WILMINGTON UNIVERSITY
COLLEGE OF BUSINESS
COURSE SYLLABUS

FACULTY MEMBER: Leave Blank
TERM: Leave Blank
COURSE TITLE: Group Processes and Facilitation Skills
COURSE NUMBER: MOL 6200
OFFICE HOURS/METHOD OF CONTACT: Leave Blank

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone.
- A webcam.

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.

COURSE DESCRIPTION:
This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. This course also examines the maximization of communication effectiveness to overcome barriers to group formation and facilitation in the ultimate achievement of organizational goals.

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.

PROGRAM COMPETENCIES: (Intended student learning outcomes)
- Develop an understanding of contemporary leadership and management models and theories.
- Develop an understanding and the ability to apply change frameworks and models.
- Articulate personal values and goals as guideposts to personal behavior.

WILMINGTON UNIVERSITY GRADUATION COMPETENCIES: (Broad based goals)
Oral Communication
- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication
- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Use appropriate APA format for scholarly writing.

Disciplined Inquiry
• Use quantitative, qualitative, and scientific reasoning to solve problems.
• Exercise critical thinking strategies including reasoning, problem solving, analysis and evaluation.
• Define a problem or issue and develop questions and methods to address the problem or issue and/or create new knowledge.

Information Literacy
• Access and use information effectively, efficiently, and appropriately.
• Evaluate the quality of sources and content.
• Use technology to effectively locate and communicate information.

Ethics
• Demonstrate knowledge and application of prescribed ethical codes and/or behaviors promoted by professions.

METHODOLOGY:
A. Teaching Methods: Describe what methods will be used to convey information to students.

B. Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)

C. Major Assignments used for Outcomes Assessments: Describe any Outcomes Assessments mandated in the course. For example, Peregrine testing. Any OA assessments required should be supplied by the Chair. This is a mandatory assessment used in all sections of all courses.

COURSE SCHEDULE AND CHECKLIST:
Provide a list of assignments by week, point values, and due dates (e.g. Sunday of Week 1). For online sections, Your instructional designer can help you build this table from the Grade Center in Blackboard.