

**SOWK 664**

**Section 60848**

**Consultation, Coaching, and Social Entrepreneurship**

**3 Units**

*Entrepreneurs see opportunity, where others see problems.*

**Fall 2022**

<b>Instructor:</b>	Rick Newmyer, MSW	<b>Course Day:</b>	Thursday
<b>Email:</b>	<a href="mailto:newmyer@usc.edu">newmyer@usc.edu</a>	<b>Course Time:</b>	1:00 to 3:50 p.m.
<b>Telephone:</b>	619.370.1350	<b>Course Location:</b>	SOS B48
<b>Office:</b>	TBA		
<b>Office Hours:</b>	Thursday 11:30 a.m. to 12:30 p.m. Other days/times by arrangement		

**COURSE PREREQUISITES**

SOWK 506, SOWK 536, SOWK 546

**CATALOGUE DESCRIPTION**

Expanding roles that social workers perform within both nonprofit and for-profit corporations.

**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 nonprofit and for-profit corporations. Students will examine and analyze practices of nonprofit management that focuses on economic empowerment and nonprofit 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.

## 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	Compare the theories and practice of coaching with the therapeutic process and examining its use as social workers.
4	Learn opportunities for the social work profession to engage in entrepreneurial practice, including the development of a consultation business.
5	Identify and examine the role of nonprofits in the creation of social purpose businesses intended to provide expanded opportunity for those on the margins of our nation's economic mainstream.

## 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.

## 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	<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

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s),

behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

### **COURSE ASSIGNMENTS, DUE DATES & GRADING**

<b>Assignment</b>	<b>Due</b>	<b>% of Grade</b>
Assignment 1: Best Reflected Self	Unit 4 – Sep 15 <sup>th</sup>	20%
Assignment 2: Application of Consulting Process	Unit 9 – Oct 20 <sup>th</sup>	30%
Assignment 3: Business Concept	Unit 15 – Dec 1 <sup>st</sup>	40%
Class Participation	Ongoing	10%

#### **Assignment 1: Best Reflected Self (20%)**

This is an individual assignment. The purpose of this assignment is for you to gain insight and create a portrait of your best self that can help guide your professional endeavors and contributions. This portrait should weave together themes from feedback you receive from others, in-class assessments, and your own observations. The full assignment prompt will be shared and reviewed in class.

#### **Due: Week 4**

*This assignment relates to student learning outcomes 1 & 4.*

#### **Assignment 2: Application of Consulting Process (30%)**

This assignment may be done individually or in groups of 2-3. The purpose of this assignment is for you to apply the Flawless Consulting model to an organization. The assignment is structured to parallel the five phases of Block's model. Choose an organization where you have worked/interned (currently or in the past). You are encouraged to keep this project to a reasonably narrow scope. The full assignment prompt will be shared and reviewed in class.

#### **Due: Week 9**

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

#### **Assignment 3: Business Concept (40%)**

This assignment may be done individually or in groups of 2-3. This assignment will serve as an opportunity to visualize and think strategically about how you might implement the concepts presented in class. A number of business concepts were discussed this semester: organizational consulting, coaching, private practice, nonprofits, and social enterprises. Your plan may involve any of these concepts. This assignment includes a written component and presentation. The full assignment prompt will be shared and reviewed in class.

#### **Due: Week 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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

## Attendance and Participation

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**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.

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.

## Course Overview

Unit	Date	Topics	Assignments
1	Aug 25	Setting the Stage: The Changing Face of Social Work <ul style="list-style-type: none"> <li>Course Introduction and Overview</li> <li>Business vs. Social Entrepreneurship</li> <li>Learning Organizations</li> </ul>	
2	Sep 1	The Pathways into Consulting <ul style="list-style-type: none"> <li>The Consultant's Calling</li> <li>Authentic consulting</li> </ul>	
3	Sep 8	Organization Development and Change Management <ul style="list-style-type: none"> <li>Life Cycles of an Organization</li> <li>Organization Development</li> <li>Levels of Analysis</li> </ul>	
4	Sep 15	Consultation Practice <ul style="list-style-type: none"> <li>Consultation Models and Roles</li> <li>Entry and Contracting</li> </ul>	Assignment 1
5	Sep 22	Consultation Practice <ul style="list-style-type: none"> <li>Discovery &amp; Dialogue</li> <li>Analysis and the Decision to Act</li> </ul>	
6	Sep 29	The Consultation Process <ul style="list-style-type: none"> <li>Engagement and Implementation</li> <li>Extension, Recycle, or Termination</li> <li>Ethics and the Shadow Side of Consulting</li> </ul>	
7	Oct 6	Developing a Business Practice <ul style="list-style-type: none"> <li>Starting a Business</li> <li>Establishing Your Fees</li> <li>Developing a Business Plan</li> </ul>	
8	Oct 13	<b>NO LIVE CLASS – USC FALL RECESS</b>  Developing a Business Practice <ul style="list-style-type: none"> <li>Creating Infrastructure &amp; Marketing Materials</li> <li>Traits of a Successful Entrepreneur</li> </ul>	
9	Oct 20	Coaching and Its Growing Practice <ul style="list-style-type: none"> <li>The Practice of Coaching</li> <li>What Coaching Is</li> <li>Opportunities for Coaching</li> </ul>	Assignment 2
10	Oct 27	Coaching and Its Growing Practice <ul style="list-style-type: none"> <li>Comparing Coaching to Other Practices</li> <li>Schools of Coaching</li> <li>Coaching Skills</li> </ul>	

