Welcome to the HRD online program at UT Tyler and to HRD5347, Performance Consulting. I am your instructor, Dr. Judy Y. 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. Five module guidelines will soon be uploaded on blackboard under “Modules”.

Before go to the first Module, please first read through each section of the Syllabus carefully. If you have any questions, make a note and we will address them in our Discussions area. Please 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 Blackboard 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 and its student services.

In order to better organize our learning in such a big class with 55 students, most of learning activities have been designed as team efforts, including the two major projects. All discussion assignments are supposed to submit in the “group discussion board” that is located under “groups” on blackboard. Interactions, comments, inputs, and encouragements within your learning group are highly recommended and will also be evaluated as part of your learning efforts.
Introduction

If this is your first time to take a Web-based online course, you will find it dramatically different from your previous experiences. There is no face-to-face contact with your instructor and fellow participants. You may feel you are working alone. 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 within the UT Tyler course schedule and to help you complete the course successfully in a timely manner.

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

Textbook

Required Text:

Secondary Text:

Additional readings and cases will be posted on the Blackboard.

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, asking questions and presenting information related to performance consulting. The following specific learning activities are designed as part of the curriculum. Students will be evaluated on the basis of the quantity, quality, and timeliness of their efforts. More specifically:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Proportion</th>
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<tbody>
<tr>
<td>Interview report</td>
<td>20%</td>
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<tr>
<td>Case Studies (2 cases)</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td>Online Discussions</td>
<td>30%</td>
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<td><strong>Total</strong></td>
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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 (January 13—24)

Online Discussion Due: January 24.
Case 1 writing and discussion due: January 24.
Case 1 is a warm-up exercise as we just started with the consulting concept. You may wish to come back to your case analysis at a later time when you learn more.

Module 2. The Science of Performance Consulting (January 27—February 14)

Case 2 writing and discussion due: February 14.

Module 3 Developing a Consulting Proposal (February 17—March 7)
Online Discussion Due: March 14.

*Week of March 10. Spring Break – No Assignment!*

Module 4 Evidence-based Consulting: Data Collection (March 17—April 11)

Online Discussion Due: April 11.
Interview report due: April 11.

Module 5 Wrap up and Showcase your learning (April 14—May 3)

Final Project Paper Due: May 3

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**Case Studies**

Consulting is a hands-on business practice requiring extensive experiences and practices. 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. These cases will be posted on the Blackboard under the Assignment area. Your responsibility for the case studies is outlined below:

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.
2. By the due date, post your case analysis in the Group Discussion Board under “Groups”.
3. Review other students’ case studies and provide constructive feedback and ideas on their analysis (your discussion in this and all other topical area will accumulatively account for 30% of your grade).

Case studies are located under the “Assignment” link, and the due dates will also be found in each module on the blackboard.

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**Interview Report – Team Project**
Due: April 11.

Points: 20%

Requirements: You are supposed to work in a team of 7 or 8 as assigned on blackboard.

1. Your report should be at least 12 double-spaced typewritten pages, 1” margins all sides, font size no smaller than 10.
2. You must submit a team interview report paper to receive a grade. Anyone failed to participate in the interview project and receive a zero will not pass the course.
3. No late submission will be accepted.

Assignment

This assignment provides you a learning opportunity by interviewing a field consultant of your choice.

It is your responsibility to identify a field consultant, either internal or external to an organization in the field of HRD, training and performance, management, or higher education. The person may bear a job title such as HR manager, Training Manager, Organization Effectiveness Specialist, Instructional Designer if he/she is an internal consultant.

You may conduct the interview in person or by telephone. Ask questions at least in the following areas:

1. The nature of the organization the person affiliated or consulted for performance improvement.
2. The role of the person in the organization.
3. The role of performance consulting in the organization: internal vs. external.
4. Types of consulting engagement involved.
5. What consulting models have been used? (This could be your own analysis based on the interview data)
6. Description of a most recent or most important consulting project
   a. Background
   b. The performance gap or problem(s) addressed: How the problems were identified
   c. Proposal process
   d. The consulting process
   e. The performance improvement process
7. Advice to new consultants based on his/her field consulting experience.

Write a report based on your interview data. Your report should at least cover the following component:

- The background of the person, the organization: service, product, people, and a brief history.
- The role of consulting in the organization.
- How the organization benefited from consulting project.
- A detailed description of the consulting project conducted by the person or team, including the background, the problem(s), the proposed intervention, the consulting process, and the outcome.
- Feel free to send a copy of your report to the person you interviewed.

Please note that the interview report needs to be focused and structured. Quotes from the interviewee may be necessary, but the report should not be interview transcripts. Necessary analysis is expected.
Major Team Project and Presentation: Consulting Proposal

Due: May 4.
Points: 30.
Requirements:

Develop a consulting proposal or consulting report in a real world organization as a team.

