



EDUC 852 Course Syllabus

3140 Waiialae 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 2025 / April 7 - June 16

Credits: 3

Instructor Name: Dr. Dale K. Castro

Email: dale.castro@chaminade.edu

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, peace, and the integrity of creation
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 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 7-13	<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>Watch: Marketing Business Network. (2022, February 10). What is a Consultant? [Video]. YouTube.</p>	<p>Assignment #1 Points 10</p> <p>DUE DATE: April 13</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>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 14-27</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></p> <p>Chapter 4: <i>Money Talks- How to Finance Your Business</i></p> <p>Watch: Consulting Success. (2021, June 16). From Side Hustle To Successful Consulting Business [Video]. YouTube.</p>	<p>Assignment #2 Points 20</p> <p>DUE DATE: April 27</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>https://www.youtube.com/watch?v=eDV5Mt3CdiI</p> <p><u>Product:</u> 3 page maximum report.</p>	
<p>Weeks 4-5 April 28-May 11</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><u>Product:</u> 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: May 11</p>
<p>Weeks 6-7 May 12-25</p>	<p>How might you articulate what you have to offer? Perfect your pitch.</p> <p><u>Desired Outcomes:</u></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 	<p>Assignment #4 Points 20</p> <p>DUE DATE: May 25</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</p>

	<ul style="list-style-type: none"> b. Present the problem you can solve c. Offer solutions d. Share your value e. State a call to action <ol style="list-style-type: none"> 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>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 26-June 16</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: <ul style="list-style-type: none"> a. Defined focus b. Expertise or specialty c. Target audience d. Mission statement e. Business model f. Services 	<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 14</p>

	<ul style="list-style-type: none"> 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

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- 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 response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards

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

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- 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).
- Written assignments should adhere to current APA formatting guidelines.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

Title IX Compliance

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Disability Access

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

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.