The final syllabus may reflect small changes from this draft version.

**Group Process Facilitation**

An Intensive 1 ½ Day Workshop  
Hubert H. Humphrey School of Public Affairs  
University of Minnesota  
June 16-17, 2017 (8:00 am - 5:30 pm on 6/16; 8:00 am - 12:30 pm on 6/17)

Course Number: PA 5136, Section 001, Summer Session 2017  
Course Credits: 1  
Grading: S/N (satisfactory or not satisfactory)  
A-F  
Class Time: Friday, June 16, 2017, 8:00 a.m. to 5:30 p.m.  
Saturday, June 17, 2017, 8:00 a.m. to 12:30 noon  
Class Location: 512A Bruininks Hall  
222 Pleasant Street SE  
(East Bank Campus)  
Minneapolis, Minnesota  
Instructors: Corey Bonnema, Manager of Employee Development and Engagement Metropolitan Airports Commission  
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Minneapolis, MN 55406  
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Minneapolis, MN 55401  
E-mail: dorma001@umn.edu
SEMINAR OVERVIEW AND DESIGN

The facilitator’s role in helping groups reach their goals through planned processes is undergoing great change. Meeting management and group decision-making are certainly key foundational elements, but the addition of methodologies through communities of practice like the Art of Hosting/Participatory Leadership, Art of Convening, and Technology of Participation are adding to the toolkit that facilitators can use. The focus of the co-instructors for this skills class will be on a) the basic facilitation required to lead meetings and 2) strategies to host conversations that matter using methodologies associated with the Art of Hosting/Participatory Leadership. Participants will be encouraged to share additional strategies that they use.

As there are other facilitation courses offered at the university, it will be important to spend some time to address the facilitation needs associated with public policy as the academic home for this seminar is the Humphrey School.

This seminar is designed to be interactive with careful consideration of the diverse and collective interests of the participants. The course design allows for different cognitive learning styles, for the special and complex challenges of cross-cultural learning, and for collegial sharing. This course includes lectures, case studies, a panel discussion, large-group and small-group discussions, and problem-solving exercises.

This course is designed for co-learning. In addition to learning from content provided by the instructors and invited guests, participants will learn from each other through shared experience. The collective wisdom of the class participants will be tapped. Each seminar member is responsible for her/his own learning as well as the learning community.

SEMINAR OBJECTIVES

The seminar is designed to:

1. Identify and examine key components of facilitation and link facilitation challenges with possible solutions.

2. Create a rigorous dialogue among the students and instructors. Participants' experience, their perceptions and their reactions to the ideas will, in part, determine what and how much is learned.

3. Provide a forum for the students to clarify their facilitation capacities and goals and to share their experiences with each other.

4. Brief students on theories and practical tools and techniques of facilitation.

5. Enhance facilitation skills and assist learners in developing facilitation strategies for their own work and practice.
EXPECTED CLASSWORK AND ASSIGNMENTS

A satisfactory grade requires:

1. Reading
Students are expected to read these web based resources before class. A few more resources will be added by early June.

**Art of Hosting**
A. The following chapters from *Practicing the Art of Hosting: Conversations that Matter at the University of Minnesota* eBook
   - Preface
   - Introduction
   - Beyond Presentations and Panels: Public Engagement through Meaningful Conversation – Leah Lundquist
   - Getting Better Results at Events and Meetings – Kathie Doty and Brittany Kellerman
   - CHANCE: Creating Community through Collaboration - Marcela Sotela Odor
   - Hosting a Leadership Development Cohort: We’re Not in Kansas Anymore - Dave Dorman
B. *Learning to Facilitate: Implications for Skill Development in Public Participation Field* - Kathryn S. Quick and Jodi R. Sandfort

**Virtual Meetings/Meeting Technology**
B. *How to Run A Great Virtual Meetings* - article from Harvard Business Review
C. *The Tools You Need to Make Every Meeting More Productive* - article from Harvard Business Review

**Team/Group Dynamics**
D. *Stages of Team Development* - article from www.knowhownonprofit.org
E. *Helping Teams Through Stages* - article from www.knowhownonprofit.org

**Managing Conflict**
F. *Managing Team Conflict* - article by Cynthia Phillips
G. *Tools for Conflict Resolution and Communication* - article by wwwgetmejamienotter.co

Each student is to investigate additional resources on facilitation and to incorporate the learning and reflections from the readings into their paper.

2. Video viewing
Students are expected to view four short videos before class which can be found at this [link](#). The four are: Circle, World Café, Open Space Technology, and Pro Action Café.
3. Active Participation and Regular Attendance
Students are expected to attend all sessions and participate actively in the discussions. Seminar participants are expected to arrive on time and stay for the entire seminar.

