Welcome to the HRD online program at UT Tyler and to HRD5347, Performance Consulting. I am your instructor, Greg Wang; and I look forward to meeting with 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 will be in a modular format to assist you in organizing your time and efforts in learning. Each module will describe a particular aspect of performance consulting and will provide resources for further studies. In each module, I will specify required reading, writing, and discussion requirements.

Please read through each section of the syllabus carefully. If you have any questions, make a note of them and we will address them through our interactions. Please refer back to the information contained in this syllabus anytime you have a question regarding the basic course information and requirements. You may wish to print out the syllabus for your future references along the learning process.

If you are not familiar with accessing the Internet or have questions regarding technical requirements, you may want to look at services available in the Technical Support section of the UT Tyler Canvas home page. In addition, you can access the UT Tyler website for general information and its student services.
Introduction

If this is your first time in an online class, 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 also 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 learning environment. You may even begin to prefer this environment because of the flexibility that it affords you 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 a self-paced course with defined time lines by learning modules and by semester. 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.

As mentioned earlier, the course has been designed in modules to assist you in organizing your efforts. There are five instructional modules that require you to read assigned text material, to respond to discussion questions, to prepare assignments, and to analyze cases or conduct projects.
Course Description and Prerequisites

Description

HRD5347 – Practice oriented models, approaches, and techniques of performance consulting in organizational settings. Students will learn critical skills and steps in identifying gaps for performance improvement and proposing HRD interventions. General performance consulting process, from gap analysis, 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 of 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 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 the consulting process as demonstrated in the projects
10. Complete a consulting proposal, preferably as part of service learning.

Textbook

Required Text:

Secondary Text:

Additional readings and cases will be posted on the Canvas.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Interview report</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study (Case 1)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>35%</td>
</tr>
<tr>
<td>Online Discussions (each module 5%)</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

A 91 – 100
Please note that I will not report the discussion portion of the grade during the semester. However, you may gauge your performance in the following ways:

1. I will constantly monitor the discussion board. If you do not receive my email specifically about the content of your discussion post, you should be doing fine with the quality of the posts.
2. It is your responsibility to participate in discussions according to the due date and the required quantity to make sure your posts are on time with the required numbers. Late or missing posts will receive point deduction such that you would know when and how you receive grade deduction.

Therefore, if you never receive my email specifically about your online discussion content and you never late or miss all required postings, you should expect you receive the full portion of the grade in online discussions.

**Learning Schedule and Assignment Due Dates**

Module 1. Introduction to Performance Consulting (May 21—June 3)

Assignments: Online discussion due June 3.

Module 2. The Science of Performance Consulting (June 4—June 17)

Assignments:
Research on the consulting industry due: June 17.
Case Study 1 due
Online discussion due: June 17.

Module 3 Developing a Consulting Proposal (June 18—July 1)

Assignments:
Online Discussion Due: July 1.
Interview report due: July 1.

Module 4 Evidence-based Consulting: Data Collection (July 2—July 22)

Assignments:
Online Discussion-Case 2; Due: July 22.
Module 5 Wrap up and Showcase your learning (July 23—August 5)

Online discussion due: August 5.

Final Project Paper Due: August 5.

(Note: Please refer all the due dates to those listed above)
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 develop your skills in this area. We will have two case studies. The first is a written assignment plus online discussion, and the second is for online discussions.

The case analysis is designed in two learning steps:

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. For case 2, post your case analysis to the designated Discussion Forum and review your peers’ case analyses and provide constructive feedback and ideas on their analysis.
Guidelines and Criteria for Case Analysis

In general, there is no right or wrong answers for any case studies, if you can take care of the following:

1. For all cases, there are always some knowns and unknowns. You task is to derive the required unknowns from knowns listed in the case. Therefore, it does not mean the more you write the better. That lead to the next key issue of understanding what is required.

2. Read carefully the case and required analysis. For example, for the first case, after reading the background information about Oriental Airlines, the key point to understand what was needed to do for the case was hinted by the last two sentences: "...Oriental decided that something more was needed. Oriental hired your consulting company to assess what was needed to improve the training at the airline."

Your clear understanding of the two sentences should guide your case analysis. As graduate students, I do not expect any misunderstanding of the two sentences.

3. Frame your case analysis by necessary and realistic assumptions that are relevant to the case scenario in the descriptions given. This is important for you to avoid going into a dozen of potentially different directions and make a simple case overly complicated.

4. Once you have covered the first two issues, the rest is all about your knowledge, skills, and analytical logic, and the business logic you derive for the case analysis based on relevant knowledge and skills covered in this course. You need to show your analytical and problem-solving skills in all case analysis. Additionally, your logic is one thing in presenting your case. But for business logic, you may need extra research on the internet to get familiarized with the business.

5. Your analysis should be specific based on your defined scope and assumptions, and should avoid general statements on communications, leadership, teamwork, or other business buzz word.

