

**Rutgers – the State University of New Jersey**  
**School of Management and Labor Relations Department of Labor Studies**  
**and Employment Relations**  
**38:578:508:B1 and 37:575:480:B1**

**Group Dynamics and Team Facilitation,**

**Summer 2018**

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<b>Office Hours:</b>	virtual
<b>Class Days/Time:</b>	Hybrid: face-to-face May 20-21
<b>Classroom:</b>	Room 130/131 Labor Education Center

**Course Description**

**Course Goals and Student Learning Objectives**

Teams of various types are becoming increasingly important to all 21<sup>st</sup> century organizations ranging from private for-profit organizations to non-profits and non-governmental organizations to unions, cooperatives and coalitions. Consequently group facilitation skills are emerging as a core competency for managers, leaders, consultants, organizers and anyone who works with groups. Group facilitation refers to a process in which a person(s) acceptable to group members is designated to help a group improve its effectiveness at identifying and solving problems, and making decisions. In this role the *facilitator* agrees to be substantively neutral and to have no substantive decision-making authority. However, facilitation skills can be used by individuals involved in the substance of the conversation in the roles of *facilitative leader* or *facilitative trainer or consultant*.

This course focuses on the skills of “micro facilitation” – the ability to design an effective group decision-making or problem solving event and then to say or do the right things during the meeting to facilitate the group’s ability to achieve its goals. The course will deal with face-to-face, video-conferencing/webinar and virtual group work. The course

is heavily experiential. The mandatory in-person class sessions will involve actual group activity and practice facilitation with feedback from peers and the instructor.

### **Student Learning Outcomes (LO)**

Upon successful completion of this course, students will be able to:

LO1: Demonstrate that they know the difference between basic and developmental facilitation

LO2: Demonstrate an understanding of a model of effective groups in simulations and discussions.

LO3: Demonstrate at least basic facilitative competence in various roles (facilitator, team leader, consultant, coach, trainer).

LO4: Demonstrate competence in diagnosing group performance problems using appropriate theories and models.

LO5: Demonstrate competence at designing interventions to improve work group performance both during group meetings and outside of meetings.

### **Performance Expectations**

There are three types of performance requirements in this course:

1. A Journal documenting reflections and learning throughout the course. This will be done on-line using the Assignments function in Canvas.
2. In-class performance. The face-to-face class will involve simulations and exercises that require demonstration of the targeted skills and competences as well as providing effective feedback to other students on their performance.
3. On-line group discussions. There will be several on-line discussions in which students can demonstrate competence in facilitating or participating effectively in virtual tasks or discussions.

### **Required Texts/Readings**

#### **Textbook**

Roger M. Schwarz, **The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers and Coaches**. Jossey-Bass. 2002 (new and revised) edition. Roger has a new edition out – just published - feel free to purchase that one – it has a bit of new stuff but I plan to use the 2002 edition and will supply the essential new stuff. Either one is fine. Choose the one that fits your budget. You may want to order the e-version.

### **Classroom Protocol**

This course uses dynamic, participatory active learning methods. Students are expected to play an active role in their own and others' learning.

**This means that on-time class attendance; preparation and participation – both face-to-face and on-line -are extremely important and will determine final evaluation of student performance.**

Some exercises in the face-to-face classes may be videotaped for use in feedback. These videos will be destroyed after the course is over. No other video or audio recordings except those supervised by the professor are permitted.

### ***Communication***

The course will use the Rutgers Canvas on-line platform for communication and group work. You should familiarize yourself immediately with the workings of Canvas and arrange with the SMLR on-line helpdesk for instruction if you are not already familiar. The course starts on-line so you will need to get this instruction prior to or immediately when the course opens on May 8, 2017.

I will communicate all official course correspondence via Canvas for the whole class, or by email for subgroups or individuals. Students are responsible for all information communicated to them via email.

I will do my best to get back to you within 24 hours.

When emailing always include the course number (LSER ) and assignment number (if relevant) in the subject line of your email.

### **Grading Policy**

Face-to-face class Participation and Performance 60%

On-line Forum and Virtual Groups Participation and Performance 20%

Journal recording insights and learning 20%

### **University Policies**

#### **Academic Integrity**

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to be familiar with all Rutgers University policies regarding academic integrity. These can be found on the website [www.rutgers.edu](http://www.rutgers.edu)

# Course Schedule

*F2F = Face-to face class*

*OL= On-line forum*

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	May 7-13 OL	<p><b><u>Introductions and Course Overview</u></b></p> <p><b>(a) Use of Self in Facilitating Groups</b> Course overview, introduction to basic competencies and concepts; Ladder of Inference; the importance of feedback; course ground rules</p> <p><b>(b) Assessing Emotional Competence and Inquiry/Advocacy Skills</b></p> <p><b>Read:</b> Schwarz, chapters 1-3 Brad berry and Graves Chapter 3 Senge Excerpts</p> <p><b>Complete:</b> Emotional Competence Assessment</p> <p>First Journal exercise.</p> <p>See Canvas page for assignment details</p>
2	May 14-18 OL	<p><b><u>Practicing Observation, Listening and Inference, Temperament</u></b></p> <p>Read chapters 4-6 in Schwarz Complete Keirsey Temperament Sorter Virtual Discussion Journal Entry</p>
3	May 19-20	<b>Face-to-Face Experiential Session</b>
4	May 21-27 OL	<p><b><u>Designing Facilitative Interventions</u></b></p> <p>Read chapter 7-9 in Schwarz Virtual Discussion Journal Entry</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	May 28- June 3 OL	<b>Practice Facilitation at home</b> Read Chapters 10-12 in Schwarz Journal Entry Virtual Discussion
6	June 4-10 OL	<b>Course Completion</b> Self Reflection Journal Completed Final Group Discussion Read chapters 13-16 in Schwarz