

5.6 Week 6: Consulting

Week 6: ConsultingPre-Class Assignment/Outcome: The students should be able to identify and discuss basic concepts associated with consulting from the reading		
Week 6: ConsultingClass		
Weekly Outcomes: The students should be able to summarize and reflect on the week's topics and be prepared to discuss them in class		
Topic	Outcome	Instructional Activities
Topic 1: Overview of skills necessary to be effective at communication consulting	<ul style="list-style-type: none"> Describe and discuss the basic skills one needs to be effective in communication consulting 	<ul style="list-style-type: none"> Lecturette/Class discussion of Dewine's "Eight Principle Skills."
Sub-Topic 1: How to submit a proposal to a potential client as a communication consultant (& other marketing issues)	<ul style="list-style-type: none"> Construct sample proposals to demonstrate knowledge of proper proposal submission to potential clients 	<ul style="list-style-type: none"> Using the skills from Weiss Ch. 7, pair students up (or triads if large class). Give each pair/triad a sample potential client (See "Instructional Activities" 5.6.1) <ul style="list-style-type: none"> Each group to create a sample proposal for their potential client using the techniques discussed in Weiss Ch. 7
Sub-Topic 2: How to build a relationship with clients as a communication consultant	<ul style="list-style-type: none"> Describe and analyze various tools and techniques for building client-consultant relationships Identify potential impediments or mitigating factors to positive relationships 	<ul style="list-style-type: none"> Part Two of Sub-Topic 1activity: Each pair to generate 3-5 tactics for building the client relationship based on Dewine Ch. 3, including generating a list of questions to ask the client to prepare the most complete proposal. Option 2: If Dewine Ch. 3 is too much (for copyright purposes) from her book, could use Weiss Ch. 6 for this topic.
Topic 2: How to market yourself as a communication consultant	<ul style="list-style-type: none"> Express knowledge of the skills and techniques available to market oneself as a communication consultant 	<ul style="list-style-type: none"> Class discussion of tactics for marketing oneself per Dewine Ch. 20. <ul style="list-style-type: none"> Students to generate specific ideas about how to market oneself to their "niche"
Sub-Topic 1: How to avoid being "jack of all trades, master of none"	<ul style="list-style-type: none"> Describe and discuss various techniques for focusing and building a career on key strengths, i.e., having a "niche." 	<ul style="list-style-type: none"> Class discussion of tactics for marketing oneself per Dewine Ch. 20. <ul style="list-style-type: none"> Students to generate specific ideas about how to market oneself to their "niche"
Sub-Topic 2: Overview of consulting opportunities	<ul style="list-style-type: none"> Describe and discuss the myriad opportunities to apply communication consulting skills 	<ul style="list-style-type: none"> Overview Dewine's section in Ch. 20 on "Career Paths for Consultants" Lecturette/class discussion of how all of the specialties covered this quarter relate to being a consultant and the various opportunities available as a consultant

Case Study 1 - Networking skills

The directors of an entrepreneurial high-tech company planned to invest a significant amount of money in a high level networking conference. They had the potential to win a lot of business and make some excellent contacts, and in order to make the most of the opportunity and maximize their investment, they decided to get help from a coach.

The directors who were to attend the conference wanted to find ways to compress a typical one-hour first sales meeting into the half hour slots available at the conference. With so much to say about their company, they found it difficult to work within the time permitted. With eight half-hour meetings on each morning of the conference, the directors could deliver the best presentation ever seen on the planet and it would have made no difference. If they wanted different results, they had to take different action.

Questions to consider:

- As a coach, how would you put yourself in the place of the delegates to suggest a plan of action?
- What sort of plan would you put together for the delegates?
- What model would you follow in deciding how to help?
- What would your goals be for this situation?

[Notes for instructor]: The suggested resolution for this case is as follows; however, there are myriad ways this could play out:

If they wanted different results, they had to take different action. Putting himself in the place of the delegates, the coach put together a short masterclass with one simple aim in mind.

The coach spent just half a day with the directors, working through a networking strategy with them that concentrated not on talking but on listening. Instead of trying to cram their company pitch into half an hour, they would ask just one question at the start of each meeting - "What can we do together in this half hour meeting that will make the whole conference worthwhile for you?". The question now is, what to do with the remaining 29 minutes? Their objective was not to present to or persuade the delegate, only to make the delegate feel good about doing business with them.

Discussion Questions:

1. What components of leadership (from the Northouse reading) are missing in this case?
2. What can Wholesome Path do to obtain/create these missing components? Should Rebecca Wait lead the way? Why or why not?
3. What does this case tell us about the efficacy of trait, process, assigned and/or emergent leadership?
4. How do power, coercion and management come into play here (keeping in mind some of these factors can be external)?
5. What suggestions do you have for this company to ensure they keep a strong leadership but also strong followers?
6. What lessons can you take from this case study that you could apply to situations in your own professional context?