

SYLLABUS

Communication and Leadership Skills for Development Practice

An MDP/TCD “Skills” Course

Course Number: Fall 2017 - LAS 4819 – Sec 4819 (3 credits)

Time & Location: Mondays, periods – **TBA** (afternoon)

Instructor: **Jonathan Dain:** 388 Grinter Hall (352) 273-4713 **or** G129 McCarty B (352) 294-7652
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Office hours: TBA & by appointment

Course Vision: This “professional development” course will help participants strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice

Evaluation (see activity descriptions):

Class participation	25%
Canvas online readings discussion	15%
Learning Journal	15%
Leadership/Communication Interview and report	15%
Group Practicum	30%

Learning Approach

- *Focus on building practical skills and engaging in systematic reflection*
- Use of experiential, “blended” learning
- Teaching methods are designed to reflect elements of a collaborative, facilitative approach to working with people
- “Adaptive Teaching” – we will not stray from the core vision of the course but may adapt sessions and/or readings based on participant needs and interests. Students will be given advance notice of any changes.
- **Context for activities and discussion is primarily** (not exclusively) **Development and/or Conservation practice in the Americas & Africa**
- Focus on personal and professional development

Class Schedule

Class/Date	Topic/Theme	Concept (s)	Tool(s)	Activity	Reading	Assignment Due
1. Aug 21	Introduction to Communication and Leadership Skills	-Building Trust , Curiosity and Engagement: Group building -Link to Development and Conservation Practice	-Ice breakers -Expectations -Food -Norms -Room arrangement	-Floor map -Objectives, Expect. -Syllabus/Assign. -Norms -Reflection Exercise	None	-2-minute presentation assigned -Sign-ups: -Pre-class questionnaire
Module I – Communicating: Presenting Ourselves & Helping others Learn						
2. Aug 28	Presentation Skills I Listening Skills Leadership	Presenting ourselves Empathic Listening	The “elevator speech” Empathic Listening	-2-Min. Presentations -Empathic listening exercise -“Leadership” discussion	-Covey_Habit 5 -Siolli_TEDtalk Shut up and Listen -Cufaude_Leadership	-2-minute Presentation -Individual Meeting I -LJ 1 -Canvas Facilitation
Sept 4 – LABOR DAY NO CLASS						
3. Sept 11	Presentation Skills II Learning & Teaching	Presenting ourselves Experiential & Adult learning Generative Themes	Experiential Learning cycle	-2-Min. Presentations -Vella/Lewin’s dozen -Experiential learning -Irene Pacaya de Sa	-Vella pp. xiii-22- -K. Robinson: Do Schools kill Creativity? -Finster -Teaching them to think	-2-min. Presentation -Leadership Interview Assigned -Individual Meeting I -LJ 2 -Canvas Facilitation
Module II - Facilitation: Helping People Engage in Dialogue						
4. Sept 18	Facilitation and Group Dynamics	-Task/Maintenance Functions -The Groan Zone -Role of the Facilitator	-Diamond of Decision-making -Facilitation Guidelines	-Group Dynamics role-play -Group task, maintenance and leadership roles	-Kaner: Foreword, Intro & Grounding Principles (pp. xv-xxvii.) -Kaner: Chpt 4 (pp 41-43, skim 44-63) -Bens Chpt 1 -Facilitators we dread	-LJ 3 -Canvas Facilitation -Final Project Assigned
5. Sept 25	Effective meetings – smaller groups	-Types of Meetings & Levels of Participation -Beginnings, Middles and Ends	-Meeting Analysis Framework -Meeting design	-Meeting design exercise	-Kaner: Chpts. 11-12 (pp. 161–195) -Noguchi_NPR -Woolley_Smart Teams	-LJ 4 -Canvas Facilitation

6. Oct 2	Scenarios Planning Larger groups	-Visioning & Back-casting -Participatory Planning	Blue world/Green World	-Scenarios planning	-Kaner: Chpt 9 (pp113-143) -Wollenberg, et al -	-LJ 5 -Canvas Facilitation -Project Idea Due*
Module III. Factors Affecting Communication, Decisions and Leadership						
7. Oct 9	Values, perceptions, Participation & culture Leadership	Pluralism and the impact of values on collaboration	Values reflection	-Drama by the River -Personal Leadership SWOT	-Kaner; Chpt 2 -Wollenberg_Though all Things Differ -Mindbugs	-LJ 6 -Canvas Facilitation - Needs Assessment Assigned
8. Oct 116 MID-TERM	Bias and Behavior Mid-term Review	-Emotional high jacking -Choice Architecture -Decision Fatigue -The not-so-green Brain In-groups and Out-groups	Choice Architecture Needs/Stakeholder/Situation Assessment	Facilitated discussion -Dan Ariely TED -MID-TERM Review	-Filter Bubbles (Pariser-TED) -Thaler/Sunstein (1-13, 83-102) - What Emotions Are NYT - Other people think you're hot - WPost	-LJ 7 -Canvas Facilitation -
9. Oct 23	Power & Leadership Gender and Intersectionality	-Gender and intersectionality -Privilege and Power	Power frameworks Gender & other Analyses	Facilitated discussion	-Manfre/Rubin CIFOR 2013 (3-38) -GenderViolence_Science2012 -Marucs_Develop Women Leaders -Johnson_Privilege, Power, Difference	-LJ 8 -Canvas Facilitation
Module IV: Conflict Management						
10. Oct 30	Understanding and Analyzing Conflict Situation Analysis	-What is conflict? -Positions vs. Interests -Sources of conflict	<u>Conflict Frameworks:</u> -Temporal framework -Triangle of Needs and Interests -Distributive Justice	Unweaving the Rattan Mediation	-FAO - Negotiation -Find a video	-LJ 9 -Canvas Facilitation - Group Project draft proposal Due -Situation Analysis
11. Nov 6	Principled Negotiation	-BATNA/WATNA -Interests-based negotiation -Elicitive vs. Prescriptive	Negotiation Planning	-The generous mango OR Olsen vs. Kramer	-Fisher (Chpt 1&3) -William Ury (TED)	-LJ 10 -Canvas Facilitation - Interview due*
12. Nov 13	Framing	Framing for collaborative problem Solving	Issue Framing Person Framing	-Framing practice	-Ury (Chpt 3) -Gray (Chpt. 1)	-LJ 12 -Canvas Facilitation

13. Nov 20	Dealing with Difficult Behaviors and Dynamics	Why are difficult people "difficult"?	Strategies for addressing challenging behaviors	-Reflection and Intervention Practice	-Bens (Chpt 7) -Kaner (Chpt 17)	-LJ13 -Canvas Facilitation
Module V: Pulling it All Together						
15. Nov 27	-Interviews -Group projects	Leadership Practice	Reflective Practitioner	-Lessons Learned -Project Presentation -Broken Squares	TBA	Individual meeting II -LJ 14 -Canvas Facilitation -Group Project <u>Report</u> Due*
16. Dec 4	-Pulling it All Together -Evaluation:	Communication & Leadership	Wrapping it Up	-Class review -Evaluation -Commitments	None	Individual meeting II -LJ 16 -Canvas Facilitation

COURSE ASSIGNMENTS

Communication and Leadership Skills for Development Practice

Students will be evaluated based upon five sets of activities, each of which will be explained in more detail in class:

I. Class participation (25%): Attendance is critical. One excused absence is allowed although not encouraged. Additional missed classes* mean a drop in grade. Students are required to critically read all assigned materials prior to class and participate actively (to be defined) during in-class discussions, on-line discussions and in small/large group activities including simulations and role plays. Each student will meet individually with the instructor two times during the semester (August/September, November/December). [*non-emergency]

II. On-Line Canvas facilitated discussion (15%):

1. **Canvas:** The learning that takes place in class and through readings is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the activities and readings selected, students will engage in web-based reflection and discussion, sometimes responding to specifically posed questions, other times reacting to the thoughts of others. **Each week two students will serve as online facilitators of discussion** and will determine its format. **All postings must be completed by Sunday at midnight.** It is expected that participants will review everyone's on-line postings before each Tuesday class; during class facilitators will have 10 minutes to run an activity or provide a short summary of the Canvas discussion. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had:
 - Ex: "I was watching a TEDtalk about a woman who started a non-profit and she talked about the way decision-making evolved over time as they used tools like those described by Kaner in this week's reading. Has anyone else seen these types of activities used? In what ways?"

Postings should **not** be summaries of readings:

- Ex: "Shuman lists five ways to encourage dialogue, they are: 1) Provide a..."

As always in such discussions, follow the basic rule of thumb: "Tough on issues, soft on people"

III. Learning Journal (15%): (LJs) are designed to help you and us monitor your learning during the semester. Unlike Canvas discussions, learning journals focus on "Ah-ha moments", questions, observations and experiences. Reflections

can be inspired by readings, class activities, participation in non-course related activities, talking or listening to someone, writing, or simply thinking (e.g. “I realized today that the dynamics of my graduate committee are more complex than I had imagined...”). Learning journal thoughts are confidential and will be seen only by the instructors. They are to be recorded and turned in weekly. During the semester there may be occasional expanded Learning Journal “*reflections*” assigned. LJs should be submitted electronically **as a Word file to Canvas by 11:59pm on the Friday after class.**

IV. Leadership Interview and Report (15%): Students, in pairs, will interview a “Leader” (NGO, Government, Program/Project, University, Religious), discuss it and write up a report (*each individual student will prepare their own individual 2-3 page report even though the interview will be carried out in pairs*) detailing the interview and lessons learned about leadership/communication strategies and skills. The interview can be in person or, if necessary, via telephone/Skype. Report should be submitted electronically **as a Word file to Canvas by Nov 1st.**

V. Group Practicum (30%): The members of the class, in groups, are responsible for conceptualizing, designing and implementing a “Practicum” event for fellow graduate students (or other groups *if approved by the instructor*) using concepts, tools and skills from class. The proposed “due” date is mid-November. The nature and focus of the Practicum is to be defined in consultation with the instructor and other relevant sources. It may involve Teaching, Convening (a discussion or set of discussions) or an Advocacy project. Throughout the semester leading up to the practicum, students are responsible for developing, discussing and turning in a needs or situation/stakeholder assessments, a process design, an evaluation plan and other materials related to the event. **TO BE DISCUSSED IN CLASS.**

REQUIRED TEXT: Kaner, S., Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (3rd Edition - 2014) *Facilitator’s Guide to Participatory Decision-Making*, John Wiley and Sons, San Francisco.

