

COURSE ASSIGNMENTS

Facilitation Skills for Collaborative Management (LAS 6291) Spring 2007

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

Class participation (20%): Attendance is critical. One excused absence is allowed though not encouraged. Students are required to critically read all assigned materials prior to class and participate actively (in your own way) in class discussions and small/large group activities including simulations and/or role plays. Students are also responsible, on a rotating schedule, for “energizers” throughout the course, as well as for leading and participating actively in evaluation and feedback sessions. “Participation” will include two or three individual feedback/reflection opportunities with instructors during the semester.

Facilitation event (20%): 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 early April (although it is flexible). The nature and focus of the facilitation event is to be defined by the class in consultation with the instructor/facilitator and other relevant sources. Throughout the semester leading up to the event, students are responsible for developing, discussing and turning in situation/stakeholder assessments, process design and session plans, evaluation plans and other materials related to the facilitation event. TO BE DISCUSSED IN CLASS.

WebCT reflection/discussion and Learning Journal (20%):

1. *WebCT*: 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 we have selected, students will engage in *web-based reflection and discussion*, sometimes responding to specific questions, other times reacting to the thoughts of others. Each week the class will be divided into two groups with one group assigned to post initial comments *due by Saturday night* and the other half responsible for responding to those posted comments *by Tuesday morning*. It is expected that participants will review everyone’s WebCT postings before each Wednesday class. Back and forth dialogue is strongly encouraged on WebCT and postings should reflect your reaction to readings, in class activities, past experiences and/or other’s comments (eg. “While carrying out my research in Tierra del Fuego I found that despite pre-meeting visits and careful planning women remained quiet if men were present during focus group discussions; it was frustrating” vs. “Vella describes the 7 steps of planning which are...”). As always in such discussions, follow the basic rule of thumb: “Tough on issues, soft on people”
2. *Learning journals* are designed to help you and us monitor your learning during the semester. Unlike WebCT discussions, learning journals focus on “Ah-ha!” moments; moments both in and out of class when something happens to clarify our understanding of an issue or theme, make us look at something in a new way, or suddenly help us link concepts or issues that previously had no connection in our minds. Such moments can happen while reading, attending class, participating in a

non-course related activity, talking or listening to someone, writing, or simply thinking (eg. "I realized today that the dynamics of my graduate committee are more complex than I had imagined..."). Learning journal thoughts are to be recorded weekly and will be turned in every two weeks during semester. *Three times during the semester there will be an expanded Learning Journal "reflection assignment", usually before "Individual meetings"*.

Socrates Cafe (20%): The Socrates Café (<http://www.philosopher.org/>) is a gathering of people who, with the help of a facilitator, engage in stimulating conversation by applying the Socratic Method to questions as varied as "What is Truth?" "What is Justice?" "What is Love?" and "Can Conservation and Development truly be balanced"? Participants pose questions, listen to others, raise challenges, and consider alternative answers while adhering to Socrates' belief that "the unexamined life is not worth living". In groups of three, students will organize and facilitate *three* Socrates' Café's, with one student facilitating and the other two being participant-observers (roles rotate each time).

Observation exercise (20%): An important methodological objective of the course is to provide students with as much practical experience as possible during the semester. Students are required to be observers or participant observers in an outside-of-class event *or series of events* (separate from the Socrates Café) that involves facilitation of some kind. Such an event should be related to conservation and/or development issues if appropriate/possible and might include a stakeholder meeting, a planning event, a conference discussion session, an organizational meeting, or a negotiation of some kind. There are many possibilities. Students are responsible for identifying the organization and/or activity to be observed (instructors may have suggestions) and must obtain approval from the Franklin and/or Jon. Students will write up their observations using guidelines distributed by the instructors. A separate version may be provided to the organization observed if appropriate.

READING RESOURCES

Facilitation Skills for Collaborative Management LAS 6291, Spring 2007

Material, ideas and readings for this class are drawn from these and other resources. Required texts are in bold:

- 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
- Borrini-Feyerabend, G., Farvar, M. T., Nguinguiri, J. C. & Ndangang, V. A.(2000) : *Co-management of Natural Resources: Organizing, Negotiating and Learning-by-Doing.* GTZ and IUCN, Kasperek Verlag, Heidelberg (Germany),
- Chambers, Robert (2002) *Participatory Workshops: A sourcebook of 21 sets of ideas and activities.* Earthscan Publications, London
- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* Simon and Schuster, New York
- Doyle, Michael and D. Strauss (1982) *How to Make Meetings Work.* Jove Books, NY
- Eittington, J.E. (1996) *The Winning Trainer.* Gulf Publishing, Houston, TX
- Fisher, R and William Ury (1991) *Getting to Yes: Negotiating Agreement Without Giving In.* Second edition. Penguin Books
- Goleman, Daniel (1995?) *Emotional Intelligence*
- Hunter, D. et. al. (1995) *The Zen of Groups.*, Fisher Books, Tucson
- Hunter, D. et. al., (1995) *The Art of Facilitation,* Fisher Books, Tucson
- Isaacs, William (1999) *Dialogue and the Art of Thinking Together* A Currency Book, Doubleday/Random House, New York
- Jenkins, J.C. and M.R. Jenkins (2006) *The 9 Disciplines of a Facilitator: Leading Groups by Transforming Yourself* Jossey-Bass, San Francisco
- Justice, T. and D.W. Jamieson (1999) *The Facilitator's Field book.*, AMACOM American Management Association, New York.
- **Kaner, S, L. Lind, C. Toldi, S. Fisk and D. Berger (1996) *Facilitator's guide to participatory decision-making.*, New Society Publishers, Gabriola Island, Canada. 255p.**
- Kolb, D. M. and J. W. Williams (2000) *The Shadow Negotiation* Simon and Schuster, New York

- Lederach, John Paul (1995) *Preparing for Peace*. Syracuse University Press, Syracuse, NY
- Mill, C.R. (1980) *Activities for Trainers: 50 useful designs*, University Associates, San Diego, California
- Peterson, Gary, Graeme S. Cummings and Stephen R. Carpenter (April 2003), *Scenario Planning: a Tool for Conservation in an Uncertain World*. Conservation Biology, Volume 17, No. 2, Pages 358–366
- Robbins, H. and Michael Finley (2000) *The New Why Teams Don't Work*. Berrett-Koehler Publishers, San Francisco. 271p.
- Schwarz, Roger M. (1994) *The Skilled Facilitator: Practical wisdom for developing effective groups*. Jossey-Bass Publishers, San Francisco. 314p
- Schuman, Sandy (ed). (2005) *The IAF Handbook of Group Facilitation* Jossey-Bass Publishers, San Francisco
- Senge, Peter M. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organizations*, Currency Doubleday, NY
- Storti, Craig (1990) *The Art of Crossing Cultures*, Intercultural Press, Inc. Yarmouth, Maine
 - (1994) *Cross-Cultural Dialogues*. Intercultural Press, Inc. Yarmouth, Maine
- Strauss, David (2002) *How to Make Collaboration Work*. Berrett-Koehler Publishers, Inc. San Francisco
- Suskind, L. and J. Cruikshank (1987) *Breaking the Impasse: Consensual Approaches to Resolving Public Disputes*. Basic Books, Inc. New York
- Vella, Jane (2002) *Learning to Listen, Learning To Teach* (Revised edition) Jossey-Bass, San Francisco
 - (2000) *Taking Learning to Task*. Jossey-Bass, San Francisco
 - (1997) *How Do They Know They Know?* Jossey-Bass, San Francisco
 - (1995) *Training Through Dialogue*. Jossey-Bass, San Francisco
- VeneKlasen, L. and V. Miller (2002) *A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation*. World Neighbors, Oklahoma City, Oklahoma
- **Wheatley, M. (1999) *Leadership and the New Science* Berrett-Koehler Publishers, San Francisco**
- **Wollenburg, Eva (2005) *Though all things differ: Pluralism as a basis for cooperation in forests*. CIFOR, Bogor, Indonesia**

FACILITATION SKILLS FOR COLLABORATIVE MANAGEMENT Spring 2007

Course number: LAS 6291 (Sect. 4913)

Hours/Location: Wednesdays, Periods 3-5 (9:35-12:35) in room 376 Grinter

Office hours: TBA

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388 Grinter Hall

Course Vision: Create spaces where participants can strengthen Facilitation, Learning, Group and Communication skills for supporting collaborative approaches to conservation and development (and other) projects.

Evaluation (see activity descriptions):

Class participation	20%
Facilitation event	20%
Socrates Cafe	20%
WebCT and Learning Journal	20%
Observation exercise and report	20%

Class Modules:

- Introduction
- “Learning” and other background concepts
- Skills for Facilitation
- Beyond Small Groups – Macro Processes

Learning Approach

- *Focus on building practical skills and systematic reflection*
- Experiential learning activities
- Course is designed to reflect many of the elements of a collaborative, facilitative approach to working with people
- “Adaptive Teaching” – we will adapt as we go along to reflect the needs of the group; we will not stray from the core vision of the course
- Context for activities and discussion is primarily (not exclusively) conservation and development in the Americas
- Know thyself, know others, know groups, know context

Date #	Concepts	Activities	Readings / Assignment (Due on this date)	Notes / Guests
Module 1. Introduction				
1. Jan 10	Intro to class Creating an Environment of Trust	Map, Syllabus, Expectations, Readings, Objectives, Norms, Assignments & Tasks (including WebCT, Energizers) What is facilitation? Creating a common language	Pre-class questionnaire	
2. Jan 17	Communicating Ourselves Why Facilitation? - Overview	2 minute presentations by class participants Lecturette: "Our facilitation dreams": Facilitated discussion and reflection	2 min presentation <i>TCD paper</i> <i>Chapter 3 from <u>Sharing Power</u></i> LJ-1: Learning Objectives Majora Carter: www.ted.com/tedtalks/ (Optional)	Begin WebCT + LJ: Learning Obj's Individual Mtng I * Macarthur-winning founder of Sustainable South Bronx
Module 2. Learning & Background Concepts				
3. Jan 24	How people learn Facilitation in Practice Generative Themes Social Learning	Experiential Learning Cycle Socrates Café Demonstration Reflection on Learning + Learning to Reflect	<i>Chapter 1 from <u>Learning to Listen Learning to Teach</u></i> <i>"Lewin's Dozen"</i> Sir Ken Robinson: www.ted.com/tedtalks/	*Author of <i>Out of Our Minds: Learning to be Creative</i> , and a leading expert on innovation and human resources Initiate Socrates Cafes
4. Jan 31	Perceptions, Values, Mind maps and Pluralism	Drama by the River Mind Maps JoHari Window	Intro + Chpts. 1-2 <i><u>Though all Things Differ</u></i> <i><u>Leadership & the New Science</u></i>	Observation Exercise Assigned Key Websites for Facil Tools
5. Feb 7	Group Dynamics	Role Play – Lost in the Jungle Groan Zone	LJ-2 <i>vii-xvi + Chapters 1-3 <u>Facilitator's Guide to Participatory Decision-making</u></i> <i><u>Leadership & the New Science</u></i>	(Franklin Absent)
Module 3. Skills for Facilitation				
6. Feb 14	Listening and Feedback	Listening Activity Feedback Role-play Intro to facilitation Event – define tasks and dates	Chapter 5 <i><u>The 7 Habits of Highly Effective People</u></i> <i><u>Leadership & the New Science</u></i> Chapters 4 <i><u>Facilitator's Guide to Participatory Decision-making</u></i>	Facilitation Event Assigned
7. Feb	Effective Meetings	Working with clients: Assessing, Planning,	LJ – 3	LJ-3

21		Decision-Making Beginnings, Middles and Ends Agenda design and timing How not to Run a meeting	<u>Leadership & the New Science</u> Chapter 11 <u>Facilitator's Guide to Participatory Decision-making</u> Chapt 6 – <u>Building Trust</u> , in <u>The IAF Handbook of group Facilitation</u>	
8. Feb 28	Evaluation	Appreciative Inquiry Exit surveys	<u>Appreciative inquiry</u> - EnCompass <u>Leadership & the New Science</u>	
9. Mar 7	Challenging Behaviors & Facipulation	Ghosts in the room Common facilitation pitfalls Dealing w/ challenging behavior	LJ – 4 Chapters 10 <u>Facilitator's Guide to Participatory Decision-making</u> Finish <u>Leadership & the New Science</u>	Individual Meeting II Final Socrates Café Completed Observations completed or initiated
Spring Break 10-17				
10. Mar 21	Socrates Café's Observations and Interviews	Module 1-3 wrap-up Introduction to Module 4	TBA	
Module 4 - Beyond Small Groups – Macro Processes				
11. Mar 28	Systems, Resilience, Complexity	Case Study – Everglades NRLI – Collaboration: Interests and Positions Facilitation Event Monitoring	LJ – 5 <u>Chapter 3-5 – Though all Things Differ</u> Chapter 1 - <u>Crisis & Renewal: Meeting the Challenge of Organizational Change</u>	
12. Apr 4	On-Line Facilitation	Teleconference – Peter Taylor Facilitation Event Monitoring	LTT Website: http://www.pnet.ids.ac.uk/guides/ltt/index.htm http://elaw.org	(Jon Absent)
13. Apr 11	Knowledge/Change Mgt and Innovation	Storytelling Expert NRM Facilitator Panel	LJ – 6 <u>The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations</u> Final Chapter - <u>Enabling Innovations</u> <u>Communities of Practice</u> (Wenger)	
14. