HRD 6391 – Organizational Consulting
Spring, 2014, 3 cr

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Office: HPR 240
Office hours: W 5:00-6:00 pm and F 3:00-5:00 pm on class days; by appointment.
Preferred Method of Contact: E-mail

Course Description
This course examines organizational strategy from a senior management perspective and fosters a broad understanding of real-world, critical decision-making that impacts a firm’s short- and long-term competitiveness.

Prerequisite: Graduate student status.

Text
None required.

Learning Outcomes
This course will enable students to:

- Gather and analyze information gleaned from varying sources.
- Identify critical areas representing problems or opportunities for the client.
- Generate and analyze alternative solutions to minimize problems or maximize opportunities.
- Make comprehensive, professional recommendations to the client utilizing executive-level writing and presentation skills.
- Employ the consulting process to meet client needs.

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<tr>
<th>Learning Outcome</th>
<th>Research/Reports</th>
<th>Presentations</th>
<th>Discussion</th>
<th>Client Feedback</th>
<th>Peer Evaluation</th>
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<tr>
<td>Gather and analyze information gleaned from varying sources.</td>
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## Assessment

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<tr>
<th>Assessment</th>
<th>Points</th>
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<tr>
<td>Organizational Consulting Preparatory/Internal Report</td>
<td>20</td>
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<tr>
<td>Organizational Consulting Client Report</td>
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<tr>
<td>Client Feedback</td>
<td>20</td>
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<tr>
<td>Peer Evaluation (if applicable)</td>
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### Grading Scale

- **A (92-100 %)**: Excellent work and evidence of achieving each of the learning objectives at an **expert level**.
- **B (84-91 %)**: Good work and evidence of achieving each of the learning objectives at a **mastery level**.
- **C (75-83 %)**: Average work and evidence of achieving each of the learning objectives at a **modest level**.
- **D (66-74 %)**: Poor work and **little or no evidence** of achieving each of the learning objectives.
- **F (65 % and below)**: Unacceptable work and **no evidence** of achieving each of the learning objectives.

### Grading Policy

All assignments, posts, projects, etc., are due on the specific date posted. **NO LATE WORK WILL BE ACCEPTED.** Failure to meet specific deadlines will result in a grade of 0 for the assignment, post, or project. Each assignment will be graded based on:

- the assignment goals and questions,
- thoroughness and clarity,
- evidence that each of the corresponding learning objectives has been satisfactorily addressed, and
- peer,colleague/client evaluations

### Peer evaluations

Peer evaluations provide an opportunity for each group member to assess and report the effectiveness of his or her group/team peers in critical performance areas (knowledge, cooperation, dependability, etc.).

### Classroom Etiquette

Participate, support each other, call me Ann, and **turn off cell phones** prior to the start of class.

### Gilley’s Guidelines

- We are all dysfunctional – it’s only a matter of degree.
- Life is 10% what you make it, 90% how you take it.
- NICE goes a long way.
- No food, no meeting.
Tentative Schedule

1/17/14: Introductions, Overview of the Course
Consultant skills, challenges, criticisms
Influence of personality (e.g., Social Styles)

2/7/14: Consulting Model
SWOT Analysis

2/28/14: Influence of Organizational Immune System
Assignment 1, Steps 1-4 due

3/28/14: Consulting challenges to date
Assignment 1, Steps 5-10 due

4/25/14: Assignment 2 due
Client Feedback of Assignment 2 due
Class discussion of the Consulting Model and Project

Note
*The instructor reserves the right to make needed and appropriate adjustments to this syllabus.*

Assignments

Each participant will engage with a client business to help it solve a problem or capitalize on an opportunity. You may work individually or in groups of two or three. Participation in a group will necessitate peer evaluations of your contribution to your group project. You may NOT analyze your own organization: you MAY assess that of a class colleague.

Your two consulting ‘deliverables’ will include 1) a preparatory/internal report that typifies the internal documentation and investigative efforts in which a consultant participates prior to and during the consulting engagement, and 2) a professional report for the client that details your analysis, recommendation, and suggested next steps. The client will be responsible for providing you with feedback, with a copy to me (analysis forms will be provided by the instructor). When the sensitive nature of the subject, organization, or consultant is in jeopardy, the class will provide appropriate feedback.
Assignment 1 - Organizational Consulting Internal Report: Address the questions/statements of the 10-step organizational consulting process.

Step 1: Entry: Identify Key Decision-makers, Stakeholders, Influencers, and Scouts
   a) Describe the manner or process by which you became aware of the organizational consulting opportunity.
   b) Describe a perceived performance problem or organizational (system) breakdown within your subject organization.
   c) Who is/are your client(s) and stakeholder(s) affected by the problem or breakdown (Key Decision-makers, Stakeholders, Influencers, and Scouts)?
   d) Identify the members of the consulting project team.

Step 2: Establish Client Relationships
   a) What information should be shared with the client regarding each project team member’s background, expertise, and experience?
   b) What are the needs and expectations of each project team member and the client?
   c) How will you build a synergistic-collaborative client relationship with each project team member and the client?
   d) Identify strategies for meeting the needs and expectations of project team members, stakeholders, and clients.

Step 3: Contract with Client
   a) What arrangements need to be agreed upon prior to engaging in this project?
   b) What resources will you need to address the proposed performance problem or organizational breakdown?

