

FACILITATION SKILLS FOR COLLABORATIVE MANAGEMENT *A TCD “Skills” Course - Spring 2016*

Course number: LAS 6291 (Sect. 009F)
Time/Location: Tuesdays, Periods 3-5 (9:35-12:35) in room 376 Grinter Hall
Instructors: Jonathan L. Dain - 388 Grinter Hall: 352-273-4713: jdain@latam.ufl.edu
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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. **Including in research*

Evaluation (see activity descriptions):

Class participation	20% (200 points)
Canvas on-line discussion of readings	10% (100 points)
Learning Journal	15% (150 points)
“Conversation Café” or Field Research Clinic	15% (150 points)
Observation exercise and report	10% (100 points)
Facilitation event (Group Project)	30% (300 points)

Learning Approach*

- *Focus on building practical skills and using systematic reflection*
- Experiential learning spaces – learn by doing
- Course is designed to model elements of a collaborative, facilitative approach to working with people
- “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.
- Context for activities and discussion is primarily (not exclusively) Development and/or Conservation practice in the Americas & Africa
- Capacity-building in Facilitation involves both Personal and Professional Development

Course Objectives:

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 facilitating each.
 - 1.5. Explain the role of group dynamics, group processes, and group decision-making in facilitation.
 - 1.6. Discuss the role of values and perceptions in group processes and facilitation.
 - 1.7. Discuss the role of positions versus interests in group processes and facilitation.
 - 1.8. Discuss the role of gender, class, age, culture and other characteristics in group dynamics and planning for facilitation.
2. Facilitation skills
 - 2.1. Describe and implement methods for engaging full participation in a group.
 - 2.2. Discuss and practice the role of empathetic 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.
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	<i>All</i>
Canvas online discussion of readings	1.1-1.8; 2.1-2.4
Learning journal	<i>All</i>
Field Research Clinic or Conversation Café Day	2.4-2.5; 3.1, 3.4
Observation exercise and report	1.2-8; 2.1-2.4
Facilitation event (group project)	2.1, 2.4-2.4; 3.1-3.4

Class/ Date	Topic/Theme	Concept (s)	Tool(s)	Activity	Reading	Assignment
Module I – Introduction to Group Facilitation						
1. Jan. 5	Introduction to Facilitation Class	-Building Trust , Curiosity and Engagement: Group building -Link to Development and Conservation Practice	<ul style="list-style-type: none"> • Ice breakers • Expectations • Food • Norms • Room arrangement 	-Floor map -Objectives, Expect. -Syllabus review -Assignments & responsibilities -Define group Norms -Reflection Exercise	None	- Sign-ups: <ul style="list-style-type: none"> • Snack • Canvas Facilitation • Individual Meeting I -Canvas assigned -Pre-class questionnaire -Purchase texts
2. Jan. 12	Understanding Facilitation	What is Facilitation? <ul style="list-style-type: none"> • Professional • Teaching • Leadership Process vs. Content	Facilitated discussion	Facilitation principles -facilitated discussion The “Conversation Café” (facilitation practice)	Kaner: Foreword, Intro & Grounding Principles (pp. xi-39) Bens: Chpt. 1 (pp 7-33)	Individual Meeting I Observation Exercise Assigned
Module II. Key Skills and Concepts						
3. Jan. 19	Listening: The core Skill Facilitators Panel	“Empathic” Listening Neutrality/Impartiality Positions vs. Interests	Empathic Listening Open Discussion	Listening Practice Guest speaker	Covey: Chpt. 5 Kaner: Chapter 4 E. Sirolli (TEDtalks) Pyser: Chpt 13 (IAF pp. 205-223)	<i>FRC Event & Conversation Café’s Assigned</i> Individual Meetings cont.
4. Jan. 26	Group Dynamics & Dynamics of decision-Making	Task and Maintenance Functions The Diamond of decision-making The “Groan Zone”	Dealing with the Groan Zone Open Discussion	Group Dynamics roleplay Advance the Thinking Discussion - FRC	Kaner: (Chpts 1-2) Mind Tools: Benne and Sheats’ Group Roles Wooley et al: Why	Establish plan for FRC and Conversation Café Events

					Some teams are smarter than others. NYT Susan Cain "Power of Introverts": https://www.ted.com/talks/susan_cain_the_power_of_introverts	
5. Feb 2	Framing & Reframing Dealing with conflict dynamics: interpersonal and group	Framing/Reframing Consensus Interpersonal conflict Group conflict	Issue Framing Challenging behaviors and dynamics Challenging Behaviors and Dynamics	Framing case studies Challenging behaviors and dynamics exercise Difficult moments exercise	Ury: Don't reject, reframe! Vedantam_NPR Kaner Chpts 14 & 17	1-page FRC or Conversation Café Day plan due (Topics and responsibilities)
6. Feb. 9	Values, Perceptions, and Bias	Human bias	Small group discussion and debate Consensus Building	"Drama by the River" Facilitating Open Discussion	TEDTalk – DKahneman Tierney Do you suffer from decision Fatigue? _NYT Heath: Three Surprise about Change_Switch Chpt 1	
7. Feb. 16	Engaging full participation Gender and intersectionality	Participatory planning Pluralism: Gender and other social variables	Participation Analysis	TBA	Goleman, Chpt 6 DEVELOPMENT Kivel Kaner Chpt. 16	Conversation Café Day (19 th and 20 th)
Module III. Facilitation Practice						
8. Feb. 23	Setting objectives Participatory planning tools for facilitation MIDTERM REVIEW	Objectives Participatory planning	Setting objectives	Setting objectives role play Brain writing	Kaner: Chpts. 6&7 Arnold & Bartles	Field Research Clinic Feb 26 th Final Project Assigned

Feb 29- Mar 4	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
9. Mar. 8	Participatory tools and strategies for facilitation	MSP Case Descriptions	Scenarios World café Alternatives to open discussion Process facilitation	Tool analysis and gallery walk	Reed: Stakeholder Partic Lit Review Kaner Chpt. 9	FRC/Conversation Café reports Due Draft Group Project Proposal due (topic, need addressed & objectives)
10. Mar. 15	Effective meetings Facilitating multi-stakeholder group processes	Needs Assessment Agenda design and planning Beginnings, Middles and Ends	Participant interviews Setting Objectives	Agenda design and Planning	Kaner: 11-12 Bracken + Tuecke (IAF Hndbk pp. 57-89)	Observation Report Due
Module IV. Facilitation when Issues are Contentious						
11. Mar. 22	When there is existing conflict or explicit tension - Mediation	Managing Conflict	Mediation	Mediation Exercise	Kaner Chpt. 15	Final Project Proposal Due - Agenda and Session Plan(s)
12. Mar. 29	Conflict while facilitating and contentious subjects	Interpersonal conflict Group conflict Managing conflict	Triangle of Interests	Contentious subjects role play/case study practice	Weisbord and Janoff Indigenous Facilitation and Mediation Project Wilkerson	
13. Apr 5	The role of technology and social media in facilitation	Social Media and groups	Social Media - TBA	TBA	TBA Mashable article	
Module V. Pulling it all Together						
14. Apr. 12	Observation/ Interviews Facilitation Event	Debriefing Facilitation Experiences	Presentations Group discussion and reflection	Discussion of Lessons Learned Presentation of projects	Kaner: Chpts.13-15 Leach, Chpt 6 in Dukes (ed.) <u>CBC</u> <i>Innes & Booher</i>	Final Facilitation/Group Project Report due Individual meeting II

15. Apr. 19	Pulling it All Together Evaluation	Facilitation Learning & Next Steps	Varied	Evaluation Activities	None	Individual meeting II
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COURSE ASSIGNMENTS
Facilitation Skills

Students will be evaluated based upon five sets of activities, each of which will be explained in more detail in class:

I. 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 (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 one of the instructors two times during the semester (August/September, November/December).

