

3

Necessary Skills of a Consultant

Introduction

What Skills and Tools Are Commonly Used as a Consultant?

Working as a consultant requires knowledge of consultation models, stages, and context. Regardless of what model you use in your consultation activities, what stage you are in the process, or where you find yourself consulting . . . there are some basic skills necessary of the counselor serving as a consultant. This chapter reviews some elements that are considered the foundational skills of consultation. It also covers multicultural or diversity competencies expected of the counselor serving as a consultant.

In this chapter, we define the difference between internal and external consultation activities and address how these activities may differ as nonprofit and for-profit consultations. Fiscal and organizational responsibilities are discussed. Specific attention is paid to the generation of proposals, contracts, workshops or trainings, marketing, and fee structuring.

A particular highlight of this chapter is a discussion of the use of technology in consultation, with the disclosure, acknowledgment, and understanding that this content is constantly changing. We wrap up the chapter with a general review of what content might be included in a written consultation report.

LEARNING OBJECTIVES

After reading this chapter, you will be able to

- Identify the common foundational skills utilized in all types of consultation activities
- Describe core competencies of consultation with respect to multiculturalism and diversity
- Define internal and external consultation activities
- Differentiate between nonprofit and for-profit consultation activities
- Apply some strategies for generating consultation proposals
- Compose simple and straightforward consultation contracts
- Organize the provision of trainings and workshops as a consultant
- Employ some basic strategies for marketing yourself as a consultant
- Construct a fee structure for yourself as an external consultant
- Discuss some ideas for the different types of technology you might use as a consultant
- Relate an ethical framework for the use of technology as a consultant
- Draft a thorough and comprehensive consultation report

Foundational Skills

What are the counselor characteristics and behaviors that influence the consultation process? This section addresses what are generally regarded as the essential skills in which every consultant should be proficient.

As a consultant, you may learn multiple models for functioning as a professional consultant: You may develop an advanced knowledge of theories and applications within different contexts; you may know all there is to know about what it takes to serve as a consultant in a variety of settings; and you may be the world's biggest expert on a subject and be in constant demand for your knowledge. But there are basic, foundational skills that are common across all models—and common across all contexts and subject areas. These are the skills that drive your work—and are the greatest predictor of your success as a consultant.

Consultation is an interpersonal relationship and it is problem solving in the context of the relationship. It is a basic communication process, utilizing specialized knowledge (Erchul, 2003). Many researchers and practitioners have agreed regarding the core skills used in consultation (Erchul, 2003; Ingraham, 2003; Klein & Harris, 2004; Kurpius, Fuqua, & Rozecki, 1993; J. Meyers, 2002; Moe & Perera-Diltz, 2009). They are

- interpersonal skills,
- communication skills,
- problem-solving skills,

- relationship building skills,
- multicultural counseling skills, and
- group work skills.

Basic counseling skills are the necessary foundational elements that drive the process. Serving as a consultant requires knowledge of interpersonal dynamics and problem-solving skills. The act of consultation includes rapport building, active listening (to consultees and clients), reflection of feelings, using others' vocabulary, clarifying statements, and advanced communication skills. As a consultant, you might model skills for others and make attempts to eliminate resistance. Your consultee may be skeptical or apathetic and a simple reframing of the problem may help to dissolve their negativity. You may need to engage efforts to join a system and identify any potential allies (Moe & Perera-Diltz, 2009).

Good consultants possess basic counseling and process skills. They are good at building and developing relationships and are able to clearly communicate and define a problem while consulting. They have an awareness of when to confront and when to just listen. They understand and can recognize dependency. They have a basic ability to collect and analyze data related to people (Kurpius et al., 1993). They are proficient at advising and collaborating with community groups, parents, other professionals, and organizations. They can identify and solve problems by generating, implementing, and evaluating strategies (J. Meyers, 2002).

In terms of characteristics, a consultant should be professional, adaptable, and possess a good sense of humor (Moe & Perera-Diltz, 2009). Consultants are self-aware of their values and beliefs. They are able to articulate who they are and what they can do (Kurpius et al., 1993). They are sensitive to contextual factors of behavior. It sometimes requires a bit of courage to address and confront a consultee's most difficult issue, so a consultant should be comfortable in difficult interpersonal situations (Lencioni, 2010).

Consultants likely possess content knowledge and skills within a particular specialty area (i.e., an expertise). They may provide direct training related to specialized techniques or transmit specialized knowledge or information. But in the end, they will need to possess essential skills with an ability to select an appropriate process to facilitate collaboration (Klein & Harris, 2004). They will need knowledge regarding behavioral problems and behavioral change. They will have to have an ability to develop positive relationships with their consultees and have an ability to communicate with them. They will need to help people understand problems and help them to identify strategies to solve the problems. In some situations, a consultant will need to work with diverse groups of people and potentially help the groups to make decisions. Consultants will need knowledge and skills in multicultural counseling and consultation (Moe & Perera-Diltz, 2009).

Multicultural Considerations

A consultant is a change agent and an advocate for the consultee and the client. The structure of consultation is nonhierarchical (an open triad), and the process of consultation should therefore be culturally responsive and empowering (Hoffman et al.,

2006). The relationship between culture and consultation is multifaceted and complex. Culture can influence consultation in a variety of ways (Ingraham, 2003). Race, ethnicity, and culture can have an impact on the worldview of the consultant, consultee, and client (Hoffman et al., 2006).

Multicultural consultation is a competency necessary for working with culturally diverse consultees and clients (Holcomb-McCoy, 2004). Culturally competent consultants understand the impact of culture on the consultation process. Without consultant competence in multicultural awareness, knowledge, or skills, consultees and clients might be unintentionally harmed (Li & Vazquez-Nuttal, 2009). Language differences, value differences, and prejudice can all lead to ineffective communication during the consultation process (Holcomb-McCoy, 2004). A problem may be misdiagnosed; interaction between a consultant and consultee or consultee and client could be culturally oppressive. Inappropriate assessments may be used. Consultants need to have a basic understanding of racism, resistance, multicultural assessment, racial identity development, multicultural family counseling, social advocacy, development of partnerships, and cross-cultural interpersonal interactions (Holcomb-McCoy, 2004). They should be aware of social, economic, environmental, political, and cultural contexts of consultation (Li & Vazquez-Nuttal, 2009).

Consultants should also understand their own culture and also be able to attend to their own cultural biases (Ingraham, 2003). They will need to continuously assess their own multicultural competence and be flexible to adjust their style according to the culture and worldview of the consultee (Hoffman et al., 2006; Holcomb-McCoy, 2004).

An effective consultant considers culture as a lens through which one seeks to understand both the content and the process of consultation. The view through the lens includes the work addressed or implemented with the consultee, and also the process involved among the consultant, the consultee, and the client. They will need to be sensitive to the history and needs of the consultee and the client—and be tuned in to the dynamics of this complex triadic relationship (Rogers, 2000). They should be sensitive to their consultees' styles of communication in order to build trust and rapport and reduce perceived resistance (Ingraham, 2003).

A consultant should also know how to address a potential consultee cultural bias and be able to adapt interventions to provide culturally appropriate interventions and adjustments (Ingraham, 2003). Consultees can hold stereotypes and biases that affect the consultation relationship, process, and therefore, the outcome (Holcomb-McCoy, 2004). A consultant will need to be able to recognize and address a consultee's negative racial or cultural attitudes—and then attempt to alter the problematic areas (Holcomb-McCoy, 2004). The prejudices that impact consultation may come from cultural differences—and can be recognized in practice as rejection in the consultation relationship or suggested interventions (Holcomb-McCoy, 2004).

When joining a system or organization, consultants must inform themselves about the culture of the environment (Rogers, 2000). A consultant has the potential influence over systemic factors that perpetuate prejudice, discrimination, and intercultural conflict. A consultant should have the diversity training and skills to recognize and

Case 3.1: Example of Working With a Consultee With a Diverse Background

Jonathan is an African American counselor who specializes in consulting with organizations that are experiencing race-based problems (e.g., discrimination, recruitment and retention of minorities, diversity awareness, and education). Inherent in the type of work that he does is conflict. Jonathan routinely encounters people within organizations that have different attitudes about race and ethnicity—and are usually culturally different from him. Jonathan is highly in tune with his own background and values and is very skilled in identifying and confronting an individual's potential cultural biases in a positive way. The challenge that he has found is that no person or group of people that he has encountered is the same. The consultee's stereotypes about him or other cultural groups have an impact on the resistance that he encounters. The manifestation of this resistance has been different in each organization he has consulted; each organization has its own culture. The difficulty that he faces is to tailor interventions specific to each consultee and consultee organization. His first steps are usually to identify the problem, confront it, and develop a plan for how to address it in a culturally appropriate way—all this with the assumption that he is able to establish a positive working rapport and alliance.

intervene at different levels within a system or organization. One can have an impact on an individual level but also at a systemic or organizational level (Washburn, Manley, & Holiwski, 2003).

Cross-Cultural Consultation Competencies

Margaret R. Rogers (2000) developed a list of cross-cultural consultation competencies. A consultant should

1. *Understand one's own and others' culture:* A consultant needs to examine his or her own heritage and identity (race, ethnicity, culture) and possess a self-awareness of personal beliefs, prejudices, and assumptions. A consultant should make attempts to learn about the culture and background of consultees and clients in order to better understand (and possibly adopt) others' perspectives and values.
2. *Develop cross-cultural communication and interpersonal skills:* A consultant should be able to bridge different perspectives from different groups.
3. *Understand the cultural embeddedness of consultation:* A consultant should be able to view the consultation process through a cultural lens. It is important to consider the culturally embedded organizational forces that may have an impact on the client.
4. *Use qualitative methodologies when gathering data:* The validity of some instruments and procedures may not be able to be projected or generalized to diverse groups. Consultants should be skilled in using naturalistic data-gathering techniques that would account for local cultural and context.

5. *Acquire culture-specific context knowledge*: In order to provide context-relevant services, a consultant should seek to acquire culture-specific information related to the context. This might also include culture-specific issues in assessment, education, and mental health.

Cross-Cultural Consultation Competency Checklist

Cheryl Holcomb-McCoy took a similar approach in 2004 but developed a checklist of behaviors appropriate for culturally competent consultants:

- I am aware of how culture affects traditional models of consultation.
- I can discuss at least one model of multicultural consultation.
- I can recognize when racial and cultural issues are impacting the consultation process.
- I can identify when the race and/or culture of the client is a problem for the consultee.
- I discuss issues related to race/ethnicity/culture during the consultation process, when applicable (Holcomb-McCoy, 2004, p. 182).

Cross-Cultural Consultation Ethical Guidelines

The American Counseling Association's Code of Ethics (2005) contains some elements that may be extrapolated to the consultation relationship with respect to multicultural and diversity competencies in consultation. Below are some modified elements. In most cases, *Consultant* has been substituted for *Counselor*:

- A.2.c. Consultants *communicate information in ways that are both developmentally and culturally appropriate*.
- A.6.a. *When appropriate, consultants advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of consultees and clients*.
- E.6.c. *Consultants are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the consultee and client populations*.
- F.2.b. *Consultants are aware of and address the role of multiculturalism/diversity in consulting relationships*.

Guided Practice Exercises

Exercise 3.1: Your Consultee Has a Bias

1. *Imagine that you are a consultant working with a consultee who holds a significant cultural bias against people of a specific ethnicity. Where is your responsibility in the relationship?*

2. *Is there anything that you should do?*
 3. *Is there anything that you can do?*
 4. *How might this impact your relationship with the consultee?*
 5. *How might this impact the consulting work that you do with the consultee?*
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Nonprofit Versus For-Profit Consultation

The heading of this particular section can be a little misleading. The concept of nonprofit versus for-profit consultation is often thought of in terms of the type of consultee organization. Nonprofit organizations are organizations that do not distribute revenues or profits—they reinvest surplus revenues or profits back into the self-preservation of the organization. While consultants can (and do) certainly work within these organizations, it is not the focus of this chapter or section.

Nonprofit Consultation = Internal Consultation

Nonprofit consultation (as opposed to *nonprofit organization* consultation) is generally described as working as a consultant without the expectation of receiving any payment or additional compensation. This may be done with or without some type of formal contract for consultation services. In practical terms, the consultant is likely already employed in another capacity (perhaps as a full-time counselor) and does not expect or need to receive compensation for their consultation activities. Nonprofit consultation is a more common occurrence between two people within the same organization. In other words, the consultant and consultee are both involved in the same organization. We will also refer to this as *internal consultation*. The following are some examples of internal consultation:

- Two counselors are employed by the same organization. One counselor seeks consultation from the other regarding a particular client who is proving to be a difficult client.
- An elementary school counselor consults with a parent regarding the child who is a student at the school. They are discussing strategies related to behavior management at home.

Internal consultation is more likely to be more informal in nature (consulting with a colleague “next door”) and might not involve a written contract, goals, or report. It is a more common occurrence than for-profit consultation (counselors are more likely to serve as internal consultants before serving as an external consultant). Professional counselors are often solicited by fellow practitioners to serve as consultants to improve case conceptualization skills. Counselors typically seek consultation as individuals in order to deepen the knowledge and skills necessary to better serve a specific client or student (Moe & Perera-Diltz, 2009).

For-Profit Consultation = External Consultation

For-profit consultation is generally described as working as a consultant with the expectation of receiving payment or other compensation. This arrangement usually involves some type of formal contract for consultation services (but is not required). The consultant may or may not be already employed in another capacity and expects to receive compensation for their consultation efforts.

The consultant and consultee are not likely to be involved in the same organization. We refer to this as external consultation. The consultant is not a regular employee of the consultee organization (they are external) and is likely under contract to provide a specific consultation service. An example might be a counselor who is self-employed and in private practice. An organization in the community contracts with the counselor, who has an expertise in sensitivity training, to provide a series of workshops on the topic.

External consultation is likely to be more formal in nature and involve a written contract, goals, and report. It is less common than internal consultation (counselors are more likely to serve as internal consultants before serving as an external consultant). Professional counselors might solicit to become external consultants and their interventions are typically designed to impact multiple clients and other system members (Moe & Perera-Diltz, 2009).

The framework for external consultation typically focuses on identifying aspects of a system’s or organization’s functioning that may inhibit the accomplishment of an organization’s goals (Moe & Perera-Diltz, 2009). The interventions are provided usually at a systemic or organizational level and the consultee is considered to be the system or organization (yet the consultant may only work with a select number of members of the system or organization). Changes in select individuals or components are seen as being able to have an impact on other components of the system or organization—and therefore change the system or organization as a whole (a domino effect).

Commonalities Between External Versus Internal Consultants

Regardless of what type of consultation you find yourself doing, whether it is internal or external, there are some common traits and behaviors to which consultants should aspire:

- *Professional*: Treat your interactions with all consultees in a professional manner. Use an objective, structured, and methodical approach appropriate to your training. Just because you may be consulting with a colleague next door, it doesn’t mean that you act any less professional.

- *Responsive*: An unsuccessful consultant is one who doesn't react, answer, or reply in an effective or timely manner. A good consultant is responsive to the inquiries and needs of the consultees. Be empathic and attempt to be helpful.
- *Collegial*: Consultation is intended to be a relationship between people who operate at the same level (within a hierarchy). Even if employed or contracted as an "expert" related to a consultant's expertise, the relationship should exist as one of equals. Interact with others in a spirit of collaboration regardless of what or who initiated the relationship (Moe & Perera-Diltz, 2009).

You'll need to have a clear understanding of the differences and nuances of functioning as both an internal or external consultant and an awareness of the type of consultation in which you are interested. As mentioned above, the more common type of consultation that most counselors experience is internal (or nonprofit) consultation. But you will need to be prepared to function as an external consultant, when necessary or desired. The next few sections in this chapter address elements of the consultation process that are more common to external consultation. It is important to note that serving as an external consultant can incorporate other complementary helping behaviors—community activism, social justice agent, professional advocacy, coalition building—to further define the professional identity of counselors. By adopting a role of external consultant, a counselor can advocate for the profession as an individual with distinct training and provider of valuable services (Moe & Perera-Diltz, 2009).

Fiscal and Organizational Responsibilities

Consultation, as a business enterprise, experienced a "crash" of sorts in late 2008 that corresponded with the financial meltdown in the United States at the same time. Within one year's time, consulting businesses (e.g., the Center for Nonprofit Management) saw their revenues fall by more than 40% (West, 2010). With the exception of consultants who marketed themselves as helping other organizations secure funding, there was little for-profit consultation business (West, 2010).

Over time, there have been more consultants than there are consultation jobs in the for-profit sector. As a result, more external consultants become "specialists", rather than generalists—and there can be a great disparity in fees paid to consultants (West, 2010). We'll get into fees and fee structuring within the next section of this chapter. For now, it is important to discuss more generalities related to fiscal and organizational responsibilities.

Fiscal Responsibilities

The costs associated with external, for-profit consultation should be provided to the consultee during the initiation of the relationship. A consultant should make an attempt to provide

- an accurate estimate of their fees, and
- a projection of any costs that may be incurred in order to implement any interventions as part of the consultation process.

An agreement related to fees and costs should be reached early as a part of the contract for services. Part of the agreement should also specify how the costs incurred (if any) during intervention implementation will be handled. Will the consultant fund the implementation and expect repayment or will the consultee pay for costs as they are incurred? It should be understood that these costs (regardless of who pays and when) are separate expenses and not part of the consultant's fees.

Organizational Responsibilities

Organizational responsibilities should also be made clear at the beginning of the consultation relationship. A consultant is responsible for assisting the consultee to clarify a problem. The consultant also has a responsibility for providing a rationale that supports the choice of intervention strategies. There should be specification of who implements what during the intervention implementation and what standards there are for implementation. In general, consultees are responsible for implementing interventions based on the standards that are specified.

Standards serve as a guide for the goals for intervention implementation. The standards (or goals) should be concrete, realistic, and achievable by the people directly involved. The quantity of the activities carried out should be specified (who does what, how much they do it, and how many times they do it). In addition to the specifications of the quantity of the implementation, the quality should be specified as well: how strongly the intervention should be implemented (including depth or effort exerted), and the fidelity (accuracy) of the implementation (Gottfredson, 1993).

In an internal consulting example, let's say tutoring services was one of the suggested interventions to a parent (our consultee). The consultant might specify that the client (i.e., a child) receive tutoring from the teacher for one hour each week for six weeks. This specifies who is responsible for providing the intervention, how much they provide the intervention, and for how long. The responsibility is clear. In designating the responsibilities for quality of the intervention, the consultant would specify what subject is presented during the tutoring sessions, maybe what methods or theories are presented related to the subject matter, and possibly that the parent monitors that the tutoring is taking place (Gottfredson, 1993).

The standards (quantity or quality) for implementation of interventions should ideally be guided by past research, prior studies, prior implementations, or other evidence-based methods. Consultants are responsible for researching and being aware of these methods. If such methods are not available, consultants are responsible for making their best, informed estimate as to the standards or level of intervention needed to address the goals of consultation (Gottfredson, 1993).

There should also be some specification for who will monitor the implementation—the consultant, the consultee, a designee of the consultant, or a designee of the consultee. Monitoring implementation provides feedback on the quality, information on obstacles to high-quality implementation, and possibly strategies to overcome obstacles. Methods or tools of monitoring may include logs of services, observations of services being provided, review of rosters, and documents like meeting agendas.

It is the responsibility of the consultant to develop performance standards for intervention implementation with collaboration from the consultee. Should the monitored implementation not go according to plan and performance standards are not met, the consultant is responsible for assessing the obstacles, identifying the problem areas, and providing feedback to all parties involved (Gottfredson, 1993). More of this process is discussed later in the text with respect to the stages of consultation; the important concept presented here is the understanding of alignment of responsibilities during the process.

One point not mentioned above is the consultant's responsibility for behavior that is ethical. In the next chapter, we review specific ethical and legal aspects of consultation. As a professional counselor, you are held accountable to the standards associated with your professional identity. More informally though (as an external consultant), it is recommended that you heartily adopt a professional approach to your consultation activities. If you are under contract with an organization for consultation services, follow through with your designated responsibilities. If you are employed in a capacity outside of your consulting activities, be upfront with your employer regarding your external activities.

Generating Proposals, Contracts, Workshops, Marketing, and Fee Structures

Getting started as an external, for-profit consultant may not be an easy task. For most practitioners, their consultation activities don't serve as their primary source of income. They have a larger, home-base agency or institution that serves as their primary source of support and solace. If you find someone who functions as a full-time external consultant, it has likely taken them some time to reach a point in their career where this became a reality. It didn't happen overnight, and there was likely a great deal of consulting work taken one job at a time in order to achieve a status as a full-time consultant. Part of becoming a successful consultant requires the ability to make connections and generate proposals for consulting work.

Proposals

Writing and communication skills are necessary skills in consulting. You have to be able to communicate during the actual consultation process, but you also need to be able to produce well-written documents to generate potential work. You may need to be on the lookout for Request for Proposals (RFPs), but you may also need to do some research to determine which organizations and settings are willing and able to employ consultants (Moe & Perera-Diltz, 2009). Not every organization will be willing to bring a consultant in to facilitate changes at a system or organizational level. When you do encounter an organization that is willing to hire a consultant, you may find that there is a fairly competitive market and that others have similar expertise. It will be important that your proposal is well written.

When drafting a proposal for an RFP, it is particularly important to address every element, directive, question, or item that is specified within the RFP. Your document should be written with no spelling or grammatical errors and be clear, concise, and to the point. It should cover every element, directive, question, or item requested—and it is recommended that it be presented in the same order in which the information is requested.

Other information that may be included in a written proposal is provided below. This information, in some situations, may be the only content in a proposal if there have not been any specific requests regarding what should be proposed. Incidentally, this information may be the same information you use for marketing purposes. For the most part, this information describes and defines your expertise (West, 2010):

- Your accomplishments within your expertise area or subject
- Your education
- Your previous experiences
- Length of time you have been a consultant
- Other groups you have worked for (disclosed only with their consent)
- Your work on similar projects with similar organizations and the results of those activities
- Projected fees with as many details as you can provide (only tentative until you have a contract in place)
- What you would offer that you believe would be particularly helpful to them

These points should be changed and tailored for each organization to which you send a proposal. It should be specific to the organization and the services that they provide.

Assuming you draft a worthy proposal and it is successfully accepted, you then move on to contract negotiation. The broader context of the contracting phase will be presented within the chapter on stages of consultation. Here, we look at some of the specific content that may be included in a consultation contract.

Contracts: Contract Negotiation

The contract negotiation process can influence the success of the consultation relationship. The term *contract negotiation* refers to the communication about a consultation contract that takes place between the consultant and key stakeholders of the consulting organization (or consultees). Because it occurs at the beginning of the consultation relationship, rapport between the consultant and consultee may just be developing during contract negotiation. A successful negotiation process can potentially facilitate smoother acceptances of later consultation efforts (i.e., a future projection for how things might go between the consultant and consultee). The negotiation involves an agreement not only of fees and costs but also discussion about what might happen during consultation and the focus of the consultation efforts (B. Meyers, 2002).

Contract negotiation is typically viewed as a verbal process, but written documents may be used to confirm certain understandings about the process. The main focus of the negotiation is to discuss and agree on a clear purpose of the process and

content of the consultation relationship. If you fail to collaborate and resolve issues during the contract negotiation process, you may be faced with an unsuccessful relationship (B. Meyers, 2002).

During the negotiation process, there may be people who focus on different elements of your work. Some people will focus on time, “How long it will take?,” and some people will focus on money, “How much is this going to cost?” (Kurpius et al., 1993). It will be in your best interest to be proactive and address both types of people. Be prepared and ready to discuss such things as fee schedules, resources that may be needed, the purpose, objectives, expectations, and timelines. As your negotiations and discussions progress, and if they progress successfully, you are ready to move on to formalizing your consultation contract. This should only be done after a consultee has agreed to hire you—and that you have thoroughly discussed the project. There should be ample time for questions and issues to be resolved before finalizing a contract.

Contracts: The Formal Contract

Theodore P. Remley (1993) provides a clear definition of the requirements for a consultation contract. He claims there are three elements necessary to form a legal, formal contract:

1. *Offer*: The terms of a consultation arrangement are proposed.
2. *Acceptance*: The person to whom the offer was proposed agrees to the terms.
3. *Consideration*: Something of value (usually money) is proffered in exchange for doing what is specified in the offer.

Without something of value being presented for acceptance (without “consideration”), there is no contract.

It is not required that a contract be in writing for it to exist and be valid. Remley does claim that some federal and state statutes may require that some particular contracts be in writing. For the most part, if a verbal offer is made and there is acceptance (and consideration), then a legal contract exists. You will need to understand that there may be circumstances in which you don’t have a written, formal contract (and perhaps haven’t yet been paid)—but you still have a legal, contractual obligation to the consultee. As such, you are vulnerable to being sued by a consultee for damages, should something negative happen (Remley, 1993).

It is in your best interest to have a written, formal document. Consultants often use basic letters of agreement signed by the consultant and consultee or simple contracts drafted by one person and then signed by the other. Others may decide to use an attorney to negotiate and draft a formal and lengthy contract. In general, however, the more complete the communication and understanding between the consultant and consultee, the better the chances for a successful consultation relationship. There will be less chances for conflict and unhappiness later in the relationship, should things not go well (Remley, 1993).

When engaging in internal or nonprofit consulting (or perhaps even external consulting with just one person), you will be less likely to have anything written or formal (Kurpius et al., 1993). A legal contract does not exist in internal consultations, when people within the same organization agree to provide consultation services to one another. Because all people are paid by the same employer, “consideration” is not present (and it is a necessary element for a formal contract).

A consultation contract should attempt to match consultee perceptions and expectations with consultant interventions. The contract represents the agreement between the consultant and consultee; the more specific it is, the better both parties will be served. Contracts should do the following:

- clearly specify the consultation work to be done,
- describe in detail any work products expected from the consultant,
- specify a time frame for the completion of the work,
- specify to whom the consultant should report, and
- describe compensation or fees and method of payment.

In addition, contract writers should

- number all pages,
- print the names of all people involved and have each person sign (and date) the document,
- initial any changes (written or typed) to the original document (initialed by everyone), and
- provide at least two copies to be signed so that each person can retain an original.

Remley (1993) recommends that any contract that is considered legal in nature be reviewed and approved by attorneys for both the consultant and consultee before being signed.

Workshops

Training and workshop provision has been and continues to be a multibillion-dollar industry (Cosier & Dalton, 1993). Consultants are frequently contracted to serve in a trainer or workshop-provider role. It might very well be the only activity for which the consultant is contracted to provide. Likewise, there are consultants who only provide trainings and workshops as their consultation business. The line that distinguishes a consultant from a trainer, educator, or workshop provider is hard to draw, and we will therefore not attempt to make a clear distinction. We see the ability to provide trainings and workshops as a function or role within the consultation relationship. As mentioned above, once the consultation relationship is established, the training or workshop may be the only “service” that a consultant provides.

Consultants who are contracted to provide trainings or workshops are usually hired based on their expertise in a specific area for which they are known. They generally have a degree of knowledge, skills, and expertise in the area and likely have a

Case 3.2: Sample Contract

Offer of Consultation

between

David Scott, Chadwick Royal, and Daniel Kissinger (consultants)

and

Jackson County Public School System (consultee)

Scope of Work to be Completed:

The consultants will provide a full-day (7 hours total) training to the school counselors and any other personnel employed within the Student Services Department of the Jackson County Public School System. The training will cover content related to the awareness and assessment of substance abuse concerns of students within the school system. The content will contain elements related to the recognition of substance use, knowledge of different categories of substances, how to assess for substance abuse risk, differentiating abuse versus addiction, a family system's role in substance use, assessment and referral for substance abuse and addiction, and follow-up care protocol.

Products Expected as a Result of Consultation:

The essential product of the consultation service will consist of a full-day training workshop (7 hours maximum, five hours minimum) presented by the consultants. Attendees of the training shall receive a binder of resources and materials related to the topic. It is expected that attendees will be able to:

- Recognize symptoms/indicators of student substance abuse,
- Differentiate different categories of substances,
- Assess students for substance abuse risk,
- Distinguish substance abuse from addiction, and recognize someone who may be addicted to a substance,
- Understand why a student's family should be included when providing assessment/intervention related to a substance problem,
- Assess and refer (intervene) related to a student substance abuse problem,
- Follow-up with students related to substance problems.

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The consultee will be permitted to video-record the training activities for future use with Jackson County School System employees. If recorded, the consultee agrees not to copy and redistribute the recording without the consultants' permission. Only one copy of the recording should exist, and it should be maintained by the Office of Student Services of the Jackson County School System. The recording should not be posted on the Internet for public consumption.

The consultant will provide a written evaluation summary of the event.

Expected Timeframe for the Completion of the Consultation:

The training will take place over the course of one day in the spring of 2016. The date for the training will be mutually agreed upon by the consultants and the consultee. The specific date of the training will be decided upon by December 31, 2015. A written evaluation summary of the event will be emailed to the Director of Student Services approximately two weeks after the training event. The consultation is concluded once the training/workshop is completed on the mutually agreed upon day – and the summary evaluation is emailed.

Roles and Responsibilities:

The consultants agree to be present and provide the training on the agreed upon day. The consultant will provide the binders and the material contained within them. The consultants will bring all materials needed to present material, including computers and projectors. The consultants will report directly to the head of Student Services for the Jackson County School System.

The consultee agrees to handle all of the remaining logistics for the training. This shall include (but is not limited to): Securing a location and facilities for the training, food (if appropriate), announcements, marketing, and registration for the event, attendance monitoring, and arrangement of continuing education provisions/certificates (if appropriate).

Compensation/Fees/Consideration:

In return for the provision of the consultation services outlined above, the Jackson County School System agree to pay the consultants a fee in the amount of \$X. This fee includes the time spent presenting the training and any costs that are incurred in the preparation of materials. This amount should be paid within two weeks after the summary evaluation has been emailed to the

history (or body) of work on the subject matter. The consultee is, in essence, purchasing the consultant's expertise for dissemination. How the expertise is disseminated is the focus in this section regarding the skills necessary for a trainer or workshop provider. An effective consultant demonstrates the following skills:

- *Public speaking*: Speak to a group of people (sometimes large groups of people) in a structured, deliberate, informative, influential, and entertaining way.
- *Pedagogy*: Demonstrate the science and art of education, teaching, and learning. Pedagogical methods might include: (a) maintaining lesson plans, (b) displaying an agenda, (c) emphasizing learning objectives, (d) collaborative learning experiences, (e) observational experiences, (f) reflective experiences, and (g) participatory experiences.
- *Research, assessment, and evaluation*: Apply qualitative and quantitative research methods to determine the needs of a consultee, assess the attainment of learning objectives using rubrics, and evaluate all of the data obtained.

It should be noted that each time you provide a training or workshop, you provide a preview, or dress rehearsal of sorts, of what you can do with respect to other consulting activities. Other consultants have claimed that the provision of trainings and workshops often evolve into other consulting opportunities (Cosier & Dalton, 1993).

Marketing

Networking

External consulting opportunities may often come about as a result of whom one knows, rather than cold calls or proposals submitted to organizations with which you have not previous experience or interaction. Networking is probably the most unrecognized or underrated skill of a successful external consultant. It has been reported that as much as 75% of consulting activities consist of referrals or repeat business from consultees (Cosier & Dalton, 1993). The time that you spend networking (in whatever forms that it might take place) will pay off—and it is in your best interest to build a large network (Jervey, 2004). It may not be your closest colleagues that provide referrals; work opportunities may come from people who know people who are indirectly related—a friend of a friend.

Using technology and social networking is an important method for building a larger network, and we'll cover some of this later. The more old-fashioned, but tried-and-true, method of networking is simply the act of making personal contact with potential consultees or sources of referral:

- Attend gatherings of people that might serve as potential consultees or referral sources. Conferences or workshops that you attend are excellent sources of contact.
- Present sessions and workshops at the same conferences mentioned above. Not only do you provide a dress rehearsal for what you might be able to do for an organization, but you can make direct contact with the people that attend your sessions. These are people who already have expressed an interest in what you have to say by attending your session.

- You might also offer pro-bono workshops within your community, depending on the content of your workshop. Make connections with civic and community leaders.
- Join multiple professional associations related to your area of interest or expertise. This will likely provide you with newsletters and publications—and likely that names of key people involved within the field. They might be people you will want to target in later advertising efforts. You'll also have an instant connection with the group of people who are members.
- Follow up with any leads that you encounter. Engage them in conversation and keep in contact, even if the contact is trivial (Jervey, 2004).

Market Research, Targeting Markets, and Advertising

Without having a preexisting connection to possible consultees, you are left to establish and develop your own business connections. Perhaps the most difficult aspect of developing these connections is knowing who is most likely to contract with you. How do you determine what people or organizations do not currently use a version of what you provide—but could benefit from using it? Making cold calls to random organizations is likely not the best use of your time.

If you decide to advertise, it is recommended that you use a precise or surgical approach. You want to be able to place your promotional materials in the hands of those most likely to do something with it. By joining various professional organizations related to your specialty area, you may have access to a list of members of the organization (with e-mail addresses or mailing addresses). By going to professional conferences and workshops, you may have access to a list of other participants of the conference or workshop (Cosier & Dalton, 1993). You might also target people that you have gone to school with (and older and newer alumni of your programs of study or institutions) who are likely in a similar field or location.

You will want to be aware of the majority industry or trade publications. Write and publish an article for the publication so that you may become more well known. Write and publish journal articles or books on your topic of specialty so that you can establish yourself as an authority on the topic. As you publish articles in journals or books, publish a newsletter or trade publication article that highlights this publication accomplishment. You may also consider publishing a newsletter of your own that summarizes your efforts and accomplishments. This could be sent out to the same lists of people mentioned in the previous paragraph.

