THE CENTER FOR JUSTICE & PEACEBUILDING

FACILITATING TRANSFORMATIVE CHANGE
PAX 684

SPI 2022
Session 4: June 13-17

Course meeting location and time TBD

INSTRUCTOR'S INFORMATION:

Dr. Catherine Barnes, PhD
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I am available to meet online by appointment; please email me with your availability and we can arrange a mutually agreed meeting time and modality (eg, Zoom, phone call…)

COURSE DESCRIPTION:

How do we help co-create and hold space for transformative change, helping to empower shifts in relationships and system-structures? How can facilitation help to strengthen social movements and prepare for engagement across divides? How can we proactively cultivate spaces in which all feel empowered to be their authentic selves and where systemic power asymmetries are addressed within and through the process? How can people feel compassionately held as they grapple with complex, contentious and even harmful issues and situations?

COURSE GOALS AND OBJECTIVES:

Intended for people with familiarity facilitating groups and who are working with change processes, this course will help deepen understanding and skills for:
- Exploring and assessing the context, enabling co-design, and grappling with ethical and strategic issues in convening processes.
- Strengthening relationships, community building, and developing more resilient solidarity within groups.
- Methods to support joint analysis and strategy development.
- Methods for working with the past and for envisioning the future.
- Principles and practices for collaborative decision-making and facilitating consensus building.
- Developing and articulating your theories of change and theories of practice in why and how to support transformation and social change through dialogical processes.
- Exploring and articulating the personal values and ethics that animate and guide your practice and setting your personal / community learning agenda.

REQUIRED TEXTS AND OTHER RESOURCES:

Core texts for basic process methods

- Kaner, Sam et al. 2014. *Facilitator's Guide to Participatory Decision-Making*. 3rd Edition. Jossey-Bass. $28.32 ISBN-13: 978-1118404959

- Kraybill, Ron, and Evelyn Wright. 2007. *Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Are Hot. The Little Books of Justice and Peacebuilding.* Intercourse, PA: Good Books. $6.00 ISBN: 1561485438

Choose 2 for reading reflection assignments (graduate credit students)

- Adam Kahane. 2012. *Power and Love: A Theory and Practice of Social Change.* Berrett-Koehler Publishers. ISBN-10: 145962632X; $18 paperback

- adrienne maree brown. 2021. *Holding Change: The Way of Emergent Strategy Facilitation and Mediation.* Chico, CA: AK Press. ISBN-13: 9781849354189; $15 paperback.

- Bernard S. Mayer and Jacqueline Font-Guzmán. 2022. *The Neutrality Trap: Disrupting and Connecting for Social Change*. John Wiley & Sons. - ISBN-10**:** 1119793246; $18-$25 hardcover

- George Lakey. 2020. *Facilitating Group Learning: Strategies for Success with Adult Learners*. PM Press. ISBN-10: 1629638269; $12 paperback

Supplemental Resources

A set of pre-readings and daily readings and resources will be available for all participants in the class Moodle site. There will also be an extensive collection of resources on specific process methods and where to turn for additional information.

REQUIRED ASSIGNMENTS:
This course is offered for 2 graduate credit hours or for professional education / training.

All participants are expected to complete the preparatory readings and to participate fully in all class sessions during the SPI time.

The following are required for participants taking the class for graduate credit.

Daily reflection journal / video diary, during SPI class (20%) – With the goal of deepening reflective practitioner habits, after each class session, participants will reflect on their insights and key questions that emerged from their experiences that day - referring to specific concepts, sources or events from the day – and record these reflections either in a video or voice diary using 'VoiceThread' or in writing. *Due on Monday June 20, 2022.*

Reading reflections: informing theories of change and theories of practice (35%) – With the goal of deepening the development of theories of change and theories of practice for facilitating transformative change – as well as awareness of specific methods and techniques – prepare three short essays of 3-5 pages each in response to three course books. One will be the Sam Kaner et al, Facilitator's Guide to Participatory Decision-Making + a choice between two of the 4 books identified above for reading reflection assignments. Each essay on will: (a) Describe 3-4 ideas likely to be useful for you – why? How might you integrate into your practice? (b) Describe 3-4 ideas that puzzled you or give rise to questions and critiques. (c) Conclude with how the author's ideas and stories may inform your own theories of change, theories of practice and ethical stance. *Due no later than August 20, 2022.*

Final project (45%) Due no later than August 20, 2022.

- **Option A: Facilitated Process Analysis and Alternative Process Design** - *The analysis portion of the paper should be <u>no</u> longer than 3-4 pages <u>single</u> spaced; the alternate process agenda and notes can be whatever length is needed.* You will intentionally observe a formally organized meeting, where you do not have a stake in the outcome. (Note: you should not be a participant or member of the group.) Your task is to analyze the effectiveness of the process design and the characteristics of the meeting facilitator and / or chair. You should identify the implicit theories of change and theories of practice in use and assess their efficacy in meeting the purpose of the group. Integrating the readings and the ideas and methods you are learning in class, you will then design an alternate process agenda for achieving the implicit and explicit goals and objectives of the meeting that addresses the issues you identified in the first part of this assignment.

- **Option B: Transformative Facilitator Formation – Self Assessment and Setting Intentions for Growth** - *This paper should be <u>no longer</u> than 5-7 pages single spaced.* The purpose of this paper is to have an opportunity to honestly evaluate your own personal strengths and challenges in group processes – as a member of a group, as a facilitator or leader, and as a process designer – in settings where you expect to find yourself in the future. You will identify the areas in which you want to grow and your 'learning edges', setting your intentions for growth. You are encouraged to use insights from your reflective practitioner journal, as well as feedback received from peers and colleagues. You should also refer to key ideas from your readings and class to deepen your assessment, using proper citations for all references.

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

DAILY CLASS SCHEDULE:
More detailed daily schedule with readings appropriate to the topics will be available on the class moodle site by May 27, 2022.

Monday June 13, 2022	
Registration starts at 7:30am, Opening 8:30-10	SPI Opening Ceremony
10:00-12:00	- Class starts: Forming our learning community; forging our guiding values
Afternoon 1:30-5:00 With break	- Setting intentions to guide our attention: purpose to practice experience - Theories of change and theories of practice in why and how to support transformation and social change through dialogical processes.
Tuesday June 14, 2022	
Morning 8:30-12:00 w/30 min break	- Complex adaptive human systems: dynamics of re-enforcing, adapting and transforming.

	• Designing with systems in mind; working with systems transformatively
Afternoon 1:30-5:00 With break	• Exploring and assessing the context, enabling co-design • Grappling with ethical and strategic issues in convening processes • Working with asymmetries and strengthening potential for justice • Framing and re-framing: creating powerful questions
Wednesday June 13, 2022	
Morning 8:30-12:00 w/30 min break	• Co-creating containers to hold space and hold change • Deep dialogue; deep narrative practice
12:30-2:30	*Frontiers Luncheon – lunch and speaker for all SPI participants (included with registration costs)*
2:45-5:00	• Ways of working with the past; ways of envisioning the future
Thursday June 14, 2022	
Morning 8:30-12:00 w/30 min break	• Methods to support joint analysis and towards developing strategic clarity and creativity
Afternoon 1:30-5:00 With break	• Paradoxes and contradictions: engaging polarities
Friday June 15, 2022	
Morning 8:30-12:00 w/30 min break	• Participatory decision-making and consensus building processes
Afternoon 1:30-**4:00** With break	• Exploring and articulating the personal values and ethics that animate and guide your practice and setting your personal / community learning agenda.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.