

Soules College of Business  
The University of Texas at Tyler

HRD5347 Performance Consulting

**Syllabus**

Course:	HRD5347	Instructor:	Dr. Judy Y. Sun
Title:	Performance Consulting	Office:	COB 315.18
Section:	702		
Semester:	Spring 2026	Availability:	Monday 10am – 3pm Other time by appointment
Class Time:	Online	Phone #:	903-565-5912
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**Welcome**

Welcome to the HRD online program at UT Tyler and to HRD 5347, Performance Consulting. I am your instructor, Dr. Judy Yi Sun; 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. Module introductions will be found on Canvas under each module.

Before go to the first Module, please first read through each section of the Syllabus carefully. If you have any questions, please email me anytime. You need to refer back to the information contained in this Syllabus anytime you have a question regarding the basic course information. You may wish to print out the Syllabus for your future references along the learning process.

If you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available in the Technical Support section of the UT Tyler home page. A list of basic technical requirements is also listed in this Syllabus for your convenience. In addition, you can access the UT Tyler website for general information.

## **Introduction**

If this is your first time to take a Canvas-based online course, you will find it dramatically different from your previous experiences, and me too. 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 environment. Normally students will get used to the online learning environment in one or two weeks. You may even begin to prefer this environment with the high flexibility you have in managing your time and the learning materials.

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 detail my expectations of you as participant, 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. For your convenience, a table of all assignment deadlines will be found under Modules as well.

## **Course Description and Prerequisites**

### **Description**

HRD5347 – 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. The 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.

### **Student Learning Outcomes**

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. Examine the role of performance consulting in organizations
2. Apply different performance consulting models through real life projects

3. Explain consulting skills that can be used in a real consulting project
4. Analyze performance gaps and propose solutions to fill the performance gaps
5. Collect quantitative and qualitative data in evidence-based consulting
6. Develop a consulting proposal

### **Textbook**

#### **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)

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

### **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**

### **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. 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. More specifically:

<b>Assignments</b>	<b>Proportion</b>
Case Studies	30%
Online Discussions	40%
Final Project	30%
Total	100%

### **Grading Scale**

A	91 – 100
B	81 – 90
C	70 – 80
F	69 or below

### **Learning Schedule and Assignment Due Dates**

Module 1. Introduction to Performance Consulting (March 2nd—March 8)

Self-introduction due: March 8

Module 1 Online Discussion Due: March 8.

*Spring Break: March 9 – March 15, No Assignments.*

Module 2. The Science of Performance Consulting (March 16—March 22)

Online Discussion Due March 22.  
Case analysis 1 due March 22.

Module 3 Consulting Skills (March 23—March 29)

Online Discussion Due March 29.  
Group project plan due March 29.

Module 4 Performance analysis (March 30 – April 5)

Case 2 analysis due: 04/05  
Online Discussion Due 04/05.

Module 5 Evidence-based Consulting: Data Collection (April 6 – April 12)

Online Discussion Due: April 12.

Module 6 Developing Consulting Proposal (April 13 – April 19)

Module 7 Wrap up and Showcase your learning (April 20—April 24)

Final Project Paper Due: April 24, 2026

Online Discussion (40%)

Please refer to the discussion requirements listed under each discussion assignment in Canvas. The following describes the participation criteria. Participation with peers will account for 50% of the eligible discussion score.

Score	<b>Description</b> Note: The length of the initial contribution should be a minimum of 300 words and not exceed 500 words. Actively responding to another student's initial submission means providing the rationale as to why you agree or disagree with other students with supported arguments from literature or credible sources; responses such as "I agree," will not be counted.
100 %	<b>Exceptional Participation – Met both of these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own contribution and actively responded to 3 or more other students.</li><li>• Exceptional quality - Student explored others' comments and built on others' insights. The contributions are especially insightful and represent new high-value added input with new insights, material, and/or references.</li></ul>
80%	<b>Commendable Participation – Met both these conditions:</b> <ul style="list-style-type: none"><li>• Submitted own contribution and actively responded to 2 or more other students.</li><li>• High quality - Student explored others' comments and built on others' insights. The contributions are insightful and represent high-value added input with insights, material, and/or references.</li></ul>

60%	<b>Moderate Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic and responded to 1 or more other students.</li> <li>Moderate quality – Student was active in discussions made some valuable contributions, but the contributions were not noteworthy or did not include sufficient insights, material, and/or references.</li> </ul>
40%	<b>Acceptable Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic and responded to three or more other students.</li> <li>Low Level quality – Student participated in discussions made contributions, but the contributions did not add value to the discussion or did not include sufficient insights, material, and/or references.</li> </ul>
20%	<b>Minimal Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic but did not respond to two or more other students.</li> <li>Minimal quality – Student participated in some discussions made irrelevant or incorrect contributions, contributions did not include sufficient insights, material, and/or references.</li> </ul>
0%	<b>Inadequate Participation:</b> <ul style="list-style-type: none"> <li>Did not participate in the discussion topic.</li> </ul>

- Note: When posting to the discussion area, please enter your comments directly into the discussion board. **Do not attach documents** to the discussion board unless instructed, as this method is difficult for some students to access.

A word about Discussion/conversation:

- Participants must be 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 in communication. We also do not have the advantage of instantly asking for and receiving clarification. Finally, in addition to using 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. If you do need to use the expressions, spell them out as “laugh aloud” or “how are you?”

### Case Studies (30%)

Consulting is a hands-on business practice requiring extensive experience and practice. Therefore, this class will take advantage of case studies in combination with other projects to build your skills in this area. Throughout the learning process, we will analyze 2 cases for learning purposes. Students are expected to 1. conduct individual case analysis: For each case,

students need to analyze the case and develop solutions based on questions at the end of each case. And 2. Submit your case analysis to the designed submission link by the due date. More details can be found in the case study instructions in the Syllabus module.

### **Major Team Project: Consulting Proposal (30%)**

**Due:** April 24

***Requirements:***

Working with your group, develop a consulting proposal or consulting report for a real-world organization. **Each of you has been randomly assigned to a project group. The student who fails to participate in the final project will automatically fail this class.**

***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, including a sample survey or other data collection tools/instrument
  - b. For qualitative data, including interview/focus group questions and related supporting documents, e.g., interview guidelines or protocol, if necessary.
  - c. For extant data, including samples.
7. Your proposed timelines, milestones, and 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 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 (20% of the total credit).

Each team should submit a project plan no later than March 29 to get approval.

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.

### **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 the completion of discussion and written assignments.

### **Written Assignments Requirements**

- All written assignments are to be completed in Microsoft Word (in \*.doc format, not \*.docx format), and submitted in a timely manner. Deadlines are listed in the Course Outline. Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted to the designated link under Assignment on Canvas.
- **Plagiarism is a serious academic offense.** Please avoid the consequences of academic dishonesty by citing all sources that you use in your work (Online applications are available to identify plagiarism). Other academic dishonesty include unauthorized collusion and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler will not tolerate these behaviors. University regulations require the



instructor to report all suspected cases of academic dishonesty to the Dean of Student Affairs for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

- Late assignments will receive point reductions, usually 20% of the respective assignment. Please take this as a way to enforce your professional commitment in the case that if your consulting report is late, your client will suffer losses, and your consulting fee may not get paid.

### **Completion Time and Grading Turnaround 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.

You will have access to all course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.

All written Assignments will be graded in one week and will be announced when the grading is completed.

### **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.

Throughout the semester, I will ask you to post material relevant to your project. Other class members will give their input. Comments and questions from your peers can be an invaluable resource to help you through your project.

### **Participation**

As a graduate student, you are expected to read, review, reflect upon, and discuss a large amount of information regarding the content of a course. In addition to the required textbook readings, you are expected to make extensive use of the digital library and other Internet resources. The difference that you will find in this course is a large amount of time that you will be working on your own. Compared with other courses, there is not a large amount of lecture or text reading. In this course, you will be putting your knowledge to work in your project.

**Sending an Email to Professor:**

In order to ensure I get your email, it is important:

Send your email from the Patriot email account, and

Put "AP HRD 5347.702" in your email's subject line.

**Note:**

The above information is needed to ensure your email not treated like spam and gets timely attention.

Additionally, in order to protect the privacy of students, the university requires that all email communication with students be conducted through the university patriot email system.

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

**University Policies and Information Highlights\*****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 are required to maintain student final examination papers for a minimum of three months following the examination date.

**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](#) (Links to an external site.) in the Student Manual Of Operating Procedures (Section 8).

**Using AI Tools**

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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

**\*You can find the details of university policies in the following areas in the “University Policies and Information” page on the class Canvas site.**

- Withdrawing from Class
- Incomplete Grade Policy
- Grade Appeal Policy:
- Disability/Accessibility Services
- Military Affiliated Students
- FERPA
- Absence for Official University Events or Activities
- Absence for Religious Holidays
- Campus Carry