

SYLLABUS

Communication and Leadership Skills for Development Practice

An MDP/TCD "Skills" Course

Course Number: Fall 2014 - LAS 6291 – Sec 4819 (3 credits)

Time & Location: Wednesdays, periods 3-5 (9:35-12:35) 376 Grinter Hall

Instructor: **Jonathan Dain:** 388 Grinter Hall (352) 273-4713 *or* 1193 McCarty A (352) 294-7697
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Office hours: TBA & by appointment

Course Vision: Create spaces where participants can strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice

Evaluation (see activity descriptions):

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

Learning Approach

- *Focus on building practical skills and systematic reflection*
- Experiential, “blended” learning spaces
- 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 27	Introduction to Communication and Leadership Skills	-Building Trust , Curiosity and Engagement: Group building -What is Leadership? A leader? -Link to Development and Conservation Practice	<ul style="list-style-type: none"> • 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. Sept 3	Presentation Skills Listening Skills	Presenting ourselves Empathic Listening	The “elevator speech” Empathic Listening	-2-Min. Presentations -Empathic listening exercise	-Kahane (Forward + Intro pp. ix-4) -Karakas -Covey Habit 5	-2-minute Presentation -Individual Meeting I -LJ 1 -PBworks Facilitation
3. Sept 10	Learning & Teaching	Experiential & Adult learning Generative Themes	Experiential Learning cycle	-Vella/Lewin’s dozen - -Experiential learning -Irene Pacaya de Sa	-Vella pp. xiii-22- -Ken Robinson: TED Talks -NPR (Physicists lose the lecture)	-Leadership Interview Assigned -Individual Meeting I -LJ 2 -PBworks Facilitation
Module II - Facilitation: Helping People Engage in Dialogue						
4. Sept 17	Facilitation and Group Dynamics	-Task/Maintenance Functions -The Groan Zone -Role of the Facilitator	-Diamond of Decision-making -Facilitation Guidelines	-Group Dynamics role-play (Outcome and Relationship goals)	-Kaner: Foreword, Intro & Grounding Principles (xi-37) -Kaner: Chpt 4 (pp 41-43, skim 44-60) -Kahane Part I (pp. 5-33)	-LJ 3 -PBworks Facilitation
5. Sept 24	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. 155-187) -Golsby-Smith blog -Kahane Part II (pp35-70)	-LJ 4 -PBworks Facilitation -Final Project Assigned

6. Oct 1	Scenarios Planning Larger groups	-Visioning -Participatory Planning -Meta to Manageable	Helping idea convergence	-Scenarios planning -Narrowing options	-Kaner: Chpt 9 (pp123-133) -Wollenberg, Edmuns, Buck (Scenarios) -Evans et. al.	-LJ 5 -PBworks Facilitation
Module III. Factors Affecting Communication, Decisions and Leadership						
7. Oct 8	Values, perceptions, Participation & culture	Pluralism and the impact of values on collaboration	Values reflection	-Drama by the River	-Wollenberg (Chpts 1 & 2)	-Individual meeting II -LJ 6 -PBworks Facilitation -Project Idea Due*
8. Oct 15 MID-TERM	Biology and Behavior	-Emotional high jacking -Choice Architecture -Decision Fatigue -The not-so-green Brain	Choice Architecture Needs/Stakeholder/ Situation Assessment	Facilitated discussion -MID-TERM Review	-Goleman (Pt 1) -TED Talks: Jill Bolte-Taylor -Thaler/Sunstein (1-13, 83-102) -NYT Brain Science -“Filter Bubbles” TEDtalks	-Individual Meeting II -LJ 7 -PBworks Facilitation -Needs Assessment Assigned
9. Oct 22	Gender, Communication and Leadership	Why consider gender?	Gender Analysis	Facilitated discussion	-Manfre/Rubin CIFOR 2013 (3-38) -GenderViolence_Science2012 -Kahane Part III (pp. 71-92)	-LJ 8 -PBworks Facilitation
Module IV: Conflict Management						
10. Oct 29	Understanding and Analyzing Conflict Situation Analysis	-What is conflict? -Positions vs. Interests -Sources of conflict	<u>Conflict Frameworks:</u> -The conflict spiral -Latent/Emergent/Manifest -Triangle of Interests -Circle of Conflict	Unweaving the Rattan Mediation	-Matiro & Casey FAO -Kahane Part IV (pp. 95-105 only) -CDR (Mod 2)	-LJ 9 -PBworks Facilitation - Group Project draft proposal Due -Situation Analysis
11. Nov 5	Principled Negotiation	BATNA/WATNA Principled Negotiation	Negotiation Planning	-The generous mango	-Fisher (Chpt 1&3) -Kahane Part IV (pp. 107--112 only)	-LJ 10 -PBworks Facilitation -Interview Assignment due*

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 PBworks facilitated discussion (15%):

1. **PBworks:** 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 on-line facilitators of discussion** and will determine its format. It is expected that participants will review everyone's on-line postings before each Wednesday class; during class facilitators will provide a short (5-20 min) summary of the PBworks discussion. Back and forth dialogue is strongly encouraged on PBworks and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had:

- Ex: "Wollenberg's comment on gender hit home to me; while working in Tierra del Fuego I found that despite numerous visits and careful planning, women deferred to men during workshop discussions even if they had primary expertise in the subject; it was frustrating. What could I have done about that?"

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

- Ex: "Kaner 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 I monitor your learning during the semester. Unlike PBworks discussions, learning journals focus on "Ah-ha moments" and key 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 to be recorded and turned in weekly (by Friday at noon). *During the semester there may be expanded Learning Journal “reflection assignments”, usually before, the “Individual meetings”.* LJs should be submitted electronically as a word file to jdain@latam.ufl.edu.

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 communication strategies and skills. The interview can be in person or, if necessary, via telephone/Skype.

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 TEXTS:

- i. Kahane, Adam (2007) ***Solving Tough Problems*** Berrett-Koehler, San Francisco
- ii. Kaner, S., Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2007) ***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
- Bolte-Taylor, Jill (TED Talks): http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html
- 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*** 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
- Goleman, Daniel (1997) *Emotional Intelligence* Bantam, New York
- 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
- Innes, J and David Booher. *Consensus Building and Complex Adaptive Systems*. APA Journal. Autumn 1999 Vol. 65, No. 4
- Karakas, F *The 21st-Century Leader: Social Artist, Spiritual Visionary and Cultural Innovator* (2007) Wiley Interscience March/April 07 <http://ssrn.com/abstract=976762>
- Kolb, D. (2000) *The Shadow Negotiation: How women can master the hidden agendas that determine bargaining success*. Simon and Schuster, 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
- 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
- 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>
- Pariser, Eli: TED Talks - Filter Bubbles: http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles.html
- Ramirez, *Stakeholder Analysis and Conflict Management*. Chapter 5 In: *Buckles, D. (1999) Cultivating Peace: Conflict and Collaboration in Natural Resource Management* IDRC, Canada
- Ken Robinson (TED Talks): http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
- 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

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