I. RATIONALE:

For many years, organizations have called upon others (often from outside the organization) to provide facilitative skills. Today, many organizations recognize that the set of skills an effective facilitator has are the same skills that others inside the organization need in order to work effectively with groups. Facilitative skills are increasingly becoming a core competency for leaders, consultants, and others who work with groups.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Developing your ideas, with a supporting theory, about facilitation skills and the group processes.

Learning Outcome: The student will:

A-1 Describe the “Skilled Facilitator” approach and its use in various roles.
A-2 Identify what makes groups effective.
A-3 Develop a model of group effectiveness for Cohort 4 to use throughout the MSOL.
A-4 Discuss the core values that guide the facilitative role.

GOAL B:
To develop insight into how your leadership styles affect facilitation in organizations.

Learning Outcome: The student will:

B-1 Describe the relationship between your leadership styles and the skilled facilitator approach.
B-2 Explain how the role of the leader enhances or hinders group effectiveness.
B-3 Describe the impact of individual values on facilitation styles.

GOAL C:
To develop your skills in meeting facilitation, group decision-making, sponsorship and monitoring group progress that can be applied in work settings.

Learning Outcome: The student will:
C-1 Describe various approaches for intervening effectively in groups.
C-2 Identify strategies for how to deal with emotions (yours and the group’s) that may arise during various group interactions.
C-3 Discuss a systems view of organizational facilitation.

GOAL D:
The ability to assess an organizational situation related to group process and to develop an action plan for improvement.

Learning Outcome: The student will:
D-1 Facilitate a group intervention in response to an identified challenge in the group’s behavior.
D-2 Develop an action plan for dealing with an identified facilitative challenge in your own organization.

III. METHODOLOGY:

Journaling:

Students are required to maintain a journal throughout the MSOL Program. The purpose of the journal is to provide the student with a forum for introspection. The journal entries should reflect important points from the readings, classroom discussions, and/or other inputs. That is, what did you find compelling enough to pay attention to? Each entry should be connected to some aspect of your professional or personal life. In other words, why did you choose to pay attention to this particular matter? Furthermore, each entry should lead to a projection of what you might start doing, continue to do, or stop doing, as a result of your reflection. In other words, so what difference will it make for me?

Students will be evaluated on the quality and originality of their journal. A copy (not the original) of the journal is to be turned in for grading. The journal should be double spaced in twelve point font. (Microsoft Word e-mail attachments are also acceptable.)

It is suggested that the “journal” be accumulated as a Microsoft Word file, with entries being made, at least, after each class session. Journals will be submitted at the mid-point of each course. Students may wish to compile rough notes during the class sessions that are refined after class. The rough notes themselves are not acceptable for submission.