

## **CRES 620: FACILITATION** **SPRING 2020**

- Class Meetings:** **SYLLABUS OVERVIEW AND TECH CHECK: APRIL 3**  
**3:30pm-4:30pm**  
Friday, May 1, 2:00pm until 5:50pm  
Saturday, May 2, 9:00am until 3:50pm  
Friday, May 29, 2:00pm until 5:50pm  
Saturday, May 30, 9:00am until 3:50pm
- Class Location:** Virtual Zoom Room, link in Canvas.
- Instructors:** Devin Howington, PhD ([devineh@uoregon.edu](mailto:devineh@uoregon.edu))  
and Sam Imperati, JD ([imperati@uoregon.edu](mailto:imperati@uoregon.edu) or  
[samimperati@icmresolutions.com](mailto:samimperati@icmresolutions.com))
- Office Hours:** By appointment via virtual office

### **I. COURSE DESCRIPTION**

Facilitation – the ability to organize and manage meetings – is a professional skill that is valuable in many different contexts. Whether a group is working through short-term problem solving around a particular issue, or attempting to resolve a dispute between group members, or engaged in ongoing dialogue and decision-making, the guidance of a facilitator is often essential to the group's progress, consensus, and closure. This course aims to improve your understanding of facilitation theory and models, your practical skills as a facilitator, and your effectiveness as a facilitative participant in groups and teams.

### **II. LEARNING OBJECTIVES**

As a result of taking this course, students will:

- Have a better sense of the various roles and settings in which facilitators operate and how their role differs from other conflict resolution providers;
- Understand the ethical and legal obligations for facilitators in a variety of settings;
- Learn the steps involved in preparing to facilitate meetings and effective tools and strategies for facilitating;
- Design a decision-making process, considering features of facilitating/mediating in a public versus private setting, to elicit the collective expertise of group members,
- Describe and practice these tools and strategies in a collaborative learning environment;
- Diagnose strengths, weaknesses, and default tendencies in self and others in facilitation;
- Learn new frameworks for understanding and managing group dynamics and group decision-making;

- Describe ways to achieve a consensus that supports robust public engagement and increases the likelihood of any recommendations being implemented, and
- Become a more effective and helpful participant in meetings, even when not serving as the facilitator.

### III. COURSE TEXTS

#### **Required**

- Sam Kaner, *Facilitator's Guide to Participatory Decision-Making* (2014).
- Other articles as assigned via Canvas (see course schedule, below).

#### **Recommended**

- Lawrence Susskind & Jeffrey Cruikshank, *Breaking Robert's Rules: The New Way To Run Your Meeting, Build Consensus, and Get Results* (2006).

### IV. COURSE POLICIES

#### **Technical Requirements**

We will be using Zoom meetings to do our live class meetings as scheduled above. This means you'll need a computer, webcam, and reliable internet access. You will access the class materials and engage with assignments, etc. via Canvas. Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.  
[541-346-4357](tel:541-346-4357) | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#). If you have concerns about these technologies, please contact the instructors ASAP.

Class-time is most rewarding for everyone if you actively listen, solve problems, ask questions, and engage in conversation. For this class, everyone will be connected virtually, which means that we all must work together to make this a rewarding and enriching experience. We all need to work together to remain engaged and focused on the task at hand!

#### **Specific guidelines for best practices using Zoom**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the Zoom Help Center at <https://support.zoom.us/hc/en-us>

2. Best practice is to log in 5-10 minutes before the meeting starts. It can be distracting to have participants join late, and technology issue may arise.
3. Be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking and speak and use gestures like you would in person. Do not browse the internet on your phone or computer during class. We'll take breaks so you can do that in your down time!
4. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
5. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
6. Use chat to pose questions or offer insights "on the side" while others are contributing.
7. For help and troubleshooting with Zoom, visit the Zoom Help Center at <https://support.zoom.us/hc/en-us>

