



USC | School of Social Work

Social Work 664 Section # 67642, 67643, 67644, 67645

Consultation, Coaching and Social Entrepreneurship

3 Units

Fall 2014 VAC

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Course Day: Mondays/Tuesdays
Course Time: Mon: 07:00 am/09:45 am (PDT)
Tue: 04:00 pm/05:45 pm (PDT)
Course Location: VAC

Office: VAC
Office Hours: By appointment EDT

I. COURSE PREREQUISITES

SOWK 503, SOWK 505, SOWK 534, and SOWK 535

II. CATALOGUE DESCRIPTION

Expanding roles that social workers play within both non-profit and for profit corporations.

III. COURSE DESCRIPTION

This elective course seeks to expand student's awareness of the many opportunities available to social workers. The course is designed to examine the expanding role of social workers as consultants, coaches and entrepreneurs and the skills required to do so.

The purpose of this course is to expose students to the expanding roles that social workers play within both non-profit and for-profit corporations. Students will examine and analyze practices of non-profit management that focuses on economic empowerment and non-profit enterprise. This course will define and examine the role of consultants, the skills needed and the establishment of a consultation practice. Additionally, the course will focus on the growing practice of coaching and its varied coaching models. This course will be most useful for students interested in stepping "outside the box" and into the world of management and entrepreneurship.

IV. COURSE OBJECTIVES

The Consultation, Coaching and Social Entrepreneurship course (SOWK 664) will:

Objective #	Objectives
1	Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.
2	Teach skills for comparing and contrasting the theories and practice of coaching with the therapeutic process and examining its use as social workers.
3	Present the many opportunities for the social work profession to engage in entrepreneurial practice, including the development of a consultation business.
4	Facilitate students' ability to identify and examine the role of non-profits in the creation of social purpose businesses intended to provide expanded opportunity for those on the margins of our nation's economic mainstream.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The role of the instructor in this course varies, including lecturer, facilitator, consultant and resource person to students. Modes of instruction will consist of lecture, in-class discussions, guest speakers and student presentations. Individual and group in-class activities will be used to provide application of content, theories and concepts.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 664	Course Objective
1	Professional Identity		
2	Ethical Practice	*	1 & 2
3	Critical Thinking	*	1, 2, & 3
4	Diversity in Practice	*	1-4
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts	*	1-4
10	Engage, Assess, Intervene, Evaluate	*	1 & 2

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	<ol style="list-style-type: none"> 1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply strategies of ethical reasoning to arrive at principled decisions. 	<p>Value Clarification Assessment</p> <p>Written Paper (Midterm)</p> <p>Class Participation</p>
<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information. 	<ol style="list-style-type: none"> 5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 6. Analyze models of assessment, prevention, intervention, and evaluation. 7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 	<p>Written Paper (Midterm)</p> <p>Final Project/Presentation</p>

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Written Paper (Midterm)
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Value Clarification Assessment Jung Typology Test
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	11. View themselves as learners and engage those with whom they work as informants.	Class Participation

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	12. Use practice experience to inform scientific inquiry.	Analysis of Case Studies
	13. Use research evidence to inform practice.	

<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	14. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Written Assignment (Midterm) Case Studies
	15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Final Project & Presentation

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	<p>16. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Written Assignment (Midterm)</p> <p>Final Project/Presentation</p> <p>Analysis of Case Studies</p> <p>Class Participation</p>
	<p>17. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	
	<p>18. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	
	<p>19. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Best Reflected Self	Week 4	15%
Assignment 2: Midterm Paper: Application of Consultation Process	Week 8	30%
Assignment 3: Final Project & Presentation: Business Concept	Weeks 13-15	45%
In Class Exercises & Class Participation	Ongoing	10%

Note: Written assignments will be evaluated on the quality of the ideas presented and the ability to use and cite pertinent literature correctly (use APA publication manual, 6th ed.). Written assignments should

be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, outside sources of literature and relevant experiences and information. Students should consult publications of current research and theory to support ideas.

Each of the major assignments is described below.

Assignment 1: Best Reflected Self (15%)

Upon completing the in-class self- assessments and the 360 feedback process, students will write a description of yourself that summarizes and distills the accumulated information. The description should weave themes from the feedback together with your self-observations into a composite of who you are at your best. It should be an insight/ image that you can use as a reminder of your previous contributions and as a guide for future action. The portrait itself should not be a set of bullet points but rather more like a prose composition beginning with the phrase, “When I am at my best, I ...”.

Due: (Week 4)

Assignment 2: Midterm (30%)

Using your placement setting, select a project and analyze how you would approach it as a consultant. Use Peter Block’s Flawless Consulting process to examine the project stages. Describe the particular consulting role that would best fit this project. Discuss who your client(s) is. Compare what the client’s wants and needs are to what yours are as a consultant. Draft a proposed contract that includes a methodology.

Due: Week 8

This assignment relates to student learning outcome 1 and 3.

Assignment 3: Final Project & Presentation (45%)

Class project and presentation, may be as a group, presenting a business concept / plan for a consultation or coaching practice that is of interest; or research and present a social enterprise model detailing its successes and challenges in developing an enterprise venture. A three to five page executive summary will accompany the presentation providing a written narrative of the presentation, which should serve as the beginning development of a business plan. Hard or electronic copies of presentation and the executive summary to be submitted.

Due: Weeks 13 - 15

This assignment relates to student learning outcome 3 and 4.

Class Participation (10% of Course Grade)

Completion of a variety of in-class assessments and exercises culminating in an analysis of strengths, expertise, values and passion that leads toward a description of “Best Reflected Self” and a vision of future position.

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of active, meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Students are expected to participate and complete in-class exercises. These

exercises are used to stimulate discussion, encourage critical thinking, reinforce social work values and concretize concepts.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades. Class participation and completion of related mini-exercises used to stimulate discussion, encourage critical thinking, and reinforce social work values and concretize concepts.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

OR

Class is graded Credit/No Credit (CR/NC): Students must earn at least 73 out of a possible 100 points in the course in order to receive a CR.

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**Required Textbooks**

- Block, P. (2010). *Flawless consulting: A guide to getting your expertise used* (3rd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2001). *The flawless consulting fieldbook & companion: A guide to understanding your expertise*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Edelson, M. (2010). *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals*. NASW Press

Required Articles and Readings

There are required and recommended readings that are assigned and may be found on ARIES (see below). Also, your instructor may assigned and recommend additional readings throughout the course.

The assigned readings, other than the required texts, can be obtained through our Library ARES system.

<https://usc.ares.atlas-sys.com/ares/>

Once logged into ARIES, students should search by using the Lead Faculty instructor name (Cheryl Macon-Oliver), rather than the actual instructor's name. Students should also be able to find the readings by searching by department or course number: SOWK 664.

Recommended Reading

- Bellman, G. M. (2002). *The consultant's calling: Bringing who you are to what you do* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Block, J., & McCuiston, N. (2014). *The Nonprofit Guide to Social Enterprise*. Rancho Santa Margarita, CA: Charity Channel Press.
- Goldsmith, M., Lyons, L. & Freas, A. (2000). *Coaching for leadership: How the world's greatest coaches help leaders learn*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Kimsey-House, H., Kimsey-House, K., Sandahl, P., & Whitworth, L. (2011). *Co-active coaching: Changing Business Transforming Lives* (3rd ed.) Boston, MA: Nicholas Brealey Publishing.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for Talking when stakes are high*. New York, NY: McGraw-Hill.
- Schaefer, S. & Lysakowski, L. (2013). *The Nonprofit consulting Playbook: winning strategies from 25 leaders in the field*. Rancho Santa Margarita, CA: Charity Channel Press
- Schein, E. H. (1988). *Process consultation: Its role in organization development* (Vol. I). Boston, MA: Addison-Wesley.
- Scott, Beverly. (2000). *Consulting on the Inside: An internal consultant's guide to living and working inside organizations*. Alexandria, VA: ASTD Press
- Stoltzfus, T. (2008). *Coaching Questions: A coach's guide to powerful asking skills*. Lexington, KY: Author.

Weiss, A. (2004). *Getting Started in Consulting* (2nd ed.). Hoboken, NJ: Wiley.

Zenger, J. H., & Folkman, J. (2002). *The extraordinary leader: Turning good managers into great leaders*. New York, NY: McGraw-Hill.

Zeus, P., & Skiffington, S. (2000). *The complete guide to coaching at work*. New York, NY: McGraw-Hill.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). New York, NY: Wadsworth.

(Instructor Note: This is an e-book that you can purchase for \$19.49 at:

<https://www.ichapters.com/t1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6.>)

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction ■ Establishing the Learning Environment and Exploring and Expanding our View on the Possibilities Available to SW Professionals 	<p style="color: #800080;">Jung Typology Test™</p> <p>http://www.humanmetrics.com/cgi-win/jtypes2.asp</p>
2	<ul style="list-style-type: none"> ■ Pathway into Consultation/Coaching: Developmental Process: <ul style="list-style-type: none"> ▼ Who are you? An examination of values, styles and competencies 	<p style="text-align: center;">Value Clarification Assessment</p> <p style="text-align: center;">Competency Assessment</p> <p style="text-align: center;">360 Evaluation-“Best Reflected Self” (Due Wk. 4)</p>
3	<ul style="list-style-type: none"> ■ Learning Organizations: An Examination and Review of Underlying Theories and Principles and the Field of Organization Development ■ Consultant’s Calling: Bringing Who You Are to What You Do 	
4	<ul style="list-style-type: none"> ■ Overview of the Consultation Process ■ The Role of the Consultant <ul style="list-style-type: none"> ➢ Consultation Models ■ Understanding Who the Client Is <ul style="list-style-type: none"> ➢ Managing Expectations 	<p>Consulting Aptitude Assessment</p>
5	<ul style="list-style-type: none"> ■ Consultation Process: Step One: <ul style="list-style-type: none"> ■ Entry and Contracting <ul style="list-style-type: none"> ▼ The Proposal/Contract 	
6	<ul style="list-style-type: none"> ■ Consultation Process-Steps Two & Three: <ul style="list-style-type: none"> ▼ Discovery & Dialogue and Feedback ▼ Decision to Act ▼ Case Studies 	
7	<ul style="list-style-type: none"> ■ Consultation Process-Steps Four & Five <ul style="list-style-type: none"> ▼ Engagement & Implementation and ▼ Extension, Recycle or Termination ■ Intervention Strategies 	
8	<ul style="list-style-type: none"> ■ Getting started in consulting/developing a practice <ul style="list-style-type: none"> ▼ Establishing Work Boundaries & Fee ▼ Pricing Structures & Decisions ▼ Developing a plan ▼ Key elements to setting up the business 	<p>Midterm Due</p>
9	<ul style="list-style-type: none"> ■ Getting started (continued) <ul style="list-style-type: none"> ▼ Establishing a business structure ▼ Branding your business ▼ Marketing 	

Unit	Topics	Assignments
10	<ul style="list-style-type: none"> ■ Defining and understanding coaching models <ul style="list-style-type: none"> ▼ What is coaching ▼ Historical perspective ▼ Values and code of ethics ▼ Coaching Models ■ Qualities of a successful coach 	
11	■ The Co-Active Coaching Model: An in-depth Discussion	
12	<ul style="list-style-type: none"> ■ Social Entrepreneurs and Non-Profit Business Development <ul style="list-style-type: none"> ▼ What is social entrepreneurship? 	Case Studies
13	<ul style="list-style-type: none"> ■ Social Entrepreneurship: International Examples <ul style="list-style-type: none"> ▼ Business Development Concepts 	Case Studies Presentations during class discussion time
14	<ul style="list-style-type: none"> ■ Guest Presentation / Interview: A Consultant's Personal Story/Journey <ul style="list-style-type: none"> ▼ Business Development/Concepts 	Presentations during class discussion time
15	■ Business Development/Concepts	Presentations during class discussion time
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1: Setting the Stage: The Changing Face of Social Worker within the Non-profit and For-Profit Worlds

Topics

- Introduction
- Establishing the learning environment and exploring and expanding our view on the possibilities available to SW professionals

This Unit relates to course objectives 1 and 3.

Required Assignment

[Jung Typology Test™](http://www.humanmetrics.com/cgi-win/jtypes2.asp). Human Metrics. Retrieved from <http://www.humanmetrics.com/cgi-win/jtypes2.asp>

Unit 2: The Pathway into Consultation/Coaching: A Developmental Process

Topics

- Pathway into Consultation/Coaching: Developmental Process:
- Who are you? An examination of values, styles and competencies

This Unit relates to course objectives 1 and 3.

Required Readings

Ibarra, H., & Lineback, K. (2005). What's your story. *Harvard Business Review*, 64-71.

Roberts, L., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, 75-80.

Recommended Readings

Bellman, G. M. (2002). *The consultant's calling: Bringing who you are to what you do* (2nd ed.). San Francisco, CA: Jossey-Bass.

Unit 3: Organization Development

Topics

- Learning Organizations: An examination and review of underlying theories and principles and the field of organization development

This Unit relates to course objective 1.

Required Readings

Bennett, J., & O'Brien, M. (1994). The 12 building blocks of a learning organization. *Training*, 31.
(Instructor Note: This will be provided in a handout.)

Recommended Readings

Rothwell, W. J., Sullivan, R., & McLean, G. N. (1995). *Practicing organization development: A guide for consultants*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Unit 4: Consultation Practice**Topics**

- Overview of the Consultation Process
- The Role of the Consultant
 - ▼ Consultation Models
 - IRS Definition
- Understanding Who the Client Is
 - ▼ Managing Expectations

This Unit relates to course objective 1.

Required Readings

- Block, P. (2011). A consultant by any other name. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 1-11). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). Techniques are not enough. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 13-36). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). Flawless consulting. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 37-50). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). The heart of the matter. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 299-315). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). The internal consultant. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 121-128). San Francisco, CA: Jossey-Bass/Pfeiffer.

Recommended Readings

- Bellman, G. M. (2002). *The consultant's calling: Bringing who you are to what you do* (2nd ed.). San Francisco, CA: Jossey-Bass.

Unit 5: Consultation Process**Topics**

- The five step process: Step one—Entry & Contracting
 - ▼ The Proposal/Contract

This Unit relates to course objective 1.

Required Readings

- Block, P. (2011). Contracting overview. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 51-66). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). The contracting meeting. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 67-106). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Block, P. (2011). The agonies of contracting. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 107-120). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Alev, D. (n.d.). Manage expectations or expect to be managed. Retrieved from <http://consultingacademy.com/a08.shtm>
(Instructor Note: On Blackboard. Copyright 1999-2009 Brazos Consulting . You may reprint or distribute this document as long as it has not been modified and proper credit is given to Brazos Consulting and The Consulting Academy. Web links are permitted only in a new window.)

Block, P. (1999). What should I do?. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 69-74). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). Be careful who you ask. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 81-88). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). What's working here?. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 167-178). San Francisco, CA: Jossey-Bass/Pfeiffer.

Powerful Professionals Desktop Workshop: Free Consulting Skills Resources
http://www.consultskills.com/pp_toc.htm

Unit 6: Consultation Process

Topics

- Consultation Process-Steps Two & Three:
 - ▼ Discovery & Dialogue and Feedback
 - ▼ Decision to Act
 - ▼ Case Studies

This Unit relates to course objective 1.

Required Readings

Block, P. (2010). From diagnosis to discovery. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 159-174). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Whole-system discovery. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 175-182). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Discovering gifts, capacities, and possibilities. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 183-200). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Get the picture. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 201-216). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Preparing for feedback. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 217-228). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Managing the meeting for action. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 229-248). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2010). Implementation. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 249-260). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). Making the system fully known to itself: Discovery as a collaborative process. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 125-134). San Francisco, CA: Jossey-Bass/Pfeiffer.

Unit 7: The Consultation Process**Topics**

- Consultation Process-Steps Four & Five
 - ▼ Engagement & Implementation and
 - ▼ Extension, Recycle or Termination
- Intervention Strategies

This Unit relates to course objective 1.

Required Readings

Block, P. (2010). The elements of engagement. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 261-278). San Francisco, CA: Jossey-Bass/Pfeiffer

Block, P. (2010). Teacher as consultant. In *Flawless consulting: A guide to getting your expertise used* (3rd ed., pp. 279-297). San Francisco, CA: Jossey-Bass/Pfeiffer

Block, P. (1999). Consulting as capability building. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 267-272). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). Toward a more participative productive workplace. In *Flawless consulting: A guide to getting your expertise used*. Fieldbook and Companion (2nd ed., pp. 339-354). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). My worst consulting nightmare. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 383-388). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). The engagement paradigm: Changing the way we change organizations. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2nd ed., pp. 291-306). San Francisco, CA: Jossey-Bass/Pfeiffer.

Recommended Readings

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill.

Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: How to discuss what matters most*. New York, NY: Penguin Books.