The materials sent out should present the following perspective: You are selling your image or *brand*. You should highlight your accomplishments, your experience, and your education so you portray that you are special and unique in some dimension (your expertise). An advantage of working as a consultant is the general low requirement for business capital. The money that is spent in preparing and marketing your work should be directed in a smart and savvy manner. Recognize, maximize, and highlight your strengths. Likewise, you also need to recognize and manage any limitations that you might have.

Fee Structures

Getting started in consultation work may require doing initial work for little or no money in order to cultivate additional work over time. This process is referred to as *consultee mining*. A consultee base must be developed, establishing relationships with those individuals who will pay for your time. In the beginning, you may not be able to ask for as much money or higher fees as you would like. As you develop more consultee relationships, you can ask for more and possibly receive it. *Few external consultants start out making large fees.* The more experience you gain in consultation, the higher fees you are likely to receive for any contract. It is recommended that if you are just beginning to seek contracts, you take any or all contracts you can obtain. A consultee base may be developed by helping new consultees with smaller, low-profit projects. The theory is that these projects may lead into more work with greater fees. Embracing this approach allows the consultee to learn what you can do for them as a consultant and how well you can do it, as Timothy G. Plax (2006) states.

How much to charge for a consultation service seems like a simple enough question, but it is a very complex answer. Most clients would like a detailed estimate of the time spent doing consultation. The problem is that both clients and inexperienced consultants will typically underestimate the amount of time that may be required to complete a consultation service. For example, a one-day workshop will require more hours than are simply spent presenting the content (Plax, 2006). It always takes more time than thought, and it is possible that the consultee will ask for more work than what was originally contracted.

A consultant must consider preparation time, logistical planning, assessing the organizational needs, developing learning objectives, researching the content to present, designing the presentation, and preparing and editing the technology and materials. During the actual delivery of the workshop, a consultant must consider time spent setting up, arranging food and beverages, and cleaning up. There might also be additional debriefing time which includes analyzing feedback, writing a report, and meeting with the consultee to review the report. As a consultant costs out time for a contract, they usually don't consider the time that was spent in client mining, writing a proposal, communicating with the client, and contract negotiation (Plax, 2006).

It is difficult to provide guidelines regarding how much a consultant should charge. Part of costing out services as a consultant is making some type of determination as to what people would actually pay us to do. There are so many factors that enter into the process of estimating fees: prior work history of the consultant, prior work history with a consultee, the size and complexity of a job, the consultee's budget, the size of the consultee's organization, funding available, just to name a few. The more consulting we are able to do, the more our marketability increases, and the more our consultee base grows. As we grow, we are able to be more discriminating in the type and amount of projects that we contract, the clients that we are willing to take, and the amount of money we are willing to accept for our work (Plax, 2006).

Case 3.3: The Art of Negotiation

Kisha submitted a proposal for a two-day external consultation project (presenting a workshop). A fairly large counseling agency in a neighboring region was seeking a consultant to provide specialized training for their employees related to a subject that she knows well. She has five years of experience in the area, has presented on the subject twice at state counseling conferences, and conducted some research (not yet published) while she was in school. She has the knowledge, expertise, and ability to do a good job on the project. The problem is that she has never been paid as an external consultant before—in any area or subject matter. The person at the agency who is responsible for hiring a consultant has communicated with Kisha twice about a possible consultation arrangement, but this person is also considering bringing in a professor from a university across the state to provide the service. The professor is known fairly well for the subject matter but is also known for charging at least \$1,000 for a half-day workshop on the subject. The agency is on the fence regarding bringing in a lesser known consultant (Kisha) for less money versus bringing in a well-known consultant (the professor) for more money.

Kisha has a feeling that the agency would rather not spend a great deal of money on a consultant at this time but wants to make sure that the service that they receive is of top quality. She decides to highlight her qualifications and experience but propose a low fee structure (about 50% less than she makes per hour in her full-time job) in an attempt to win the contract and begin to build her consultee–client base. Part of her pitch communicates that she realizes that she could make more money (per hour) by simply continuing to work within her full time counseling job, but she has to start someplace in building a consultation portfolio. The agency staff express their appreciation of her candidness and decide to award her the project.

In any case, Plax (2006) has suggested a specific way to estimate or structure a consultant's fee. Please note that this relates only to a consultant's fees and not any other associated costs related to the consultation.

- Project the amount of time for the service to be completed.
 - A consultant should overestimate their time. As an example, Plax suggests that a consultant estimate, on average, 40 hours preparation time for one actual day of training.
- Estimate an hourly rate.
 - Consider how much you make per hour in a regular full time job and then align your consultation fee-per-hour accordingly.
- Multiply the amount of time projected to complete the service by your estimated hourly rate.

Keep in mind that this amount is pretaxed money and does not include health benefits, vacation time, retirement, or anything else associated with benefits of permanent employment. It is a one-time fee for services, and future work with this consultee is not guaranteed.

Guided Practice Exercises

Exercise 3.2: Simulated Contracting

Partner with a colleague with the intention to conduct a simulated consultation with one of you serving as a consultant and one of you serving as a consultee. Identify the nature and content of the consultation but spend your time developing a sample contract for the consultation efforts. The actual consultation need not ever take place; the contract is the goal of the exercise. Your document should be written and contain the following elements as suggested by Remley (1993):

- Clearly specify the consultation work to be done.
- Describe in detail any work products expected from the consultant.
- Specify a time frame for the completion of the work.
- Specify to whom the consultant should report.
- Describe compensation or fees and method of payment.

Use of Technology in Consultation

Technology hardware and software advancements are made so rapidly that the content written within this section of the chapter is likely outdated by the time you are able to read it. Nevertheless, we will attempt to review what we believe to be the necessary skills needed for the use of technology in consultation. This section will be divided into two parts: (1) the actual technology that can be applied with consultation, and (2) an ethical framework for the use of technology.

Technology Applied in Consultation

Consultants should have a sufficient amount of understanding when it comes to the technology used in consultation. There are multiple categories of technology under which knowledge should exist.

Communication

A consultee's ability to access their consultant, in general, is a critical dimension for most consultees and clients. There are also circumstances in which a consultant may need to be on call during the implementation of an intervention. It could probably go without mention that consultants should be familiar with e-mail and telephone communication, but it is highly recommended for the consultant to be familiar with and embrace mobile technology. Mobile devices, in particular devices known as smart devices, will allow the consultant to receive telephone messages, SMS or text messages, and e-mail communication on the go.

It is also recommended that consultants be familiar with other enhanced abilities to communicate. Videoconferencing over the Internet allows consultants and consultees to have face-to-face, real-time conversations and communication. Some smart devices will enable instant messaging and videoconferencing as well. Some examples of this technology include: Skype, GoToMeeting, Elluminate Live!, and Adobe Connect. A variant in this use of technology is the application of virtual environments (e.g., Second Life). There is a fairly steep learning curve for using virtual environments, and these may not be readily adopted by consultees.

