

CSUS 865
Facilitative Leadership (1 credit)

Fall 2017

Friday 10:00 a.m.-12:00 p.m. 320A Natural Resources

Instructors

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Course Description

This one-credit course provides a hands-on introduction to the practice of facilitative leadership for groups, organizations and communities. The course covers processes, skills and techniques associated with leading groups to generate and prioritize ideas, set goals, and create action plans. Students receive instruction through lectures and in-class demonstrations; they apply this knowledge by leading groups using a variety of tools. The format includes 1) a three-day intensive workshop beginning at 9 a.m. on day one and ending at 3 p.m. on day three (including two evening sessions); 2) one on-line session before the workshop; 3) two campus sessions and a final exam. At the end of the workshop each student is required to design and lead a 45-minute group session on a topic of his or her choice. Students provide constructive critique of other learners' facilitation techniques. Students will receive written and verbal constructive feedback from course instructors and their peers.

1. Course Aims

- ♦ To introduce students to the concept of facilitative leadership and encourage them to broaden their perspective on approaches to leadership.
- ♦ To understand facilitation and facilitative leadership in the context of action research and to identify areas in our professional and personal lives in which we may practice both.
- ♦ To prompt students to observe and analyze the impacts of participatory approaches to leading meetings and to examine the role of power in groups and the value of shared power.

- ♦ To provide a practice space for students to gain confidence and skill in facilitative leadership and to encourage creativity and flexibility when leading groups.
- ♦ To examine the nature of productive meetings and introduce an effective meeting design template.

2. Course Objectives

At the end of the course, students should be able to:

- ♦ Lead groups to discuss issues productively, with balanced participation of group members.
- ♦ Use techniques and skills to keep a group focused and on track.
- ♦ Identify the strengths and weaknesses of different approaches to leading meetings.
- ♦ Design an effective and productive meeting process using a planning template.
- ♦ Think creatively and adapt a group process to fit the objectives as the process unfolds.
- ♦ Use a variety of tools to help a group generate ideas, reach consensus, and develop an action plan.
- ♦ Understand consensus, and demonstrate the ability to help a group achieve it.
- ♦ Demonstrate a range of verbal, nonverbal, and graphic techniques for keeping meeting participants engaged and productive.
- ♦ Appreciate the virtues and limitations of facilitative leadership.

3. Required Course Meetings

Date	Time	Location
Online session	Sept 1 (10-11:30)	or Sept 5 (1-2:30pm)
September 8	10am-12 pm	Campus, 320 A Natural Resources
September 12	9am-8pm	Kettunen Center, Tustin
September 13	8am-8pm	Kettunen Center, Tustin
September 14	8am-3pm	Kettunen Center, Tustin
September 22	10am-12 pm	Campus, 320 A Natural Resources
Final exam	TBA	TBA

Students **MUST** attend all sessions of the 3-day workshop as well as on-campus sessions. The workshop is held off-campus and carries no participation fee as long as students complete the credit course associated with the workshop. Lodging, meals, and materials are provided.

4. Required Readings and Responses

There are required readings for the on-campus sessions as well as the workshop.

For campus sessions there are two sets of readings that are required and will be available on D2L. For each set of readings there is a required assignment. Please do the reading first and then complete the assignment. Post your assignment to D2L by the specified time on the due date. Directions for each assignment will also be posted on D2L.

5. Course Evaluation

Grading – Your final grade will be based on class participation, reading responses, your demonstration of skills learned during the workshop, a final facilitation, and an end of course reflection. The percentages below reflect the relative weight of an assignment in determining your final grade.

Participation – I believe that active participation in this class is necessary to absorb the principles and skills that are presented. Expect to attend class prepared, participate in discussions, be open-minded and provide collegial support to fellow students. Do this and you will receive full credit in this area.

ASSIGNMENT	WEIGHT
Active participation in on-campus sessions <ul style="list-style-type: none"> - Preparation for on-campus sessions <ul style="list-style-type: none"> o Assignments #1-2 complete o Posted to course website on-time - Participation and contributions during sessions 	15%
Demonstration of facilitation skills during workshop <ul style="list-style-type: none"> - Demonstrate ability to lead discussion (5%) - Design a meeting using participatory principles (%10) - Demonstrate tools of facilitative leadership (%35) - Provide formal constructive feedback to peers (%10) 	60 %
Final facilitation and reflection and synthesis of course material & workshop	25%

6. Course Policies

Class attendance – Because of the intensive and hands-on nature of this course, students MUST attend all sessions of the 3-day workshop as well as on-campus sessions.

Class conduct – Collegiality is important in this course. We each come into this course with different levels of experience and comfort speaking in front of and facilitating groups and you are expected to treat your colleagues with compassion and respect while they practice these skills.

Accommodations – If you need accommodations in this class related to a disability or religious holidays, please make an appointment with me to discuss as soon as possible.

Academic Integrity – [Article 2.III.B.2](#) of the SRR states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course.

7. Course Schedule

Date Due	Assignment
Sept 1 or Sept 5 online	Review two handouts before the online session Sept 1 or 5
September 8, 10am	First On-Campus Meeting
September 11, 6pm	Assignment #1: Applications of facilitation in action research. Post to the website.
September 12-14	Workshop: Skills Presentation & Practice Lead a discussion Participatory Meeting Facilitative Leadership Tools Peer Critiques
September 21, 6pm	Assignment #2: Developing Capacity for Facilitative leadership. Post to the website.
September 22, 10am	Second On-Campus Meeting
TBA	Final Facilitation
TBA	Final Reflection and Synthesis

Reading List

September 8

Reason, Peter and Bradbury, Hilary. 2008. Introduction. *The Sage Handbook of Action Research, 2nd Edition*, ed. by P. Reason and H. Bradbury. Thousand Oaks, CA: Sage, p 1-10.

Rees, Fran. 2005. Chapter 1: Facilitation in Organizations Today. *The Facilitator Excellence Handbook*. San Francisco: John Wiley & Sons, Inc., 11-20.

Rees, Fran. 2005. Chapter 2: Role of the Facilitator. *The Facilitator Excellence Handbook*. San Francisco: John Wiley & Sons, Inc., 23-27.

Schwartz, Robert 2002. Chapter 7: The Facilitative Leader. *The Skilled Facilitator*. San Francisco: Jossey Bass, 327-343.

Before your online session Sept 1 or 5

Prior to the online session you have signed up for, please review:

Two handouts entitled “Evolution of Leadership Thought” and “Characteristics of Facilitative Leadership”

Friday, September 22

Snow, Donald. 2001. Coming Home: An Introduction to Collaborative Conservation. In: *Across the Great Divide*. Brick, P, Snow, D. and Van de Wattering S, eds . Washington DC: Island Press, pp 1-11.

McKinney, Matthew. 2001. What Do We Mean by Consensus? Some Defining Principles. In: *Across the Great Divide*, Brick P., Snow,D. and Van de Wattering S, eds. Washington DC: Island Press, pp 33-41.

Moseley, Cassandra. 2001. The Applegate Partnership: Innovation in Crisis. In: *Across the Great Divide*. Brick, P, Snow, D. and Van de Wattering S, eds . Washington DC: Island Press, pp 102-111.

Kaner, Sam. 2007. *Facilitator’s Guide to Participatory Decision Making*. San Francisco: Jossey-Bass, pp 303-311.