USC Suzanne Dworak-Peck
School of Social Work

SOWK 664
Section 60684

Consultation, Coaching and Social Entrepreneurship

3 Units

Entrepreneurs see opportunity, where others see problems.

Fall 2020

Instructor:	Rick Newmyer, MSW		
Email:	newmyer@usc.edu	**Course Day:**	Thursday
Telephone:	619.370.1350	**Course Time:**	4:45 to 6:00 p.m.
Office Hours:	Thursdays 11:00 a.m. to 12 noon	**Course Location:**	Online
	Other times by arrangement		

I.   COURSE PREREQUISITES

SOWK 506, SOWK 536, SOWK 546

II.   CATALOGUE DESCRIPTION

Expanding roles that social workers perform 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 perform 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

	Objectives
1	Increase student's awareness of their core values, styles and competencies that serve to anchor the development of an ethical and authentic practice.
2	Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.
3	Teach skills for comparing the theories and practice of coaching with the therapeutic process and examining its use as social workers.
4	Present the many opportunities for the social work profession to engage in entrepreneurial practice, including the development of a consultation business.
5	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:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* 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
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. 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.	Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.	Demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels	Skills	Unit 4: Consultation Process: Step One: Entry and Contracting

Unit 5: Consultation Process-Steps Two & Three: Discovery; & Dialogue & Feedback; Decision to Act

Case Studies

Midterm |

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. 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, interprofessional, and interorganizational collaboration.	Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies. 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	8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.	Knowledge	Unit 6 Consultation Process - Steps Four & Five Engagement & Implementation and Extension, Recycle or Termination Intervention Strategies Midterm Paper Unit 12: Social Entrepreneurs and Non-Profit Business Development Unit 10: The Co-Active Coaching Model: An in-depth Discussion What is social entrepreneurship? Final Project - Written Business Concept & Presentation

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
1: Best Reflected Self	Week 4	15%
2: Midterm Paper: Application of Consultation Process	Week 8	30%
3: Final Project & Presentation: Business Concept	Weeks 14-15	45%
In-class Exercises & Class Participation	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 …" The assignment concludes with the development of your "speaker sheet".

Due: Week 4 –

This assignment relates to student learning outcome 1 & 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 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 2 & 4.

Assignment 3: Final Project & Presentation (45%)

Class project and presentation, may be as a group, presenting a business concept / plan for a consultation, private or coaching practice that is of interest; research and present a social enterprise model detailing its successes and challenges in developing an enterprise venture; proposing the development of a nonprofit business, including discussing a plan for financial sustainability. Electronic copies of presentation and an executive summary to be submitted.

Due: Weeks 14 & 15.

This assignment relates to student learning outcome 4 & 5.

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.

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-

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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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.

Edelson, M. (2010). Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals. NASW Press

Recommended Textbooks

Block, P. (2001). *The flawless consulting fieldbook & companion: A guide to understanding your expertise*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

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

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.

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Course Overview

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Unit	Topics	Assignments
1	**Course Introduction and Overview** ➤ Establishing the Learning environment **Business vs. Social Entrepreneurship: What's the Difference** **Promoting Learning Organizations: An examination and review of underlying theories and principles and the field of organization development** ➤ Twelve Building Blocks of a Learning Organization ➤ The thirteenth Block: Diversity, inclusion & equity	Jung Typology Test™ http://www.humanmetrics.com/cgi-win/jtypes2.asp
2	**The Consultant's Calling** ➤ What does it mean to be an authentic consultant? ➤ Consulting Truths **Who are You? An examination of values, styles and competencies** ➤ The COP Model ➤ Why Clients Hire You ➤ Becoming a culturally competent consultant	Value Clarification Assessment Competency Assessment 360 Evaluation **-** "Best Reflected Self" (Due Wk. 4)
3	**Organization Development and Change Management Models** **John Kotter's Change Management Model** ➤ Eight Step Process **Consultation Skills**	
4	**Consultation Models** **Consultation Roles** **Understanding Who the Client Is: Layers of Clients** ➤ Managing Client Expectations **Consultation Process: Step One-Entry & Contracting**	Consulting Aptitude Assessment "BRS" Due
5	**Entry & Contracting** **Consultation Process - Steps Two & Three** ➤ Discovery and Data Collection ➤ The Diagnostic Process ➤ Integrated Approach to Change ➤ Decision to Act	
6	**Consultation Process – Steps Four & Five** ➤ Engagement & Implementation ➤ Extension, Recycle & Termination **Ethics and the Shadow Side of Consulting**	