Readings and other Resources (Communication and Leadership Skills for Development Practice)

- Bens, Ingrid (2012) *Facilitating with Ease* Jossey Bass, San Francisco
- Brooks, David. The Unexamined Society. New York Times. (July 7, 2011)
- Cufaude, Jeffrey (2005) *The Art of Facilitative Leadership: Maximizing Other’s Contributions*. The Systems Thinker, Vol. 15 No. 10. Pegasus Communications
- Carlile, L. (2011) Development Online: Making the most of social media. IIED Briefing paper
- CDR Associates (2007) *Conflict Resolution for Managers and Leaders*, Jossey-Bass, San Francisco
- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* (Chapter 5 – Seek 1st to Understand) Simon and Schuster, New York

- Evans, Kristen, W. de Jong and P. Cronkleton (2008) *Future scenarios as a tool for collaboration in forest communities*. Institut Veolia Environnement. www.cifor.org/publications/pdf_files/articles...ADeJong0801.pdf
- Fisher, R. and William Ury (1991) *Getting to Yes*, Penguin Books, NY
- Golsby-Smith, T. (2011) *Hold Conversations, not Meetings* (blog Post Harvard Business Review) http://blogs.hbr.org/cs/2011/02/hold_conversations_not_meeting.html
- Horowitz, Zeth. *The Science and Art of Listening*. The New York Times (November 9, 2012)
- Innes, J and David Booher. *Consensus Building and Complex Adaptive Systems*. APA Journal. Autumn 1999 Vol. 65, No. 4
- Johnson, A. G. (2006). *Privilege, Power, and Difference*. 2nd Edition. McGraw Hill, New York, NY
- Lederach, John Paul (1986) *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse University Press, Syracuse, NY
- Gray, B. Framing of Environmental Disputes In: Lewicki, R.J, Gray and Elliott (eds) *Making Sense of Environmental Conflicts* (2003) Island Press, Washington D.C.
- Manfre and Rubin (2013) *Integrating Gender into Forestry Research: A guide for CIFOR Scientists and Programme Administrators*. CIFOR, Bogor, Indonesia
- Marcus, Lucy P. *Developing Women Leaders: Five Factors that matter*. Huff Post “The Blog”. May 25, 2011
- Matiro, Violet and Peter Casey (2000) *Conflict & Natural Resource Management*. Rome: Food and Agriculture Organization of the United Nations. <http://www.fao.org/forestry/21572-0d9d4b43a56ac49880557f4ebaa3534e3.pdf>
- Morgan, David. L. (1998) *The Focus Group Guidebook – Kit 1*. Sage, Thousand Oaks, CA
- Noguchi, Yuki. *And So We Meet Again, Why the Workday is so filled with Meetings*. NPR (January 29, 2015)
- NPR – Physicists Seek To Lose the Lecture as Teaching Tool (Jan 1, 2012) <http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=144550920&m=144552425>
- Ramirez, *Stakeholder Analysis and Conflict Management*. Chapter 5 In: Buckles, D. (1999) *Cultivating Peace: Conflict and Collaboration in Natural Resource Management* IDRC, Canada
- Robinson, Ken (TED Talks): Do Schools Kill Creativity? http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
- Siroli, Ernesto (TED Talks): Want to help someone? Shut up and listen! https://www.ted.com/talks/ernesto_siroli_want_to_help_someone_shut_up_and_listen?language=en
- SONY 2009 Shareholder Mtng: <http://www.innovationamerica.us/index.php/innovation-daily/2024-what-sony-pl>
- Thaler, R. E. and C. R. Sunstein (2008) *Nudge: Improving Decisions About Health, Wealth and Happiness* Penguin, NY
- Ury, William (1993) *Getting Past No* Bantam, NY
- Ury, William (2010) TED Talks: http://www.ted.com/talks/lang/en/william_ury.html
- Vella, Jane (2002) *Learning to Listen, Learning To Teach* (Revised edition) Jossey-Bass, San Francisco
- Wollenberg, Eva (2005) *Though all things differ: Pluralism as a basis for cooperation in forests*. CIFOR, Bogor, Indonesia

- Wollenberg et al. (2000) Scenarios. CIFOR, Bogor, Indonesia
- Wooley, A., T.W. Malone and C.F. Chabris. *Why Some Teams are Smarter than Others*. New York Times Sunday Review (January 16, 2015)

University Policies

The University of Florida Honor Code, signed by all students upon registration, states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* “In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.” (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden. Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation. The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling