

University of the Incarnate Word

COURSE OUTLINE ***UIW School of Professional Studies*** ***ORGD 6340*** **Organizational Consulting**

I. Overview of the Course Objectives

This course presents the fundamentals of organizational consulting, both as an internal and external consultant, including: the consulting process, tactics and strategies, client management, and ethics of consulting.

II. Outcomes of the Course

Upon successful completion of the course, the student should have achieved the following objectives:

1. Create a framework for strategically thinking about organizational assessment that will lead to a better understanding associated with the benefits and necessity of these assessments.
2. Understand the roles of the consultant in an organizational setting.
3. Examine and communicate the attributes required to effectively manage an organizational assessment and be able to provide consultative recommendations diplomatically.
4. Understand the process of writing and editing more efficiently.
5. Apply the concepts and topics acquired in class in order to make a difference in one's organization.

III. Course Arrangements/Assessments

Students will participate in extensive in class discussions that will require them to understand business issues and to formulate and defend their positions on those issues. Students will be expected to successfully complete periodic analysis and written assignments to demonstrate their understanding of the vocabulary of the consulting process.

IV. Course Texts/Supplies/Materials

See Blackboard for textbook information.

V. Class Meeting Schedule/Matrix includes the topics, readings, and/or assignments for each date the class meets:

Month	Week	Topic/Focus	Homework/Case/Research
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August	Week 1:	Introduction Chapters 1, 2 & 3 <ul style="list-style-type: none"> • A consultant by any Other Name • Techniques are not Enough • Flawless Consulting 	Introduction <ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Chapter application • Choose Company for Case Study • Select Chapters for Presentations
September	Week 2	Chapters 4, 5 & 6 <ul style="list-style-type: none"> • Contracting Overview • The Contracting Meeting • The Agonies of Contracting 	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Chapter application • Case Study Research • Chapter Presentations
	Week 3:	Ch. 7, 8 & 9 <ul style="list-style-type: none"> • The internal Consultant • Understanding Resistance • Dealing with Resistance 	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Chapter application • Case Study Research • Case Study Presentations • Chapter Presentations
	Week 4:	Ch. 10, 11 & 12 <ul style="list-style-type: none"> • From Diagnosis to Discovery • Whole-System Discovery • Discovering Gifts, Capacities, and Possibilities 	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Case Study Research • Case Study Presentations • Chapter Presentations
	Week 5:	Ch.13 & 14 <ul style="list-style-type: none"> • Get the Picture • Preparing the Feedback 	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Chapter application • Case Study Research • Case Study Presentations • Chapter Presentations
October	Week 6:	Ch. 15, 16 & 17 <ul style="list-style-type: none"> • Managing the Meeting for Action • Implementation • The Elements of Engagement 	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s) • Chapter application • Case Study Research • Case Study Presentations • Chapter Presentations
	Week 7:	Ch. 18 & 19	<ul style="list-style-type: none"> • Review Lecture Notes • Review Chapter PowerPoint(s)

		<ul style="list-style-type: none"> • Teacher as Consultant • The Heart of the Matter 	<ul style="list-style-type: none"> • Chapter application • Case Study Presentations • Chapter Presentations
	Week 8:	FINAL Paper DUE by Tuesday of Week 8	<ul style="list-style-type: none"> • Complete and submit Final Paper. • Case Study Presentations • Chapter Presentations <p>Final Paper is due by 11:59 pm Central Time on Tuesday of week 8</p> <p><u>No late work will be accepted.</u></p>

NOTE: The instructor reserves the right to adjust and/or change the above schedule at any time during the semester. Adjustments and/or changes will be stated during class. If the student is absent, it is the student's responsibility to contact the instructor and/or classmates about any adjustments and/or updates.

VI. Grading Activities, Criteria and Guidelines

This graduate class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: lecture, written assignments, group discussion and problem solving exercises, media presentation, article and case analysis, student-led discussion, student presentation, reflection on what was learned and documentation of planned application. Some assignments will be individual while some may be group or team assignments. Class will be participative and each student must be prepared for each class.

Item	Percentage Grade
Case Study Summaries	25%
Chapter Topic Presentation & Paper	25%
Mid-Term & Final Exam	30%
Consultant Presentation	20%
Total	100%

93 - 100 A
90 - 92 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
70 - 79 C
Below 69 F

As per UIW Graduate
Bulletin 2018-2019

VII. Course Requirements and Expectations

1. Case Study Summary (25%):

At the start of the semester, each student shall choose a company for the purpose of writing a short paper, analyzing the following topics: company's current and/or future status, human resources issues and/or opportunities for improvement, selecting a *benchmark* company in their industry (if available), and comparing/contrasting with the textbook's concepts.

The Case Study Summary should be approx. 5 - 8 pages. Title page and reference page are not included in the 5-8 page body of work. Include an introduction, body, and conclusion as well as references (formatted in APA). Use APA when writing the case study.

2. Chapter Presentations & Paper (25%):

Each week, the pre-selected student will be asked to start the class discussion based on the assigned chapters. In addition to analyzing a topic in the chapters, each student will select a company and analyze one or two major HR or organizational issues utilizing the concepts that they will be presenting in class. There must be at least 2-3 articles, from journals or other sources to support the chosen topic. The paper must be properly written using APA format.