Unit 8 & 9: Developing a Business/Practice**Topics**

- Getting started in consulting/developing a practice
 - ▼ Developing a plan
 - ▼ Key elements to setting up the business
 - ▼ Marketing
 - ▼ Establishing fees

This Unit relates to course objective 3.

Recommended Readings

Weiss, A. (2004). The Quick Start. In *Getting started in consulting* (2nd ed., pp. 21-228). Hoboken, NJ: Wiley. (Instructor Note: Async lecture.)

Unit 10: Coaching and Its Growing Practice**Topics**

- Defining and understanding the coaching model
 - ▼ What is coaching
 - ▼ Historical perspective
 - ▼ Values and code of ethics
 - ▼ Qualities of a successful coach
- Business coaching
- Guest Lecturer

This Unit relates to course objective 2.

Required Readings

Edelson, M. (2010). The Practice of coaching. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 5-12). NASW Press

Edelson, M. (2010). What coaching is. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 13-32). NASW Press

Edelson, M. (2010). The need and opportunity for coaching. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 33-36). NASW Press

Edelson, M. (2010). Coaching as an alternative or complement to existing practice. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 37-50). NASW Press

Edelson, M. (2010). The theory and substance of coaching. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 51-68). NASW Press

Unit 11: Coaching and Its Growing Practice**Topics**

- Co-Active Coaching Model
- Guest Lecturer

This Unit relates to course objective 2.

Recommended Readings

Whitworth, L., Kimsey-House, H., & Sandahl, P. (1998). *Co-active coaching: New skills for coaching people toward success in work and life*. Palo Alto, CA: Davies-Black.

Unit 12: Social Entrepreneurs & Non-profit Business Development**Topics**

- Social enterprise ventures
- What is social entrepreneurship?

This Unit relates to course objective 4.

Required Readings

Berzin, S. (2012, Apr). *Where is social work in the Social Entrepreneurship movement?* *Social Work* 57(2), 185-188.

Bent-Goodley, T. (2002). Defining and conceptualizing social work entrepreneurship. *Journal of Social Work Education*. 38(2), 291-302.

Boschee, J. (2001). Eight basic principles for nonprofit entrepreneurs. *Nonprofit World*, 19, 15-18.

Ly, P. (2013). Nonprofit-public school alliance. *Stanford Journal of Social Innovation Review*, 11(1), 63-64.

Phills, A., Deiglmeier, K., & Miller, D. (2008, Fall) Rediscovering social innovation. *Stanford Journal of Social Innovation Review*, 6(4), 34-43.

Twersky, F., Buchanan, P., Threlfall, V. (2013). Listening to those who matter most, the beneficiaries. *Stanford Journal of Social Innovation Review*, _(), 40-45.

Weisbrod, B. (2004). The pitfalls of profits. *Stanford Journal of Social Innovation Review*, 2(3), 40-47.

Unit 13: Social Entrepreneurs & Non-Profit Business Development

Topics

- Examination of International Models and more case studies
- Presentation of business concepts and plans for implementation, including a professional development plan

This Unit relates to course objective 4.

Required Readings

Dunn, W. (2004, Winter). Golden opportunity. *Stanford Journal of Social Innovation Review*, 2(3), 59-64.

Meyerson, D. (2004, Fall). The tempered radicals. *Stanford Journal of Social Innovation Review*, 2(2), 14-22.

Phills, J., & Chang, V. (2005, Spring). Minnesota Public Radio: The price of success. *Stanford Journal of Social Innovation Review*, 3(1), 65-72.

Recommended Reading

Boschee, J. (2001). *The Social Enterprise Sourcebook*. Minneapolis: Northland Institute.

<http://www.northlandinst.org/sourcebook.cfm>

Social Enterprise: A Portrait of the Field. Retrieved from:

<http://community-wealth.org/content/social-enterprise-portrait-field>

Unit 14: Business Development

Topics

- Guest Presentation/Interview: A Consultant's Personal Story/Journey
- Presentation of business concepts and plans for implementation, including a professional development plan

This Unit relates to course objectives 1, 2, 3, and 4.

Unit 15: Business Development (Continued)

Topics

- Presentation of business concepts and plans for implementation, including a professional development plan

This Unit relates to course objectives 1, 2, 3, and 4.

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (maconoli@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead faculty member, Cheryl Macon-Oliver at maconoli@usc.edu or (323) 839-8564. If you do not receive a satisfactory response or solution contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at рмаiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