11	Nov 3	Coaching and Its Growing Practice <ul style="list-style-type: none"> <li>• Team Coaching</li> <li>• Legal and Ethical Issues</li> <li>• Diversity, Equity, and Inclusion</li> </ul>	
12	Nov 10	Social Entrepreneurs & Nonprofit Business Development <ul style="list-style-type: none"> <li>• What is social entrepreneurship?</li> <li>• Social enterprise ventures</li> </ul>	
13	Nov 17	Social Entrepreneurs & Nonprofit Business Development <ul style="list-style-type: none"> <li>• Corporate Social Responsibility (CSR) Programs</li> <li>• Diversity, Equity, and Inclusion</li> <li>• Critique of Social Entrepreneurship and CSR</li> </ul>	
14	Nov 24	<b>NO LIVE CLASS – THANKSGIVING BREAK</b>  Business Concept <ul style="list-style-type: none"> <li>• Delivering a business pitch</li> </ul>	
15	Dec 1	Business Concept <ul style="list-style-type: none"> <li>• Assignment 3 Presentations</li> </ul>	Assignment 3

## Course Schedule—Detailed Description

### Unit 1: Setting the Stage: The Changing Face of Social Work

Aug 25

#### Topics

- Course Introduction and Overview
- Business vs. Social Entrepreneurship
- Learning Organizations
- Diversity, inclusion & equity
- 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

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

Hansen, J., Jensen, A., & Nguyen, N. (2020). The responsible learning organization: Can Senge (1990) teach organizations how to become responsible innovators? *The Learning Organization*, 27(1), 65–74.

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

### Unit 2: The Pathway into Consultation/Coaching

Sep 1

#### Topics

- The Consultant's Calling
- What does it mean to be an authentic consultant?
- Who Are You? An examination of values, styles, and competencies
- Why Clients Hire You

This Unit relates to course objective 1.

#### Required Readings

Block, P. (2011). A consultant by any other name. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 1-11). San Francisco, CA: Jossey-Bass/Pfeiffer.

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



### Unit 3: Organization Development

Sep 8

#### Topics

- Organization Development and Change Management
- Life Cycles of an Organization
- Organization Development
- Levels of Analysis
- Consultation Skills

This Unit relates to course objectives 2 & 4.

#### Required Readings

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.

Baughen, A., Oswick, C., & Oswick, R. (2020). Rethinking “Organizational Effectiveness” as a Core Premise of Organization Development: Beyond Narrow Organizational Interests and Towards Wider Soulful Interventions. *Journal of Change Management*, 20(4), 333–341.

Gratton, P. C., D.B.A. (2018). Organization Development and Strategic Planning for Non-Profit Organizations. *Organization Development Journal*, 36(2), 27-38.

Samuel, Y. (2017). A theoretical framework. In *Organizational pathology: life and death of organizations* (pp. 1-9). Routledge.

Appelbaum, S., Habashy, S., Malo, J., & Shafiq, H. (2012). Back to the future: revisiting Kotter’s 1996 change model. *The Journal of Management Development*, 31(8), 764–782.

### Unit 4: Consultation Practice

Sep 15

#### ASSIGNMENT 1 DUE BEFORE CLASS

#### Topics

- The Consultation Process
- Consultation Models
- Consultation Roles
- Understanding Who the Client Is
- Entry & Contracting

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* (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., 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. (2011). Understanding resistance. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 129-148). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2011). Dealing with resistance. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 149-158). San Francisco, CA: Jossey-Bass/Pfeiffer.