The final paper should be approx. 5-10 pages. Title page and reference page are not included in the 5-10 page body of work. Include an introduction, body, and conclusion as well as references (formatted in APA). Use APA when writing the case study.

The student will lead the class discussion aimed at invoking meaningful thought provoking comments and scenarios by generating collaborative analysis. The student is responsible for establishing a high level of professional etiquette common in a high performing business environment.

3. Mid-Term (15%) & Final Exam (15%)

The Mid-term exam will cover all of the chapter covered up to the 4th week. The Final exam will cover the remainder of the chapters covered. The exams can be True/False statements, multiple choice statements, fill in the blank, and/or essay questions. The exam can also be a combination of any of the mention statements.

4. Consultant Interview (20%)

Each student will interview a consultant. The consultant can be anyone you know at work, or in another company. The instructor will provide several questions that will be asked of the consultant. A written paper and a PowerPoint presentation will be required. The paper can be 5-10 pages. The presentation should be 10-20 minutes long. Aside from the questions asked, the student needs to provide an insight as to whether or not this is something they would want to do somewhere in the future.

Student participation is impacted when student is absent. After 2 missed classes, grade is reduced by one letter grade.

IX. Written Assignments Rubric

Team Case Rubric			
Qualities and Criteria	1 Poor	2 Good	3 Excellent
Introduction Title; Objective or Thesis; Problem	a. There is no reference to the topic, problem, or audience.	a. The writer makes the reader aware of the overall problem, challenge, or topic to be	a. The writer introduces the topic and its relevance to (1) the discipline; and (2) the chosen audience. The introduction lays

statement; Orientation to reader; Topic.	<p>b. There is no statement of thesis or objective of the research.</p> <p>c. The title is inappropriate and does not describe the topic.</p>	<p>examined.</p> <p>b. Thesis is stated but clarity and/or focus could be better.</p> <p>c. The title does not adequately describe the topic.</p>	<p>groundwork for the direction of the paper.</p> <p>b. Thesis or objective is clearly stated and appropriately focused.</p> <p>c. Main idea stands along with details.</p> <p>d. The title is appropriate and adequately describes the topic.</p>
Body Structure; Flow; Organization and Development	<p>a. The paper has little to no direction, with disjointed subtopics.</p> <p>b. Text is repetitious.</p> <p>c. Information seems to be disorganized and has little to do with the main topic.</p> <p>d. Lacks a thesis or controlling idea.</p> <p>e. Sentences do not relate to the paragraph's main idea.</p> <p>f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling idea.</p> <p>g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)</p>	<p>a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</p> <p>b. Ideas are clear, but there is a lack of extra information.</p> <p>c. Information relates to main topic. Details and amount of information are sparse.</p> <p>d. Includes a basic thesis or controlling idea.</p> <p>e. Sentences mostly relate to the paragraph's main idea.</p> <p>f. Paragraphs generally though not always relate to the thesis or controlling idea.</p> <p>g. Examples are included, though not always; reader needs specific details or quotes that the writer does not provide.</p>	<p>a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs.</p> <p>b. Ideas are clear, original, and focused. Main idea stands along with details.</p> <p>c. Sufficient information included. Information clearly relates to the main relates to the main thesis. It includes several supporting details and/or examples.</p> <p>d. Provides a clear and compelling thesis.</p> <p>e. Sentences clearly relate to the paragraph's main idea .</p> <p>f. Paragraphs clearly and effectively relate to and support the thesis.</p> <p>g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.</p>
Content Weaving together literature through synthesis via thematic categories that provide exploration/explanation	<p>a. The writer has omitted major sections of pertinent content or content runs on excessively.</p> <p>b. The writer quotes other material excessively.</p> <p>c. The ideas presented have little significance</p>	<p>a. The writer includes all the sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects.</p> <p>b. The significance to the discipline is evident.</p> <p>c. Ideas are clear, but</p>	<p>a. The writer covers the appropriate content in depth without being redundant.</p> <p>b. The writer cites sources when specific statements are made.</p> <p>c. The significance of quotes, when used, is apparent.</p> <p>d. The length is appropriate.</p>

