Preliminary Syllabus – to be amended based on student needs and interests

Instructor: Susan Schurman

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Email: sjschurman@gmail.com

Office Hours: By appointment

Class Days/Time: Hybrid: In person class meets Mondays June 3, 10, 17, 24 and possibly July 1

Classroom: Room 137 Labor Education Center

Course Description

Course Goals and Student Learning Objectives

Work groups of various types are becoming increasingly important to the modern organization. Consequently group facilitation skills are emerging as a core competency for managers, leaders, consultants 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. Each face-to-face class 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:
LO: 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 Journal Function in e-college. Weekly updates are required based on specific assignments and instructions provided in class or via the e-college course site.

2. In-class performance. Each 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 performance. During some weeks of the course, on-line exercises or simulations will be required in which students will demonstrate competence in facilitating or participating effectively in virtual tasks or discussions.

Required Texts/Readings

Textbook


Other Readings

Supplementary readings will be available on the Rutgers Sakai course site. Specific readings and assignments may change as the course proceeds depending on student interest and performance.

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. If you cannot attend all class sessions you should drop this course as you will not receive a passing grade.

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 e-college site for communication and group work. You should familiarize yourself immediately with the workings of e-college and arrange with the e-college helpdesk for instruction if you are not already familiar. The course starts on-line so you will need to get this instruction prior to May 28, 2013.

I will communicate all official course correspondence via e-college for the whole class, or by email for subgroups or individuals. Students are responsible for all information communicated to them via email. Verbal discussions either before or after class will not be considered official unless followed up with written email confirmation. Feel free to contact me via email with questions or concerns about the course. I will do my best to get back to you within 24 hours. When emailing the instructor, always include the course number (LSER 508) and assignment number (if relevant) in the subject line of your email.

**Grading Policy**

- Face-to-face class Participation and Performance  50%
- On-line Forum and Virtual Groups Participation and Performance 25%
- Journal recording insights and learning 25%

**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*

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | May 29-    | **Unit I:** (a) Use of Self in Facilitating Groups  
|      | June 3 OL  | Course overview, introduction to basic competencies and concepts;  
|      |            | the neurobiology of empathic understanding; active listening triads;  
|      |            | mental models; Ladder of Inference; the importance of feedback;  
|      |            | course ground rules  
|      |            | (b) Assessing Emotional Competence and Temperament  
|      |            | (c) Practicing Use of Self and Effective Feedback  
|      |            | **Prior to Class on June 2 Read:**  
|      |            | Schwarz, chapters 1-3;  
|      |            | Schein, Chapter 7;  
|      |            | Brad berry and Graves Chapter 3  
|      |            | **Complete:**  
|      |            | Emotional Competence Assessment  
|      |            | Kiersey Temperament Sorter II  
|      |            | **Prepare:**  
|      |            | First Journal exercise.  
|      |            | See e-college course site assignment page for details  
| 2    | June 4-10 OL    | **Unit II: Diagnosing Behavior in Groups: Theories, Ground-Rules, Behaviors**  
|      | June 10 F2F   | Read chapters 4-6 in Schwarz  
|      |            | Additional readings TBD  
|      |            | **Practicing Diagnosing Behavior in Groups**  
| 3    | June 11-17 OL | **Unit III: Facilitative Interventions**  
|      | June 3 F2F   | Read chapter 7-9 in Schwarz  
|      |            | Additional Readings TBD  
<p>|      |            | <strong>Practicing Use of Self and Effective Feedback</strong> |</p>
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<thead>
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<tr>
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<td><strong>Practice Facilitation and Assessment</strong></td>
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<td>4</td>
<td>June 17 F2F</td>
<td><strong>Practice Facilitation Continued</strong></td>
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<td>Read chapters 10-12 in Schwarz</td>
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<td>Additional readings TBD</td>
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<td>5</td>
<td>June 25 – July 1</td>
<td><strong>Unit IV.: On-line Facilitation and Course Completion</strong></td>
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<td>Self Reflection Journal Completed</td>
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<td>Read chapters 13-16 in Schwarz</td>
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<td>Additional Assignments TBD</td>
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<td>July 1</td>
<td><strong>There may not be class this week depending on whether we finish on June 24</strong></td>
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