SYLLABUS

Communication and Leadership Skills for Development Practice
An MDP/TCD “Skills” Course

Course Number: Fall 2018 - LAS 6291 – Sec 4819 (3 credits)
Time & Location: Mondays, periods 7-9 (1:55-4:55) – Matherly 0005

Instructor: Jonathan Dain: 388 Grinter Hall (352) 273-4713 or G129 McCarty B (352) 294-7652 jdain@latam.ufl.edu and Carolina de Oliveira Jordao: caroljordao@ufl.edu
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

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic/Theme</th>
<th>Concept(s)</th>
<th>Tool(s)</th>
<th>Activity</th>
<th>Reading</th>
<th>Assignment Due</th>
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<td>Sept 3 – LABOR DAY NO CLASS</td>
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<tr>
<td><strong>Module I – Communicating: Presenting Ourselves &amp; Helping others Learn</strong></td>
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<td>2. Sept 7 ?</td>
<td>Presentation Skills I</td>
<td>Presenting ourselves</td>
<td>The “elevator speech”</td>
<td>-2-Min. Presentations -Empathic listening exercise -“Leadership” discussion</td>
<td>-Covey_Habit 5 -Stolli_TEDtalk Shut up and Listen -Cufaude_Leadership</td>
<td>-2-minute Presentation -Individual Meeting I -LJ 1 -Canvas Facilitation</td>
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<td>Listening Skills</td>
<td>Empathic Listening</td>
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<td>Leadership</td>
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<td>Learning &amp; Teaching</td>
<td>Experiential &amp; Adult learning</td>
<td>Generative Themes</td>
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<td><strong>Module II – Facilitation: Helping People engage in Dialogue</strong></td>
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<td>-Meeting Analysis Framework -Meeting design framework</td>
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<td>5. Sept 24</td>
<td>Effective meetings – smaller groups</td>
<td>-Types of Meetings &amp; Levels of Participation -Beginnings, Middles and Ends</td>
<td>-Meeting design exercise</td>
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<td>Module III. Factors Affecting Communication, Decisions and Leadership</td>
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<td>6. Oct 1</td>
<td>Scenarios Planning Larger groups</td>
<td>-Visioning &amp; Back-casting -Participatory Planning</td>
<td>Blue world/Green World</td>
<td>-Scenarios planning -Kaner: Chpt 9 (pp113-143) -Wollenberg, et al</td>
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<td>7. Oct 8</td>
<td>Values, perceptions, Participation &amp; culture Leadership</td>
<td>Pluralism and the impact of values on collaboration</td>
<td>Values reflection</td>
<td>-Drama by the River -Personal Leadership SWOT -Kaner; Chpt 2 -Wollenberg_Though all Things Differ -Mindbugs</td>
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| Module IV: Conflict Management |
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November 12 – Veteran’s Day – No Class

| 13. Nov 19 | 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) |

-LJ 5 -Canvas Facilitation -Project Idea Due*
-LJ 6 -Canvas Facilitation - Needs Assessment Assigned
-LJ 7 -Canvas Facilitation -
-LJ 8 -Canvas Facilitation
-LJ 9 -Canvas Facilitation - Group Project draft proposal Due -Situation Analysis
-LJ 10 -Canvas Facilitation - Interview due*
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<th>Date</th>
<th>Task</th>
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<td>- Project Presentation - Broken Squares</td>
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<td>15. Dec 3</td>
<td>- Pulling it All Together - Evaluation:</td>
<td>Communication &amp; Leadership</td>
<td>Wrapping it Up</td>
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<td>- Class review - Evaluation - Commitments</td>
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<td>Individual meeting II - LJ 16 - Canvas Facilitation - Group Project Report Due*</td>
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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. LJ$s 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.


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

- Bens, Ingrid (2012) Facilitating with Ease, Jossey Bass, San Francisco
- Carlile, L. (2011) Development Online: Making the most of social media. IIED Briefing paper
  http://blogs.hbr.org/cs/2011/02/hold_conversations_not_meeting.html
• Lederach, John Paul (1986) *Preparing for Peace: Conflict Transformation Across Cultures.* Syracuse University Press, Syracuse, NY
• Manfre and Rubin (2013) *Integrating Gender into Forestry Research: A guide for CIFOR Scientists and Programme Administrators.* CIFOR, Bogor, Indonesia
• 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
• Robinson, Ken (TED Talks): Do Schools Kill Creativity?
  http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
• Sirolli, Ernesto (TED Talks): Want to help someone? Shut up and listen!
  https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en
• Ury, William (1993) *Getting Past No* Bantam, NY
• Wollenberg, Eva (2005) *Though all things differ: Pluralism as a basis for cooperation in forests.* CIFOR, Bogor, Indonesia
• Wollenberg et at. (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