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DOC 2019-04 Proposal for Group Facilitation and Leadership Certificate

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Group Facilitation and Leadership Certificate
SUBMITTED BY: Kelly Vibber, Department of Communication
DATE: March 13, 2018
ACTION: Legislative Authority
REFERENCES: Art. III. B. 1-7; DOC 2015-04

1. Rationale for the new certificate program

The **Group Facilitation and Leadership Certificate** provides students with critical skills intended to enhance their current major and promote their marketability in the workplace. The title for this certificate has been carefully chosen to align with both the University's vision for the common good as well as employers' sought-after attributes for new college graduates. According to the National Association of Colleges and Employers (NACE) *Job Outlook 2016* survey, leadership, ability to work in teams, communication skills (written), problem-solving skills, and communication skills (verbal) were the most important attributes employers were seeking on prospective job candidates' resumes. The NACE's *Job Outlook 2017* survey yielded similar results with problem-solving skills, ability to work in teams, communication skills (written), leadership, and strong work ethic of most importance. While these types of skills can be acquired in a variety of settings, the **Group Facilitation and Leadership Certificate** affords students a set of courses strategically selected to encourage development of leadership competencies¹.

Leadership can be characterized in multiple ways; put simply, effective leaders possess an ability to inspire a group of people to work toward a common goal. Leaders manage resources, supervise co-workers, communicate with teams, facilitate collaboration among groups, and mobilize change within organizations to name a few. Moreover, Fernandez-Araoz, Roscoe, and Aramaki (2017) illustrate levels of leadership competence. For instance, **team leadership** competence moves from "directs work" (level 1), "explains what to do and why" (level 2), "gets input from team" (level 3), "inspires team commitment" (level 4), "empowers teams to work independently" (level 5), "motivates diverse teams to perform" (level 6), to "builds high-performance culture" (level 7). Potential leaders can be taught these necessary skills (as opposed to a common assumption that great leaders are more often born with such innate abilities.) Andersen (2012) suggests that most individuals are situated in the middle of the bell curve and have the potential for effective leadership.

The courses and experiences selected for the **Group Facilitation and Leadership Certificate** provide opportunities for growth and development of our student leaders. Upon completion of this certificate, students will be able to (1) identify the strategies used to manage conflict

¹ This paragraph is intended to address how this certificate will fulfill the Title IV Gainful Employment requirement.

effectively, (2) examine group decision-making skills in a variety of contexts, (3) assess communication competencies within organizations, and (4) develop an understanding of how to work within and motivate team members to accomplish goals.

The certificate will benefit students from a variety of disciplines, including majors in the Departments of Communication, Political Science, Social Work, English, the School of Business Administration, and Pre-Law. This certificate is intentionally specific in scope and may also be of value to not only current students but those in the community.

2. Impact on other academic programs and/or departments

We do not initially anticipate significant impact on other departments. There may be a slight increase in enrollment within the Management and Marketing Department of the School of Business Administration, as this is where several key management courses reside. Should the certificate program exceed our expectations (e.g., interest level, enrollment, additional sections of courses needed), we can revisit impact issues.

3. Prospective enrollment

This certificate will offer an opportunity for students to develop interpersonal communication skills in group and corporate environments, enhancing their facilitation and leadership skills. The primary audience for the certificate would benefit students majoring in Communication, Political Science, Sociology, Anthropology and Social Work, English, Management and Marketing, Pre-Law minors, or any student interested in attending law school.

We estimate an enrollment of five to seven students in the first year of implementation. After marketing and advising, we expect a slight increase of three to five students in year two. By the third year of implementation, we estimate an increase of five to eight students.

This conservative estimate allows the Department of Communication, the Department of Management and Marketing, and the Department of Political Science to build a solid infrastructure for students in the certificate. Our goal is to develop a solid program consisting of approximately 20-25 students.

Non-degree students are also eligible for this certificate. We estimate a gradual increase of enrollment from these students as marketing and advertising increase.

Year 1	Year 2	Year 3
5-7 students (total)	8-12 students (total)	13-20 students (total)

4. Proposed Curriculum

The **Group Facilitation and Leadership Certificate** requires both course credit and a credit bearing experiential component. Three of the courses must be completed before the

experiential component can be started. The experiential component should be completed by the end of the first semester of senior year.

Class Credit: Students must take four courses (two required, two elective) in addition to the credit bearing experiential component. Students are required to earn a 2.5 GPA on the certificate in order to receive it. Completion of any prerequisites is necessary before registering for these courses and specific prerequisites are noted below the following table.

	Course	Relevance to Certificate
Required course (3 credits)	**CMM 420:Conflict Management and Negotiation	This course takes an interpersonal approach to conflict management. The purpose of this course is to help you to learn how to understand conflict as a process of communication and to develop strategies and skills for managing it when it arises. The learning outcomes of the course include being able to develop strategies for third-party intervention and managing conflict according to the normative model, in addition to being able to analyze conflict and select conflict styles that will maximize effectiveness. The course also provides knowledge on how to foster a climate conducive to effective conflict management, shared power in a relationship during conflict and face-saving strategies.
Required course (3 credits)	MGT 300:Organizational Behavior ***HSS 356: Organizational Behavior in Health & Sport may be substituted for MGT 300 for <i>HSS majors ONLY</i>	This course takes an organizational approach and builds knowledge around working with employees (i.e., learning, personal attributes, motivation), leadership, decision making, group work and managing conflict.
Choose <u>one</u> elective (3 credits)	*MGT 350:Managerial Skills OR POL 361: NGO Leadership (cross listed as MPA 563) OR ***EDC 402: Methods-Residence Hall Assistants is an	MGT 350: This course focuses on knowledge, skills and abilities in oral and written communication, decision-making, facilitation of conflict management, and group/team management.

	<p>elective option for <i>RAs or Fellows ONLY</i></p>	<p>Completion of the course provides students with a familiarity and basic competency in communication skills that reflect their personal competence, interpersonal skills necessary for effective organizational relationships, leadership and group skills, as well as organizational and administrative skills.</p> <p>POL 361/MPA 563: This course provides students with learning on leadership and management skills particular to the context and concerns of NGO's. It emphasizes a rights-based perspective on leadership, the differences in leadership in public organizations and NGO's and an understanding of how development-related norms impact global communities.</p> <p>EDC 402: This course focuses on developing understanding and skills related to leadership, group interactions and dynamics, self-awareness in identifying strengths and potential areas of growth, appreciation of others as well as their ideas and opinions, and community growth/development.</p>
<p>Choose <u>one</u> elective (3 credits)</p>	<p>*MGT 404:Group Dynamics, Teams & Decision-Making OR **CMM 321 Small Group Communication</p>	<p>MGT 404: This course focuses specifically on creating understanding, skills and practice related to working in groups. It provides the opportunity to learn about groups and teams and to utilize this knowledge while working in groups. Learning in this course emphasizes the following: understanding when to use teams; strategies for team building, motivation, and group culture; identification of roles; the ability to provide direction and facilitate decision making; an awareness of</p>

		<p>common obstacles and strategies for working more effectively.</p> <p>CMM 321: This course is designed to give students an in-depth understanding of small group communication. Task and social dimensions of group work are addressed in the course, although the focus is ultimately on effective decision-making in groups. Learning in the course includes the following: what small groups are and the role they play in the workplace; social dimensions of group communication that impact task work (i.e. roles, norms, leadership); processes of effective decision-making in groups and the completion of a group project.</p>
Experiential component (1 credit)	CMM 390 (Independent Study) See below	This component provides a practical context in which students will apply and further develop the skills and knowledge they have learned through their coursework in a professional setting.
Total Credits: 13		

*MGT 300 is a prerequisite for MGT 350 and MGT 404.

**CMM 100² is a prerequisite for CMM 321 and CMM 420. *The prerequisite of CMM 100 will be waived for non-matriculating students only.*

*** Denotes a major or group specific accomodation/exception.

Experiential Component: CMM 390***

Goals for the Experiential Component:

- Identify roles across team (and how they emerge)
- Identify the strategies used to manage conflict effectively
- Examine group decision-making skills in a variety of contexts
- Assess communication competencies within organizations

² As CMM 100 is a requirement across the university through CAP, we did not see it necessary to include this as a course in the certificate itself. In addition, we have made a clear exception for non-matriculating students who would not be completing CAP as part of their education.

- Develop an understanding of how to work within and motivate team members to accomplish goals.

Project Requirements:

- Three of four courses for the certificate must be completed before the experiential component is started.
- The experiential component should be completed by the end of the first semester of senior year.
- The project should be based in one of the following: community organization, church, business, university department, or student organization.
 - The Fitz Center for Leadership in Community and Career Services will provide additional support in this area by reaching out to their existing partners and connecting students with partner opportunities, where they are able.
- The project requires 30-60 hours of contact and will be worth 1 credit hour.
- Students must receive prior approval of their chosen project/location
- Students will conduct both an entrance (to get the background of the group/group's work) and an exit interview (to debrief and ask any remaining questions about the group interaction) with the current group leader and/or supervisor.
- In order to be approved the project should provide an opportunity to:
 - Facilitate communication
 - Engage in and/or observe teamwork that involves decision making and/or conflict management.
 - Provide leadership/directly assist or consult with leadership
 - Lead team to consensus on project decisions and/or observe decision making to be able to identify the steps/choices made in the process.
- Students will submit a report at the end of the project.
 - The report should summarize how they achieved the goals of the project and have met project
 - Reports can take multiple forms and may include mixed media options (i.e. photos and video).
- Students must have a 2.5 GPA across the required courses in order to receive the certificate.

***If a student is completing an internship for credit or a participating in semester of service, these may be considered as sites for the experiential component provided that it meets all of the above requirements.

5. Administrative arrangements including the academic unit(s) and department (sponsoring the certificate program, and the certificate coordinator responsible for management of the certificate program, advising students, etc.

The certificate is co-sponsored by the departments of Communication, Management and Marketing, and Political Science, who will deliver the courses for the certificate. Career Services and the Fitz Center for Leadership in Community will serve consultative roles and

assist in connecting certificate seeking students to experiential partner opportunities. The certificate will be administered by the Department of Communication and the experiential component must be approved through the Department of Communication, Undergraduate Committee.

6. Resource implications for faculty/staff facilities and the library

No additional faculty/ staff is needed, since the certificate utilizes existing courses. Existing facilities adequately support the certificate. Educational resources for courses will be available to students through Roesch Library and the Ohiolink Network.

7. Projected additional investment (if any)

There are no additional costs expected to launch this certificate. The certificate would largely operate with the existing resources and no significant investment would be necessary during the first three-year period. If participation in the certificate grows substantially, permanent staffing may need to be addressed.

References

- Andersen, E. (2012, November). Are leaders born or made? *Forbes*. Retrieved from <https://www.forbes.com/sites/erikaandersen/2012/11/21/are-leaders-born-or-made/#6987e9ad48d5>
- Fernandez-Araoz, C., Roscoe, A., & Aramaki, K. (2017). Turning potential into success: The missing link in leadership development. *Harvard Business Review*, 95 (6), 86 - 93.
- National Association of Colleges and Employers (2016). *Job Outlook 2016*. Bethlehem, PA.
- National Association of Colleges and Employers (2017). *Job Outlook 2017*. Bethlehem, PA.

Follow up on Group Leadership and Facilitation Certificate

Grant Neeley <gneeley1@dayton.edu>
To: Kelly Vibber <kvibber1@dayton.edu>

Wed, Feb 14, 2018 at 2:40 PM

Kelly,
I am pleased to support the Group Leadership and Facilitation Certificate proposal.

Thank you for including the POL 361/MPA 563 as an elective option.

Regards,
Grant Neeley

Grant W. Neeley, Ph.D.
Chair & Associate Professor, [Department of Political Science](#)
Marianist Educational Associate
SJ 227 | gneeley1@dayton.edu | [937.229.3626](tel:937.229.3626)
[Appointment Calendar](#) | Skype: grantneeley
[Quoted text hidden]

Follow up on Group Leadership and Facilitation Certificate

Kelly Bohrer <kbohrer1@dayton.edu>
To: Kelly Vibber <kvibber1@dayton.edu>
Cc: Hunter Phillips Goodman <hgoodman1@dayton.edu>

Wed, Feb 14, 2018 at 9:10 PM

Hi Kelly,

Great work on developing this certificate that will emphasize the importance of experiential learning, engaging with community, servant leadership, and constructive conversations.

