

**Social Work 664  
Sections # 67500 & 67501**

**Consultation, Coaching and Social Entrepreneurship**

**3 Units**

*Entrepreneurs see opportunity, where others see problems.*

*Fall, 2018*

**Instructor: Cheryl Macon-Oliver**

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**Office: VAC**

**Office Hours: Monday-following class  
& Tuesdays-before class**

**Course Day:**

**Mondays &  
Tuesdays**

**Course Time:**

**4:00-5:15pm  
(Mon) & 8:45-  
10:00am (Tues)**

**Course Location: VAC**

**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.

## VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

<b>Social Work Core Competencies</b>	
1	<b>Demonstrate Ethical and Professional Behavior *</b>
2	<b>Engage in Diversity and Difference in Practice *</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice *</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>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities *</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities *</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b> Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.</p>	<p>Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.</p>	<p>Demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels.</p>	<p>Skills</p>	<p><b>Unit 5:</b> Consultation Process: Step One: Entry and Contracting</p> <p><b>Unit 6:</b> Consultation Process- Steps Two &amp; Three: Discovery; &amp; Dialogue and Feedback; Decision to Act</p> <p>Case Studies</p> <p>Midterm</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</b> Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.</p>	<p>8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p>	<p>Knowledge</p>	<p><b>Unit 7</b></p> <p>Consultation Process-Steps Four &amp; Five Engagement &amp; Implementation and Extension, Recycle or Termination</p> <p>Intervention Strategies</p> <p>Midterm Paper</p>
	<p>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.</p>			<p><b>Unit 12:</b> Social Entrepreneurs and Non-Profit Business Development</p> <p>The Co-Active Coaching Model: An in-depth Discussion What is social entrepreneurship?</p> <p>Final Project- Written Business Concept &amp; Presentation</p>

## 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 14-15	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: **September 17 (Monday Class) & September 18 (Tuesday Class) by 11:59 pm.** (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: **October 15 (Monday class) & October 16 (Tuesday class) by 11:59 pm.** (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. Hard or electronic copies of presentation and an executive summary to be submitted.

Due: (Weeks 14 – 15) Final Paper Due **December 10<sup>th</sup> (both classes) by 12:00pm (noon)**

*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
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>	Jung Typology Test™ <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a>
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>	Value Clarification Assessment Competency Assessment 360 Evaluation-"Best Reflected Self" (Due Wk. 4)
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>	Consulting Aptitude Assessment
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>	Midterm Due
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

<b>Unit 1:</b>	<b>Setting the Stage: The Changing Face of Social Worker within the Non-profit and For-Profit Worlds</b>	<b>Date: August 27, 2018 &amp; August 28, 2018</b>
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### 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**

**Date: September 3,  
2018 (HOLIDAY) &  
September 4, 2018**

**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**

**Date: September 10  
& September 11,  
2018**

**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**

**Date: September 17  
& September 18,  
2018**

**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

Date: September 24  
& September 25,  
2018

### 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**

**Date: October 1 &  
October 2, 2018**

**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**

**Date: October 8 &  
October 9, 2018**

**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

Date: October 15 /  
22 & October 16 /  
23, 2018

### 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

Date: October 29 &  
October 30, 2018

### 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**

**Date: November 5 & November 6, 2018**

**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**

**Date: November 12 & November 13, 2018**

**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**

**Date: November 19  
& November 20,  
2018**

- 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.

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**

**Date: November 26  
& November 27,  
2018**

**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)**

**Date: December 3 &  
December 4, 2018**

**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/FINALS WEEK**



## University Policies and Guidelines

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### 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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **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 (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## **XVIII. 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 Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

## **XIX. 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.

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*Don't procrastinate or postpone working on assignments.*

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