

SYLLABUS

Communication for Leadership in Conservation and Sustainable Development Practice

An MDP/TCD “Skills” Course

Course Number: Fall 2024 - LAS 6291 – Sec 0714 (3 credits)

Time & Location: Mondays, periods 6-8* (12:50-3:50) Grinter Hall 376

Instructor: **Jonathan Dain:** 388 Grinter Hall (352) 273-4713 *or* 2311 Mowry Rd, Bldg 78 (352) 294-7652 (jdain@latam.ufl.edu)

Office hours: Mondays 11-12:00 & by appointment

Course Vision: This “professional development” course will help participants strengthen core communication and leadership skills for supporting collaborative approaches to addressing SDG/Conservation challenges.

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 Objectives*

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

1. Apply strategies for creating an atmosphere of group trust
2. Apply empathic listening skills to strengthen interpersonal and group communication
3. Identify and discuss the ways in which adults learn and the implications for sustainable development and conservation practice
4. Discuss and apply empathic listening as relates to communication and leadership
5. Explain the role of group dynamics and apply facilitation skills in fostering communication and collaborative leadership.
6. Discuss and apply framing and reframing strategies for encouraging dialogue and joint problem-solving
7. Design effective meeting agendas and processes/activities that foster full participation and inclusive decision-making
8. Discuss the impact of values, biases and perceptions - and of gender, class, age, culture and power - on communication and leadership
9. Discuss and demonstrate ways of understanding and addressing interpersonal conflict

Class Schedule

Class/ Date	Topic/Theme	Concept (s)	Tool(s)	Activity	Assignment Due
1. Aug 26	Welcome and 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	-2-minute presentation assigned -Sign-ups: -Pre-class questionnaire
Sept 2 – LABOR DAY - NO CLASS					
Module I – Communicating: Presenting ourselves & Helping others Learn					
2. Sept 9	Presentation Skills Listening Skills	Presenting ourselves Empathic Listening	Public speaking Empathic Listening	-2-Min. Presentations -Empathic listening exercise	-LJ 1 -Canvas Facilitation -2-minute Presentation -Individual Meeting I
3. Sept 16	Learning & Teaching	Experiential & Adult learning Generative Themes	Experiential Learning cycle	-Vella/Lewin’s 12 -Experiential learning -Irene Pacaya de Sá	-LJ 2 -Canvas Facilitation -Leadership Interview Assigned -Individual Meeting I cont.
Module II – Leadership and Facilitation: Helping People Engage in Dialogue					
4. Sept 23	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	-LJ 3 -Canvas Facilitation -Leadership Interview Proposal due Sept 29th -Final Group Project Assigned
5. Sept 30	Effective meetings – smaller groups	-Types of Meetings & Levels of Participation -Beginnings, Middles, Ends	-Meeting Analysis Framework -Meeting design	-Meeting design exercise	-LJ 4 -Canvas Facilitation

6. Oct 7 MID-TERM	Framing/Re-framing Mid-term Review	- Language and collaboration	Issue framing Timelines	Facilitated discussion -MID-TERM Review	-LJ 5 -Canvas Facilitation -Project Idea Due* + Needs Assess -Interview report due October 13th
Module III. Factors Affecting Communication, Decisions and Leadership					
7. Oct 14	Values, Perceptions, Participation & Culture	Implicit bias and the impact of values on collaboration	Values & perceptions reflection	-Drama by the River	-LJ 6 -Canvas Facilitation
8. Oct 21	Power, Intersectionality & Leadership	-Gender and intersectionality -Advantage and Power	Power frameworks Gender & other Analyses	Facilitated discussion	-LJ 7 -Canvas Facilitation
9. Oct 28	Understanding and Analyzing Conflict Situation Analysis	-What is conflict? -Positions vs. Interests -Sources of conflict	-Temporal framework -Triangle of Needs & Interests -Distributive Justice	Unweaving the Rattan Mediation	-LJ 8 -Canvas Facilitation -Final Grp Project draft proposal + Needs Assessment due Oct 25th
Module IV: Conflict Management					
10. Nov 4	Integrative Negotiation	-BATNA/WATNA -Interests-based negotiation -Elicitive vs. Prescriptive	Negotiation Planning	-Lopez vs. Pereira negotiation role-play	-LJ 9 -Canvas Facilitation – -Nov 16th: Alachua County Climate Summit
11. Nov 18	Dealing with Difficult Behaviors and Dynamics in Groups	Why are difficult people “difficult”?	Strategies for addressing challenging behaviors	-Reflection and Intervention Practice	-LJ 10 -Canvas Facilitation -Final Grp Project <u>Report</u> Due Dec 1st
Module V: Pulling it All Together					
12. Dec 2	Pulling it All Together Evaluation	Communication & Leadership	Wrapping it Up	-Class review -Evaluation -Commitments	-LJ 16 -Canvas Facilitation - Individual meeting II

**Coffee and tea will be provided each week & a “snack break” taken midway through each class*

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): 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 Thursday at midnight. All postings by class members must be completed by Sunday at midnight** (11:59 pm). 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 discussed how 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: 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 due weekly and designed to help you and the instructor 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 a framework from class to..."). Learning journals are confidential and will only be

seen by the instructor. Some students write a paragraph, others 3 paragraphs or more, still others prefer a few succinct but detailed bullet points. The important thing is that YOU find it USEFUL and YOU understand its meaning when you re-read it a few months from now. During the semester the instructor *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 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 the interview together, and then submit **individual 2-3-page reports to Canvas by October 13th**. Reports will detail the interview as well as lessons learned about leadership/communication strategies and skills. Interviews can be held in person or, if necessary, via Facetime/Zoom/TEAMS. To prepare for the interview, 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 **September 29th**, please include the following:

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

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. **Proposal due Oct. 25th, final report due December 1st** - submitted electronically as Word files to Canvas. There are two options for the Group Practicum:

Option 1: Leadership Interviews and Cross-Analysis project

For the initial leadership interview assignment, 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.

