ADGR772401 Consultation
Sept-Dec 2015

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Schedule: Thurs 6:30-9  Room: Stokes 201N

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

ADGR772401 Consultation
Every productive member of any organization consults. Sometimes an organization wants a specific problem “fixed;” other times information and expertise is needed; at times personal problems need resolution. Competitive organizations, departments and individuals will ask for assistance. A consultant needs a full compendium of skills: the theory, professional skill building and specific tools. Applies theory to concrete situations, presents practical solutions.

Course Objectives

1. Students will be able to differentiate between consultation/giving advice, professional/personal and the role of each in organization culture
2. Students will understand and be able to define the systemic features of functioning groups of various sizes and the specific ways of influencing the productivity and effectiveness of each unit
3. Students will explore paradigms of thinking, both personal and theoretical models, and how these paradigms impact our understanding of change and progress
4. The student will demonstrate competency in identifying the impact of culture, gender, socioeconomic status and age on organizational culture.
5. The student will demonstrate awareness of ethical standards relating to organizational consultation.
Grading

1. Class participation 20% of grade which means participation in both small facilitation and large group class discussions and handing in Talking Points night of class-not after class

2. Facilitation of a small group for feedback 10%

3. Consultation project: Initial report 10% Final report 20%

4. Review Blindspot 5% Review Dance of Change 5%

5. Midterm 15%

6. Final 15%

WCAS Grading System

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course.

The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67) and C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Texts Readings (Required)

3. Dance of Change, Peter Senge, 2014 Random House NY
4. Readings as assigned each week via Canvas

Texts Suggested:


Important Policies

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html
Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accomodation
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Course Assignments:
It is expected that 8-10 hours per week of your study time out will be spent on out of class assignments and exercises.

Other Assignments: Please be sure to check CANVAS (bc.edu/LMS) each week for assignments for the class- use your BC username and password.

1. Talking Points: 3-5 points or questions from readings assigned for class discussion must be written, and submitted in folders at the end of class the night they are due. These together with active participation in both small group and entire class discussions are worth 20% of your grade and Talking Points MUST be submitted the night due in class. Late submissions via email will not be fully credited. If you have any difficulty accessing Canvas please let me know immediately and we will make alternate arrangements.
   At beginning of each class, several students will be assigned to facilitate a small group on the readings for that week. (10%)

2. Consultation Project
   Early on in the semester, you will be paired up with a peer from the class. Each of you will act as consultant to the other.
   The consultee should determine and present to the consultant:
   a) a specific situation in your work setting which requires some consultation;
   b) your goals in seeking a consultation.

   The consultant’s role will be to interview and determine:
   a) what is the structure of the organization into which you are being invited;
   b) interview and HELP consultee explore their question, previous strategies used and think through root causes of the problem;
   c) develop an intervention plan, timeline and evaluation process for your consultee’s organization. ALL DISCUSSIONS WITH CONSULTEE CONFIDENTIAL

Products:
Outline to Professor: 10/6 email by 9AM
Draft report to Peer Consultee: 11/5
Feedback to/ from Consultee to Peer Consultant (in class): 11/19
Final report to Peer Consultee and Professor 12/4
First product due outline due 10/6 is a 1 page outline of your consultation project (see sample to be distributed) - worth 10% of grade. Second product is a 2-5 page paper describing your consultation project, goals and conclusions due 12/4 worth 20% of grade.

4. Report on Dance of Change ((1-2 page paper brief description of contents of book and your application to your current work situation.) due 11/19. No late submissions. 5% of grade)

5. Mid term and Final 15% each

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Assignments are due then to facilitate preparation for class discussion and participation. Late assignments will be graded accordingly.

My expectation is that we will have a productive and enjoyable class experience together.

**SCHEDULE:**

**9/3 Introduction to Adult Learning** This course is about the use of one’s self in environments where one is asked to look at a “problem” situation, determine the qualities which impact the stuck place as well as help parties involved envision a solution. Your main tool is Yourself. One needs to be as self-aware as one can be including:
- a. How you learn and how other people learn
- b. What impacts how you and others experience the issue at hand
- c. What are the tools of perception which help you see the stuck place in the organization that those heavily invested in the situation cannot see?

**9/10 Introduction and Overview of Consultation: Memes and Paradigms**
What is consultation? What is the difference between consultation and advice? What is the difference between an internal and external consultant? Power/limitations of group solutions. **For tonight:** Ch 1 Process Consultation Revisited. Please note that “talking points” (see above in syllabus) are due tonight.

**9/17 Hearing the Request of the Consultee and Setting that Request into the Organizational Context**
Communication skills: active listening. System thinking and entry points. Power-ours and theirs. **For tonight:** Readings Chs 2 Process Consultation. Check Canvas for additional assignments.

**9/24 Who is the client and what do they need?**
Styles of Management and Consultative Styles Perceptions. Setting and skill set. Listening skills **For tonight:** Readings Ch 3 Process Consultation. Check Canvas for additional assignments.
10/1 Peer Interviews  We will use this class time for each team to do their initial peer consultation interview. Write up of the interview must be submitted by email to lbutehornphd@gmail.com by Tues 10/6 9 am.

10/8 System Issues and Entry Points Complete Myers Briggs and bring to class-if you have taken before bring copy. Report: Blind Spot. (Bring paper copy to class.) For tonight: Readings Chs 4 Process Consultation. Check Canvas for additional assignments

10/15 Case Studies of Consultation Situations For tonight: Readings Ch 5 Process Consultation. Check Canvas for additional assignments.

10/22 Mid term  ALSO: Outline from Peer Consultation due to professor tonight

10/29 Expectations-Patterns-Paradigm Debriefing Peer Interviews Followups For tonight: Process Consultation Ch 6 in Process Consultation. Check Canvas for additional readings

11/5 Group development and management For tonight: Readings: Ch 7 in Process Consultation Draft consultation report due to your consultee for feedback as of this date

11/12 Final Meeting between yourself and Consultee  Final report with client feedback due to professor 12/4 For tonight: Ch 8 Process Consultation and check Canvas

11/19 Reading for tonight: Paper on Dance of Change due tonight. Paper copy handed in beginning of class. Written feedback to YOUR consultant due by this date

11/26 Thanksgiving no class

12/4 Turn in Completed Peer Consultation Final Report with attached feedback from consultee. For tonight: Readings Process Consultation -complete all chapters for final

12/11 Final