Regardless of the tool or device, the primary concern for consultants is that the technology that they select to communicate (and more importantly, the way in which they use it) be as secure and confidential as possible. This includes telephone, text messaging, e-mail, mobile devices, and webconferencing or webinars.

Networking and Marketing

Social networking has grown exponentially over the last 10 years. Using social networks allow consultants to connect with future consultees and market services that they may provide. A consultant may decide to maintain a personal account or a business account or both. The primary concern for consultants using social networking is that they do not breach confidentiality of their consultees or clients in the content that they post. The posts on social networks should be presented as generic information regarding their field and not any disclosure of work or services that are provided to any specific consultee or client. It should be noted that social networking use is not recommended by the authors for use by counselors. “Liking” or “following” a client or a client “liking” or “following” a counselor is a breach of confidentiality of the counseling relationship. There are other ethical reasons for counselors being very wary of social media, but confidentiality may be the primary concern. Consultants should view their social networking use as a primary way to “market their brand.” Some of the more popular social networks used at the time of publishing this text are Facebook, Twitter, LinkedIn, Instagram, and Pinterest.

Content Capturing, Presentation, and Delivery

The primary technologies typically used by consultants when working with the content of their consultation work include software for word processing, spreadsheets, and presentation software. Word processing would be used for drafting documents before, during, and after your consultation activities. Some of the more popular word processors are Microsoft’s Word, Apple’s Pages, and OpenOffice. Spreadsheets may be used to track expenses or document and analyze data collected during the consultation process. Some of the more popular spreadsheet software includes Microsoft’s Excel, Apple’s Numbers, and OpenOffice. Presentation software would likely be needed when pitching a proposal for consultation or presenting content to any group of people during the consultation process. Some of the more popular presentation software includes Microsoft’s PowerPoint, Apple’s Keynote, OpenOffice, and Prezi.

A consultant may also consider using a mobile device to capture and use content on the go. There are mobile versions of some word processors, spreadsheets,

and presentation software on smart devices. There are also mobile applications or “apps” (and devices) that allow consultants to capture audio and video of their work in the field. For example, a consultant may want to audiorecord the content from an interview or focus group. Rather than take notes, they can record the meeting and maintain their focus in the here-and-now of what is being related. The recording could be reviewed later.

Document Management, Collaboration, and Sharing

Managing content on multiple computers and devices has created such problems that applications and online resources have been developed to simplify the process. Notes and content on one device can instantly be stored and edited on another device. There are apps, such as Evernote, that allow for notes, pictures, audio clips, attachments, and web clippings to be recorded and organized on something like a smart device (something a consultant would use in the field) and instantly transferred to another device like a laptop computer (provided there is an Internet connection).

Other web resources facilitate simple document storage and access across multiple devices. This is also referred to as *cloud storage*, where the content may be stored on a local device but also stored in a virtual capacity (on a server elsewhere). Some cloud storage is only stored in a virtual capacity. Some of the more popular cloud storage resources are Dropbox, Google Drive, Apple’s iCloud, and SkyDrive.

The ability to collaborate on documents and content is another technology skill that is highly recommended. Rather than sending and resending documents for editing and review, there are resources that can be used to instantly share and collaborate on the work. Perhaps the most popular of these resources is Google Docs, which provides access to word processing, spreadsheet, presentation, form creation, and drawing software. One person can create a document using the software, and instantly share a link for another person to access and edit the document. Some webconferencing software (as mentioned above) will allow for instant collaboration as well. Wikis are another tool that may be used to facilitate group interaction and collaboration on a project. A wiki is a web resource that allows multiple participants to add, modify, or delete content of a website document using a web browser. They typically allow for the incorporation of multimedia content.

Assessing, Monitoring, and Evaluating

There may be times in which a consultant needs to collect data: They may need to conduct a needs assessment, conduct a pretest and posttest, survey the client system, or survey the satisfaction of the consultee. As assessments or surveys are used, it takes additional effort to monitor the collection process and even yet more time to collate and analyze the results. There are web resources that can help a consultant conduct assessments, monitor data collection, and evaluate the data received. The web interfaces are fairly easy to use, and a consultant can create simple or complex instruments. Users of the resources can find out fairly easily whether the assessments are being used,

who is using them, and how they are being used. Most of the resources will even create an attractive display of the results with graphs and charts (depending on the type of data collected). Some of the more popular resources are SurveyMonkey, SurveyGizmo, and Google Forms.

Ethical Framework for the Use of Technology in Consultation

DeeAnna Merz Nagel and Kate Anthony (2009; see also Suggested Readings) have developed a series of ethical frameworks for various types of mental health professionals. It stands to reason that their series of frameworks can be applied to consultation as well. The primary ethical concepts to keep in mind when using technology as a consultant are listed below:

- *Hardware (when used for communication)*: Consultants should understand the basic platform of their own devices and computers and whether or not their consultee's hardware or platforms are compatible with any communication programs being used by the consultant.
- *Software*: Consultants know how to download and upgrade software (and assist clients with it as well) when the software is used for consultation services.
- *Encryption*: A consultant should understand how to access encrypted services, as needed in their communication with a consultee or client. E-mail is not considered a secure form of communication. A consultant should also consider secure storage of records (as needed)—whether it be on secure services of a third-party cloud storage, password-protected mobile devices, encrypted folders on a consultant's hard drive, or password-protected folders on an external drive. When unencrypted methods of communication are used, this should be disclosed and explained (e.g., standard e-mail, mobile telephones, SMS texting, social networking).
- *Backup Storage*: Records and data that are stored on a consultant's device or hard drive should be backed up regularly on an external drive or remotely using secure cloud storage.
- *Password Protection*: Consultants should take steps to ensure the confidentiality of documents and communication using password-protected devices, folders, drives, or computers.
- *Firewalls*: Consultants use firewall protection externally or through web-based programs.
- *Virus Protection*: A consultant does their best to ensure that their work computers and devices are protected against viruses that may be received from others—and that they don't transmit them to others.
- *Methods of Communication*: If a consultant's primary mode of communication is electronic or digital, they still offer contact information that includes a post address, a telephone number, and an e-mail address. A consultant should have an agreed-upon plan for how to communicate and proceed when there are technological problems.
- *Consultee's Technology Skills*: A consultant should screen the consultee's (and possibly the client's) use of technology at the beginning of the consultation relationship and should be screened along the same avenues with the consultant-used technology. Questions may include, but are not limited to, a consultee's experience with e-mail, instant messaging, software and applications used, social networking, SMS texting, webconferencing and VoIP (Voice over Internet Protocol), and telephone access and use (Merz Nagel & Anthony, 2009).

