HOLDING SPACE FALL 2020: Facilitator Development

PURPOSE
The overall purpose of the course is to develop and deepen capacity to create learning experiences for groups. The primary focus is on course facilitation in the Interpersonal and Group Dynamics Course (MGT 531) at Yale School of Management. We periodically offer this series to give the facilitator community a chance to deepen skills and practice the art of group facilitation together.

STAFF:
Director: Heidi Brooks
Associate Director: Rene Molenkamp
Consultants to the Labs: Lab A: Candice Crawford-Zakian and David Tate
                      Lab B: Rene Molenkamp and Valerie Belanger

HOLDING SPACE SCHEDULE FALL 2020
DATES: 6 weeks beginning on October 15 and ending on November 19.
TIMING: 5p-9p EST
We will begin and end on time. The assumption is that you will be there each week for the full time frame. We will meet on zoom.

The group schedule reflects the multiple ways in which we work together during this learning series. There are 5 lab sessions and each participant will have the opportunity to facilitate twice. The rest of the time participants take up a member role in the group.

GROUP SCHEDULE for the first 5 weeks
00  5:00 Theory   Whole Group with Heidi and René
30  5:30 Transition
10  5:40 Session 1 Labs with Consultation (2 co-facilitators +2 consultants)
60  6:40 Transition
05  6:45 Debrief   Each Lab: Co-Facilitators and Consultants in Fishbowl
25  7:10 Break
20  7:30 Session 2 Labs with Consultation (2 co-facilitators +2 consultants)
60  8:30 Transition
05  8:35 Debrief   Each Lab: Co-Facilitators and Consultants in Fishbowl
25  9:00 Adjourn

TOPICS
Week 1: Holding Space
Week 2: Levels of Analysis: Individuals, Interpersonal, Sub Group, Intergroup, Group as a Whole
Week 3: Feelings as Feedback
Week 4: Authority and Competition
Week 5: Development and Capacity Building
Week 6: Closure & Review of learning

Yale SCHOOL OF MANAGEMENT
**TASK**

The task of the group is to explore dynamics between individuals and to explore dynamics in the group-as-a-whole. The expectation is that participants fully engage in and explore interpersonal and group dynamics.

**Note: The task of the facilitators is to hold space and facilitate that process.**

In the IPD course, we say that the task of the facilitators is to help create the conditions for learning. Facilitators do not enact this task alone, for there is usually a co-facilitator and group members who share responsibility for this work. However, facilitators hold a special responsibility for this task.

**IPD COURSE OBJECTIVES FOR CONTEXT**

Language of the IPD course goals provide further articulation of the work of the group. The goal of MGT 531 is to learn, through experience in a small group setting, how:

- To use interpersonal communication skills to influence and lead the building of more open, effective, and rewarding relationships, even with people whom you may initially experience as difficult.
- To identify and pursue personal learning goals aimed at improving interpersonal communications.
- To “learn how to learn” interpersonally via the continuous practice of risk taking, disclosure, and feedback in service of evolving learning goals.
- To learn about group dynamics and your role in groups by observing and exploring conscious and unconscious assumptions, behaviors and feelings.

Personal knowledge and ability in these areas is crucial to becoming a more effective leader for business and society in today’s ever changing, complex, and highly interdependent organizations.

**IPD Course Description**

Studies have shown that the average manager spends about two-thirds of his or her time interacting with others. It should be no surprise that skill in interpersonal relationships is one of the most frequent determinants of managerial success or failure. This course is designed to help students learn some of the skills necessary for successfully navigating and leading in the face of fast-paced, complex human interaction. The central focus is to increase student ability to understand and diagnose interpersonal dynamics as well as to increase personal understanding of how they impact others. While readings and group exercises are used to begin discussion, the core learning material emerges in small group interaction. Students learn how they function in small groups and how they relate to others from feedback and reaction of other class members.

**TO APPLY TO HOLDING SPACE FALL 2020:**

At the heart of the IPD experience is a deep learning community that is animated by collaborative developmental learning. Our shared practice involves facilitating the lab experience in the transformational IPD course. Of course, there are many ways to apply the capacity to hold space and facilitators use the skills in across a wide range of settings. We are a diverse community committed to deep inclusion practices and creating environments where humans thrive. The current virtual format is a wonderful opportunity to support talented and motivated space holders from across the globe. We welcome applications from people new to Yale IPD as well as from people who continue to stay involved.

HOW: Please complete this *brief application*. We plan to host this program regularly (so if this timing is not good, please check back). For questions, you can reach us at *ipd@yale.edu*. There is more information about the course context at Yale SOM [here](#). We look forward to hearing from you.