

**Course Instructor:**

Dr. Nicole Stedman  
220 Rolfs Hall  
nstedman@ufl.edu  
352-273-2585

**Office Hours: by Appointment**

**Course Time and Location: Tuesday 8<sup>th</sup> – 10<sup>th</sup> (3-6pm), MCCA 3194**

**Course Description:**

Theory of planning and creation of facilitation and teaching methods for leadership education students; discovery of presentation and training activities to create change within an organization. In this course, students will plan and carry out a leadership training program to a particular clientele with leadership education needs.

**Course Objectives:**

1. To identify strategies for using facilitation in groups,
2. synthesize facilitation theory guiding action,
3. practicing facilitation in skills in leadership scenarios, and
4. expanding facilitation approaches to include training and development.

**Course Textbooks Required:**

Schwarz, R. (2017). *The skilled facilitator*. San Francisco: Jossey-Bass.  
Lawson, K. (2016). *The trainer's handbook: Fourth edition*. San Francisco: Wiley.

**Recommended Reading**

Francis, D., and Young, D. (1979). *Improving work groups: A practical manual for team building*. San Diego, CA: University Associates.  
Jones, J. E., and Pfeiffer, J. W. (1976). *The 1976 Annual Handbook for Group Facilitators*. San Diego, CA: University Associates.  
Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Kohler Publishers.  
Orsburn, S. D., Moran, L., Musselwhite, E., and Zenger, J. (1990). *Self-directed work teams: The Amerimay challenge*. Homework: Business One Irwin.  
Robinson, D. G., and Robinson, J. C. (1989). *Training for impact*. San Francisco, CA: Jossey-Bass.  
Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, (63), pp. 384-389.  
Varney, G. H. (1991). *Building productive teams: An action guide and resource book*. San Francisco, CA: Jossey-Bass.

**Course Expectations:**

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Attendance is mandatory, but not recorded. In other words, it is up to you to attend class and make the most of it. There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities:**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Student Privacy:**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Campus Helping Resources:**

#### Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

#### Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

### **Students with Accommodation Requests:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Assignment Summay:

Assignment	Due Date	Points Available	Points Earned
Who I am, Trainer Reflection	1-21	25	
Training/Facilitation Observation	1-28	25	
Part 1: Facilitation Project Proposal	2-4	30	
Part 2: Needs Assessment	2-25	50	
In-Class Partner Activity	Varies	30	
Part 3: Plan and Workshop Outline	3-10	50	
Part 4: Evaluation/Assessment	3-17	50	
Part 5: In-Class Practice Facilitation	3-24	75	
Peer Evaluation	3-24	15	
Part 6: Out-of-Class Facilitation Experience	Varies	150	
	Total Points	500	

### Course Outline:

Week	Topic	Reading	Assignments
1 1-7	Introduction and Syllabus The Skilled Facilitator Approach	Schwarz Ch. 1 Lawson Ch. 1	
2 1-14	Recognizing group effectiveness and knowing your role	Schwarz Chs. 2 & 3 Lawson Ch. 3	
3 1-21	Facilitating Mutual Learning and Behaviors	Schwarz Chs. 4 & 5	Who I am, Reflection
4 1-28	Designing and Developing Effective Groups	Schwarz Ch. 6 Lawson Ch. 10	Observation
5 2-4	Today's Learners and Adult Learners Evaluating Learning	Lawson Chs. 2, 4, & 12	Part 1
6 2-11	Designing, Developing and Delivering Active Training (Visual Aids and Creativity)	Lawson Ch. 7, 8, 9, & 11	
7 2-18	Special Considerations - Storytelling	Lawson Ch. 14	
8 2-25	Special Considerations – Culture/Technology	Schwarz Ch. 16 Lawson Chs. 13 & 15	Part 2
9 3-3	SPRING BREAK		
10 3-10	Intervening and Facilitation	Schwarz Chs. 7, 8 & 9	Part 3
11 3-17	Diagnosing and Intervening	Schwarz Ch. 10	Part 4
12 3-24	In-Class Facilitation Practice		Part 5 – Peer Evaluation
13 3-31	Mutual Learning and Emotion	Schwarz Chs. 11 & 12	
14 4-7	Special Considerations – OTJ, Tough Times	Lawson Chs. 16 & 17	
15 4-14	Training and Consulting	Schwarz Part 3 Lawson Ch. 18	
16 4-21	Class Culmination Exercise		Part 6

## Assignment Descriptions:

### *Training/Facilitation Observation – 25 points*

This assignment is designed to give you an opportunity to observe a professional trainer/facilitator practice their craft. You are to identify an individual whom you can observe early in the semester. The final assignment submitted should include:

- Trainer/Facilitator Name and Contact - 2 pts
- Trainer/Facilitator plan for event (whatever they are willing to share with respect to how they have planned and prepared for the session) – 5 pts
- Your observations with respect to core trainer/facilitation concepts including, but not limited to: their trainer/facilitation type, mutual learning behaviors, needs assessments, establishing rapport, active learning, technology, etc. – 10 pts
- Your reflection of the event, what did they do well, what would you suggest be revised, and your overall take away as an emerging trainer. – 8 pts

### *Facilitation Project – 405 points*

This project is broken down into parts, of which you will work on throughout the course of the semester. You will be working with a community partner who you identify and coordinate with to implement a facilitated session. This session will be designed based on your community partner's needs, which may be more facilitation or training. Each part is to give you specific tools to design and deliver a solid workshop/session. Expectations for final delivery are no more than 1 hour of content.

#### Part 1: Facilitation Project Proposal – 30 points

- Community partner name and contact – 5 pts
- Perceived goals or needs as identified by your contact – 5 pts
- Anticipated timeline for implementation – 5 pts
- Number of expected participants – 5 pts
- Your personal take on what the goals are and how you can design a session to meet those goals – 10 pts

#### Part 2: Needs Assessment – 50 points

- Identify one or more (can be up to 10) individuals with whom you can talk to you with the community partner's agency – 5 pts
- Discuss their perceptions of the proposal – do their perceptions align with your contact? – 10 pts
  - What's the same? Different?
  - If different, how can you adjust to meet needs in a systematic way?
- Identify a means for identifying needs among the group (interviews, questionnaires, etc.) – 15 pts
- Report the outcome of your assessment – 20 pts

#### Part 3: Plan and Workshop Outline – 50 points

- Lesson plan designed with measurable programmatic and educational objectives
- Outline of each activity, required resources, timing, and goals accomplished
- Outline of educational materials (PPT, video, etc.)

#### Part 4: Evaluation – 50 points

- Learning evaluation to be used and aligns with educational objectives

#### Parts 5 and 6: In-Class and Out-of-Class Facilitation Experiences – 75 points and 150 points

- Provided in separate rubric