
FACILITATION SKILLS FOR COLLABORATIVE GOVERNANCE SPRING 2025

Course number: LAS 6291 Section 6304
Time/Location: Tuesdays, Periods 3-5 (9:35am - 12:35am) Location TBD
Instructor: Jonathan Dain, 352-359-8928, jdain@ufl.edu
Office hours: By appointment

COURSE DESCRIPTION

Professionals working in Conservation and/or Development must know how to work collaboratively as members of in-house teams, inter-organizational partnerships and projects requiring engagement with diverse stakeholder groups. Effective collaboration requires a specific set of skills that range from designing and running effective meetings to helping diverse and often competing interests work and plan together. Graduate students in this class will develop and strengthen facilitation skills and approaches through practice and reflection. By the end of the class participants should feel more confident leading groups, facilitating group decision-making and being effective collaborative problem-solvers both off and on campus.

Required Text

Kaner, S. with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger *Facilitator's guide to participatory decision-making*, Jossey-Bass. (2014).

Evaluation (see activity descriptions):

Class participation	20%	200 points
Canvas online discussion of readings/videos/podcasts	10%	100 points
Canvas online leadership & in-class facilitation activity	10%	100 points
Learning Journal	15%	150 points
Conversation Café or Fieldwork Festival	15%	150 points
Facilitation event (Group Project)	30%	300 points
	100%	1000 points

LEARNING APPROACH

- ❖ Focus on building practical skills and using systematic reflection
- ❖ Experiential learning spaces – learn by doing
- ❖ Course models elements of collaborative, facilitative approaches to working with people
- ❖ Context for activities and discussion is primarily (not exclusively) development and/or conservation practice in the Americas, Africa, and Southeast Asia
- ❖ Capacity-building in facilitation involves both personal and professional development
- ❖ “Adaptive Teaching” – listed sessions and/or readings may be adapted to reflect needs of the group. We will not stray from the core vision of the course but may make adjustments. Advance notice will be given if any changes occur.

COURSE OBJECTIVES

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

1. Introduction and key concepts

- 1.1. Define and describe “impartial” facilitation, facilitative leadership, and facilitative training/teaching.
- 1.2. Describe the role of the facilitator in impartial facilitation, facilitative leadership, and facilitative training/teaching.
- 1.3. Explain process versus content and the role of the facilitator in each.
- 1.4. Explain participation, consensus, and framing and the role of the facilitator in each.
Explain the role of group dynamics, group processes, and group decision-making in facilitation.
- 1.5. Discuss the role of values and perceptions in group processes and facilitation.
- 1.6. Discuss the role of positions versus interests in group processes and facilitation.
- 1.7. Discuss the role of gender, class, age, culture, and other characteristics in group dynamics and in planning for facilitation.

2. Facilitation skills

- 2.1. Describe and implement methods for engaging full participation, mutual understanding, inclusive solutions, and shared responsibility in a group.
- 2.2. Discuss and practice the role of empathic listening in group processes and facilitation.
- 2.3. Demonstrate ways of dealing with conflict during facilitation.
- 2.4. Describe and implement various tools and strategies for facilitation, including when, where, why, and how to use them.
- 2.5. Discuss and practice the role of asking good questions in group processes and facilitation.

3. Facilitation practice

- 3.1. Plan for a facilitated event including logistical, agenda, and session planning, and for short-term versus long-term facilitation (meeting planning versus process planning, engaging stakeholders over a long term).
- 3.2. Discuss the role of social media in facilitation.
- 3.3. Discuss issues and demonstrate techniques for facilitating contentious subjects.
- 3.4. Conduct a facilitation event using impartial, leadership-based, or training facilitation.

