



# USC | School of Social Work

## Social Work 664 Section # 60789

### Consultation, Coaching and Social Entrepreneurship

3 Units

*Entrepreneurs see opportunity, where others see problems.*

#### Term Year

[optional photo]	<b>Instructor:</b> Cheryl Macon-Oliver	<b>Course Day:</b> Tuesdays
	<b>E-Mail:</b> maconoli@usc.edu	<b>Course Time:</b> 8:00 – 10:50
	<b>Telephone:</b> 323 839-8564	<b>Course Location:</b> City Center E
	<b>Office:</b> City Center	
	<b>Office Hours:</b> 11:30 – 12:30	

#### 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**

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 format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is: <https://blackboard.usc.edu>.

**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	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1 &amp; 2</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>1 - 4</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	*	<b>4</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>		
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1, 2, &amp; 4</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1 &amp; 2</b>

8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	*	1 & 4
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		

\* 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
<b>Demonstrate Ethical and Professional Behavior:</b> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Written Paper (Midterm)  Value Clarification Assessment  Final Project  Class Participation
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand 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.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Midterm Paper</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Class Participation</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Best Reflected Self Activity</p> <p>Value Clarification Assessment</p> <p>Jung Typology Test</p>

<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	<p>Final Project</p>
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>▪ Understand the processes for translating research findings into effective practice.</li> </ul>	Use practice experience and theory to inform scientific inquiry and research.	
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	

<p><b>Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> <li>▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</li> <li>▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
	Assess how social welfare and economic policies impact the delivery of and access to social services.	
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Written Assignment (Midterm)</p> <p>Case Studies</p> <p>Final Project &amp; Presentation</p>
<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Written Assignment (Midterm)</p> <p>Final Project/Presentation</p> <p>Analysis of Case Studies</p> <p>Class Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Written Assignment (Midterm)</p> <p>Analysis of Case Studies</p>
<ul style="list-style-type: none"> <li>▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	<p>Class Participation</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	



<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	Select and use appropriate methods for evaluation of outcomes.	
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

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

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: February 2, 2016 (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: March 1, 2016 (Week 8)**

*This assignment relates to student learning outcome 1 and 3.*

**Assignment 2: 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. Hard or electronic copies of presentation and an executive summary to be submitted.

**Due: (Weeks 14 – 15)**

**(Final – Exec. Summaries Due: May 2, 2016)**

*This assignment relates to student learning outcome 3 and 4.*

**Class Participation (10%)**

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.

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

Class Grades		Final Grade	
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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 been 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- and 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* (3<sup>rd</sup> 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

**Recommended Guidebook for APA Style Formatting**

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

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

**Recommended Websites**

**Consulting success.com: Consulting Fees Calculator**  
<http://www.consultingsuccess.com/consulting-fees-calculator>

**Consulting Academy** <http://www.consultingacademy.com/>

**Mind Tools**                    <http://www.mindtools.com/>

**The Powerful Professionals Desktop Workshop:  
FREE Consulting Skills Resources**

[http://www.consultskills.com/pp\\_toc.htm](http://www.consultskills.com/pp_toc.htm)

Social Enterprise Alliance                    <https://www.se-alliance.org/why>

Ashoka: Innovators for the Public <https://www.ashoka.org/>

**Doing Well & Doing Good: Hybrid Models for Social Impact**

<http://grantspace.org/Multimedia/Video/hybrid-models-for-social-impact-2012-03-20>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course. The assigned readings, other than the required texts, can be obtained through our Library ARES system.

## Course Overview

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

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

## Course Schedule—Detailed Description

**Unit 1: Setting the Stage: The Changing Face of Social Worker within the Non-profit and For-Profit Worlds** **January 12, 2016**

### 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** **January 19, 2016**

### 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* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

**Unit 3: Organization Development** **January 26, 2016**

### 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****February 2, 2016****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**

- 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. (2011). A consultant by any other name. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

**Unit 5: Consultation Process****February 9, 2016****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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> ed., pp. 107-120). San Francisco, CA: Jossey-Bass/Pfeiffer.



Block, P. (1999). What should I do?. In *Flawless consulting: A guide to getting your expertise used* Fieldbook and Companion. (2<sup>nd</sup> 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. (2<sup>nd</sup> 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. (2<sup>nd</sup> 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](http://www.consultskills.com/pp_toc.htm)

## Unit 6: Consultation Process

February 16, 2016

### 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> ed., pp. 229-248). San Francisco, CA: Jossey-Bass/Pfeiffer.

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

**Unit 7: The Consultation Process****February 23, 2016****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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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. (2<sup>nd</sup> ed., pp. 267-272). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (1999). Making the system fully known to itself. In *Flawless consulting: A guide to getting your expertise used*. Fieldbook and Companion (2<sup>nd</sup> ed., pp. 125-134). 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. (2<sup>nd</sup> ed., pp. 383-388). 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****March 1 & 8, 2016****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* (2<sup>nd</sup> ed., pp. 21-228). Hoboken, NJ: Wiley.

**Unit 10: Coaching and Its Growing Practice****March 22, 2016****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****March 29, 2016****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****April 5, 2016****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, Winter). 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, Spring). Listening to those who matter most, the beneficiaries. *Stanford Journal of Social Innovation Review*, 11(2), 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** **April 12, 2016**

- 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 Readings**

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

<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** **April 19, 2016**

**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)** **April 26, 2016**

**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**

**April 30 – May 3,  
2016**

**FINAL EXAMINATIONS ( Final Project Due Date)**

**May 2, 2016**

## 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 ([xxx@usc.edu](mailto:xxx@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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**XII. 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."

**XIII. 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.

**XIV. 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.

**XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*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.

## **XVI. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

## **XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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.*

---