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

2. No late submission will be accepted.

Assignments

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
2. The stated business problem(s) by the client
3. Your identified performance gap
4. Your proposed solutions and process to address the performance problems
5. Your proposed other related interventions, based on the data analysis outcomes.
6. The data sources for identifying and confirming the problem(s)
   a. For quantitative data, include a sample survey or other data collection tools/instrument
   b. For qualitative data, include an interview/focus group questions and related supporting document, e.g., interview guidelines or protocol, if necessary.
   c. For extant data, include samples.
7. Your proposed timelines, milestones, deadlines.
8. Consulting outcomes or your expected outcomes
9. As an exercise, you also need to include a mock consulting contract (no less than 1 page) that includes the scope of the project and your client approved budget.
You can reasonably assume that your final report would be used as a base for the consulting contract upon the approval by the client organization.

If you are working on a real consulting project, the final report may be different from a consulting proposal.

**Team Project Measurement**: Please note that your performance will not only be measured by the quality and timeliness of the final report. It will also be evaluated by your team members who participated in the project.

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 completion of discussion and written assignments.

**Discussion Assignments**

- Discussion assignment should be submitted in the “group discussion board” area located under “groups”.
- Each participant is responsible for participating in the asynchronous discussions of each module within your group. The participation will include posting responses to prompts posted by the instructor as well as replying to other participants’ postings. All class participants are expected to engage in presenting their progress as well as contributing insights to others’ postings.
- Discussion postings should be made in a timely manner. Deadlines are listed in each Module Outline. However, please try to avoid last minute postings because you may not receive any feedback from your peers.
- Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- The quality of your discussion contributions is more important than the quantity. A participant’s comments should add value to the discussion. I will let you know individually if your contributions to class discussion are not meeting my expectations.
- 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.
Written Assignments

- 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 area on Blackboard. If your Web connection is down for some reason, assignments may be faxed to 903-565-5650 attention to Dr. Sun. Please note that if your assignment is faxed, turnaround time for grading may be longer.

- 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 enforcing 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

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.

Assignments/Projects Turn-In Process

Major assignments projects – Interview Report and group final project:
You have two ways to submit your major project. The major project reports could be submitted either in the major discussion board on blackboard (I will create a thread for each project submission) or through email directly to my uttyler email account: jsun@uttyler.edu.

Case studies: all case study analyses should be submitted in your own “group discussion board” area located under “groups” on blackboard with a word attachment. The format requirements are the same as major projects.
I will post an announcement/comments when papers have been graded.

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.

This course is also designed with an E-mail tool to facilitate conversation between individuals. The course also has a Chat tool that we can utilize if we wish to have some synchronous communication. I will be engaged in this course throughout the semester and will be available to you through various means of communication. During weekdays, I usually am able to respond to e-mail within just a few hours. I also review module discussion and my e-mail in the evening.

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 digital library and other Internet resources. The difference that you will find in this course is the 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.

A word about Discussion Board conversation:

Participants must be very clear about what they mean in their contributions to the discussion. In electronic communication, we do not have the advantage of body language as an aid in communication. We also do not have the advantage of instantly asking for and receiving clarification. Because some participants may not be able to access attachments, please post your comments directly to the Discussion Board, rather than attaching them as a Word or other document. 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?”
Email and Course Discussions

Email

To communicate by e-mail within the course with other participants or all participants, click Communications button on the left. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. In the Communications area, you are also able to view all the participants’ e-mail addresses, if they have chosen to make their e-mail public. Click on Communications, then choose Roster, then type in the person's name you are trying to find, or choose all. This is also the method to view a student's home page if one has been created. If you need more instructions on how to send e-mail messages with Blackboard please read the student manual located in the Tools area of the course. The course e-mail is jsun@uttyler.edu.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the e-mail address above.

In-group discussions

Everyone has been assigned to a group. Please click on the Group Pages icon that displays all of the options assigned to the group. Only those students assigned to that group will see and have access to the group activities. This allows the students to communicate and post information on any projects assigned to them.

Check the group discussions board often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the discussions area each time you log into the course, to view any added material.

Accessing Library Resources

Students enrolled in this course have several options to access library resources. You may visit your home campus library or you may access the UT Tyler Online Library. You may also use the Robert R. Muntz Library at the University of Texas at Tyler. Follow the link below, and then complete the instructions at those sites for accessing information from a distant site: (http://library.uttyler.edu)

Some links within the course lectures may refer to material located in the UT TeleCampus Digital Library: http://supportcenteronline.com/ics/support/default.asp?deptID=688. When you click on the link in the course, you will go to the UT TeleCampus Digital Library Proxy Login. You must login with your TeleCampus username and password. This is the same username and password you use to access your courses and the TeleCampus Information System (TIS). Once you enter your username and password, you will be directed to the material in the link. Please choose Full-PDF or Full-HTML version to view the contents. Adobe Acrobat is required to view PDF files.
Course Evaluation

Also, an end-of-semester online evaluation specifically for this course will be made available for you to complete in the last week of instruction. This evaluation will be reported anonymously. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

Selected University Policies

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact UT Tyler Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 903-566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

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.

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, homework solution or computer program
   - falsifying research data, laboratory reports, and/or other academic work offered for credit
   - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct
   - 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.

Getting Started

You may wish to keep a printed copy of this syllabus so that you can refer back to the information contained anytime you have a question regarding the basic course information.

Now please start the exciting learning journey of performance consulting by clicking on the Modules button in the left-hand navigation bar and choosing Module 1….