In short, all case studies in this and other management courses are sense-making exercises, and the analysis must be relevant with rigor.
Interview Report

Requirements:
1. Your report should be at least 6 double-spaced pages, 1” margins all sides, font size 12.
2. This is an independent assignment.
3. You must submit a paper to receive a grade.

Assignment
This assignment is designed for students to gain field experience and understanding of performance consulting 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 other than consultant, such as HR manager/generalist/specialist, 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, and/or in a recently completed project.
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 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
   f. The outcome
g. Stakeholders involved

h. Communication 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 have the following component:

- The background of the person, the organization: service, product, people, and a brief history.
- The role of consulting in the organization.
- What was the performance gap identified?
- How the organization benefited from the consulting project.
- A detailed description of the consulting project conducted by the person or team, including the background, the problem(s)/gap, 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 it should not be in the form of interview transcripts. Necessary analysis and reflections are expected.

Please think ahead and prepare the interview early. This may lead you to ideas for the final project.
Major Project Report: Consulting Proposal

Objectives
This assignment is intended to develop students’ hand-on experience in performance consulting. Among other things, the objectives include
1. Obtaining service learning-based consulting experience
2. Gaining in-depth knowledge on real world organizational performance issues and problems
3. Applying consulting models and steps to address a performance issue.

Requirements:
Develop a consulting proposal or consulting report in a real world organization.
1. This is an independent project for students to show their demonstrated learning.
2. The final report should be at least 10 double-spaced, 1” margin on all sides with no smaller than 10 font size. It should reference to at least 5 references from journals and books written in the past 10 years.
3. 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 performance intervention to be confirmed by the supporting data (if any)
8. Your proposed timelines, milestones, deadlines.
9. Consulting outcomes or your expected outcomes
10. 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.

Reading Assignments

- Each participant is responsible for completing the reading assignments listed in the learning modules in a timely manner.
- 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

- Each participant is responsible for participating in the asynchronous discussions of each module as specified. All class participants are expected to engage in presenting their progresses as well as contributing insights to others’ postings.
- Discussion postings should be made in a timely manner according to the defined due dates. Please try to avoid last minute rush in posting your initial post because you may not receive any feedback from your peers in the last minute.
- Please note that all discussion postings must be completed by midnight Central Standard Time of 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. Please avoid responses such as “me too”, “I agree,” ect.
- 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 format, and submitted in a timely manner to the designated Canvas location. Deadlines are listed in the Course Outline. Please note that all written assignments must be submitted no later than midnight
(11:59pm—Note that 12:00am would be the next day) Central Standard Time on the due date.

- **Important:** Please name all your assignments in the following format. “Last name+First Name initial+a number indicating the sequence of the assignment”. For example, the first assignment is to be named as “wangg1.docx”.
- If your Web connection is down for some reason, assignments may be faxed to 903-565-5650 attention to Dr. Wang. 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. Please take this as a way to enforcing your professional commitment as a consultant—if your consulting report is late, your client will suffer losses, and your professional reputations may be damaged.

**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 and your professional background. Keep in mind that your project must be completed in this one semester.

It is imperative that you learn to work independently on this project and that you pace yourself throughout the semester. Your project will not be one that can be completed in one week! A good time management effort is needed throughout the 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.

**The Virtual Classroom**

A key benefit of the “cyber classroom” is that you can come to class at your convenience. Asynchronous communication allows each of us to post questions and comments and to respond at times you prefer. My lecture material for each module will be brief; for this course, I am primarily a facilitator. Online discussions in the forms of comments and questions from your peers can be an invaluable resource to help you in the learning process.
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 access to my e-mail in the evenings and weekends.

If you need to meet me in person, please email me in advance because I may be scheduled for other meetings during my posted office hours. This way I could block the time for our meetings. The best way to reach me is via my email at gwang@uttyler.edu.

**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 communications. 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?” ect. If you do need to use the expressions, spell them out as “laugh aloud” or “how are you?”

You may wish to start early on your project. It may take the entire semester to complete, and procrastination is your enemy!

**Email and Course Discussions**

Email

To communicate by e-mail within the course with other participants or all participants, click Course Tool 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.
Discussions

The Discussions feature in Canvas is an online forum in which students and instructor can communicate asynchronously (anytime) via message postings. When you click the Discussion Board, a listing of general subject categories will appear in a table format.

All threads (Modules) pertinent to a general subject category will appear as links under that subject category. The instructor has control of what general subject categories are available for discussion in the course. At the instructor's discretion, you may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit your comments after they have been posted.

You can (and will be required to) respond to threads in the course discussion. To respond to a thread:

- Click on Discussion Boards
- Click on a forum link to open it and view the contents within
- Open a message
- Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date/time of posting.

Check the discussions area 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.uttler.edu)

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 comments and recommendations will be seriously considered as the course is updated. 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.

Please begin this course by clicking on the Modules button in the left-hand navigation bar, then choose Module 1.