

**CSUS 891, section 1**  
**Facilitative Leadership (1 credit)**

**Fall 2023**

**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) an optional 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 community engagement and 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 task.
- ♦ Identify the strengths and weaknesses of different approaches to leading meetings.
- ♦ Design an effective and productive group 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, explore 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

<b>Date</b>	<b>Time</b>	<b>Location</b>
August 11	10am-12 pm	320 A Natural Resources, MSU
August 15	9:15am-6pm	Red Cedar Room, Kellogg Center, MSU Campus
August 16	8am-5pm	Red Cedar Room, Kellogg Center, MSU Campus
August 17	8am-3:30pm	Red Cedar Room, Kellogg Center, MSU Campus
August 25	10am-12 pm	320 A Natural Resources, MSU
Final exam	TBA	TBA

Students MUST attend all sessions of the 3-day intensive workshop as well as on-campus sessions. The workshop is held at the Kellogg Center at the corner of Harrison and Grand River. All meals during the workshop and all needed materials are provided.

#### 4. Required Readings and Responses

There are required readings for the on-campus sessions as well as the workshop. They are available on thru email.

There are also two written assignments that require reading. Please do the reading first and then complete the assignment. Submit your assignment via email by the specified time on the due date.

Specific planning steps, revisions, and consultations required for the final facilitation by stated deadlines.

#### 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
<b>Active participation in on-campus sessions</b> <ul style="list-style-type: none"> <li>- Preparation for on-campus sessions               <ul style="list-style-type: none"> <li>o Assignments #1-2 complete</li> <li>o Posted to course website on-time</li> </ul> </li> <li>- Participation and contributions during sessions</li> </ul>	20%
<b>Demonstration of facilitation skills during workshop</b> <ul style="list-style-type: none"> <li>- Demonstrate ability to lead discussion (5%)</li> <li>- Design a meeting using participatory principles (%10)</li> <li>- Demonstrate tools of facilitative leadership (%35)</li> <li>- Provide formal constructive feedback to peers (%10)</li> </ul>	45 %
<b>Final facilitation and reflection and synthesis of course material &amp; workshop</b> <ul style="list-style-type: none"> <li>- Facilitation Plan on date TBA (after class 2)</li> <li>- Indiv meeting with instructor to review your plan</li> <li>- Revisions to plan</li> <li>- Quality and appropriateness of final facilitation vs. obj/outcomes</li> </ul>	35%

## 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](http://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.

### Other MSU Required Syllabus Components

Please see the end of the syllabus for detailed language regarding MSU’s policies regarding academic integrity, sexual harassment and sexual violence, and mental health.

## 7. Course Schedule

Date Due	Assignment
August 11, 10am	First On-Campus Meeting
Aug 14 7pm	Assignment #1: Applications of facilitation in action research. Email to KC
August 15-17	Workshop: Skills Presentation & Practice Lead a discussion Participatory Meeting Facilitative Leadership Tools Peer Critiques
Aug 24, 7pm	Assignment #2: Developing Capacity for Facilitative leadership. Email to KC.
Aug 25, 10am	Second On-Campus Meeting
TBA	Facilitation Plan
TBA	Meeting with Instructor re. your Plan
TBA	Revision of Plan
TBA	Final Facilitation
TBA	Final Reflection and Synthesis

## Reading List

### Friday August 11

- Reason, Peter and Bradbury, Hilary. 2008. Introduction. *The Sage Handbook of Action Research, 2<sup>nd</sup> 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.

### Friday, Aug 25

- 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.

## MSU Guidelines for Handling Emergencies

In the event of an emergency arising within the classroom, the instructor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the instructor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

## Responsible Conduct of Research

MSU requires that all graduate students undergo training in the responsible conduct of research (RCR). During the first year they must undergo five hours of training and then three hours each year thereafter. Each department designs its own approach for RCR training.

In the Department of Community Sustainability the current system involves two hours of on-line training and three hours as part of CSUS 802. We will also have a brief discussion about crediting the works of others and plagiarism.

Academic integrity is a fundamental value of higher education at any institution of higher education; therefore, we cannot tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should we determine that an academic integrity violation has taken place, we reserve the right either to assign a grade sanction or to refer the case to appropriate campus authority. **Ignorance (not knowing the rules) is NOT an excuse for an academic integrity violation.** Therefore, if you have any questions about what constitutes academic dishonesty, please do not hesitate to speak with us before you turn in a test or assignment.

MSU recommends including the following language in all course syllabi:

[Article 2.III.B.2](#) of the Academic Freedom Report 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](http://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. This course is overseen by the Associate Provost for Undergraduate Education.

**Spartan Code of Honor:** Student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) is proud to be continuing awareness of the Spartan Code of Honor academic pledge, focused on valuing academic integrity and honest work ethics at Michigan State University. The pledge reads as follows:

*“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”*

You can learn more about the Spartan Code of Honor at [honorcode.msu.edu](http://honorcode.msu.edu).

### **Sexual harassment and sexual violence**



*"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at [www.titleix.msu.edu](http://www.titleix.msu.edu)."*

Unless identified as a confidential source, all university employees are obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in their professional capacity
- Involve a member of the university community or
- Occurred at a university-sponsored event or on university property

Employees are only required to report relationship violence and sexual misconduct of which they become aware in their capacity as a university employee, not in a personal capacity.

#### *Limits to Confidentiality*

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.