### **Specific guidelines for best practices using Canvas Discussion**

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

**Accessible Education for All Students:** The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We also recognize that requiring remote access via a computer, webcam, and internet access can be limiting to some. We are happy to talk with you about adjustments if possible. **Please be in touch with the professors if there are aspects of the instruction or design of this course that result in barriers to your participation** for any reason, including as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, [nrc@uoregon.edu](mailto:nrc@uoregon.edu), for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346- 1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-

economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened or want to consult on related issues, please contact Chris Esparza, Director of Diversity, Inclusion, and Leadership Development at [cesparza@uoregon.edu](mailto:cesparza@uoregon.edu) or 541-346-1565. You may also contact Jennifer Espinola, Law Dean of Students, at [espinola@uoregon.edu](mailto:espinola@uoregon.edu) or 541-346-1557.

**Instructor's Reporting Obligations:** We are *student-directed employees*. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

We are mandatory reporters of child and elder abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#) and <https://www.oregon.gov/dhs/abuse/Pages/index.aspx>.

**Academic Integrity:** Students are expected to demonstrate high levels of academic integrity and professionalism and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct, please ask your instructor or review the University Student Conduct Code or the UO Policy.

**Attendance:** We understand that students and citizens of the world are experiencing unprecedented interruptions and uncertainty regarding your whereabouts and health. This class is compacted into 4 days of class time, plus several hours of self-led study prior to that. We do expect you to do everything safely possible to be in class for the whole time, particularly the role plays on May 30<sup>th</sup>, in order to have reasonably learned about this topic. That said, participation is not a required portion of the Pass/No Pass designation. You are expected to engage with the materials and complete all assignments by the due date. If you must miss class or need an accommodation, please contact us.

**Participation:** This class will be highly interactive and will be more informative and more fun if everyone is involved and engaged. You will be expected to engage actively in these opportunities for joint inquiry and exploration. Your participation will contribute to the learning of your fellow classmates and will be necessary to practice some of the skills you should have to be a good facilitator.

**Pronouns:** Most of the materials we will read and discuss will use the pronouns “he/him/his” and “she/her/hers.” But gender is not binary, and many members of our community prefer to use “they/them/their,” “ze/zir,” or other pronouns, or to be referred to only by their names. I welcome students to share their preferred names, pronouns, and honorifics (e.g., “Mx.,” “Mr.,” “Ms.”). Devin uses “she/her/hers” and Sam uses “he/him/his.” We will endeavor to respect

each student's preferred name, pronoun, and honorific, and we ask that classmates do the same. For more information on gender identity, please visit the LGBTQIA+ office (<https://dos.uoregon.edu/lgbt>).

In written coursework, I respect the choice to use plural pronouns (they/them) to avoid gendered pronouns – a choice approved by the Chicago Manual of Style, Bryan Garner, and others. However, many lawyers and judges are resistant to or unfamiliar with the use of plural pronouns to avoid gendered pronouns. As a result, for written work that you will use as a writing sample for employment, you may wish to use gendered pronouns or add an explanatory footnote if you use non-gendered pronouns.

**Titles:** Please refer to us as “Devin” and “Sam.”

**Late Assignments:** You are expected to turn in your assignments on time. If you are unable to turn in an assignment on time, please contact your professor to discuss whether an extension is possible (it may not be).

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

This course has an intensive classroom component (held over two weekends) and several offline assignments to complete.

**Intensive Classroom Component. You will meet with your classmates and the instructors for approximately twenty-two hours over two weekends, Friday-Saturday, May 1-2 and Friday-Saturday, May 29-30.** During this intensive classroom time, we will focus on theories of facilitation and group decision-making, fundamental skills of facilitators, and special challenges around group dynamics and difficult interactions. The weekend will feature opportunities for practice and skill development. You must arrive promptly at the start time of each session, prepared for class and ready to participate. We will build morning, afternoon, and lunch breaks into the day and try to have smaller breaks occasionally to keep our energy and engagement up.

