

SYLLABUS

Communication and Leadership Skills for Development Practice

An MDP/TCD "Skills" Course

Course Number: Fall 2019 - LAS 6291 – Sec 4819 (3 credits)

Time & Location: Mondays, periods 9-11 (Grinter Hall 376 or Little Hall 0221)

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%* (*5% Proposal, 20% Report, 5% LJ Reflection)

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 & Asia**
- Focus on personal and professional development

Class Schedule

Class/Date	Topic/Theme	Concept (s)	Tool(s)	Activity	Reading	Assignment Due
1. Aug 26	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
Sept 3 – LABOR DAY NO CLASS						
Module I – Communicating: Presenting Ourselves & Helping others Learn						
2. Sept 9	Presentation Skills I Listening Skills	Presenting ourselves Empathic Listening	The “elevator speech” Empathic Listening	-2-Min. Presentations -Empathic listening exercise	-Covey_Habit 5 -Sirolli_TEDtalk Shut up and Listen -Caufude_Art of Facil Leadrshp	-2-minute Presentation -Individual Meeting I -LJ 1 -Canvas Facilitation
3. Sept 16	Learning & Teaching	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? -Finnegan -Working in groups	-2-min. Presentation -Leadership Interview Assigned -Individual Meeting I -LJ 2 -Canvas Facilitation
Module II – Leadership and Facilitation: Helping People Engage in Dialogue						
4. Sept 23	Leadership Feedback	Collaborative Leadership Effective Feedback	TBA	TBA	-Dugan_Core Considerations of Leadership -Kelley_Followership -TEDTalk: Heen. How to use others feedback to learn and grow.	-LJ 3 -Canvas Facilitation -Final Project Assigned
5. Sept 30	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 -Kaner: Chpt 4 (pp 41-43, skim 44-63) -Bens Chpt 1	-LJ 4 -Canvas Facilitation -Leadership Interview Proposal due

6.	Oct 7	Effective meetings – smaller groups	-Types of Meetings & Levels of Participation -Beginnings, Middles and Ends	-Meeting Analysis Framework -Meeting design	-Meeting design exercise	-Facilitators we dread -Kaner: Chpt. 11 (pp. 161—176) -Noguchi_NPR -Woolley_Smart Teams	-LJ 5 -Project Idea Due* -Canvas Facilitation - Needs Assessment Assigned
Module III. Factors Affecting Communication, Decisions and Leadership							
7.	Oct 14	Values, perceptions, Participation & culture Needs Assessment	Implicit bias and the impact of values on collaboration	Values & perceptions reflection	-Drama by the River	-Kaner; Chpt 2 -Hidden Brain: Implicit Bias Podcast	-LJ 6 -Canvas Facilitation - Interview report due*
8.	Oct 21 MID-TERM	Framing Mid-term Review	-Decision Fatigue	Choice Architecture Needs/Stakeholder/ Situation Assessment	Facilitated discussion -MID-TERM Review	-Ury (Chpt 3) -Gray (Chpt. 1) -Immunity to Change (Video-Kegan)	-LJ 7 -Canvas Facilitation
9.	Oct 28	Power & Leadership Intersectionality	-Gender and intersectionality -Privilege and Power	Power frameworks Gender & other Analyses	Facilitated discussion	-Manfre/Rubin CIFOR 2013 (3-38) -Colfer et al 2018	-LJ 8 -Canvas Facilitation - Group Project draft proposal Due -Situation Analysis
Module IV: Conflict Management							
10.	Nov 4	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 – -Leadership Interview due*
November 11 – Veteran’s Day – No Class							
11.	Nov 18	Integrative Negotiation	-BATNA/WATNA -Interests-based negotiation -Elicitive vs. Prescriptive	Negotiation Planning	-Lopez vs. Pereira negotiation role-play	-Lewicki and Tomlinson (Chpt 33) -William Ury (TED)	-LJ 10 -Canvas Facilitation
12.	Nov 25	Dealing with Difficult Behaviors and Dynamics	Why are difficult people “difficult”?	Strategies for addressing challenging	-Reflection and Intervention Practice	-Bens (Chpt 7) -Kaner (Chpt 17)	-LJ13

			behaviors			
Module V: Pulling it All Together						
13. TBA	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 Nov 28th *
14. Dec 2	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 has defined rubrics and will be explained in more detail in class:

I. Class participation (25% - See Rubric): 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% - See Rubric):

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. ***They will post the questions/assignment by Wednesday at midnight. All postings by class members must be completed by Friday at midnight.*** It is expected that participants will review everyone's on-line postings before each Monday class; during class facilitators will have 10-15 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% - See Rubric): (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 and have applied the framework from class to...”). Learning journal thoughts are confidential and will be seen only by the instructors. They are to be turned in weekly. Some students write a paragraph, others 3 paragraphs or more and others prefer a few succinct but detailed bullet points. The important thing is that YOU find it useful and YOU can understand its meaning when you re-read it a few months from now. During the semester we may assign an expanded Learning Journal if there is an opportunity/need for “*reflection*”. LJs should be submitted electronically **as a Word file to Canvas by 12:00pm on the Wednesday after class.**

IV. Leadership Interview and Report (15% - See Rubric): Students, in pairs, will interview a “Leader” (NGO, Government, Program/Project, University, Religious), discuss it and write up a report (*each 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 Skype/Facetime/Zoom. To prepare for the interview or observation, please submit a 1/2-page interview proposal. The purpose of the proposal is to explain the interview. Proposals should be submitted to Canvas by **October 1st**, please include the following:

- Name of person to be interviewed
- Why you selected the person
- What you would like to learn
- Who your partner is

Although the interview will be carried out in pairs, each individual will submit a separate report. The report should be submitted electronically **as a Word file to Canvas by October 15th.**

V. Group Practicum (30% - See Rubrics): 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 are to be defined in consultation with the instructors and other relevant sources. It may involve teaching, convening (a discussion or set of discussions) or an advocacy project. Leading up to the practicum, students are responsible for developing and submitting a draft proposal and other materials related to the event. **TO BE DISCUSSED IN CLASS.**

Readings and other Resources (*The instructors reserve the right to add to or change the reading list)

Week 2 – Presentation and Listening Skills – September 10

- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* (Chapter 5 – Seek 1st to Understand) Simon & Schuster, NY, NY
- Siroli, Ernesto (TED Talk - September 2012): 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
- Cufaude, Jeffrey (2005) *The Art of Facilitative Leadership: Maximizing Other's Contributions*. The Systems Thinker, Vol. 15 No. 10. Pegasus Communications

Week 3 – Learning & Teaching– September 17

- Vella, Jane (2002) *Learning to Listen, Learning To Teach* (Revised edition) Jossey-Bass, San Francisco (pp. xiii-22)
- Robinson, Ken (TED Talk – February 2006): Do Schools Kill Creativity?
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
- Finnegan, Margaret (2007) Helping diverse learners navigate group work (essay) Inside Higher Ed
<https://www.insidehighered.com/advice/2017/08/01/helping-diverse-learners-navigate-group-work-essay>

Week 4 – Leadership and Feedback – September 24

- Kelley, Robert (1988). *In Praise of Followers*. Harvard Business review
- Heen, Sheila (2015) TEDTalk: How to use others feedback to learn and grow. https://www.youtube.com/watch?v=FQNbaKkYk_Q
- Dugan, John P. (2017). Core considerations of leadership. Tomorrow's Professor Newsletter. From Chapter 1, The Evolving Nature of Leadership, in the book *Leadership Theory – Cultivating Critical Perspectives*, John Wiley & Sons. Published by Jossey-Bass, a Wiley Company. One Montgomery Street, Suite 1200. San Francisco, CA 94104-

Week 5 – Facilitation and Group Dynamics – October 1

- 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. (Foreword; Intro & Grounding Principles - pp. xv-xxvii; Facilitative Listening Skills - Chpt 4 - pp 41-43, skim 44-63)
- Bens, Ingrid (2012) *Facilitating with Ease*. Jossey Bass, San Francisco. (Chpt 1)
- Fresh Ideas website: *Facilitators We Dread*: <http://www.workshopexercises.com/Facilitator.htm>

Week 6 – Effective meetings – October 8

- 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. Effective Agendas - Chapter 11 (pp. 161-176)
- Noguchi, Yuki. *And So We Meet Again, Why the Workday is so filled with Meetings*. NPR (January 29, 2015)

- Wooley, A., T.W. Malone and C.F. Chabris. *Why Some Teams are Smarter than Others*. New York Times Sunday Review (January 16, 2015)

Week 7 – Values, perceptions, Participation & culture + Needs Assessment – October 15

- 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. Participatory Values - Chapter 2 (pp. 23-29)
- Vedantam, Shankar (March 9, 2018) Hidden Brain Podcast. *The Mind of the Village*.
<https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understanding-our-implicit-biases> NPR Podcast

Week 8 – Framing – October 22 (Mid-term)

- Ury, William (1993) *Getting Past No*. Reframing - Chapter 7. Bantam, 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.

Week 9 – Power and Intersectionality – October 29

- Manfre and Rubin (2013) *Integrating Gender into Forestry Research: A guide for CIFOR Scientists and Programme Administrators*. CIFOR, Bogor, Indonesia. (pp. 3-38)
- Colfer, C.J.P.; Sijapati Basnett, B.; Ihalainen, M. (2018). *Intersectionality is important for forests too; And five ways to see it more clearly*. CIFOR Occasional Paper no. 184. Center for International Forestry Research (CIFOR), Bogor, Indonesia
https://forestsnews.cifor.org/57095/intersectionality-is-important-for-forests-too?fnl=en&utm_source=General+contacts&utm_campaign=0f0601d180-CIFOR_News_Update_July_2018&utm_medium=email&utm_term=0_282b77c295-0f0601d180-117251009

Week 10 – Understanding and Analyzing Conflict – November 5

- 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>
- Find a video

Week 11 – Integrative Negotiation – November 19

- Lewicki and Tomlinson (2014) *Negotiation*, Chapter 33 from: *The Handbook of Conflict Resolution, Theory and Practice*. Jossey Bass, San Francisco
- Ury, William (TED Talk – October 2010): The Walk from “No” to “Yes”.
http://www.ted.com/talks/lang/en/william_ury.html

Week 12 – Dealing with Difficult Behaviors and Dynamics – November 26

- Bens, Ingrid (2012) *Facilitating with Ease*. Jossey Bass, San Francisco. (Chpt 7)

- 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. Creative Reframing - Chapter 17 (pp. 253-263)

Week 13 – Interviews & Group projects - TBA

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