



# UT Tyler

## SOULES

### COLLEGE OF BUSINESS

HRD. 5347: Performance Consulting  
Soules College of Business  
Department of Human Resource Development  
The University of Texas at Tyler

**Spring 2026**

**Course Dates: Jan 12 – May 2, 2026**

This course will be administered entirely via Canvas

Optional live Sessions will be offered as needed

Student access: <https://www.uttyler.edu/canvas>

### Course Syllabus

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

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

Phone and WhatsApp: +1 210-460-0631

Email: [dsilberman@uttyler.edu](mailto:dsilberman@uttyler.edu)

- Additional contact methods: Listed in Canvas
- Office hours: By appointment. Zoom meetings can be scheduled by request.
- **Live sessions will be offered throughout the semester as interest and attendance inform. Specific dates will be shared via Canvas announcements.**

**Course Description:** This course teaches practice-oriented models, approaches, and techniques of performance consulting, as well as the general performance consulting process, in organizational settings. In this course, students will learn critical skills in identifying gaps for performance improvement and proposing HRD interventions.

**Required Text:** Cabrera, D., & Cabrera, L. (2025). Connect the dots: The 4 habits of mental fitness to think clearly, adapt with grace, and thrive in complexity. Odyssey Press.

Students may purchase the textbook in hard copy and/or web-only format at:

<https://www.stsi.pro/category/training-kit>.

**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>

### Objective #

### Course Objective

- 1 Analyze the role of performance consulting within Human Resource Development and organizational contexts, including how performance consulting differs from related HRD functions such as training, organizational development, and talent management.
- 2 Apply practice-oriented performance consulting models and approaches to frame and address organizational performance issues in a systematic and evidence-informed manner.

- 3 Identify and articulate performance gaps by distinguishing current performance from desired performance at individual, process, team, and organizational levels.
- 4 Examine organizational performance problems using systems thinking, recognizing how multiple factors interact to influence performance rather than relying on single root-cause explanations.
- 5 Demonstrate core performance consulting skills relevant to HRD practice, including problem framing, stakeholder identification, scope definition, and professional communication.
- 6 Collect and interpret qualitative and quantitative information appropriate to performance consulting engagements in order to develop a well-grounded understanding of performance issues.
- 7 Develop and evaluate potential HRD and non-HRD interventions aligned to identified performance gaps and organizational context.
- 8 Develop a professional performance consulting proposal that clearly defines the performance problem, presents evidence-based recommendations, and articulates criteria for evaluating performance improvement.

### **Instructor Expectations and Course Norms**

This course is designed as a practice-oriented graduate experience in performance consulting. The expectations below are intended to help you get the most value from the course and to reflect how performance consulting work typically occurs in professional settings.

- **Steady Engagement:** Learning performance consulting takes time and develops across the semester. You are expected to stay engaged with course materials and assignments on a regular basis rather than trying to complete work at the last minute.
- **Graduate-Level Thinking:** This course requires thinking beyond surface-level answers. You will be expected to question assumptions, work with ambiguity, and support your conclusions with clear reasoning appropriate to professional HRD practice.
- **Communication:** Staying informed is important. Please check Canvas regularly for course information and announcements, manage deadlines proactively, and reach out if you have questions or encounter challenges. **Text message is the best way to reach me**, and I will respond as promptly as possible during normal business hours. Follow-up messages are welcome if you have not yet received a response.
- **Professional Conduct:** The course operates with the same standards you would expect in a professional HRD or consulting environment. This includes acting ethically, respecting the work of others, and taking responsibility for your own learning. University policies that apply to this course are available in the UT Tyler Syllabus Module in Canvas.
- **Using the Syllabus:** This syllabus is intended to serve as your primary reference for how the course works, including expectations, grading, and assignment deadlines. Canvas will be used for communication and course materials. If adjustments are needed during the semester, they will be communicated clearly and in a timely manner.

### **Grading Policy and Criteria to Determine Final Course Grade:**

Bonus point opportunities may be offered during the semester to support engagement or enrichment. Any bonus points awarded will be applied as described at the time they are offered and will not alter

the overall grading structure for the course.

<b>A</b>	90 to 100%	Excellent work and evidence of achieving each of the learning objectives at an expert level.
<b>B</b>	80 to 89%	Good work and evidence of achieving each of the learning objectives at a mastery level.
<b>C</b>	70 to 79%	Average work and evidence of achieving each of the learning objectives at a modest level.
<b>D</b>	60 to 69%	Poor work and little or no evidence of achieving each of the learning objectives.
<b>F</b>	59% and below	Unacceptable work and no evidence of achieving each of the learning objectives.

Grading Category	Percentage of Final Grade	Grading Category
Consulting Project Deliverables	70%	Consulting Project Deliverables
Peer Reviews	15%	Peer Reviews
Final Consulting Proposal and Presentation	15%	Final Consulting Proposal and Presentation

### **Assignment Details**

**Assignment due dates and requirements are listed in this syllabus and in Canvas. All assignments are due by 11:59 p.m. Central Time on the indicated date unless otherwise noted.**

**If changes to assignment dates or requirements become necessary, they will be communicated clearly through Canvas in advance and in alignment with university guidelines.**

### **Course Schedule**

Week	Topics and Weekly Objectives	Reading (Connect the Dots)	Assignment / Deliverable
1	Analyze the role of performance consulting within Human Resource Development (HRD); distinguish performance consulting from related HRD functions such as training and organizational development; explain why organizational performance problems require systems-based (web of causality) thinking rather than single root-cause explanations	Chapter 1: Why You Don't Have Time NOT to Think; Chapter 2: It's the Web, Not the Root	Project Setup Memo: select a simulated organization; describe the performance issue as the client experiences it; identify key stakeholders (no analysis or solutions)
2	Apply HRD performance improvement thinking to clarify performance gaps; compare what is currently happening to what should be happening; identify initial factors that may be affecting	Chapter 2 (continued): It's the Web, Not the Root; Chapter 3: Dots	Performance Gap Description: explain current versus desired performance, who is affected, and what factors may be influencing performance (no solutions)

	performance without proposing fixes		
3	Examine how assumptions and mental models influence consulting decisions; recognize common sources of bias when understanding performance problems; clarify what information is needed to better understand the issue	Chapter 4: Love Reality	Information Needs Summary: describe what you would need to learn from the organization to better understand the performance problem (who you would talk to, what you would review, what you would observe)
4	Use the DSRP framework to organize thinking about a performance problem; structure observations using distinctions, systems, relationships, and perspectives relevant to HRD practice	Chapter 5: It's Not About the What, It's About the HOW	Structured Case Notes: organize your current understanding of the performance issue using the DSRP framework
5	Clarify the scope of the performance problem; define what is included and excluded from the consulting effort; evaluate scope decisions for feasibility and relevance to HRD practice	Chapter 8: Is / Is Not List Move	Scope Definition Worksheet: clearly state what the performance problem is and is not, who is in scope, and how success will be defined
6	Review and evaluate peer consulting work using professional HRD consulting standards; refine problem framing and scope based on feedback	Review Chapters 4–5	Peer Review #1 (Problem Framing and Scope) plus Short Revision Summary
7	Examine performance issues across organizational levels (individual, process, team, organization); justify which levels are most relevant to the problem being addressed	Chapter 9: Zoom In / Zoom Out Move	Performance System Overview: describe which organizational levels influence the problem and why they matter
8	Explore how different factors influence one another in shaping performance; describe plausible cause-and-effect patterns affecting performance	Chapter 6: Start with Any Dot—and Dig Deeper	Performance Influence Map: show how key factors appear to interact and influence performance
9	Determine how a consultant would learn more about the performance problem; connect information sources to specific performance questions	Chapters 4 and 7 (selected sections)	Consulting Inquiry Plan: describe how you would gather information in a real consulting engagement (e.g., conversations, observations, document review)
10	Interpret available information to clarify the nature of the performance gap; distinguish between different types of performance issues (e.g., skill, motivation, process, environment)	Chapter 2 (review)	Performance Findings Summary: explain what appears to be contributing to the performance gap and why
11	Evaluate performance conclusions through peer feedback; strengthen explanations and reasoning	Chapter 4: Bias and Updating Mental Models	Peer Review #2 (Performance Understanding) plus Revised Findings

12	Identify possible ways to address the performance problem; compare HRD and non-HRD approaches based on fit, feasibility, and impact	Chapters 6–7 (application focus)	Improvement Options List: outline multiple ways the organization could address the performance problem with brief justification
13	Recommend performance improvement actions supported by logic and evidence; define how improvement would be evaluated	Chapter 13: The Power of Connecting the Dots	Performance Recommendations Brief: describe recommended actions and how success would be measured
14	Integrate course work into a professional consulting proposal; communicate analysis and recommendations clearly and concisely	Chapter 5 (review)	Draft Consulting Proposal
15	Review peer consulting proposals; provide constructive feedback to improve clarity, alignment, and credibility	Chapter 4: Fit Mental Models to Reality	Peer Review #3 (Proposal Review) plus Revision Plan
16	Demonstrate integrated performance consulting capability; reflect on professional growth and consulting skill development	Chapter 14: Why Smart People Miss the Obvious	Final Consulting Proposal plus Presentation and Reflection

## Other Essential Details

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Knack Tutoring](#) – in-person and virtual options
- [Robert Muntz Library](#) and [Staff/Library Liaisons](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

### Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [TimelyCare](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Military and Veterans Affairs](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#) (academic information, forms library, policies, etc.)
- [Office of International Programs](#)

- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

## **University Policies and Information**

### **Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with [Military and Veterans Affairs](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Artificial Intelligence Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

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 place 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 coursework 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 before 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. 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 meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

## **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

## **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 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 Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

## **Military and Veterans**

UT Tyler honors the service and sacrifices of our military-affiliated and veterans students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Affairs](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

## **Students on an F-1 Visa**



To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [UT Tyler's Policy 7.01: Family Educational Rights and Privacy Act](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to UT Tyler's [Excused Absence for Religious Holy Days](#) as noted in the Catalog.

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Campus Carry**

We respect the right and privacy of students 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>.