

HC 206 – Group Process and Facilitation Skills
Fall Term, 2006 Allstate, North Plaza
Wednesdays, September 13 – November 8, 2006 5:15 – 8:15 PM

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Hours: By appointment only

Course Description

Whether we're good at it or not, *and*, whether we like it or not, we are fairly likely to live, work, and play with groups of people. *How* we live, work and play in and with them is one of the essential ingredients to satisfying and beneficial relationships. This course explores the field of group processes and dynamics – the study of how groups of people engage with one another and the impact that they have on productivity, effectiveness and personal satisfaction. Using case studies, simulations, role plays, and individual work, social, and familial experiences, we will examine the foundations of human interaction and the basic processes that drive and shape our behavior vis-à-vis others. We will also explore the impact that our behavior has on group effectiveness and solidarity, and design and practice with ways to increase group effectiveness and cohesion. Topics include the stages of group development; issues of inclusion, power, influence, control and openness; group decision making; managing differences within the group; leadership; enhanced group performance; group process interventions; and group facilitation.

As participants, you will

- Understand basic group process skills.
- Examine diagnostic models, theoretical frameworks and intervention strategies for the effective development of small groups and work teams.
- Appreciate an experiential laboratory in which participants can obtain feedback about and develop awareness of their own group relations skills and can practice process intervention skills.
- Integrate course content with the participant's current knowledge and skills in management, leadership, consulting or professional practice.

Faculty Biographical Sketch – Anthony Colantoni

I am a principal and senior consultant with The SGC Consulting Group, a Chicago-based organization development consulting firm that specializes in helping businesses and organizations through the growth and change process. I concentrate my efforts in the areas of executive coaching, team development, leadership development, and organizational change. I have experience in many settings, including manufacturing, technology, pharmaceuticals, consumer products, food, health care, higher education, human services, public agencies, and church ministries. I received my Bachelor's degree from Villanova University, my law degree from the John Marshall Law Center, and my M.S. in Organizational Development from Loyola University Chicago. I have engaged in additional professional development through the Center for Creative Leadership, the Organization Development Network, the American Society for Training and Development, the American Psychological Association, the Association for Psychological Type and the Midwest Center for Somatic Psychotherapy.

Competencies

I have identified the following competencies for this course:

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

H-2-D: Can use two or more organizational theories in the analysis of one's experiences in an organization.

H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

F-X: Can integrate concepts of organization development into a life orientation and approach that has as its goal helping individuals and organizations to be more effective.

Learning Experience

We will explore the field of group processes and dynamics via the experiential learning model. That means that we will experience an event, engage in reflection, jointly articulate some theories and ideas about what took place so as to derive some meaning, and then use this newly discovered meaning in our next experience. I will supplement our discussion with some lecturettes, but generally will not lecture over extended periods or present large amounts of content. Rather, my expectation is that everyone has a responsibility to contribute to the group's learning.

Our exploration will be highlighted by experiential activities, role-plays, case studies, and your own experience to underscore and intensify the concept sought to be understood. Our dialogue will focus on how we can integrate these concepts in our work and personal lives in order to increase our effectiveness and satisfaction.

We will use one **text** for this course:

Schein, E. H. (1999). Process consultation revisited: Building the helping relationship. Reading, MA: Addison-Wesley Publishing Co.

As you can see below, **class participation** accounts for 30% of one's grade. My expectation is that those people enrolled in the course will attend class and participate. We'll talk about what participation means during our first class. I also understand that unexpected events occur that might prevent you from attending a particular session. In such cases, I request that you contact me at the earliest possible opportunity to discuss consequences.

Evidence the Students will Submit

I've designed the following assignments with their weight relative to the final grade with a view toward helping you to demonstrate that you have achieved the competencies listed above. Since the competencies are closely related, I see that each of these assignments is important to each competency. I am open to other views.

Learning papers	25%
Class participation	50%
Final paper	25%

Learning papers: You will maintain a journal of course learnings with an emphasis on the practical application of course content in non-classroom settings. From these journals you will be required to submit eight "personal learning papers." They are due September 13, 20, 27, October 4, 18, 25, and November 1. I will read, comment upon the learning papers and return them at the next class so that you may incorporate

my comments as appropriate into your next entry. The learning papers are a one to two page typed summary of your deepening awareness of yourself, using knowledge from class and applying in your everyday life. These papers focus on awareness of “how I do myself” in one-on-one and group settings. Stated another way – how do I react in conflict situations, situations where I’m uncomfortable or have a hard time communicating with someone? When I try out new behavior, what are the results? What do I notice in myself? About the situation? What am I learning about myself and my effectiveness? Given my reflections, what seems to work better for me when I practice the techniques I’ve learned in class? The focus of the learning papers is on reporting the transfer of your learning from the course.

Group and Classroom Participation: You are members of a small group. Experience and discussion in this group will be a key source of learning with group processes and facilitation skills. Content will include problem-solving exercises, analysis of real-life cases for participant’s in-classroom experience, and opportunities to practice giving and receiving feedback and to experience the formation and development of a small group.

Grading criteria include your level of insight in discussions, willingness to experiment with new behaviors and/or processes, and contribution to the learning of other group members and the class.

Final Paper: You are expected to complete an integrative paper that includes review of literature that supports your learning in the area of group process. You must consider a minimum of four theories or models, discussing the key points and relevancy to your professional life (10 -12 pages). In addition, remember that the paper needs to flow out of your classroom experience and needs to reflect your participation and learnings from the group process class. I also expect you to give me your views relative to how you think you have fulfilled your competencies. More information will be provided during class, but the paper needs to be a reflection of your theoretical understandings and increased skill level. The final paper is due in my office no later than November 22, 2006.

I support and uphold the University’s guidelines on academic integrity as found in the **Academic Integrity Policy** in the Student Handbook.

Criteria for Assessment

Key criteria in grading written assignments include your ability to demonstrate critical thinking skills, the acquisition of professional skills and the level of professional and personal insight evident in your class participation and written assignments. Your work needs to demonstrate your ability to evaluate material presented in class or in the assigned reading from a critical point of view and not simply summarize or repeat back what you have read or heard in lectures.

All written work is expected to be of a level of quality consistent with undergraduate study. Effective organization and presentation of your ideas, correct grammar and appropriate documentation of source materials are key elements in evaluating the quality of your work. Papers that not double-spaced will not be graded and will be returned for re-formatting. Assignments are due on the date indicated. If a paper is going to be late, please telephone so we can negotiate the consequence to your grade.

Class Schedule

(Please note that the assignments are due on the dates listed.)

Session 1: Introduction to Course
9/13/06

- **Overview syllabus/schedule**
- **Introductions**
- **Goals and Expectations**
- **Definitions and discussion of Chapter 1, Schein**

Session 2: Role of self-awareness in group process
9/20/06

Schein, Chapters 1, 3, 5-7

- 2x2
- ORJI
- Feedback

Session 3: “What to look for in groups”
09/27/06

Schein, Chapters 2,4,9,10,12

Session 4: Task – Maintenance
10/04/06

Schein, Chapter 8

10/11/06 NO CLASS

Session 5: Facilitation Skills
10/18/06

“Don’t just do something, stand there!”

Session 6: Process Consultation in Action
10/25/06

Schein, Chapter 11

- Development of case studies for simulations

Session 7: Process Consultation in Action
11/01/06

- Preparation for Case Study Simulations

Sessions 8 & 9: Process Consultation in Action
11/04/06 – 9AM to 4 PM

- Case Study Simulations
- Class at O’Hare Campus, room 105

Session 10: Class Wrap-Up
11/08/05

- Termination & Feedback