

Communication and Leadership for Development Practice

LAS 6291, Fall 2020
Wednesdays, 3:00pm-6:00pm
Dr. Becky Williams

Welcome to: **Communication for Leadership in Conservation and Development Practice**

This "professional development" course will help participants strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice.



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352-226-6368



OFFICE HOURS BY APPT

By the end of this course, the students will be able to:

- 1 Identify and discuss the ways in which adults learn and how this influences communication.
- 2 Discuss and practice the role of empathic listening in communication and leadership.
- 3 Explain the role of group dynamics, group processes, group decision-making, feedback, and decision fatigue in communication and leadership.
- 4 Discuss and demonstrate framing and reframing as a strategy for encouraging dialogue and effective communication.
- 5 Design effective meeting agendas and processes/activities to foster full participation and inclusive decision-making.
- 6 Discuss the role of values, biases and perceptions in communication and leadership.
- 7 Discuss the role of gender, class, age, culture, power and their impact on communication and leadership.
- 8 Discuss and demonstrate ways of understanding and addressing interpersonal conflict.

COURSE OBJECTIVES

EVALUATION



25%
Participation



15% Canvas
Discussion



15% Learning
Journal



Interview &
Report 15%



30% Group
Practicum

COURSE SCHEDULE



All readings and discussion posts will be posted in Canvas

	●	WEEK 1, SEP 2	Welcome, syllabus, and introduction to Communication and Leadership skills
	●	WEEK 2, SEP 8	Presentation and listening skills
	●	WEEK 3, SEP 16	Learning and teaching: Experiential and adult learning
	●	WEEK 4, SEP 23	Leadership in times of chaos: Collaborative leadership, feedback, and reconciliation
Leadership Interview Proposal Due	●	WEEK 5, SEP 30	Facilitation and group dynamics: Diamond of decision-making, facilitation guidelines
	●	WEEK 6, OCT 7	Effective meetings: Types of meetings; levels of participation; and beginnings, middles, and ends
Leadership Report Due	●	WEEK 7, OCT 14	Values, perceptions, and culture: Implicit bias and the impact of values on collaboration
	●	WEEK 8, OCT 21	Mid-term review, framing and reframing, and decision fatigue
Group Practicum Proposal Due	●	WEEK 9, OCT 28	Power and leadership, intersectionality, and gender
	●	WEEK 10, NOV 4	Understanding and analyzing conflict: Situation analysis, positions versus interests, access and control over power
	●	WEEK 11, NOV 11	Integrative negotiation: BATNA/WATNA, interests-based negotiation, elicitive versus prescriptive
	●	WEEK 12, NOV 18	Dealing with difficult behaviors and dynamics in groups
	●	WEEK 13, NOV 25	Thanksgiving Week, no class
Group Practicum Report Due	●	WEEK 14, DEC 2	Interviews and group projects, leadership practice
	●	WEEK 15, DEC 9	Pulling it all together and evaluation

TEACHING & LEARNING APPROACH

A focus on building practical skills and engaging in systematic reflection.

Teaching methods are designed to reflect elements of a collaborative, facilitative, experiential approach.

Context for activities & discussion is primarily Development & Conservation practice in the Americas, Africa & Asia.

"Adaptive Teaching" - we will not stray from the core vision of the course but may adapt sessions and/or readings based on participant needs & interests.



ASSIGNMENTS DUE EVERY WEEK



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]



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 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 11:59pm on the Thursday after class.**



ON-LINE CANVAS FACILITATED DISCUSSION (15%)

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. 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. **Posts and responses are due by Mondays at midnight.**

Follow the basic rule of thumb: "Tough on issues, soft on people"



Weekly due dates! Write them down!



CANVAS
DISCUSSION
BOARD POSTS

The Monday before
class by 11:59pm



CLASS
PARTICIPATION

Wednesdays
3:00pm-6:00pm



LEARNING
JOURNALS

The Thursday after
class by 11:59pm

ASSIGNMENTS DUE THROUGHOUT THE SEMESTER

LEADERSHIP INTERVIEW AND REPORT (15%)

Students, in pairs, will interview a "Leader", 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 "Leader" should be an individual within your field that holds a significant leadership position related to your career interests. This could include the Chief of Party or Project Manager of an NGO, someone in Government such as a city council member (or similar), a religious leader, and so on. While many faculty at UF are great leaders, your interview should not be with one of your instructors or committee members; rather, you should reach out to interview an individual who you do not currently have a relationship with. Due to COVID-19, this should take place by Skype/Facetime/Zoom. To prepare for the interview, please **submit a 1/2-page interview proposal to Canvas by September 30th**, including:

- ✓ Name of person to be interviewed
- ✓ Their contact information and verification that they have agreed to participate
- ✓ Why you selected the person
- ✓ What you would like to learn
- ✓ Name of your partner

Although the interview will be carried out in pairs, each individual will submit a separate report.

The report should be submitted to Canvas by October 14th.

Don't sweep these dates under the rug! Put them in your calendar!