## Unit 5: Consultation Practice

Sep 22

### Topics

- Discovery & Dialogue
- Analysis and the Decision to Act

This Unit relates to course objectives 2 & 4.

### Required Readings

Block, P. (2011). 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. (2011). 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. (2011). 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. (2011). 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. (2011). Preparing for feedback. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 217-227). San Francisco, CA: Jossey-Bass/Pfeiffer.

Block, P. (2011). Managing the meeting for action. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 229-247). San Francisco, CA: Jossey-Bass/Pfeiffer.

## Unit 6: The Consultation Process

Sep 29

### Topics

- Engagement and Implementation
- Extension, Recycle, or Termination
- Ethics and the Shadow Side of Consulting

This Unit relates to course objectives 2 & 4.

### Required Readings

Block, P. (2011). Implementation. In *Flawless consulting: A guide to getting your expertise used* (3<sup>rd</sup> ed., pp. 249-259). San Francisco, CA: Jossey-Bass/Pfeiffer.

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. (2010). 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.

Stroh, L. K. (2019). Ending the project. In *The basic principles of effective consulting* (2<sup>nd</sup> ed., pp. 153-163). Routledge.

## Unit 7: Developing a Business/Practice

Oct 6

### Topics

- Starting a Business
- Establishing Your Fees
- Developing a Business Plan

This Unit relates to course objectives 4 & 5.

### Recommended Readings

Butler, I. K., & Tracy, S. (2015). The business behind consulting. In *Odyssey-The Business of Consulting: How to Build, Grow, and Transform Your Consulting Business* (pp. 97-125). Productivity Press.

Edelson, M. (2010). Marketing and practice building. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 97-128). NASW Press.

## Unit 8: Developing a Business/Practice

Oct 13

**NO LIVE CLASS – USC FALL RECESS**

### Topics

## Unit 8: Developing a Business/Practice

Oct 13

- Getting Started in Business
- Creating Infrastructure & Marketing Materials
- Choosing organizations
- Traits of a Successful Entrepreneur

This Unit relates to course objective 4.

Consulting Fees Guide:

<https://www.consultingsuccess.com/consulting-fees>

Opening a Private Practice:

<https://cdn.ymaws.com/www.naswca.org/resource/resmgr/imported/SettingUpAPrivatePractice.pdf>

Guide to Private Practice Social Work for Prospective LCSWs:

<https://www.onlinemswprograms.com/careers/private-practice-social-work/>

Introduction to Lean Canvas:

[https://medium.com/@steve\\_mullen/an-introduction-to-lean-canvas-5c17c469d3e0](https://medium.com/@steve_mullen/an-introduction-to-lean-canvas-5c17c469d3e0)

## Unit 9: Coaching and Its Growing Practice

Oct 20

### ASSIGNMENT 2 DUE BEFORE CLASS

#### Topics

- The Practice of Coaching
- What Coaching Is
- Opportunities for Coaching

This Unit relates to course objective 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. 5-11). 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. 33-35). NASW Press

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.

## Unit 10: Coaching and Its Growing Practice

Oct 27

### Topics

- Comparing Coaching to Other Practices
- The Coaching Process
- Schools of Coaching
- Coaching Skills

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
- Edelson, M. (2010). Schools of coaching. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 69-77). NASW Press
- Edelson, M. (2010). The coaching process. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 79-86). NASW Press
- Edelson, M. (2010). Skills. In *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals* (pp. 87-90). NASW Press

## Unit 11: Coaching and Its Growing Practice

Nov 3

### Topics

- Team Coaching
- Legal and Ethical Issues
- Diversity, Equity, and Inclusion

This Unit relates to course objective 4.

### Required Readings

- Clutterbuck, D., Gannon, J., Lowe, K., & Hayes, S. (2019). Coaching many: team and group coaching. In *The practitioner's handbook of team coaching* (pp. 24–35). essay, Routledge is an imprint of the Taylor & Francis Group.
- Clutterbuck, D., Gannon, J., Lowe, K., & Hayes, S. (2019). Team coaching: a strengths-based approach. In *The practitioner's handbook of team coaching* (pp. 258–269). essay, Routledge is an imprint of the Taylor & Francis Group.

Iordanou, I., Hawley, R., & Iordanou, C. (2017). Developing the coaching relationship. In *Values and ethics in coaching* (pp. 49-64). SAGE Publications Ltd.

Iordanou, I., Hawley, R., & Iordanou, C. (2017). Developing an evidence-based coaching practice. In *Values and ethics in coaching* (pp. 79-91). SAGE Publications Ltd.