Step 4: Identify Problems
   a) Describe the organizational system of your case organization by describing its:
      i. External environment
      ii. Leadership Capability
      iii. Organizational Mission & Strategy
      iv. Organizational Culture
      v. Work Climate of Selected Operations
      vi. Organizational Structure
      viii. Managerial Practices (Macro and Micro)
      ix. Individual and Organizational Performance Outcomes
x. Organizational Processes (Organizational Communications & Decision-Making).

b) Examine the congruency and in-congruency of these components, and describe how they impact the performance problem or organizational breakdown.

c) Describe the driving and resisting forces anticipated during your consulting intervention? (Lewin’s Force Field Analysis).

d) Describe briefly how the foundations of organizational consulting practice will affect your consulting project.

e) Based on the information obtained to date, reexamine your organization’s performance problem or organizational (system) breakdown within the case organization and rewrite it if necessary.

Step 5: Diagnose Problems
a) What data collection methods will be used to gather information about the performance problem or organizational breakdown?

Step 6: Identify Root Cause(s)
a) How will the data be analyzed to determine the root cause of the problem or breakdown?

Step 7: Provide Informal Feedback
a) Discuss your findings, conclusions, alternatives, and recommendations. What feedback will you provide your client(s) and stakeholder(s) at this point?

Step 8: Identify and Select Interventions and Initiatives
a) What are the four types of interventions that can be used to solve a performance problem or overcome an organizational breakdown?

b) What organizational components are most affected by the intervention(s) and why?

c) Which intervention is most appropriate for your subject organization, and why?

Step 9: Implement Interventions and/or Initiatives
a) What are some possible reactions to change that might occur when implementing interventions or initiatives?

b) Explain how the organizational immune system can alter or affect your interventions or initiatives.

c) What can be done to counteract the organizational immune system?

d) What is your subject organization’s ability and readiness to embrace your intervention or initiative?

e) What is the level of environmental support for the intervention or initiative?

f) Do individual members of the organization have the ABILITY to incorporate new learning and/or change?

g) Are individual members of the organization MOTIVATED to use the information/knowledge provided by your intervention or initiative?
h) Who will be responsible for implementation of the intervention or initiative, and what will be your responsibilities?

i) Who “should be” responsible for leading and implementing the intervention or initiative, and why?

j) Does this person have the authority and credibility to lead and implement the intervention or initiative? If so, how do you know?

k) What are the required consultant characteristics of this person?

**Step 10: Evaluate Results**

a) How will you evaluate the effectiveness of the performance improvement intervention(s) or initiative(s)?
Assignments 2 & 3 - Consulting Client Report and Feedback
Your group/team will work with a client business to help it solve a problem or capitalize on an opportunity. Your ‘deliverable’ will be a professional report for the client that details your analysis and recommendation. The client will be responsible for providing you with feedback, with a copy to me (analysis forms will be provided by the instructor). When the sensitive nature of the subject, organization, or consultant is in jeopardy, the class will provide appropriate feedback.

Reports should be professional, error-free, and conform to appropriate rules of English. Cite sources appropriately using APA 6th edition. Type should be 12-point font. Reports should include a Table of Contents and be single-spaced, with double-spacing between paragraphs. It is advisable to have your report proof-read! Use the format below:

Consulting Report Format
I. Introduction (1 page; company/industry background)
II. Findings (2-5 pages; relevant facts that support a situation analysis)
   a. Vision and mission statements
   b. Questions asked and interviewees (names, titles, dates)
   c. SWOT analysis
   d. Common themes that suggest a problem/opportunity
III. Problem / Opportunity Statement (one sentence reflection of the problem or opportunity related to the topic as supported by the findings; be careful to identify the true problem, not just a symptom)
IV. Alternative Solutions (4-8 pages; list and thoroughly discuss the viability of at least three (no more than four) alternative interventions/initiatives – include pro/con or adv/disadv, costs, and feasibility with respect to available resources, capacity for change, etc.. Hint: the first alternative is always NO CHANGE)
V. Recommendation (1-2 sentences, select the most viable alternative, which should be obvious from the discussion in IV.)
VI. Implementation (suggest next steps required for implementation)
   a. Implementation team (and your role, if any)
   b. Required resources/environmental support
      i. Communications plan
      ii. Training
      iii. Reinforcement and rewards
   c. Overcoming resistance (to change)
VII. Conclusion (2-4 sentences; reinforce benefits)
University Policies

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttler.edu/wellness/StudentRightsandResponsibilities.html](http://www.uttler.edu/wellness/StudentRightsandResponsibilities.html)

**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.

**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 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

**Disability Services**
In accordance with Federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079 or (TDD 903-565-5579).

**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.
Academic Dishonesty Statement
Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. 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. Violations of the Academic Dishonesty policy will result in a failing grade for the assignment and possibly for the course, depending on the severity of the violation.

Examples of collusion, plagiarism, and/or cheating include yet are NOT LIMITED TO the following:

- Failure to properly cite sources of information, whether from the Internet/online, books, articles, newspapers, journals, or ANY OTHER SOURCE;
- Submitting someone else’s work (including ideas/intellectual property) and representing it as your own;
- Cutting/pasting of others’ work (including that found on the Internet) into your assignment.

Examples of unauthorized collaboration include yet are NOT LIMITED TO the following:

- Giving or showing someone else your paper to use as a guide for an individual assignment;
- Taking another student’s draft and writing or helping the final paper for him/her

Examples of cheating include and yet are NOT LIMITED TO the following:

- Telling other students questions on a test that they have not yet taken;
- Passing notes with answers or other pertinent information during a test;
- Using notes or other materials during a test without permission from the instructor;
- Using electronic devices (computer, cell phone, tablet, etc) during a test without permission from the instructor.

To prevent unauthorized use of YOUR work, do not give copies (electronic, hard, or otherwise) of your work to any other individual.

When in doubt – CITE.

Policy on Incomplete Assignments
If a student fails to meet any or all of his/her assignment responsibly, an incomplete WILL NOT be issued. Rather, the points for all completed assignments will be calculated and the corresponding grade will be issued. Assignments cannot be made up once the semester is completed.