II. On-Line Canvas facilitated discussion (10% - 100 points total, 7-ish points each):

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% - 150 points total, 10 points each): (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. LJs should be submitted electronically **as a Word file to Canvas by 11:59pm on the Thursday after class.**

IV. Observation Exercise and Report (10% - 100 points): An important methodological objective of the course is to provide students with as much practical experience as possible during the semester. Your observation assignment involves BEING AN OBSERVER OR PARTICIPANT-OBSERVER in an outside-of-class event or series of events that involve(s) facilitation. The activity observed should be related to conservation and/or community development issues *if possible*, and might include a workshop, a planning or discussion meeting, a facilitated session in a conference or an organizational meeting. Examples include: Gainesville County Commission meetings, on-campus discussion groups, citizen’s groups, church or community groups, research planning or collaboration events, etc.; there are many possibilities. You should attempt to identify your own observe opportunity and the activity *must be discussed with and approved by Jon or Becky*. The observation exercise should be done in pairs. The focus of the observations should be the facilitator(s) and the dynamics of the group. An observation guide will be posted on Canvas. You will write up your observation reports *individually* and submit them to Canvas.

V. Field Research Clinic and Conversation Café Days (15% - 150 points): Students in the class will practice facilitation outside of class via one of two activity options. The *Field Research Clinic* (FRC) is an annual event sponsored by the Center for Latin American Studies. It is designed to support and highlight graduate student field research and consists of two parts, a 2-hour facilitated workshop and a research poster session. Students choosing the FRC option will design, advertise and implement the workshop portion of the FRC to be held on the afternoon of Friday February 28th. Theme and methodology to be defined. The *Conversation Café* is a facilitated dialogue activity that can take many forms and cover many topics. Students choosing the Conversation Café option will design, advertise and implement a Conversation Café on one of two *Conversation Café Days*. For this assignment there will be three deliverables (submit to Canvas):

- A 1-page plan of action for the FRC or Conversation Café. (5%, 50 points)
- A 2-3 minute group reaction video after the event. This video should include all of your 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)

VI. Facilitation event (30% - 300 points): In groups of 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 (to be confirmed). The nature and focus of the facilitation event is to be defined by the class in consultation with the instructors and other relevant sources. Throughout the semester leading up to the event, students are responsible for developing, discussing and submitting analyses and plans related to the facilitation event. **TO BE DISCUSSED IN CLASS.** 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, and description of event. Added complete agenda with session plans. (10%, 100 points)
3. A final report.(10%, 100 points)
4. An individual reflection.(5%, 50 points)

MARK YOUR CALENDARS: Deadlines at a Glance

- **Sundays by midnight:** Weekly discussion responses due
- **Thursdays by midnight:** Weekly learning journal due
- **Tuesdays by 9:35 am:** All other class assignments due on the week indicated:
 - **Week 5:** 1-page FRC or Conversation Café Day plan due (Topics and responsibilities)
 - **Week 9:** FRC/Conversation Café reports due
 - **Week 9:** Draft Group Project Proposal due (topic, need addressed & objectives)
 - **Week 10:** Observation Report due
 - **Week 11:** Final Project Proposal due
 - **Week 14:** Final Facilitation/Group Project Report due

* We practice “Adaptive Instruction” and reserve the right to change the order and content of sessions in order to better address the needs of the group and/or take advantage of unexpected opportunities. Students will be advised in advance of any and all changes. The overall class vision and approach will not be affected by any changes.

Readings (Required text in bold)
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- 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
- Arnstein, Sherry R. *A Ladder of Citizen Participation*. AIP Journal (July 1969) 216-224
- 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
- Indigenous Facilitation and Mediation Project (2004). *The Satisfaction Triangle: A Simple Measure for Negotiations and Decision Making*. (Unpublished). Native Title Research Unit, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.
- Innes, J and David Boher. 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**
- Kettering Foundation (2011) Naming and Framing Difficult Issues to Make Sound Decisions Kettering Foundation, Dayton Ohio
- 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
- 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*. Chaper 13 in: (2005) The IAF Handbook of Group Facilitation Sandor (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
- Weisbord, Marvin and Sandra Janoff (2010). *Keeping Difficult Situations from Becoming Difficult Groups* In: The Handbook for Working with Difficult groups (S. Schuman Ed.) Jossey-Bass, San Francisco
- Wilkinson, Michael (sept 2015). *The Three Reasons People Disagree (& What To Do About It)*. Master Facilitator Tips Blog <http://www.leadstrat.com/blog/tuesdays-master-facilitation-tip-the-three-reasons-people-disagree-what-to-do-about-it/>
- 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.

Indigenous Facilitation and Mediation Project. 2004. The Satisfaction Triangle: A Simple Measure for Negotiations and Decision Making. (Unpublished). Native Title Research Unit, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.