Facilitative Leadership  
CSUS 865 Section 701  
Fall Semester 2015—1 credit

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I. Introduction

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; for a total of 29 in-class hours; 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 their choice. Students provide constructive critique of other learners’ facilitation techniques. Students will receive written and verbal constructive feedback from course instructors and their peers.

II. Course Aims and Objectives

♦ 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.
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.

III. Required Course Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online session</td>
<td>Two possible</td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td>10am-12 pm</td>
<td>Campus, 130 Natural Resources</td>
</tr>
<tr>
<td>September 9</td>
<td>9am-8pm</td>
<td>St. Francis Retreat Center, DeWitt, MI</td>
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<tr>
<td>September 10</td>
<td>8am-8pm</td>
<td>St. Francis Retreat Center, DeWitt, MI</td>
</tr>
<tr>
<td>September 11</td>
<td>8am-3pm</td>
<td>St. Francis Retreat Center, DeWitt, MI</td>
</tr>
<tr>
<td>September 25</td>
<td>10am-12 pm</td>
<td>Campus, 130 Natural Resources</td>
</tr>
<tr>
<td>Final exam</td>
<td>TBA</td>
<td>TBA</td>
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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.
III. Course Evaluation

**Active participation in on-campus sessions** 15%
- Preparation for on-campus sessions
- Assignments #1-#3 complete
- Participation and contributions during sessions

**Demonstration of Facilitation Skills during Workshop** 60%
- 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%

**Final Reflection and Synthesis of Course Material & Workshop** 25%

IV. Time Table of Assignments

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 26 or Sept 2</td>
<td>Review two handouts before the online session</td>
</tr>
<tr>
<td>September 4, 6am</td>
<td>Assignment #1: Reading Reflection. Come to class ready to discuss concepts in readings.</td>
</tr>
<tr>
<td>September 8, 6pm</td>
<td>Assignment #2: Applications of facilitation in action research, post to the website.</td>
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| September 9-11 | Workshop Skills
  - Discussion Leadership
  - Participatory Meeting
  - Facilitative Leadership Tools
  - Peer critiques |
| September 24, 6pm | Assignment #3: Developing Capacity for Facilitative leadership. Post to the website. |
| TBA            | Final Exam                                                                  |
| TBA            | Final Reflection and Synthesis                                               |
V. Required Readings

There are required reading for the on-campus sessions as well as the workshop. Workshop readings will be distributed during the workshop and time will be provided to work with these materials.

For the campus sessions there are three sets of readings that are required. Complete the following readings by the date indicated to prepare for our meetings on campus. 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 and bring a hard copy of your assignment to class. Directions for each assignment will be posted on D2L.

Weds August 26 or Weds Sept 2 (before your online session)

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 4


Friday, September 25

