

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** LEAD177  
**Course Title:** Facilitation Skills for Leaders  
**Prerequisite Courses:**  
**School:** School of Community and Social Justices  
**Division/Academy/Centre:** Centre for Leadership  
**Previous Course Code & Title:** Flawless Facilitation the First Time  
**Course First Offered:**

<b># of Credits:</b>	<b>1</b>
----------------------	----------

**Course Description:**

Today's leader is often required to facilitate group activities such as meetings, discussions, dialogue, conference calls, strategic and action planning, brainstorming and decision making activities and processes. This course provides an in-depth look at the role of facilitation within the context of leadership. It will identify how facilitation differs depending on the environment and situation. Participants will explore their own facilitation skill set and engage in critical analysis of situations to better understand the context and determine how they can best fulfill the role of facilitator. This interactive course will focus on the essentials of facilitation tools and methods. Participants will have an opportunity to practice a facilitation session focusing on their real-life work challenges and to engage in a self-assessment, giving and receiving feedback from instructor and from/to peers.

**Course Goal(s):**

The goal of the course is to encourage participants 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. Participants 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 organizational context.
3. Use a model to prepare for a facilitated process.
4. Examine the communication and leadership skills required to be a good facilitator.
5. Demonstrate the critical analysis required to make process management decisions.
6. Develop strategies to address specific challenges to facilitation.
7. Build a "facilitator's toolbox" of skills, activities and approaches that can be adapted to different settings.
8. Participate in a facilitation experiential activity by providing and receiving peer feedback.

**Course Topics/Content:**

- Role of a Facilitative Leader
- Preparing to Facilitate
- Facilitation Process
- Challenges to Facilitation
- Six Basic Rules for Creating Dialogue
- Building Facilitator's Toolbox

**Text and Resource Materials:**

**Required:**

Materials and resources will be provided in class.

**Recommended:**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
-----------------------	------

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

You must attend the full course to receive credit. You will be asked to facilitate a 10 -15 minute participatory facilitative learning activity related to course content, followed by a brief feedback session. All components are required to receive credit for this course.

**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/programs-courses/jibc-calendar/student-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.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**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.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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 critically, and use information effectively and ethically.