4. Facilitation Self-assessment Paper
There is one written requirement for this workshop in addition to attendance and participation in the workshop. Each student is expected to develop and submit a facilitation self-assessment paper to the instructors. Please submit and upload your file(s) to the course Moodle site.

The paper is due no later than 11:55 pm on Monday, July 10. The instructors and students will review and discuss criteria for the paper during the seminar. The paper should center on one of the following:

A. Case Summary Paper
This paper demonstrates the student’s experience with facilitation and/or strategies for future facilitation. A student may wish to develop a “case summary” to address a group process issue that creates a major challenge. (You may want to take a difficult situation you have facilitated that was less than successful. Summarize the case and suggest an approach and tools/resources for similar situations in the future.) First, select a particularly challenging situation and describe it. Second, translate this into a group process problem to be solved. Third, provide suggestions, materials, tools and resources to document how you would (or did) facilitate the situation.

B. Investigative Paper
This paper investigates a topic related to facilitation. This paper should include a literature review and practitioner tools related to the topic.

C. Observation and Analysis Paper
This paper involves: (1) observing a facilitated forum in the community (retreat, strategic planning session, public meeting, etc.); (2) a description and analysis of the session; (3) recommended tools and strategies for improvement.

All papers should include a bibliography of works and resources used in preparing it (3 minimum). Paper grading criteria are: (1) Identify key components of facilitation in your context; (2) Identify a facilitation challenge(s) and link it to facilitation literature and resources; (3) Assessment of personal skills including assets, opportunities, and goals for learning/gaining more insights about facilitation. Since this is a skills course, students are expected to include self-assessment regarding ways to improve facilitation skills.

5. Additional Readings
• Handouts: distributed during the course
• Supplementary Reading/Resource List on Facilitation
The instructors of this course will be citing additional resources throughout the class for your future reference. Resource lists will be distributed as part of the course.

GRADING
Grading in a topic such as facilitation is necessarily subjective. Each participant is asked to do his or her best and focus on learning, teaching, and skill development. If you attend class, participate in class, read and familiarize yourself with new resources on facilitation, and complete the written paper task on time, you will receive an “S” or no worse than a “B.” A-F grades will be based on class participation (50%) and a written facilitation paper (50%) according to the following scale:

A: Excellent (100-93)
A- (92.9-90)
B+ (89.9-87)
B: Good (86.9-83)
B- (82.9-80)
C+ (79.9-77)
C: Acceptable, minimum requirements met (76.9-73)
C- (72.9-70)
D+ (69.9-67)
D: Poor (66.9-63)
D- (62.9-60)
F: Failure to meet minimum requirements (<59.9)

The in-class portion of the course requires 12.5 contact hours. A student missing any portion of those hours will have points deducted in accordance with how much time is missed.

The written paper is due on Monday, July 10, 2017. Grade deductions will be made for papers handed in late. An incomplete grade (“I”) will be given only after an instructor and the student have mutually agreed on a timetable for completion of all coursework and the Humphrey School Contract for Completion of Incomplete Grades has been submitted.

COURSE AGENDA
Course Overview
- Course syllabus and course requirements

Understanding the context
- Differentiating hosting and facilitation
- Settings of Hosting– boards, retreats, committees, start-ups, change initiatives
Facilitation in policy school—how does facilitation in a policy school differs from what might be taught in communication or business schools?

Leading change – how facilitation/hosting fits into a larger context

Understanding Art of Participatory Leadership
- History
- Worldview
- Methodologies
- When to apply

Contracting and Handling Logistics
- Agreeing to facilitate—what should you know beforehand?
- Logistics and arrangements – having an effective environment.

Getting Focused: Vision/Mission/Goals
- Building an agenda-ahead of time and on the spot.
- Developing a shared vision

Managing Group Interaction
- Openers, ground rules and norms—what are they and why are they important?
- Helping a group stay on track—strategies that work.
- Typical stages of group development – how to identify and plan for better facilitation.
- Decision making strategies – how to select a process based on the situation.

Navigating Conflict
- Dealing with challenging behaviors – how to work with groups & conflict
- Meetings, setting the process
- Running meetings & encountering challenges
- Closing meetings and dealing with disruptive behaviors

Working with Emerging Cultural Communities - Practitioner Panel
- Insights from the field – sharing of experiences and best practices

Facilitating a Strategic Planning Process Using Design Lab
**Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic
dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Grading and Transcripts:**
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
</tbody>
</table>
S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DRC website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic
performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. Humphrey Student Services, HHH 280, 612-624-3800

**Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.[Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".