Option 2: Teaching, Facilitating and/or Convening (a discussion) or Advocacy project. In groups of 2-4, class members will conceptualize, design, and implement a “Practicum*” event for fellow graduate students (or other groups) using concepts, tools, and skills from class. The nature and focus of the Practicum are to be defined in consultation with the instructor. It can involve teaching, convening/facilitating a discussion or an advocacy project. The final report will be prepared as a group. *Projects must be realistic in scope. A potential facilitation project, the Alachua County Climate Summit, will be discussed in class

Readings and other Resources

(*The instructors reserve the right to add to or change the reading list)

Class 2 – Presentation and Listening Skills – September 9

- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* (Chapter 5 – Seek 1st to Understand) Simon & Schuster, NY, NY
- TBD – replace: 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
- Kluger, A. N., & Itzchakov, G. (in press). The power of listening at work. Annual Review of Organizational Psychology and Organizational Behavior (9). **OPTIONAL – FOR THOSE INTERESTED IN A REVIEW OF RESEARCH FINDINGS ON LISTENING**
https://www.researchgate.net/publication/353573217_The_Power_of_Listening_at_Work

Class 3 – Learning & Teaching– September 16

- Vella, Jane (2002) *Learning to Listen, Learning To Teach* (Revised edition) Jossey-Bass, San Francisco (pp. xiii-22)
- Marshik, Tesia (TED Talk – Apr 2015): Learning styles & the importance of critical self-reflection
<https://www.youtube.com/watch?v=855Now8h5Rs> (18 min)
- Olivia Eng (Oct 3, 2022) **Popular Education.** <https://www.youtube.com/watch?v=gz1ujPyOujg> (7 min)
- 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>

Class 4 – Facilitation and Group Dynamics – September 23

- 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>

Class 5 – Effective meetings – September 30

- Kaner, S. et al (2014) *Facilitator's Guide to Participatory Decision-Making*, Wiley & Sons, SF, CA. Effective Agendas - Chapter 11 (pg 161-176)
- Noguchi, Yuki. *And so, We Meet Again, Why the Workday is so filled with Meetings.* NPR (January 29, 2015)
<https://www.npr.org/2015/01/29/382162271/and-so-we-meet-again-why-the-workday-is-so-filled-with-meetings>
- Wooley, A., T.W. Malone and C.F. Chabris. *Why Some Teams are Smarter than Others.* NYT Sunday Review (Jan. 16, 2015)

Class 6 – Framing – October 21 (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.

Class 7 – Values, perceptions, Participation & culture + Needs Assessment – October 14

- Kaner, S., Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger. *Participatory Values* (Chapter 2 pp. 23-29) *Facilitator's Guide to Participatory Decision-Making*, John Wiley and Sons, San Francisco. 3rd Edition - 2014
- DeWeerd, Sarah. *What seems most true: Information that confirms your beliefs...or information repeated over and over? Anthropocene* (August 20, 2024). <https://www.anthropocenemagazine.org/2024/08/what-seems-most-true-information-that-confirms-your-beliefs-or-information-repeated-over-and-over/>
- 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>, **OR**
- Tannen, Deborah and Shankar Vedantam. Hidden Brain Podcast. *Mind Reading 2.0: Why Conversations Go Wrong*. <https://hiddenbrain.org/podcast/why-conversations-go-wrong/>

Class 8 – Power and Intersectionality – October 28

- Manfre and Rubin (2013) *Integrating Gender into Forestry Research: A guide for CIFOR Scientists and Programme Administrators*. CIFOR, Bogor, Indonesia. (pp. 3-38)
- Marquez-García, Marcela and Cristina Nuñez-Godoy et. al. (2024). *Overcoming gender-related challenges and supporting women in conservation in Latin America*. *Biological Conservation*. 294
- **OPTIONAL:** 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

Class 9 – Understanding and Analyzing Conflict – November 4

- 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

Class 10 – Integrative Negotiation – November 18

- Lewiscki and Tomlinson (2014) *Negotiation*, Chapter 33: *The Handbook of Conflict Resolution, Theory and Practice*. Jossey Bass, SF
- Ury, William (TED Talk – October 2010): The Walk from “No” to “Yes”. http://www.ted.com/talks/lang/en/william_ury.html
- Minson, Julia and Shankar Vedantam. Hidden Brain Podcast. *Relationships 2.0: How To Keep Conflict from Spiraling*. <https://hiddenbrain.org/podcast/relationships-2-0-how-to-keep-conflict-from-spiraling/> (61 minutes).

Class 11 – Dealing with Difficult Behaviors and Dynamics – November 25

- 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)

Class 12 – Interviews, Group Projects and Pulling it all Together– TBA

General & University Policies

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.

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the experiences and differences 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 that diversity. 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 alternative arrangements for you.

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 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).

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