	<p>to the discipline and/or the audience.</p> <p>d. Text is repetitious.</p> <p>e. There is no central theme.</p> <p>f. Ideas in the paper are irrelevant or not worthy of the reader's consideration.</p>	<p>more information is needed.</p> <p>d. Ideas in the paper are mostly (but not all) relevant and worthy of the reader's consideration.</p>	<p>e. Ideas are clear, original, and focused. Main idea stands out, along with details.</p> <p>f. Ideas in the paper are compelling, even original; they are not self-evident.</p>
Clarity and Correctness of the Writing	<p>a. It is difficult for the reader to understand what the writer is trying to express.</p> <p>b. Writing is convoluted.</p> <p>c. Paper contains spelling and grammatical errors as well as improper punctuation.</p> <p>d. The writing is vague or it is difficult to understand what the writer is trying to express.</p> <p>e. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing.</p> <p>f. Writing rambles; the paper appears hastily written.</p>	<p>a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden.</p> <p>b. Paragraph or sentence structure is repetitive.</p> <p>c. Much of the writing is generally clear, but meaning is sometimes hidden.</p> <p>d. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference.</p> <p>e. Writing might ramble; the paper is not carefully written.</p>	<p>a. The writing is clear and concise.</p> <p>b. There are no (or very few) mistakes in grammar, spelling, and/or punctuation.</p> <p>c. The writing does not ramble; the paper is carefully written and edited.</p>
<p>Conclusions</p> <p>Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.</p>	<p>a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review.</p> <p>b. No research question(s) or suggestions are offered to the reader, or the position is not restated</p>	<p>a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the review.</p> <p>b. A follow-up research question or suggestion is offered to the reader, or the writer's position</p>	<p>a. The writer makes succinct and precise conclusions based on the review of literature.</p> <p>b. Insights into the problem/topic are appropriate.</p> <p>c. Conclusions are strongly supported within the paper.</p>

	and made clear to the reader as a conclusion.	is restated to make it clear to the reader.	
Sources & Citations & Proper APA Format	<p>a. The writer does not include in-text citations for statements made in the review.</p> <p>b. References that are included in the References or Works Cited list are not cited in the text.</p> <p>c. An insufficient number of sources are cited and/or not accurately documented.</p> <p>d. The paper is not written in APA style.</p> <p>e. A review of literature has been omitted.</p> <p>f. No attention is given to people-first, non-discriminatory language.</p> <p>g. Scholarly sources are not cited in text and reference list.</p> <p>h. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.</p>	<p>a. The writer cites sources within the body of the review and includes a corresponding References list. Some formatting problems exist or some elements are missing.</p> <p>b. An acceptable number of sources is cited. All sources are accurately documented, but some are not in the desired format.</p> <p>c. Paper is in APA style but with some errors.</p> <p>d. The body of the paper consists of a review of the literature.</p> <p>e. There is evidence of attention to people-first, non-discriminatory language.</p> <p>f. Most sources are scholarly and cited, but with some errors.</p> <p>g. Personal opinions are kept to a minimum though may not be delayed in the paper.</p>	<p>a. The writer includes all necessary citations in the body of the review.</p> <p>b. The references in the list match the in-text citations and all are properly cited in APA style.</p> <p>c. Numerous sources are cited. All sources are accurately documented.</p> <p>d. Accurately adheres to APA style in formatting, organization, and construction, including full review of relevant literature.</p> <p>e. There is consistent use of people-first, non-discriminatory language.</p> <p>f. The majority of sources are scholarly and cited correctly in both text and reference list.</p> <p>g. Personal opinions are delayed and stated succinctly in the conclusion.</p>

X. Participation, Punctuality and Attendance: Requirements and Expectations

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog:

<https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>

- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

XIII. Important guidelines

Suggestions for Quality Participation:

Saying something doesn't make it so. Broad claims and observations are good as far as they go but will be stronger by backing up what you say with your own work experience. Demonstrate your understanding of course material from our text by commenting on it, questioning it, or applying the points raised to your own professional experience. Your participation grade will reflect 1) the strength and quality of responses and 2) your ability to apply course material to workplace examples. The quality of our class to a great extent will be determined by the level of activity and quality of our participation.

This class is highly participatory. I do not use a strict lecture approach and you are responsible for taking accountability for your learning. Active class participation is an important part of the final grade since it contributes so powerfully to the learning experience. The comments from my students again and again refer to how much they enjoyed and learned from our class discussions. This is the give and take conversation that occurs in an on-site class. When students comment on something that you have said, respond to them; get a dialog going that anyone can jump into. Consider ending your comment with a question to illicit further discussion from fellow students.

IMPORTANT: This course expects you to utilize current periodical literature, internet sources, and published case analysis as appropriate to support your positions in your weekly discussions.

UIW Library:

Please use the UIW library to find your sources in all of your work each week.

XIV. Deadlines

All assignments to be submitted to the instructor for grading are due by 12:00 p.m. afternoon (Central time) on the assigned due date. Assignments may be turned in early if a student will not be online for a particular day. As a general rule, late assignments will not be accepted or graded. Acceptance of a late assignment is based on the discretion of the instructor after a discussion with the student prior to the due date. No late work allowed, no extra credit offered, no rounding up of grades.

XV. Course Drops & Refunds

IMPORTANT "DROP COURSE" INFORMATION

<https://sps.uiw.edu/registration/course-drop/>

The decision to drop a course can greatly impact a student's success in meeting their educational goals. Reaching out to an academic advisor will assist you in making the best decision for your enrollment. Advisors are available to meet with you in person at our Learning Centers, by phone and connect with you via email. If you are unsure of your assigned advisor, please login to your Degree Works audit tool within Cardinal Apps and click on the 'Advisor Name' listed within the

‘Student View’ section or you may contact us through our general student email at eapadvising@uiwtx.edu or by calling 210-702-2402 to be directed to your advisor. Students must communicate with their advisor to begin the drop process. Deadlines for drops are noted on the Registration page in the Drop/Withdrawal Policy.