



EDUC 852 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 852

Course Title: Consulting Skills

School/Division: School of Education and Behavioral Sciences

Term: Spring 2023 / April 10 - June 19

Credits: 3

Instructor Name: Dr. Dale K. Castro

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Office Hours: By appointment

University Course Catalog Description

This course focuses on the role of consultants. The tasks of consultants are distinguished from those of organizational leaders. Steps in the consulting process are engaged through case analysis, and students learn practical approaches to helping clients navigate change effectively. Special focus is given to students developing an understanding of themselves as consultants and agents of change.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Explore the role of a consultant in an organizational setting through action-research and application. (PLO 1, 3)
2. Develop a framework that can be applied towards building a consultancy practice. (PLO 3)

3. Incorporate a universal perspective about decision making and its impact upon supporting change through consultancy services. (PLO 2, 3)

Learning Materials

- Robson, M. (2022). *Start and grow your own consulting business from zero*. Las Vegas: The Consulting Club.
- Other learning materials will be provided when necessary.

Assessment

Assignments	Max Points
Assignment #1: What is the role of a consultant and why do I care?	10
Assignment #2: Interview a consultant. What kinds of consultants are out there?	20
Assignment #3: What might your consultancy outline look like?	20
Assignment #4: Perfect your pitch. How might you articulate what you have to offer?	20
Assignment #5: Establish a consultancy checklist: What criteria are you applying to your consultancy planning?	30
Total	100

Excused late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted. If there is an emergency, be sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

Schedule

Week	Topic	Review/Assignment
Week 1 April 10-16	<p>What is the role of a consultant and why do I care?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> 1. To the extent you are comfortable, share your background in education, work, and personal life. 2. Answer this question: What is the role of the consultant and why do I care? 3. Integrate content from the course textbook. <p><u>Read:</u> Introduction Chapter 1: <i>Thinking Like An Entrepreneur</i> Chapter 2: <i>The Basics: Assess Your Expertise and Determine Your Niche</i></p>	<p>Assignment #1 Points 10</p> <p>DUE DATE: Sunday, April 16</p> <p>Note: For all written assignments proper citations using APA formatting as outlined for this program should be applied. Evidence of your integration of the concepts of the course reading should be evident.</p>

	<p>Watch: Marketing Business Network. (2022, February 10). What is a Consultant? [Video]. YouTube. https://www.youtube.com/watch?v=P6t_Wv9IngQ</p> <p>Product: 3 Page maximum essay. Double spaced and using 12 point Times New Roman font (This should be used for all assignments).</p>	
<p>Weeks 2-3 April 17-30</p>	<p>What kinds of consultants are out there? Interview a consultant.</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> 1. Research consultants. 2. Reach out to a consultant and develop a list of questions you want to inquire about? <ol style="list-style-type: none"> a. How did you get started? b. Who is your target audience? c. What service(s) do you provide? d. What advice would you share with a new consultant starting out? 3. You can conduct your research by doing an in-person interview, e-mail correspondence, literature review or any other way that you can ascertain information to complete your report. 4. Complete a summary report about what you learned and how this impacted you? 5. Integrate content from the course textbook in your report. <p><u>Read:</u> Chapter 3: <i>Company Creation 101: Legal Stuff You Should Consider</i> Chapter 4: <i>Money Talks- How to Finance Your Business</i></p>	<p>Assignment #2 Points 20</p> <p>DUE DATE: Sunday, April 30</p> <p>EDUC 852 Consulting Skills Interview Report Form</p> <p>Post your interview notes in Canvas.</p> <p>Provide comments to each of your classmates.</p>

	<p>Watch: Consulting Success. (2021, June 16). From Side Hustle To Successful Consulting Business [Video]. YouTube. https://www.youtube.com/watch?v=eDV5Mt3CdiI</p> <p>Product: 3 page maximum report.</p>	
<p>Weeks 4-5 May 1-14</p>	<p>What might your consultancy outline look like?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> 1. Develop a consultancy model of your own. 2. Utilize elements found in the text referred to as "Action Points" found in each chapter and embellish with your own ideas to begin to formulate the basis for consultancy work. 3. Integrate content from the course textbook <p><u>Read:</u> Chapter 5: Clients First</p> <p>Watch:</p> <p>Jason Whaling. (2020, August 31). Business Consulting Plan For Beginners - Complete Guide To Starting Your Consulting Business [Video]. YouTube. https://www.youtube.com/watch?v=rs0cKNzOhX8</p> <p>Product: Draft of a table that incorporates key elements to designing your consultancy practice. Note: This assignment can be one that is hypothetical in nature as long as it addresses the key elements reviewed in the text.</p>	<p>Assignment #3 Points 20</p> <p>DUE DATE: Sunday, May 14</p>
<p>Weeks 6-7 May 15-28</p>	<p>How might you articulate what you have to offer? Perfect your pitch.</p> <p><u>Desired Outcomes:</u></p>	<p>Assignment #4 Points 20</p> <p>DUE DATE: Sunday, May 28</p>

	<ol style="list-style-type: none"> 1. Conceptualizing your plan and record and post your video in Canvas. NO more than 90 seconds in length. <ol style="list-style-type: none"> a. Introduce yourself b. Present the problem you can solve c. Offer solutions d. Share your value e. State a call to action 2. Use pages 112-123 to support your pitch. 3. Practice, practice, practice 4. Be concise. 5. Integrate content from the course textbook <p><u>Read:</u> Chapter 6: <i>Implementation</i></p> <p>Chapter 7 <i>How to Create Credibility and Market Your Value</i></p> <p><u>Watch</u> Patrick Dang. (2020, December 14). The Perfect Elevator Pitch - Best Examples and Templates [Video]. YouTube. https://www.youtube.com/watch?v=r-iETptU7JY</p> <p><u>Product:</u> Prepare and record a video that is 90 seconds or less. This will be your "elevator pitch" of what you offer as a consultant.</p>	<p>Post your video in Canvas. Provide comments to your classmates about their video applying what appealed to you and if there are any constructive suggestions for improvement to consider.</p> <p>For example:</p> <p>I liked how you ____ because it helped me to better understand ____ .</p> <p>What was confusing to me was _____. It would help me to know more about _____ .</p>
<p>Weeks 8-10 May 29-June 19</p>	<p>Establish a consultancy checklist. What criteria are you applying to support your consultancy planning?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> 1. Develop a Consultancy Checklist. This checklist should serve as a way to plan for or refine a consultancy model. 2. Utilize principles obtained from the course and from your own experience and research. 3. The format you apply can be one of your choosing, but should address: <ol style="list-style-type: none"> a. Defined focus 	<p>Consultations can be made by appointment.</p> <p>Post your Consultancy Checklist in Canvas.</p> <p>Assignment #5 Points 30</p> <p>DUE DATE: Saturday, June 17</p>

	<ul style="list-style-type: none"> b. Expertise or specialty c. Target audience d. Mission statement e. Business model f. Services g. Fees h. Start up cost i. Marketing strategy j. Cautions for self <p>4. Integrate content from the course textbook</p> <p><u>Product:</u> Checklist for planning and/or refining a consultancy practice. 4 page maximum.</p>	
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May be subject to change based on the dynamics of current events. Other learning materials are provided in the course modules on Canvas.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an

assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.