Evaluation of Objectives:

Activity	Objective
Class participation	All
Canvas online discussion of readings/videos/podcasts	1.1-1.8; 2.1-2.4
Canvas online leadership & in-class facilitation activity	1.1-1.8; 2.1-2.5
Learning Journal	All
Conversation Café	2.1-2.5; 3.1, 3.4
Facilitation event (Group Project)	2.1-2.5; 3.1-3.4

NOTE: THIS SYLLABUS MAY BE (MINORLY) ADAPTED DURING THE SEMESTER TO BETTER MEET THE NEEDS OF THE STUDENTS IN THE CLASS

COURSE SCHEDULE*

Class	Date	Class Topic/Theme	Assignment Due
1	Jan 13	Introduction to facilitation & collaboration	Learning journal**
2	Jan 20	Facilitation practice	Canvas discussion* Learning journal**
3	Jan 27	Listening + Values/Perceptions	Canvas discussion* Learning journal**
4	Feb 3	Group Dynamics and the Diamond of Decision-making	FF/Conversation Café plan due Canvas discussion* Learning journal** Peer-review**
5	Feb 10	Meeting agenda design	Canvas discussion* Learning journal** Peer-review**
6	Feb 17	Power & Perspective: Engaging full participation. Framing	Canvas discussion* Learning journal** Peer-review**
7	Feb 24	LAS Conference: The Power of Connections Preparing as a Facilitator	FWF/Conv. Café group report/reflection due DRAFT Facilitation event proposal due Canvas discussion* Learning journal** Peer-review**
8	Mar 10	Mid-term review, Challenging group dynamics	Canvas discussion* Learning journal** Peer-review**
SPRING BREAK – NO CLASS - MARCH 16-20			
9	Mar 24	Conversation Café debrief & MSPs	Canvas discussion* Learning journal**
10	Mar 31	On-line Facilitation; where there is no flipchart <i>and/or Into to conflict</i> - TBD	Canvas discussion* Learning journal** Peer-review**
11	Apr 7	Scenarios Planning	Canvas discussion* Learning journal** Peer-review**
12	Apr 14	Mediation	Facilitation event final group report due Facilitation event individual reflection due Canvas discussion* Learning journal** Peer-review**
13	Apr 21	Pulling it all together and class evaluation	No canvas discussion this week Expanded learning journal**

* Canvas discussion due the **Sunday** BEFORE the next class period

** Learning journals and peer-reviews due the **Thursday** AFTER class

COURSE ASSIGNMENTS

Students will be evaluated based upon five sets of activities, each of which will be explained in more detail in class. All activities will be graded based on grading rubrics. These will be posted in Canvas so that you can see exactly what is expected of you.

Class participation (20% - 200 points)

Attendance is critical. **One** excused absence is allowed although not encouraged. Students are required to critically read all assigned materials prior to class and participate actively during in-class discussions, online 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 (January, April). Participation in the review of your peers as part of the online canvas leadership activity will be part of your class participation grade.

Online Canvas facilitated discussion (10% - 100 points)

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, 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 discussion postings must be completed by Sunday at midnight.*** It is expected that participants will review everyone's online postings before each Tuesday class. Back and forth dialogue is strongly encouraged and postings should reflect your reactions to how readings relate to class themes and/or experiences you may have had. ***As always, follow the basic rule of thumb: "Tough on issues, soft on people"***

Online Canvas leadership & in-class facilitation activity (10% 100 points)

At least twice during the semester students will work in teams of two to facilitate the online discussion of readings. At the beginning of the subsequent class, the facilitators will have 15 minutes to run an activity related to the topic that has been discussed. You are encouraged to be creative and are welcome to consult with the instructor for ideas. This is an opportunity to practice facilitating in both an online and face-to-face context.

Part 1 Online facilitation: Plan ahead for this part of the assignment. When it is your turn to facilitate the online discussion, ***you must post your online activity/discussion prompt by Friday at noon.*** Your classmates will be required to respond by Sunday at midnight. This gives you through Monday to plan your activity or integrate the online discussion into your activity.

Part 2 In-class facilitation: Plan a 10–15-minute activity using the readings and/or online discussion topics as the basis for your activity which will be at the beginning of each class.

You are welcome to run your ideas by Jon. However, be sure not to leave it to the last minute or you may not get timely feedback!!

Learning Journal (15% - 150 points total)

Learning journals are designed to help you and your 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. “Last week I had a committee/lab meeting and the way my advisor handled X really caught my attention...”). Learning journal thoughts are **confidential** and will be seen only by the Instructor. They are to be recorded and turned in **weekly**. During the semester there may be occasional expanded Learning Journal “reflections” assigned. Learning journals should be submitted electronically **as a Word file to Canvas by 11:59pm on the Thursday after class**.

