

## COM 691 - Fall 2003

### Third-Party Facilitation

Instructor: Benjamin J. Broome, Ph.D.

480-965-0394 (Direct Line); 480-965-5095 (Department Office)

FAX: 480-965-4291; E-Mail: [bbroome@asu.edu](mailto:bbroome@asu.edu)

### COURSE DESCRIPTION

This course focuses on facilitation of communication in task-oriented problem-solving groups, with an emphasis on principles for building consensus in complex problem situations. The focus will be on intercultural and ethnic conflict settings. Various approaches to small group facilitation are introduced, with special attention to the principles of Interactive Management (IM). Students will gain experience as participants in problem-solving sessions, which they will discuss and analyze. Class sessions will consist of discussion and analysis, laboratory work, and presentation of information.

### COURSE OBJECTIVES

This course is designed to provide opportunity to:

- Explore the primary *obstacles to communication* in group problem-solving settings;
- Examine the *role of the facilitation process* in managing communication among individuals in a group problem-solving setting;
- Identify attitudes, skills, and style desirable for the third-party *facilitator role*;
- Experience selected *consensus methodologies* for managing group communication;
- Analyze problem-solving group work and make recommendations for *improving group communication* through facilitation.

The course objectives are directed primarily toward intercultural settings, in which group composition reflects a diversity of cultural backgrounds.

### COURSE MATERIALS

1. Frey, L.R. (Ed.). (1995). *Innovations in Group Facilitation: Applications in Natural Settings*. Hampton Press.
2. Schwarz, Roger M. (2002). *The Skilled Facilitator*. Jossey-Bass.
3. Broome, B. J. and Keever, D. B. (Eds.). *Facilitation of Group Problem-Solving*, special issue of *Management Communication Quarterly*, Volume 3, Issue 1, Fall 1989.
4. Reserve readings (see attached list)

## **COURSE ASSIGNMENTS**

- 1. CLASS AND LAB SESSIONS** - Course participants are required to attend and actively contribute to class and laboratory sessions.
- 2. ONLINE DISCUSSION FORUM** - An online discussion forum will be set up for the class, and students are required to actively participate by (a) responding to questions that are posted for each block of class sessions, (b) posting course assignments when requested, and (c) contributing to an open exchange of ideas with other students in the class.
- 3. ABSTRACTS OF COURSE READINGS** – The course readings will be divided among the students in the class, with each reading assigned to 3 students. For each assigned reading, the students with responsibility for the reading will collaborate to provide for the class (a) a 300-500 word abstract, summarizing the main points of the reading, (b) a set of 3 study questions based on the main points of the reading, and (c) a set of 3 discussion questions that might lead to useful dialogue about issues raised in the reading. In addition, each person should independently provide separate “commentaries” on the reading, indicating how well it read, learnings gained, limitations, potential applications, etc.). The abstract, study questions, discussion questions, and commentaries should be posted on the course’s online discussion forum at least one day prior to the class meeting in which the reading is assigned. Individuals responsible for particular readings will lead class discussions about their assigned readings.
- 4. DEMONSTRATED COMPETENCY OVER COURSE MATERIAL** - The form that this assignment takes will be designed after consultation with course participants. The assignment will not be assigned a letter grade, but if a student fails to perform satisfactorily, s/he will be asked to complete additional work to demonstrate an adequate level of understanding of course material.
- 5. APPLICATION PROJECT** - Each student will participate actively in a project that involves designing, facilitating, reporting, evaluating and analyzing a problem-solving session with a client. For this semester, an arrangement is being made for COM 691 students to facilitate a workshop on diversity issues for students enrolled in COM 100.
- 6. RESEARCH PAPER** – This paper (8000 word maximum, including bibliography, endnotes, appendices) should focus on either (a) a specific aspect of communication and culture that affects facilitation of groups in conflict situations, or (b) a specific application context in which facilitation has been used extensively. The paper should provide a review of the literature related to the selected topic, and it should discuss theoretical, research, and practical implications of the available literature. Students are encouraged to focus on intercultural/diversity/conflict issues. Students may collaborate with other students in the class to co-author the paper.

## **METHOD OF EVALUATION**

The student's final grade will be determined as follows:

1. In order to receive a “B” in the course, students must complete successfully assignments 1-5.
2. Students may earn an “A” in the course by submitting a high-quality research paper, making thoughtful contributions to class and the online discussion forum, and producing insightful exam responses. Please note that completing the research paper will not automatically result in a course grade of “A.” To receive an “A” grade in the course, the paper must be judged by the professor as outstanding work.