**Facilitation Role Play (subject to change after we see flow of class).** You will be assigned to a role-play group (A, B, or C). Your group will meet virtually to plan for the role play, to be completed during the class time scheduled on May 30. For everyone to have a chance to be the facilitator, the role-play scenario will span 4 “meetings”, with a new team of co-facilitators running each “meeting”. Each meeting will last approximately 50 minutes with 30-minute breaks in between, save for the lunch break. Roles and instructions (confidential simulation materials) and order of facilitation teams will be handed out at the end of the May 2 meeting.

### A. As an entire group:

You must meet (virtually!) and decide what overarching process goals you may have that would require coordination across the meetings. This includes things like meeting memory (how will you record what happened in the meeting?) and process tools such as decision tables that may take several steps/meetings to accomplish.

**Assignment:** Provide an outline of the meeting process to the instructors by May 30 at 9am.

**B. As co-facilitators:**

You and your co-facilitator must work together to design the agenda for your assigned meeting. You should endeavor to use the 50 minutes to the best of your ability and to advance the goals of the group. Your pre-prepared agenda is due to the instructors by the morning of May 30, along with any materials you may have prepared for your group (PPTs, handouts, surveys, etc.).

You will have 30 minutes before your particular “meeting” to game plan with your co-facilitator in case there was something about the previous meeting that means a change in your agenda would be wise.

**Assignment:** Provide the final, formatted agenda and any materials you have created to the instructors by May 30 at 9am.

**C. As individual participant role-players:**

Your job is to prepare carefully for your role by studying your role and understanding your character’s interests. You must participate in good faith, both to your role and to the facilitation team. This is an opportunity for you all to practice facilitation skills, and not an opportunity to dig in and overplay your role’s wants and needs. Be realistic, but not completely inflexible.

You are also required to give feedback to your facilitators after the role play. We will have a feedback form for you to use, and each facilitator will receive their own individual copies.

**Assignment:** Provide feedback forms to instructors at end of day on May 30.

**Written Assignments**

**A. Timbers Diagnostic Paper.** Your first paper is a diagnostic report (six pages, 1.5-spaced, one-inch margins, 12-point font, memo heading with your instructors in the To: line). Please upload your report to Canvas.

For this diagnostic report, please do the following:

- Read the Timbers case and watch all the case videos.
- Focusing on VIDEO CLIP 9: LESSONS LEARNED, describe the following:
  - Three things Maser should have done differently and why with citations;
  - Three tools that Maser could have used, but did not, and why he should have used them with citations; and
  - Three thoughts about how your thinking about public policy facilitation has changed.

**This Assignment is due May 15<sup>th</sup> by noon.**

**B. Post-Facilitation Reflection Paper.** You will write a post-facilitation report (eight pages, 1.5-spaced, one-inch margins, 12-point font, memo heading with your instructors in the To: line). Please upload your report to Canvas.

This report needs to include the following:

- Discussion of how the large group meeting went when designing the process. How did the group make decisions? How did the process go?
- Discussion of the process of designing your agenda with your co-facilitator. How did you choose the agenda modules, and why did you choose those particular activities? You should explain each of your agenda sections and why you made the choices you did.
- If you made any changes after starting the role-play, what were those changes? Why did you make them?
- How did the facilitation go? What did you do well? What would you have done differently? What skill would you like to work on?
- How does the experience, as a whole, inform your thinking around how to be a more effective facilitator? What class lesson was most useful?

**This Assignment is due at noon on June 8<sup>th</sup>.**

## VI. GRADING

This course is graded Pass/No Pass. To receive a Pass, a student must, at a “Reasonable Level of Quality:”

- Attend all class sessions and participate, and
- Satisfactorily complete all written assignments in a timely way.

The appendix to this syllabus describes the reasonable level of quality required both for participation and for the writing assignments.