Conversation Café (15% - 150 points)

For this assignment, students will practice facilitation outside of class:

Conversation Café: The CC is a facilitated dialogue activity that can take many forms and cover many topics. Students choosing the CC option will design, advertise, and implement a CC.

For this assignment there will be three deliverables (submit to Canvas):

- A 1-page plan of action for the FWF or Conversation Café. (5%, 50 points)
- A 2–3-minute group reaction video after the event. This video should include all group members and be a reaction to what it was like to facilitate the event. Consider issues that you had, successes, and any other reactions. The best way to submit your video will be to upload the video (Smartphone video is acceptable) to YouTube or another video sharing service and provide the link in Canvas (under “Assignments”). (5%, 50 points)
- An individual reflection (Word document). Your personal thoughts and “lessons learned” about both the event and the experience of working in your group. (5%, 50 points)

NOTE: Creativity is encouraged. This activity and the planning involved will be group work that takes place OUTSIDE of normal class time.

Facilitation event - Final Project (30% - 300 points)

In groups of 3 (no more than 4), the members of the class are responsible for conceptualizing and designing a facilitation event for the audience of their choice. The proposed due date is in mid-April; you may choose the exact date/time. This event can take many forms, but there are specific deliverables that you must complete to show that you have applied what we earned in class. Follow the grading rubric while you are planning. In the past, groups have facilitated events such as:

- Training workshops
- Stakeholder analyses
- Student group discussions/forums/dialogues
- Off-campus group discussions/forums/dialogues
- Teaching a class as a “guest” lecturer
- Facilitating a decision-making process for an organization
- And others

Throughout the semester leading up to the event, students are responsible for developing, discussing, and submitting analyses and plans related to the facilitation event.

There will be four deliverables for this assignment (submit to Canvas):

1. A 1–2-page project proposal including objectives, a brief needs assessment, the target audience or group, and a description of the event. (5%, 50 points)
2. A complete project proposal including revised objectives, needs assessment, target audience or group, description of event and completed agenda with session plans. (10%, 100 points)
3. A final report. (10%, 100 points)
4. An individual reflection. (5%, 50 points)

NOTE: Creativity is encouraged. This activity (and the planning involved) is group work which takes place OUTSIDE of normal class time.

POTENTIAL READINGS

Readings will be modified based on student needs and interests

Students are welcome and encouraged to suggest readings/videos/podcasts/etc. that are related to the course materials

- Arnold, J. and Wendy-Lin Bartels (2014). *Participatory methods for measuring and monitoring governance*. Chpt 12 in: Barnes G. and Brian Child, *Adaptive Cross-scalar Governance of Natural Resources* Earthscan
- Beer, J.E and Eileen Stief (1997) *The Mediator's Handbook* New Society, British Columbia
- Bens, Ingrid. (2005) *Understanding Facilitation*. Chpt 1 in: *Facilitating with Ease* 2005. Jossey Bass
- Borrini-Feyerabend, G. et. al. (2004) *Sharing Power. Learning by Doing in Co-management of Natural Resources Throughout the World*. IIED/IUCN/CEESP/CMWG, Cenesta, Tehran
- Bracken, J. (2005) *Eight Ps of Effective Facilitation Planning and Preparation*, Chpt 4 in: *The IAF Handbook of Group Facilitation*, (ed. S. Schuman) Jossey Bass
- Brown, Marcia and N. Salafsky (2004 – unpublished) *Learning About Learning Networks. Foundations of Success*.
http://www.fosonline.org/images/documents/Learning_About_Networks_7_July_04.pdf
- Bush, Robert A. and Joseph P. Folger (1994) *The Promise of Mediation*, Jossey-Bass, San Francisco
- Cain, Susan *The Power of Introverts* (TEDtalk)
http://www.ted.com/talks/susan_cain_the_power_of_introverts.html
- COMMUNITY TOOLBOX WEBSITE: SECTION 5. REFRAMING THE ISSUE
<http://ctb.ku.edu/en/table-of-contents/advocacy/encouragement-education/reframe-the-debate/main>
- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* Simon and Schuster, New York
- Daniels, S. E. and G. B. Walker (2001) *Working Through Environmental Conflict* Praeger
- Forsyth, Daniel R. (2005) *Introduction to Group Dynamics* In: *Group Dynamics*, Cengage Learning 4th Edition
- Goleman, Daniel (2007) *Social Intelligence* Bantam Books, NY
- Innes, J and David Booher. *Consensus Building and Complex Adaptive Systems*. APA Journal. Autumn 1999 Vol. 65, No. 4
- Kahneman, Daniel (TEDtalk) *The riddle of experience vs. memory*
http://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory.html

