1. Catalog description
   a. Course Number: COS 4860
   b. Title: Facilitating Learning and Project Groups
   c. Meeting times and credit: 3-0-3
   d. Terms to be offered: F, S, Su
   e. Short title: GpFacilitation
   f. Course description: People at all organizational levels accomplish their work alongside and through others. A fundamental workplace competency is the capacity to facilitate learning and project groups. Participants will practice facilitation principles and strategies, including how to deal with common facilitation problems.
   g. Prerequisite: None
   h. Initial term: Fall, 2004

2. Student learning objectives and evaluation
   a. Objectives
      Students will:
      1. Describe a facilitator’s role in project or learning groups.
      2. Employ basic tools for dealing with a group’s task and maintenance issues.
      3. Describe and practice facilitation skills, including structured feedback, problem solving, and decision making
      4. Analyze group dynamics and apply the appropriate intervention strategy using the analysis of behavioral indicators.
      5. Implement strategies for addressing disruptive behaviors in a group.
      6. Develop a manual of group facilitation tools and strategies
   b. Assessment
      Student achievement of the stated objectives will be assessed and grades earned based on the following activities:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Critical Incident Reflection Papers (5) (25%)</th>
<th>Case Study Analysis Papers (2) (20%)</th>
<th>Group Project (1) (30%)</th>
<th>Final Exam (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe facilitator’s role</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employ tools to deal with task/maintenance issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Apply listening</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
and structured feedback skills

| Utilize problem solving and decision making skills | X | X | X |
| Analyze dynamics and identify interventions | X | X | X |
| Implement strategies for disruptive behaviors | X | | X |

c. This course is not technology-delivered.

d. Graduate student assessment
In addition to the above objectives and assessments, graduate students will:
1. Conduct research into the theory and practice of group facilitation.
2. Demonstrate advanced facilitation skills by completing a project involving group facilitation and presenting the results of this project to the class.

In addition to the undergraduate assessments, graduate students will be assessed by the following methods, which will constitute an additional 20% of their grade.

| Conducting research into theory and practice of facilitation | Research paper (additional 10% of grade) | Facilitation project (additional 10% of grade) |
| Demonstrating advanced facilitation skills through developing a facilitation project and presenting a summary to the class | X | |

In addition to the undergraduate assessments, graduate students will be assessed by the following methods, which will constitute an additional 20% of their grade.

e. Writing-intensive course
This course is writing-intensive. Writing activities constitute 45% of the total grade. Writing assignments are meant to deepen understanding of the content and increase the capacity for reflective thinking. At least one assignment will be revised and resubmitted.

3. Outline of the Course

a. Units of time

Week One
Introductions
Overview
Role of Icebreakers in group facilitation
Role of Openers in group facilitation

Week Two
The facilitator’s role
What group facilitation is and is not
Critical Reflection Paper #1 due

Week Three
Developmental stages in groups
Task and maintenance issues
Task and maintenance roles
Critical Reflection Paper #2 due

Week Four
Eight marks of effective groups
Critical Reflection Paper #3 due

Week Five
Role of mission, values, and vision in group development

Week Six
Types of meetings
Recording skills for meetings
Critical Reflection Paper #4 due

Week Seven
Group development activities
Critical Reflection Paper #5 due

Week Eight
Facilitating problem solving in groups

Week Nine
Facilitating decision making in groups

Week Ten
Distinguishing between dissonance and conflict
Dealing with dissonance and conflict in groups
Case Study #1 due

Week Eleven
The intervention cube

Week Twelve
Dealing with Group Resistance
Dealing with Difficult Group Members
Case Study #2 due

Week Thirteen
Group Presentations

Week Fourteen
Group Presentations

Week Fifteen
Facilitating group closure
Changing perceptions of group facilitation

b. Not applicable

4. Rationale
a. Purpose and need
Teams and groups are the focus of most quality improvement efforts in the contemporary workplace. Given the pervasiveness of groups within all organizational contexts, someone needs formal training to provide effective leadership so that these groups are productive and effective. This course addresses the need to equip people with the skills to facilitate and lead work groups.

b. Justification for course level and prerequisites
This course has been previously taught with full enrollments for several years under COS 4850/Special Topics in Career and Organizational Studies. Under its former number, it has been an elective in the School of Technology’s Work Performance Improvement Graduate Certificate Program. The proposed course level assumes learners will have basic oral and written communication skills as well as the background knowledge in human behavior acquired in the University’s general education requirements.

c. Similarity to existing courses
None

d. Impact on program
This course is an elective in both the COS program and the Work Performance Improvement Graduate Certificate Program.

5. Implementation
a. Faculty members to whom this course may be assigned
Hawkins
b. Additional costs to students
   None

c. Text and supplementary materials

   Schwarz, R. (1994). *The skilled facilitator: Practical wisdom for*
   *Developing effective groups.* San Francisco: Jossey-Bass.

6. Community College Transfer
   A community college course will not be judged equivalent to this course.

7. Date approved by the department or school: November 13, 2003

8. Date approved by the college curriculum committee: December 11, 2003

9. Date approved by CAA: January 22, 2004     CGS: February 3, 2004