared with employees at all levels.
2. Explain how the intervention will be integrated into the organization's culture.

Conclusion
1. Summarize the key points of the project plan and reiterate its importance for the organization.
2. Provide a brief overview of the expected benefits and outcomes.

Appendices
1. Include any supplementary materials, such as data analysis reports, stakeholder surveys, or additional documentation that supports the project plan.

ASSIGNMENT (group project)
Group intervention project (60 points)
1. Prepare a written organizational intervention project (25-30 pages)

Individual learning summary (15 points)
1. Develop a personal reflective learning summary (3-4 pages) of your ODC specialization courses (HRD 6388, HRD 6314, and HRD 6334).

Oral Presentation (25 points)
   a. Organizational intervention project presentation and feedback.

COURSE CONDITIONS AND CONSTRAINTS

As a Ph.D. student, you must be able to demonstrate the following conditions and constraints to be successful in this course.
- Use scholarly (academic) voice to express your research and define the intellectual boundaries of your work;
- Demonstrate a clear focus in your work on the research phenomenon under investigation—be prepared to articulate your work at any time;
- Write clearly and concisely using APA 7th formatting guidelines;
- Retrieve articles using the various research repositories including the UT Tyler online library system, ProQuest, Google Scholar, etc;
- Cite sources, giving credit to where you obtain information—ALWAYS!
- Engage in academic discourse with others to understand their perspective and demonstrate scholarly professionalism when communicating;
- Make the commitment to spend the hours needed to successfully leave this course competent in the outlined learning objective.

MAKE-UP WORK AND LATE WORK

Make-Up work is allowed with a medical/official university business excuse without proper documentation. Otherwise, late work **will not** be accepted unless approved by the instructor ahead of time for special cases.

CLASS MEETING ATTENDANCE

Attending all five class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. If physical absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. With approval from the instructor and the department chair, the learner may participate virtually. The instructor may provide limited access to the class through Zoom. However, it is the learner's responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling due to COVID restrictions may affect the final course grade. Excused absences for religious holy days or active military services are also permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

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.

UNIVERSITY AND COLLEGE POLICIES:

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 College of Business and Technology 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.

College of Business & Technology 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/judicialaffairs/scholasticdishonesty.php

PLEASE NOTE: Academic honesty is expected in all work submitted to 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.

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: https://www.uttyler.edu/wellness/rightsresponsibilities.php

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.

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

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/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 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 the 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:
   a. copying from another student's test paper;
   b. using, during a test, materials not authorized by the person giving the test;
   c. failure to comply with instructions given by the person administering the test;
   d. 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;
   e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   f. collaborating with or seeking aid from another student during a test or other assignment without authority;
   g. discussing the contents of an examination with another student who will take the examination;
   h. 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;
   i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   j. 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;
   k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
   l. 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
   m. 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.
   n. "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.
   o. "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.
II. 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
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- 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)