- **Kaner, S. with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger *Facilitator's guide to participatory decision-making.*, Jossey-Bass. 401 pp. (2014) REQUIRED TEXT**
- Leach, William D. (2011) *Building a Theory of Collaboration*. Chpt 6 in: *Community-based Collaboration; Bridging Socio-Ecological Research and Practice* (ed. Franklin Dukes et. al.). Univ. Virginia Press
- Manktelow, James. *Benne and Sheats' Group Roles: Identifying Both Positive and Negative Group Behavior Roles*. MindTools website: https://www.mindtools.com/pages/article/newTMM_85.htm
- McNamara, Carter (2007) *Field Guide to Nonprofit Strategic Planning and Facilitation*. Authenticity Consulting, Minneapolis
- Minson, J. and Francesca Gino. *Managing a Polarized Workforce: How to foster debate and promote trust*. Harvard Business Review. March-April 2022. <https://hbr.org/2022/03/managing-a-polarized-workforce>
- Pruitt, B. and P. Thomas (2013) *Democratic Dialogue – A Handbook for Practitioners*, IDEA, CIDA, UNDP, Stockholm
- Pyser, Steven N. *Effective Strategies for Designing and Facilitating Dialogue*. Chapter 13 in: (2005) *The IAF Handbook of Group Facilitation* (S. Schuman Editor) Jossey-Bass, San Francisco 2005
- Reed, Mark S., *Stakeholder participation for environmental management: A literature review* Biological Conservation 141 (2008) 2417-2431
- Sirolli, Ernesto (2012) *Want to help someone? Shut up and listen!* TEDtalk - https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en
- *The Philosophy of Socrates* NPR Podcast 2/21/04: <http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=1688260&m=1690960>
- Tierney, John. (August 17, 2011). *Do you suffer from decision Fatigue?* New York Times. <http://www.nytimes.com/2011/08/21/magazine/do-you-suffer-from-decision-fatigue.html?pagewanted=7&emc=eta1>
- Tuecke, Patricia (2005) *The Architecture of Participation* Chpt 5 in: *The IAF Handbook of Group Facilitation*, (ed. S. Schuman) Jossey Bass
- Ury, William (1993) *Don't reject: Reframe!* Chpt 3 in: *Getting Past No*. Bantam, NY
- Vedantam, Shankar (Dec 17, 2015) *Is Arguing with Passion the Most Effective Way to Persuade Opponents?* NPR podcast: <http://www.npr.org/2015/12/17/460082538/is-arguing-with-passion-the-most-effective-way-to-persuade-opponents>
- Vella, Jane (2002) *Learning to Listen, Learning to Teach* (Revised edition) Jossey-Bass, San Francisco
- Wollenberg, Eva (2000) *Anticipating Change: Scenarios as a tool for Adaptive Forest Management*. CIFOR, Bogor, Indonesia
- Wollenberg, E. David Edmunds and Louise Buck (2005) *Though all things differ: Pluralism as a basis for cooperation in forests*. CIFOR, Bogor, Indonesia
- Wooley, A, Malone T.W. and C.F. Chabris (Jan 16, 2015). *Why some teams are smarter than others*. New York Times Sunday Review.

GatorEvals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals,
3. The central portal at <https://my-ufl.bluera.com>
 - a. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

Use of AI

The assignments in this course are designed such that ChatGPT or other AI will not be helpful and may be counterproductive. Thus, you should not use AI for assignments in this course. If you use AI tools and do not declare this when submitting the assignment, *it will be considered plagiarism*.

"...as I think ahead to teaching in the next academic year, I am considering an additional set of questions: How many kilowatt hours of electricity am I willing to spend to support a class meeting in which my students research and brainstorm ideas for a new assignment? How many gallons of potable water would I be willing to pour down a drain to reach a course's learning goals? How many ounces of conflict minerals would I want to be mined to support my students' work next term and across the years ahead?"

Dr. Susanne Hall, 8-22-24 – Inside Higher Ed

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