September 30
October 14
October 28
December 2

GROUP PRACTICUM (30%)

There are two options for the Group Practicum:

Option 1: Leadership Interviews and Cross-Analysis

For the initial project, you were asked to interview a leader and provide your perceptions of their leadership. In this project, you will conduct additional leadership interviews. Form groups of three or four. Each person in your group will conduct one additional interview. The group will then conduct an analysis that compares and contrasts across all interviews, *including* the interviews that you conducted for the first project. The analysis should reflect your understanding of concepts learned under the course objectives.

As with the first project, the "Leader" should be an individual within your field that holds a significant leadership position related to your career interests. This could include the Chief of Party or Project Manager of an NGO, someone in Government such as a city council member (or similar), a religious leader, and so on. While many faculty at UF are great leaders, your interview should not be with one of your instructors or committee members; rather, you should reach out to interview an individual who you do not currently have a relationship with. Due to COVID-19, this should take place by Skype/Facetime/Zoom. To prepare for the interview, please submit a **1/2-page interview proposal to Canvas by October 28th**, including:

- ✓ Name of people to be interviewed
- ✓ Contact information and verification of agreement to participate
- ✓ Why those to be interviewed were selected
- ✓ What you and your group would like to learn
- ✓ Name of your partners

Submit your final project report to Canvas by December 2nd

Option 2: Hosted Discussion About Leadership and Conversation Analysis

In groups of 3-4, you will host a two-hour online Zoom discussion about communication and leadership related to an issue or situation of particular interest to your group. You can choose the focus of the discussion as long as it is related to communication and/or leadership. During the discussion take careful notes about what was discussed and how it was discussed. You can record the session with the permission of the participants although be aware that recording the session will result in some of your participants being less willing to speak. Conduct an analysis of the discussion that includes what was said, why it was said, how it was said and how it relates to the course objectives. You can conduct your analysis and write your report in your groups.

Submit your discussion proposal to Canvas by October 28th including:

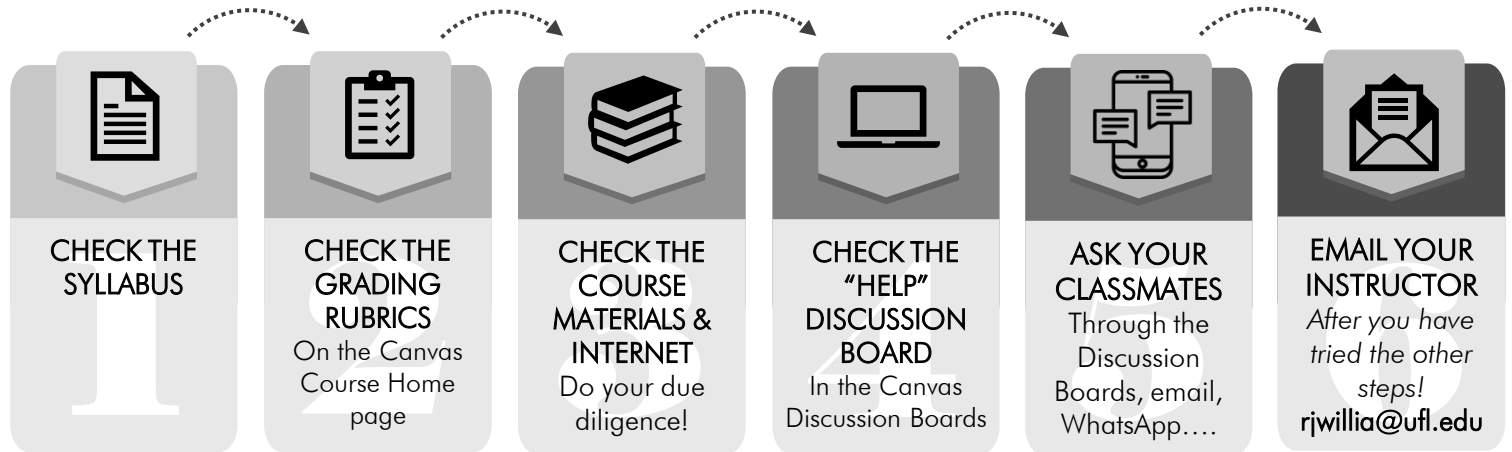
- ✓ The topic of discussion
- ✓ The audience that you will recruit to participate and how you will recruit them
- ✓ How many people you anticipate will attend (we suggest between 6-9 persons)
- ✓ Discussion agenda (Beginnings, Middles, Ends)

Submit your final project report to Canvas by December 2nd

Don't panic! Keep reading!



DON'T KNOW WHAT TO DO? FOLLOW THESE STEPS...



GENERAL & UNIVERSITY POLICIES

STUDENT NAMES AND PERSONAL PRONOUNS

I will refer to students with the name and pronoun that feels best for them in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT[QIA+] Affairs, <https://lgbtq.multicultural.ufl.edu/>.

INCLUSIVITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

ACADEMIC HONESTY & INTEGRITY

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.

ACCOMMO- DATIONS

Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to: autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. I aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Disability Resource Center facilitates accommodations for medically documented disabilities and is located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570).

COUNSELING SERVICES

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help. These resources include:

- Student Mental Health, Student Health Care Center, 392-1171
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- Police Department: 392-1111 or 911