

Rutgers – the State University of New Jersey
School of Management and Labor Relations Department of Labor Studies
and Employment Relations
37:575:480:B1, Group Dynamics and Team Facilitation, Summer 2017

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Office Hours:	virtual
Class Days/Time:	Hybrid: on-line; face-to-face May 20-21
Classroom:	Auditorium, 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:

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 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. 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.

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 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

Course Schedule

F2F = Face-to face class

OL= On-line forum

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	May 8-14 OL	<p><u>Introductions and Course Overview</u></p> <p>(a) Use of Self in Facilitating Groups Course overview, introduction to basic competencies and concepts; Ladder of Inference; the importance of feedback; course ground rules</p> <p>(b) Assessing Emotional Competence and Temperament</p> <p>Read: Schwarz, chapters 1-3 Brad berry and Graves Chapter 3</p> <p>Complete: Emotional Competence Assessment Kiersey Temperament Sorter II</p> <p>First Journal exercise.</p> <p>See Canvas page for assignment details</p>
2	May 15-19 OL	<p><u>Practicing Observation, Listening and Inference</u></p> <p>Read chapters 4-6 in Schwarz Virtual Discussion Journal Entry</p>
3	May 20-21	<p>Face-to-Face Experiential Session</p>
4	May 22-28	<p><u>Designing Facilitative Interventions</u></p> <p>Read chapter 7-9 in Schwarz Virtual Discussion Journal Entry</p>
5	May 29- June 4	<p>Practice Facilitation at home</p> <p>Read Chapters 10-12 in Schwarz Journal Entry</p>
6	June 5-11	<p>Course Completion</p> <p>Self Reflection Journal Completed Final Team Discussion Read chapters 13-16 in Schwarz Additional readings TBD</p>