The Fitz Center for Leadership in Community is delighted that you are expecting many of the students in this certificate program to have interest in leadership experiences with our community partners. We see this certificate program as a great opportunity to involve more students in collaborative community partnerships to address civic issues and public problems. We also see how it will be added value for our Fitz Center students who may choose to complete the certificate program - what a nice complement to the servant leadership and community engagement components of our programs.

With this alignment, potential for more student leadership growth through and with community partners, and the added value for Fitz Center students who might choose this certificate, we are happy to recommend your certificate program for approval. Furthermore, we are happy to connect with our community partners, who we have

an ongoing relationship with, about students who express interest in achieving the outcomes of the EL component through a non-profit or public entity in Dayton. The Fitz Center can also assist communications faculty in their match making, for students seeking non-profit or civic experiences, to ensure mutual benefit and a positive experience for both.

Blessings,
Kelly Bohrer

[Quoted text hidden]

--

Director, Community Engaged Learning and Scholarship

Fitz Center for Leadership in Community

University of Dayton

Zehler Hall 205

Email: kbohrer1@udayton.edu

Phone: [\(937\)229-4642](tel:9372294642)

website: <http://www.udayton.edu/artssciences/fitzcenter/>

----- Forwarded message -----

From: **Jason Eckert** <jeckert1@udayton.edu>

Date: Tue, Feb 6, 2018 at 5:00 PM

Subject: Re: Group Leadership and Facilitation Certificate - Invitation to edit

To: Heather Parsons <hparsons1@udayton.edu>

Hi Heather.

Thanks for sharing the proposal with me. I'm really like it and feel it has an audience (both for student enrollment and potential interest on the part of prospective employers). I also appreciate the proposal's citing of NACE's *Job Outlook 2017* (we are active members of NACE and also use this publication).

I don't see any problem with the experiential learning component. Career Services would be happy to support it. While it is not necessarily possible to *guarantee* placement in an internship or related experience, I'm very supportive and optimistic regarding our ability to help. The number of projected students who may be interested in the certificate is manageable, and I appreciate the flexibility of the experiential learning component (it may be accomplished through experience in a community organization, church, business, university department, or student organization).

I also think that it is wise to require that the experiential component be completed by the end of the first semester of the senior year. (I would fear seniors waiting until the end and creating a challenge securing an experiential setting in time.)

I see in point five that Career Services is listed as a co-sponsor of the proposal. You certainly have my support! Do you need anything else from us in terms of sponsorship?

Does that help answer your question? I'm happy to help and hope that the proposal is successful!

Jason

Jason Eckert

Director, Career Services

University of Dayton

[300 College Park](#)

[Dayton, Ohio 45469-2711](#)

[\(937\) 229-5537](#) - office

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<http://www.udayton.edu/careerservices/>

Connect with me on LinkedIn:

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Co-sponsorship for the Group leadership and Facilitation Certificate

Jay Janney <jjanney1@udayton.edu>

Wed, Mar 27, 2019 at 3:20 PM

To: Kelly Vibber <kvibber1@udayton.edu>

Dear Kelly:

In the past we agreed to support the Group leadership and Facilitation Certificate, with the Communications department. We would be pleased to co-sponsor, the certificate, and reaffirm our support. We think it is an important certificate that will benefit students in multiple units. It takes advantage of courses we currently offer (and plan to continue to offer), but does not ask for new courses of us. I re-examined our offerings for summer and fall 2019, and we have the capacity is unchanged from before. In addition, the number of courses requested are being offered the same as in prior years. We note the name change of the certificate (as well as some very modest changes), but the underlying need for the certificate remains the same, as do the courses and resources requested from us. On behalf of the department, we reaffirm our commitment to the Group leadership and Facilitation Certificate. If there is other information you need in support of this certificate, please let me know.

peace,

Jay

[Quoted text hidden]

Support for the Group leadership and Facilitation Certificate

Jay Janney <jjanney1@udayton.edu>

Tue, Feb 27, 2018 at 3:44 PM

To: Kelly Vibber <kvibber1@udayton.edu>

Dear Kelly:

It was a pleasure to meet with you today, as we walked through the proposal for the Group leadership and Facilitation Certificate. The proposal contains cross-disciplinary coursework and involves our department for supporting some of the courses.

We as a department can support this, as it fits well with what we currently are doing. We currently offer MGT 300 and MGT 350 every semester, while MGT 404 is offered once a year (it varies between fall and spring). I examined enrollments in those courses, and believe that we can easily add the projected student enrollment to existing courses. If the program grows substantially we can shift

probably 1-2 courses in support of it. In addition, we offer MGT 300 during the summer both online and at 2-3 study abroad sites, while MGT 350 is offered every summer online as well.

I read the proposal and think it is well written and well thought out. I think it can succeed, and we should try to make it happen. So you have the support of the Management and Marketing Department.

--

Peace,

Jay J. Janney, Ph.D.
Chair, Management and Marketing Department
Robert and Patricia Kern Family Foundation Faculty Fellow for Engineering and Entrepreneurship
Advisor, Flyer Angels Fund, Flyer Consulting
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Memo of Consultation

From: Academic Affairs Committee, College of Arts and Sciences
To: Kelly S. Vibber, Undergraduate Studies Committee, Department of Communication
CC: Joseph Valenzano and Ann Crecelius
Date: March 16, 2018

RE: Group Leadership and Facilitation Certificate

Thank you for the opportunity to consult on this new certificate program. This should offer a very valuable opportunity for University of Dayton students.

The wide variety of course offerings should allow for many students within the College of Arts & Sciences to meet the requirements of this certificate. The required experiential learning provides a way for students to apply what they are learning in the classroom. And the final report requirement further enhances the strength of this proposal as it provides students the opportunity to reflect on what they have learned and experienced.

Therefore, after careful reading of the document, the Academic Affairs Committee of the College of Arts and Sciences endorses this certificate program for approval by the Academic Senate.

Again, thank you for the opportunity to consult on this fine proposal.

Quick Check on a Certificate Proposal

Danielle Page <dpage1@udayton.edu>
To: Kelly Vibber <kvibber1@udayton.edu>

Wed, Sep 19, 2018 at 9:51 AM

Hi Kelly,

Thank you for reaching out, as yes- this is the first I've been introduced to this! I agree that the information presented in the proposal accurately reflects a clear alignment of the EDC 402 course with the goals of the certificate. The only question I would have is whether it might be of value to articulate clearly that the course may not be an elective for students who are *not* hired as an RA or Fellow, as we would not be resourced to facilitate the course for more students than those of which we hire.

If inclusion of the course does not subsequently mean that non-RAs or Fellows can enroll, then I am in full support! Please let me know if there are other points you need clarification or assistance with.

Blessings,
Danielle

Danielle M. Page, M.A.

Assistant Director of Residence Life for Curriculum and Leadership Development

461 Kiefaber

Phone: (937) 229-3519

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Letter of Support on a Certificate Proposal

Alan Demmitt <ademmitt1@udayton.edu>

Mon, Oct 1, 2018 at 1:24 PM

To: Kelly Vibber <kvibber1@udayton.edu>

Kelly,

I support the inclusion of EDC 402 in the Group Leadership and Facilitation Certificate.

Alan Demmitt, Ph.D., LPCC-Supervisor
Chair and Associate Professor,
Department of Counselor Education & Human Services
University of Dayton
(937) 229-3608

Email in support of allowing HSS 356 to replace MGT 300 for HSS majors ONLY.

Jay Janney <jjanney1@udayton.edu> Apr 6, 2018, 3:12 PM

Hi Kelly:

I sent it out to faculty and pinged them again.

The HSS class is very similar to our MGT 300 course (in many ways duplicates it). We'll accept it as a substitute for MGT 3001/301 for HSS majors who take it as a condition of their major. What we don't want is to make it a substitute for MGT 300 that any student can

take. So if an engineering major wanted to do the certificate, we'd want them to take MGT 300, not the HSS OB course.

peace,

Jay