## **COURSE SCHEDULE** (May be adapted based upon flow of class)

Due Date	Assignments	Lecture Topics
<b>April 3</b>	Join “meet and greet” Zoom call	
<b>By May 1</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Pgs. 1-195 of <i>Facilitator’s Guide to Participatory Decision-Making</i></li> <li>• Essential Facilitation Skills Blog</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Facilitator</li> <li>• Grounding Principles</li> <li>• Setting the Stage</li> </ul>

	<ul style="list-style-type: none"> <li>• IAP2 Core Values</li> <li>• IAP2 Spectrum</li> <li>• What is Mediation – OMA</li> </ul>	
<b>By May 2</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Timbers Case</li> <li>• AORTA Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Equity and Group Culture</li> <li>• Facilitator Skills and Techniques</li> <li>• Process and Agenda Design</li> <li>• Decision Making Tools</li> <li>• The Mechanics and Forms</li> </ul>
<b>May 15, noon</b>	<b>Due:</b> Timbers Diagnostic Paper	
<b>By May 29</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Finish reading <i>Facilitator's Guide to Participatory Decision-Making</i></li> <li>• IAF Code of Ethics</li> <li>• OMA Mediation Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Dilemmas and Impasse Breaking</li> <li>• Confidentiality, Open Meetings, and Public Records Issues</li> </ul>
<b>By May 30</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Roles and prepare for role play!</li> </ul> <b>Due: May 30 at 9:00am:</b> <ul style="list-style-type: none"> <li>• Outline of the meeting process – one per group</li> <li>• Agenda and materials for role play meeting- one per facilitation team</li> </ul> <b>Due End of Day:</b> <ul style="list-style-type: none"> <li>• Feedback forms for Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing it all together</li> <li>• Feedback and debrief best practices</li> <li>• Facilitating with Humor</li> <li>• The Business of Facilitation</li> </ul>
<b>June 8, noon</b>	<b>Due</b> Post-Facilitation Reflection Paper	

## APPENDIX – RUBRICS FOR REASONABLE WORK

You will not receive a passing grade unless your work is at a “reasonable level of quality.”

### A. Rubric for Classroom Participation

	<b>Will not pass</b>	<b>Needs revision</b>	<b>Reasonable level of quality</b>	<b>Excellent</b>
<b>Peer Interaction</b>	Virtually no interaction with peers	Limited interaction with peers	<b>Makes a sincere effort to interact with peers</b>	Actively Supports, engages, and listens to peers throughout term



			<b>(ongoing)</b>	
<b>Participation</b>	Comments vague if given at all; frequently demonstrates a lack of interest	Sometimes participates constructively in group work and class discussions, sometimes goes on autopilot	<b>Participates constructively in group work and class discussion throughout the term</b>	Plays an active, dynamic role in discussions and group work throughout the term
<b>Contributions to Class</b>	Demonstrates a noticeable lack of interest on occasion	Comments are sometimes irrelevant and do not advance level and depth of class dialogue	<b>Comments in class discussions are relevant and based on assigned material, and generally help the dialogue along</b>	Comments consistently advance level and depth of dialogue in class discussions
<b>Group Dynamics</b>	Group dynamic and level of discussion are often notably disrupted by student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	<b>Group dynamic and level of discussion are often enhanced, but never made less effective because of student's presence and contributions</b>	Group dynamic and productivity are always enhanced by student's presence and contributions

## B. Rubric for Written Work

<p><i>Excellent</i></p> <p>Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations completely and in a timely manner. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials. Demonstrates capacity for self-reflection and self-analysis, along with an ability to propose alternative approaches for the future.</p>
<p><b><i>Reasonable Level of Quality</i></b></p> <p><b>Written work is presented at the graduate level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials but does not rise to the level of being exceptional.</b></p>

*Needs Revision*

Written work is presented at graduate level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.

*No Credit*

Written work is marred by serious problems of grammar, vocabulary, disorganization, or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.

*Far Below Standard Expectations*

Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials.