

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	INDC-1377
<b>Short Title:</b>	Facilitation Fundamentals
<b>Long Title:</b>	Facilitation Fundamentals
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	September, 2015
<b>Course First Offered:</b>	

<b>Credits:</b>	1.0
-----------------	-----

### Course Description

Today's facilitator is often required to co-ordinate group activities such as meetings, training, presentations, discussions, conference calls, planning, brainstorming and decision-making sessions. This course will identify how the role of a facilitator varies depending on the environment and situation. Learners will expand their facilitation skill set and develop a better understanding of how they can best respond to a variety of contexts. This interactive course will focus on the essentials of facilitation tools and methods. Learners will have an opportunity to practice a facilitation session focusing on realistic work-place challenges and to engage in a self-assessment, giving and receiving feedback from instructor and from/to peers.

### Course Goals

The goal of the course is to encourage learners to sharpen their ability to identify, analyze and reflect on their own facilitation skills and to explore ways to improve in a variety of different contexts. Learners will have a better understanding of their own strengths as facilitators and how to incorporate techniques and strategies within their own facilitation style.

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Explain the meaning of facilitation and the role of a facilitative leader
2. Identify how facilitation can differ depending on the situation or context
3. Become aware of common misconceptions about the facilitation process and overcome blocks or fears that can compromise effective facilitation
4. Use a model to prepare for the facilitation process
5. Maximize the impact of 'first' and 'last' impressions by practicing facilitation 'ice-breakers', introductory activities and wind-down activities
6. Examine the verbal and non-verbal communication and leadership skills required to be a good facilitator

7. Evaluate and employ different media and props when facilitating
8. Develop strategies to address specific challenges to facilitation
9. Build a 'facilitator's toolbox' of skills, activities and approaches that can be adapted to different settings
10. Participate in an experiential group facilitation activity that incorporates providing and receiving peer feedback

### Course Topics/Content

- The Definition and Role of a Facilitative Leader
- Preparing to Facilitate
- Effective Ways to Begin and End a Session
- The Facilitation Process
- Overcoming Challenges to Facilitation
- Building A Facilitator's Toolbox

### Text & Resource Materials

INDC-1377 course workbook

### Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Totals</b>	<b>14</b>

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	70%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	30%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

**Comments on Evaluation****Course Grading Scheme\***

JIBC1 (A to F)       JIBC2 (MAS/NMA)       JIBC3(CM/IN)       JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

**Other Course Guidelines, Procedures and Comments**

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources

interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

critically, and use information effectively and ethically.