## **POLICIES AND EXPECTATIONS**

1. Class preparation and participation is very important. Learning in this course is heavily based on "laboratory" experiences, which revolve around classroom instructions and discussion. Students have responsibility to prepare, attend, and contribute to class and group work sessions.
2. Exams must be taken on time and assignments must be handed in when due. In special circumstances and with prior arrangements late work can be accepted, but it is not eligible for an “A” grade.
3. A grade of “incomplete” cannot be granted without satisfactory completion of at least 75% of course assignments, with documented inability to complete remaining assignment(s) because of unanticipated situation. Anyone receiving an incomplete will not be eligible for an “A” grade.
4. The Student Academic Integrity policy and the code of conduct for The Hugh Downs School of Human Communication can be found at: <http://hugh.pp.asu.edu/academic/index>
5. Students' feedback on classroom assignment and procedures is desired. Informal feedback will be sought at various points in the semester, and a formal course evaluation will be conducted near the end. All students are expected to take part in the formal evaluation.
6. I believe there are four primary aspects of a university course with which one should be concerned, and while the four have an impact on each other, the meaning (and sometimes the results) of each is quite different:
  - A. Completing course requirements: Did I do what was required to earn the credit hours associated with the course?
  - B. Quality of performance: How did I perform on the graded assignments that were used to determine the course grade?
  - C. Personal and Group Learning(s): What did I gain from the course that will help me in my professional and personal life?
  - D. Contribution: What did I contribute to the course and to others' learning?

One can work hard, learn a lot, contribute and still not receive an “A” grade in the course, and those who receive the highest grades are not always the ones who learn or contribute the most. In my view, the most important aspect of a course is the learning and contributions that take place, on both the individual and group levels.

## COM 691 COURSE BIBLIOGRAPHY

Entries marked with an asterisk (\*) are contained in the reserve readings.

### OVERVIEW OF THE FACILITATION PROCESS

1. Schwartz, Roger (2002). How facilitation helps groups, Part One from *The Skilled Facilitator*, Jossey-Bass.
2. Frey, Lawrence (1995). Applied communication research on group facilitation in natural settings. In Lawrence Frey (Ed.), *Innovations in group facilitation: Applications in natural settings* (pp. 1-23), Hampton Press.
3. \*Keltner, John (1989). Catalyst for group problem-solving, special issue of *Management Communication Quarterly*, 3(1), 8-32.
4. Felkins, Patricia K. (1995). Groups as facilitators of organizational change. In Lawrence Frey (Ed.), *Innovations in group facilitation: Applications in natural settings* (pp. 259-281), Hampton Press.

### GROUP PROCESS DESIGNS

5. Schwartz, Roger. (2002). How to intervene, Chapter 8 from *The Skilled Facilitator*, Jossey-Bass Publishers.
6. \*Chilberg, Joseph. (1989). A review of group process designs for facilitating communication in problem-solving groups. *Management Communication Quarterly*, 3(1), 51-70.
7. Chilberg, Joseph. (1995). The interaction method: A case study in using group facilitation rules and roles," In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 53-74). Hampton Press.
8. Pearce, W. Barnett (1995). Bringing news of difference: Participation in systemic social constructionist communication. In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 94-115). Hampton Press.
9. Keyton, Joann. (1995). Using SYMLOG as a self-analytical group facilitation technique," In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 148-174). Hampton Press.
10. Poole, Marshall Scott, DeSanctis, Gerardine, Kirsch, Laurie, & Jackson, Michelle (1995). Group decision support systems as facilitators of quality team efforts. In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 299-321). Hampton Press.
11. \*Broome, Benjamin J. & Keever, David B. (1989). Next generation group facilitation. *Management Communication Quarterly*, 3(1), 107-127.

## THE FACILITATOR ROLE

12. Schwartz, Roger. (2002). Deciding whether, how, and why to intervene, Chapter 7 from *The Skilled Facilitator*, Jossey-Bass Publishers.
13. \*Friedman, Paul. (1989). Upstream facilitation: A proactive approach to managing problem-solving groups. *Management Communication Quarterly*, 3(1), 33-50.
14. Keltner, John W. (Sam) (1995). Message Feedback in Work Groups. In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 199-147). Hampton Press.
15. \*Zorn, Ted & Rosenfield, Lawrence. (1989). Between a rock and a hard place: Ethical dilemmas in problem-solving group facilitation," *Management Communication Quarterly*, 3(1), 93-106.
16. Murphy, Bern Ortega. (1995). Promoting dialogue in culturally diverse workplace environments. In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 77-93). Hampton Press.
17. Schwartz, Roger. (2002). Dealing with emotions, Chapter 12 from *The Skilled Facilitator*, Jossey-Bass Publishers.
18. \*Fisher, Ron. (2003). Concepts and strategies of third-party intervention, in *Berghof Handbook for Conflict Transformation*, Berghof Research Center for Constructive Conflict Management ([www.berghof-handbook.net](http://www.berghof-handbook.net)).
19. \*Broome, Benjamin J. (2003). Responding to the challenges of third-party facilitation: reflections of a scholar-practitioner in the Cyprus conflict, *Journal of Intergroup Relations*, 29(4), 24-43.

