

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CMNS 445		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Facilitation Skills for the Workplace Course Short Title: Facilitation for the Workplace															
Faculty: Faculty of Humanities		Department (or program if no department): Communications													
Calendar Description: Students will develop and apply approaches to facilitation for diverse group situations and workplace learning communities. Students will develop core competencies for managing learners, teams, groups, and committees. As facilitators, students will exemplify or display skills, guide discussions, and encourage the group to reach conclusions.															
Prerequisites (or NONE):		CMNS 345, or 60 university-level credits including one of CMNS 140, CMNS 180, CMNS 235, or CMNS 280.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): ADED 445 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	40							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: This is a process course in which students as a group develop facilitating skills and are expected to incorporate what they have learned through ongoing facilitations. Having been a facilitator would not be sufficient PLAR as the process of learning to become a better facilitator is the essence of the course.	
Lecture/seminar	20														
Tutorials/workshops	40														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: No													
Department approval		Date of meeting: April 30, 2021													
Faculty Council approval		Date of meeting: October 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 27, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Demonstrate familiarity with current literature and contemporary practice within the field of facilitation.
2. Analyze the impact of principles of equity, diversity, and inclusion on facilitation.
3. Demonstrate a variety of facilitation techniques in events such as meetings, panel discussions, presentations, and interviews.
4. Communicate in a recognizable leadership style, showing ability to effectively guide, summarize, paraphrase, and engage others.
5. Engage in appreciative inquiry.
6. Practice consensus building to resolve issues that arise during facilitation.
7. Respond to and reflect on the relationship of Indigenization and decolonization to facilitation practice by considering spaces of learning and ways of knowing and following honouring practices.
8. Select appropriate communication strategies that reflect varied and diverse audience needs.
9. Manage complexities and challenges of organizational dynamics through conflict resolution and listening skills.
10. Create an inventory of strengths and plans for future through post-facilitation reflection.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Lit review	10%
Position paper	15%
Role plays	15%
Facilitations	40%
Inventory and growth plan	20%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Smutny, M.	Thrive: The Facilitator's Guide to Radically Inclusive Meetings	2019
2. Textbook	Bens, I	Facilitating with ease: Core Skills for facilitators, team leaders and members, managers, consultants, and trainers	2018
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Introductions and foundational theory:

- Territorial acknowledgements, Indigenous structures of respect and listening
- Introduction to Western approaches to facilitation: historical and contemporary approaches, major issues

EDI:

- Equity, diversity, and inclusion in contemporary contexts of facilitation

Leadership:

- Leadership in facilitation

Evaluations:

- Developing mechanisms and criteria for self and peer evaluation

Facilitation in practice:

- Practice leadership and facilitation skills of appreciative inquiry and consensus building using parliamentary procedure and other meeting models.
- Concurrent evaluation of self and others' leadership and facilitation skills

Reflection for growth:

- Critical, evidence-based self-reflection of development through the course, inventory of strengths and weaknesses, future planning for skill development