



University of the
West of England

MODULE SPECIFICATION

Code: UMOCYE-15-M **Title:** Group Facilitation **Version:** 1
Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Project

Owning Faculty: FBL **Field:** Organisational Studies

Faculty Committee approval: QMAC **Date:**

Valid from: 1 September 2010 **Discontinued from:** N/A

Contributes towards: MSc Coaching and Mentoring

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module:

This module will develop student's understanding of the knowledge, skills and competencies required in facilitating groups. In a context where external and internal 'drivers' for organisational change are pressing, so is the concomitant need for enabling groups to work together productively on complex, non-routine tasks and projects. The internal and/or external facilitator's role is to enable the talent available to express itself, for the good of the work, sometimes in a context of high uncertainty and ambiguity. The module will provide students with opportunities to develop understanding of both the theoretical and practical approaches, skills and frameworks that underpin excellence in facilitation.

Learning outcomes:

On successful completion of this course, students will be able to:

1. Critically review a range of theories, models and approaches to facilitation.(Component A Element 1)
2. Evaluate the particular role of facilitation in enabling groups of people to perform productively.(Component A Element 1)
3. Research and evaluate the importance of "managing the process" of group work.(Component A Element 1)
4. Critically review own capabilities and evaluate their impact on the facilitation process (Component A Element 2)
5. Analyse and diagnose organisational situations and develop strategies to improve them (Component A Element 1)
6. Utilise and critically review a range of established facilitation tools and techniques (Component A Element 2)

Syllabus outline:

- Theories, models and approaches of facilitation
 - Intervention Strategies
 - Intervention Tactics and Styles
 - Concept of Facilitative Intervention
- Action Learning theory
- Group dynamics

- Group development and processes
- Presentation skills

Teaching and learning methods:

The approach to teaching and learning is primarily student centred, engaging students in practical exercises and personal study and critical reflection upon the relationship between theory and experience. We have a rare opportunity to use the experience of participants in the room - in the here-and-now - and to incorporate this 'live' into the programme. The design and delivery of this module is based on a commitment to increasing personal agency and ethical responsibility in a group context, and this is reflected in the teaching, learning and reading strategies. For example, students will maintain a learning diary as part of the process of critical reflection on theory and practice. Theoretical inputs provide students with knowledge and awareness of current thinking on group facilitation. The assessment is designed to provide opportunities to reflect on learning about facilitation, together with critical reflection upon the relationship between theory and organisational practice.

Students will be directed towards the BBS study skills website as appropriate by the module tutors who will also advise on the information and time management skills required to complete the module successfully as the module develops. Students will be expected to develop their own learning and skills by independently using resources within BBS and the University Library including the "Study Skills" website, "i skills" and the post-graduate community site on Blackboard including "Write Right".

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources, including coaching and mentoring, and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Essential reading

The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. The current core text for this module is:

Heron, J. (1999) *The Complete Facilitator's Handbook*, Kogan Page, London

Further reading

The most current reading lists and texts will be available in the Module Handbook. The following are suggested as examples which students may find useful. All are currently available in the Bolland library.

Heron, J. (1993) *Group Facilitation: Theories and models for practice*, Kogan Page, London

Hogan, C., F. (2000) *Facilitating Empowerment: A handbook for facilitators, trainers and individuals*, Kogan Page, London

Hogan, C., F. (2002) *Understanding Facilitation: Theory and principles*, Kogan Page, London

Keating, C. (2003) *Facilitation toolkit: A practical guide for working more effectively with people and groups*, Government of Western Australia, Perth, Western Australia.

Lead International (2004) *Training Across Cultures: A handbook for trainers and facilitators working abroad*, Lead International, London

Journals

Academy of Management Review

Creativity Research Journal

Harvard Business Review

Human Relations

Journal of Leadership and Organisational Development

Journal of Creative Behaviour

Journal of Organizational Change Management

Management Learning

Organisational Dynamics

Assessment

The summative assessment reflects the joint aims of the module, to develop understanding of both theoretical and practical approaches to facilitation. It will require the student to complete two assignments. The first, Element 1 will focus on the theories and practice of group facilitation. There must be a selection of appropriate literature and the application of models and theories with examples to illustrate the argument. Element 2 is more focused on the student's reflection on their own development and practice as a group facilitator.

Weighting between components A and B (standard modules only) A:

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element	Element weighting
1. Written assignment (3000 words) (final assessment)	70%
2. Reflective report (1000 words)	30%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element	Element weighting
1. Written assignment (3000 words) (final assessment)	70%
2. Reflective report (1000 words)	30%

SECOND (OR SUBSEQUENT) ATTEMPT: Attendance at taught classes is/is not required.

Specification confirmed byDate
(Associate Dean/Programme Director)