Unit	Topics	Assignments
7	**Starting a Business** **Establishing Your Fees** **Determining Project Estimates** ➢ Pricing Structure **Developing a Business Plan**	
8	**Getting Started in Business** ➢ Creating Infrastructure & Marketing Materials ➢ Reaching Out for Business **Traits of a Successful Entrepreneur**	**Midterm Due**
9	**Coaching and Its Growing Practice** ➢ What is Coaching ➢ Historical Perspective ➢ Values & Code of Ethics **Types of Coaching** **Comparing Coaching to Other Models** **Qualities of a Successful Coach**	
10	**Co-Active Coaching Model** ➢ Guest Lecturer	
11	**Workplace Coaching** ➢ Situational Theory ➢ Business Coaching ➢ Executive Coaching ➢ Coaching for Performance ➢ Leadership Coaching	
12	**Social Entrepreneurs & Non-profit Business Development** ➢ What is social entrepreneurship ➢ Social enterprise ventures	Case Studies
13	**Corporate Social Responsibility Programs** ➢ **International Models** **Business Development Coaching Session**	Case Studies
14	**Final Project Presentations**	
15	**Final Project Presentations**	
	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

- **Course Introduction and Overview**
  - ➤ Establishing the Learning environment
  - ➤ **Activity:** Determining Engagement and Participation
- **Business vs. Social Entrepreneurship: What's the Difference**
- **Promoting Learning Organizations: An examination and review of underlying theories and principles and the field of organization development**
  - ➤ 12 Building Blocks of a Learning Organization
  - ➤ The "thirteenth Block": Diversity, inclusion & equity
- **Who Are You: Know your value**
  - ➤ **Activity:** Jung Typology Test™. Human Metrics. Retrieved from http://www.humanmetrics.com/cgi-win/jtypes2.asp

This Unit relates to course objective 1.

Required Readings

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

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

Bennett, J., & O'Brien, M. (1994). The 12 building blocks of a learning organization. *Training, 31.*

Sue, D.W. (2008). Multicultural organizational consultation: A social justice perspective. *Consulting Psychology Journal: Practice and Research, Vol.60, No. 2, pp.157-169.*

Behring, S.T., Ingraham, C.L. (1998). Culture as a central component of consultation: a call to the field. *Journal of Educational and Psychological Consultation. Vol.9, No.1 ,pp.57-72.*

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

Topics

- **The Consultant's Calling**
  - ➢ What does it mean to be an authentic consultant
  - ➢ Consulting Truths

- **Who are You? An examination of values, styles and competencies**
  - ➢ The COP Model
  - ➢ What's Your Style, Values, and Competencies
- **Why Clients Hire You**

In Class Assignments:

- ➢ Values Clarification Activity
- ➢ Competency Assessment

This Unit relates to course objective 1.

Required Readings

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

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.

Griffin, A.C. (2001). Maintaining authenticity and credibility. Consulting to Management, Vol. 12 No. 3, pp.21-24

Recommended Readings

Zenger, J.H. & Folkman, J. (2002). Leaders must fit their organizations. *In the Extraordinary Leader (pp.111-136). New York, NY: McGraw-Hill.*

Unit 3: Organization Development

Topics

- **Organization Development and Change Management Models**
  - ➢ Life Cycles of an Organization
  - ➢ Organization Development – Definition
  - ➢ Levels of Analysis
- **John Kotter's Change Management Model**
  - ➢ **Eight Step Process**
- **Consultation Skills**

This Unit relates to course objectives 2 & 4.

Required Readings

Armenakis, A., Harris, S.G., Mossholder, K.W. (1993). Creating readiness for organizational change. Human Relations, Vol.46, No. 6, 681.

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.

Kotter, John. Leading Change: Why Transformation Efforts Fail. Harvard Business Review, March-April, 1995. http://www.gsbcolorado.org/uploads/general/PreSessionReadingLeadingChange-John_Kotter.pdf

Winum, P., Ryterband, E., Stephenson, P. (1997). Helping organizations change: a model for guiding consultation. Psychology Journal: Practice and Research, Vol.49, No.1, pp.6-16.

Recommended Readings

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

Video:

Peter Block on the Challenges of Consulting http://youtu.be/DaVzpyTUr84

Unit 4: Consultation Practice

Topics

■ The Consultation Process
- ➢ Consultation Skills
    - ▽   Activity: Your Consulting Aptitude
- ➢ Consultation Models
    - ▽   Purchase of Expertise; Doctor/Patient; Process Consultation Models
- ➢ Consultation Roles
    - ▽   Expert; Pair of Hands; Collaborative

■ Understanding Who the Client Is: Layers of Clients

- ➢ Managing Client Expectations

- ➢ **Case Study**

■ Entry & Contracting

- ➢ The Proposal/Contract

- ➢ Contract Elements

- ➢ Exploratory Meeting

Handout: Your Consulting Aptitude
Case Study

This Unit relates to course objectives 2 & 4.

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., 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.

Nastasi, B.K. (2005). School consultants as change agents in achieving equity for families in public schools. Journal of Educational and Psychological Consultation, 16 (1&2), pp.113-125.

Schein, E.H. (1995). Process consultation, action research and clinical inquiry: are they the same? Managerial Psychology, Vol.10 Issue 6, pp.14-19.

Video:

Performance Consulting-Reframing Skills http://youtu.be/SAxQcEP2EiY

Unit 5: Consultation Practice

Topics

Entry & Contracting

Consultation Process-Steps Two & Three:
- Discovery & Data Collection
- The Diagnostic Process
- Integrated Approach to Change
- Decision to Act

Case Study

This Unit relates to course objectives 2 & 4.

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.

McLachlin, R.D. (1999). Factors for consulting engagement success. Management Decision, Vol. 37 Issue:5, pp.394-404.

Recommended Readings

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.

Unit 6: The Consultation Proces

Topics

- **Case Study: An Example of an OD Case**
- **Consultation Process – Steps Four & Five**
    - **Engagement & Implementation**
    - **Extension, Recycle or Termination**
        - **Class Activity**
- **Ethics and the Shadow Side of Consulting**
    - Avoiding Commercialization
    - Undermining Service
    - Owning the Shadow
    -

This Unit relates to course objectives 2 & 4.

Required Readings

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. (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

Erchul, W.P. (1999). Two steps forward, one step back: collaboration in school-based consultation. Journal of School Psychology, Vol.37, No. 2, pp.191-203.

Recommended Readings

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). Making the system fully known to itself. In *Flawless consulting: A guide to getting your expertise used*. Fieldbook and Companion (2nd 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. (2nd ed., pp. 383-388). San Francisco, CA: Jossey-Bass/Pfeiffer..

Unit 7: Developing a Business/Practice

Topics

- **Starting a Business** (Consulting, Private Practice, Coaching Practice or Non-profit)
  - ➢ Setting Work Boundaries
  - ➢ Managing Your Calendar
  - ➢ Making Money
  - ➢ Negotiating Fees
- **Establishing Your Fees**
  - ➢ **Handout: Financial Calculations**
- **Determining Project Estimates**
  - ➢ Pricing Structure
  - ➢ Pricing Decisions
  - ➢ Fee Increases
- **Developing a Business Plan**
  - ▪ **Handout: Business Plan Template**

This Unit relates to course objectives xxx.

Recommended Readings

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

Unit 8: Developing a Business/Practice

Topics

- **Getting Started in Business**
  - ➢ Creating Infrastructure & Marketing Materials
  - ➢ Reaching out for Business (Marketing)
  - ➢ Choosing organizations
- **Traits of a Successful Entrepreneur**

  Handout: Business Tools

This Unit relates to course objectives 4.

Websites

12 Ways to Generate Leads for Your Consulting Business - Entrepreneur
https://www.entrepreneur.com/article/272161

Americanexpress.com/openforum

Unit 9: Coaching and Its Growing Practice

Topics

- **Coaching and Its Growing Practice**
  - What is coaching
  - Historical perspective
  - Values & code of ethics
- **Types of Coaching**
- **Comparing Coaching to Other Models**
- **Qualities of a successful coach**

This Unit relates to course objectives 3.

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

Videos

How Coaching Works: A Short Movie
http://www.youtube.com/watch?v=UY75MQte4RU

What is Business Coaching
http://youtu.be/Pe9kucCm6rA

What is Life Coaching
http://www.youtube.com/watch?v=jqhXqzDrluA

Website

International Coach Federation: ICF
https://coachfederation.org/

Unit 10: Coaching and Its Growing Practice

Topics

- **Co-Active Coaching Model**
  - **Guest Lecturer**

This Unit relates to course objectives 4.

Required Readings

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

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.

<div style="background:#b30000;color:white;padding:4px 10px;font-weight:bold">Unit 11: Coaching and Its Growing Practice</div>

Topics

🟫 Workplace Coaching
- ➤ Situational Theory
- ➤ Business Coaching
- ➤ Executive Coaching
- ➤ Coaching for Performance
- ➤ Leadership Coaching

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This Unit relates to course objectives 4.

Required Readings

Athanasopoulou, A., Dopson, S. (2017). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters most? The Leadership Quarterly, 29 (2018), pp 70-88.

Ye, R., Wang, X., Wendt, J., Wu, J., Euwema, M. (2015). Gender and managerial coaching across cultures: female managers are coaching more. The International Journal of Human Management, http://dx.doi.org/10.1080/09585192.2015.1075570

Recommended Readings

Zeus, P., & Skiffington, S.(2002). Coaching at Work. Australia, McGraw-Hill.

<div style="background:#b30000;color:white;padding:4px 10px;font-weight:bold">Unit 12: Social Entrepreneurs & Non-profit Business Development</div>

Topics

🟫 **Social Entrepreneurs & Non-profit Business Development**
- ➤ What is social entrepreneurship
- ➤ Social enterprise ventures
- ➤ Examination of case studies

This Unit relates to course objectives 5.

Required Readings

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

Topics

- Corporate Social Responsibility Programs
  - ➢ International Models
- Business Development Coaching Session

This Unit relates to course objectives 5.

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**

Websites

Social Enterprise: A Portrait of the Field. Retrieved from: **http://community-wealth.org/content/social-enterprise-portrait-field**

Unit 14: Business Proposal

Topics

- **Final Project Presentations**

This Unit relates to course objectives 2,3 & 4.

Unit 15: Business Proposal

Topics

- **Final Project Presentations**

This Unit relates to course objectives 2, 3 & 4.

STUDY DAYS & FINAL EXAMINATIONS

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 newmyer@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

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

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call USC Student Health Sexual Assault & Survivor Support: https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
 equity.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy,

veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support – (213) 740-2421
USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/ Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

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

The Office of Disability Services and Programs (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

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

Diversity at USC – (213) 740-2101
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

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

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, emergency.usc.edu

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.

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 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.

XVI. 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.

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 cannot discuss it with the instructor, contact MSW Chair Dr. Leslie Wind for further guidance.

XVIII.   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.