## APPLICATIONS

20. Broome, Benjamin J. (1995). The role of facilitated group process in community-based planning and design: Promoting greater participation in Comanche tribal governance," In Lawrence R. Frey (Ed). *Innovations in group facilitation: Applications in natural settings* (pp. 27-52). Hampton Press.
21. \*Pearce, W. Barnett & Pearce, Kimberly A. (1999). "Going public": Working systemically in public contexts. In D. Fried Schnitman & S. Littlejohn (Eds.) Trans. J. Haubert Rodrigues & M.A.G. Domingues. *Novos paradigmas em mediação*. Published as: "Tornando-se público": trabalhando sistemicamente em contextos publicos. (pp. 275-296) Porto Alegre: Artmed.
22. \*Broome, Benjamin J., DeTurk, Sara, Kristjansdottir, Erla S., Kanata, Tamie., Ganesan, Puvana (2002). Giving voice to diversity: An interactive approach to conflict management and decision-making in culturally diverse work environments, *Journal of Business and Management*, 8(3), 239-264.

23. \*Broome, Benjamin J. (1997). Designing a collective approach to peace: Interactive design and problem-solving workshops with Greek-Cypriot and Turkish-Cypriot communities in Cyprus. *International Negotiation*, 2, 381-407.\*
24. \*Bland, Byron. (2002). A tale of interesting conversations: Exploring reconciliation in Northern Ireland. *Conflict Resolution Quarterly*, 19(3), 321-343.
25. \*Maoz, Ifat & Ellis, Donald G. (in press) Facilitating groups in severe conflict: The case of transformational dialogue between Israeli-Jews and Palestinians. In Larry R. Frey (Ed.) *Facilitating group communication: Innovations and applications with natural groups*. Hampton Press.
26. \*Walker, Gregg B., Daniels, Steven E. & S. Cheng, S. (in press). Facilitating dialogue and deliberation in environmental conflict: The use of groups in collaborative learning. In Larry R. Frey (Ed.) *Facilitating group communication: Innovations and applications with natural groups*. Hampton Press.

#### **FUTURE DIRECTIONS FOR THEORY AND RESEARCH**

27. \*Hirokawa, Randy & Gouran, Dennis (1989). Facilitation of group communication: A critique of prior research and an agenda for future research. *Management Communication Quarterly*, 3(1), 71-92.
28. \*Broome, Benjamin J. & Chen, Minder. (1992). Guidelines for computer-assisted group problem solving: Meeting the challenges of complex issues. *Small Group Research*, 23(2), 216-236.
29. Stohl, Cynthia. (1995). Facilitating bona fide groups: Practice and paradox. In Lawrence R. Frey (Ed.) *Innovations in group facilitation: Applications in natural settings* (pp. 325-332). Hampton Press.
30. \*Broome, Benjamin J. & Fulbright, Luann. (1995). A multi-stage influence model of barriers to group problem solving: A participant-generated agenda for small group research, *Small Group Research*, 26(1), 25-55.

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***NOTE: Other Readings may be added to course during semester based on needs and recommendations of class participants***

**COM 691 - Fall 2003**  
**PRELIMINARY SCHEDULE**

Class Sessions from 6:40 p.m. – 9:30 p.m.  
(Aug. 28; Sept. 4, 11; Oct. 16, 23; Nov. 13; Dec. 4)

Lab Sessions from 10:00 a.m. – 5:30 p.m.  
(Sept. 6 & 13; Oct. 11 & 18)

**Introductory Session** (August 28)

TOPICS: Overview of course syllabus, objectives, assignments, policies and procedures

ACTIVITY: Introductions of course members

**Block 1** (September 4, 6\*, 11, 13\*)

TOPICS: Overview of Facilitation; Overview of Group Process Designs; Obstacles to Communication and Problem Solving

ACTIVITY: Discussion of Readings; Lab Session 1

ASSIGNMENT: Readings 1-4; 5-11

**Block 2** (October 11\*, 16)

TOPIC: The Role of the Facilitator in Managing Group Communication

ACTIVITY: Lab Session 2; Discussion of Readings

ASSIGNMENT: Readings 12-19

**Block 3** (October 18\*, 23)

TOPIC: Developing an Options Profile for a Facilitator Training program; Applications

ACTIVITY: Lab session 3; Discussion of Readings

ASSIGNMENT: Readings 20-26

**Block 4** (November 13; Dec. 4)

TOPIC: Integration of Learning; Future Directions for Theory and Research

ACTIVITY: Discussion of Readings; Discussion of Projects

ASSIGNMENT: Readings 27-30

**Additional Dates:**

1. Application Assignment option (workshop with COM 100 students on diversity issues) scheduled for November 15, 10:00 a.m. – 5:30 p.m.
2. The competency assignment will be scheduled after consultation with the class, but everyone should keep open the possibility of meeting during the final exam period on Dec. 11
3. The research paper is due Dec.15

\* *Lab Sessions*