Ye, R., Wang, X., Wendt, J., Wu, J., & Euwema, M. (2016). Gender and managerial coaching across cultures: female managers are coaching more. *International Journal of Human Resource Management*, 27(16), 1791–1812.

International Coaching Federation: ICF Code of Ethics:

<https://coachingfederation.org/ethics/code-of-ethics>

## **Unit 12: Social Entrepreneurs & Nonprofit Business Development**

**Nov 10**

### **Topics**

- What is social entrepreneurship?
- Social enterprise ventures

This Unit relates to course objective 5.

### **Required Readings**

Phillips, W., Lee, H., Ghobadian, A., O'Regan, N., & James, P. (2015). Social Innovation and Social Entrepreneurship: A Systematic Review. *Group & Organization Management*, 40(3), 428–461.

Chandra, Y., & Shang, L. (2021). Social entrepreneurship interventions in the HIV/AIDS sector: A social entrepreneurship–social work perspective. *International Social Work*, 64(1), 5–23.

Bacq, S., & Lumpkin, G. T. (2021). Social Entrepreneurship and COVID-19. *Journal of Management Studies*, 58(1), 283–286.

## **Unit 13: Social Entrepreneurs & Nonprofit Business Development**

**Nov 17**

### **Topics**

- Corporate Social Responsibility (CSR) Programs
- Diversity, Equity, and Inclusion in Social Entrepreneurship and CSR
- Critique of Social Entrepreneurship and CSR

This Unit relates to course objective 5.

### **Required Readings**

Rangan, V.K., Chase, L., & Karim, S. (2015), The truth about CSR, *Harvard Business Review*, Jan-Feb <https://hbr.org/2015/01/the-truth-about-csr>.

Setó-Pamies, D. (2015). The Relationship between Women Directors and Corporate Social Responsibility. *Corporate Social-Responsibility and Environmental Management*, 22(6), 334–345.

Spicer, J., Kay, T., & Ganz, M. (2019). Social entrepreneurship as field encroachment: How a neoliberal social movement constructed a new field. *Socio-Economic Review*, 17(1), 195–227.

Chalmers, D. (2021). Social Entrepreneurship's Solutionism Problem. *Journal of Management Studies*, 58(5), 1363–1370.

Digital Marketing Institute: 16 Brands Doing Corporate Social Responsibility Successfully: <https://digitalmarketinginstitute.com/blog/corporate-16-brands-doing-corporate-social-responsibility-successfully>

#### Unit 14: Business Concept

Nov 24

**NO LIVE CLASS – THANKSGIVING BREAK**

##### Topics

- Business concept
- Delivering a business pitch

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

##### Explore

Venngage: 20+ Business Pitch Deck Templates to Win New Clients and Investors: <https://venngage.com/blog/business-pitch-deck-templates/>

Entrepreneur: 13 Tips on How to Deliver a Pitch Investors Simply Can't Turn Down: <https://www.entrepreneur.com/article/251311>

Forbes 13 Investor-Pitching Tips For First-Time Entrepreneurs: <https://www.forbes.com/sites/forbesfinancecouncil/2020/01/13/13-investor-pitching-tips-for-first-time-entrepreneurs/?sh=2079fbb86ba6>

#### Unit 15: Business Concept

Dec 1

**ASSIGNMENT 3 MATERIALS ARE DUE ONE HOUR BEFORE CLASS**

##### Topics

- Assignment 3 presentations

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

## **List of Appendices**

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems



## Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objectives	Behaviors	Dimensions	Content
<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.	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  Assignment 2

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

## **Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

Within the USC Suzanne Dworak-Peck 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.

## Appendix C: Recommended Instructional Materials and Resources

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7<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.

## **Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## **Appendix E: University Policies and Guidelines**

### **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](mailto: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 Policies and Procedures](#) for additional information on attendance policies.

### **Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### **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 by the instructor and reported on the official "Incomplete Completion Form."

### **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.

### **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.

### **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.

### **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.

### **Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

### **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.



## **Appendix F: Support Systems and Additional Resources**

### **Counseling and Mental Health**

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### **National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### **Relationship and Sexual Violence Prevention Services (RSVP)**

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### **USC Office of Equity, Equal Opportunity, and Title IX**

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### **Reporting Incidents of Bias or Harassment**

[https://usc-advocate.symplcity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplcity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### **The Office of Disability Services and Programs**

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

### **USC Campus Support and Intervention**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### **Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### **USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### **USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **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,