Consultation Report Writing

- It has been noted that consultants are faced with greater accountability within the realm of their services (Brinkman, Segool, Pham, & Carlson, 2007). This view of accountability incorporates the documentation process, specifically related to intervention effectiveness. Consultants must carefully consider how they document their services and their outcomes in accordance with how they are contracted to provide services. If you are contracted to provide a specific service (and draft a report at the end of the process), then your report should be submitted with the expectations addressed in detail. Clearly and accurately documenting the steps taken is essential in providing accountability (Brinkman et al., 2007) and list the following reasons for drafting consultation reports:
 - Summarize services
 - Convey information that was gathered
 - Create a formal document that may assist with future endeavors
 - Describe the sequence of events
 - Present data gathered during the process that may demonstrate whether or not the consultation was a success

Case 3.4: Write the Report

Pat has a consultation agreement with an organization that has its headquarters in another state from where Pat lives—and more importantly—a different state from where the consultation services took place. She had a clear and well-written contract going into the consultation, so she knew exactly what to expect and what to accomplish during her time with the consultee. The problem is that the consultation didn't go exactly according to plan. She did a great job, but there were things that happened that were out of Pat's control. The consultation wasn't as successful as she'd hoped. Now that the bulk of her work is complete, she is faced with submitting a report to the organization regarding the consultation services. This was an expectation that was part of the contract she signed with them.

Pat realizes that the outcome of this relationship can affect how much consulting work she receives in the future. Per her contract, she is going to follow through with submitting a report as requested. She has to keep reminding herself that her report needs to accurately represent the intervention effectiveness—and not attempt to alter the report to reflect a change in the outcome for the better. She realizes that the report may be the only way for the organization to have a clear and accurate understanding of her actions and interventions applied. Because the representatives and decision makers for the organization are in a different state, and were not "looking over her shoulder" during her time on site, the only way that they may be able to interpret her work is to examine the outcome or results. Without the report documenting the process, sequence of events, results, barriers, and successes, the organization representatives may never know how good of a job she did.

A report should be written objectively and concisely, integrating information gathered, and focused on documenting the outcome (Brinkman et al, 2007). It should be written in third-person narrative and be free from a conversational tone. There

should be no spelling or grammatical errors, and the paragraphs written in easily digestible lengths.

Strong consideration should be given over how to visually present data, when appropriate. Visual or graphical presentations can organize and relate data about the intervention implementation over time and effectively present an interpretation about the effectiveness of treatment.

A comprehensive report summarizes all of the steps taken during the consultation process and synthesizes the findings with a focus on outcomes. Brinkman et al. (2007) offer a sample detailed ordering of sections for a formal consultation report, which we have modified slightly:

1. *Identifying Information*: Provide the relevant identifying information about the consultant, consultee, and client. Include dates of consultation meetings.
2. *Reason for Referral*: Provide information about the source and concerns that prompted the referral.
3. *Problem-Solving Techniques*: Describe all of the interviews and data-gathering procedures used (including dates). Identify who was responsible for data collection.
4. *Background Information*: Present any information relevant to the consultee's and/or client's functioning (current and past).
5. *Problem Identification*: Summarize the primary concern that was identified.
6. *Methodology for Data Collection*: Describe who collected the data, and how, when, and where it was collected.
7. *Baseline Data*: If possible, provide a visual representation of the baseline data (table or graph).
8. *Problem and Goal Definition*: Provide an interpretation of the possible difference between the expected level of performance and the baseline data. Describe what the goals of consultation were as a result.
9. *Intervention Implementation*: Present a concise summary of the interventions applied. Identify who did what, how it was done, when it was done, and where it was done.
10. *Intervention Data*: If possible, provide a visual representation of the data across baseline and intervention stages of the consultation process.
11. *Intervention Evaluation*: Present a critical evaluation of the consultation process, with respect to baseline and intervention implementation data, the outcome, the problem-solving process, and intervention design.
12. *Summary*: Summarize the information presented in the previous sections.
13. *Recommendations*: Offer specific recommendations that might address ongoing concerns or problems. Describe what components of the process should be continued.
14. *Signature*: Sign and date the document.

Source: Adapted from Brinkman, Segool, Pham, & Carlson, (2007).

Guided Practice Exercises

Exercise 3.3: Office Space Consultation

Watch the movie *Office Space* (Reidel & Judge, 1999) and imagine that you are one of the consultants (one of the Bobs) from the movie (keeping in mind that this movie provides an inaccurate, comical view on consultation that embraces a lot of people's misconceptions about consultation). Draft a consultation report of your work with Initech (Initech is the organizational consultee; Bill Lumbergh is your identified consultee contact).

Chapter Keystones

- There are basic, foundational skills that are common across all models—and common across all contexts and subject areas. These are the skills that drive your work and are the greatest predictor of your success as a consultant: interpersonal skills, communication skills, problem-solving skills, relationship-building skills, multicultural-counseling skills, and group-work skills.
- The relationship between culture and consultation is multifaceted and complex. Culture can influence consultation in a variety of ways.
- Nonprofit consultation is generally described as working as a consultant without the expectation of receiving any payment or additional compensation. For-profit consultation is generally described as working as a consultant with the expectation of receiving payment or other compensation.
- The costs associated with external, for-profit consultation should be provided to the consultee during the initiation of the relationship. Organizational responsibilities should also be made clear at the beginning of the consultation relationship.
- Part of becoming a successful consultant requires the ability to make connections and generate proposals for consulting work.
- How much to charge for consultation services is a complex process. There are numerous factors to consider.
- Consultants should have some knowledge regarding the technology used in consultation: communication, networking and marketing, content capturing, presentation and delivery, document management, collaboration and sharing, and assessing, monitoring, and evaluating.
- Consultants must carefully consider how they document their services and their outcomes in accordance with how they are contracted to provide services.

Web-Based and Literature-Based Resources

Websites

Adobe Connect: http://success.adobe.com/content/en/na/programs/products/connect/1211-web-conferences.html?skwcid=TC|22191|adobe%20connect||S|e|21117383062&ef_id=xnFPhkZ9BRwAAIqK:20130122063441:s

Apple iWork: <http://www.apple.com/iwork>

Dropbox: <https://www.dropbox.com>

Elluminate Live!: http://www.illuminate.com/Services/Training/Elluminate_Live!/?id=418
 Evernote: <http://evernote.com>
 Facebook: <http://www.facebook.com>
 Google Docs: <http://docs.google.com>
 Google Drive: <http://drive.google.com>
 GoToMeeting: <http://www.gotomeeting.com>
 iCloud: <https://www.icloud.com>
 Instagram: <http://www.instagram.com>
 LinkedIn: <http://www.linkedin.com>
 Microsoft Office: <http://office.microsoft.com/en-us>
 Online Therapy Institute: <http://onlinetherapyinstitute.com>
 Open Office: <http://www.openoffice.org>
 Pinterest: <http://www.pinterest.com>
 Prezi: <http://prezi.com>
 SecondLife: <http://secondlife.com>
 SkyDrive: <https://skydrive.live.com>
 Skype: <http://www.skype.com>
 SurveyGizmo: <http://www.surveygizmo.com>
 SurveyMonkey: <http://www.surveymonkey.com>
 Twitter: <http://www.twitter.com>
 Wiki (What is a wiki, by a wiki): <http://en.wikipedia.org/wiki/Wiki>

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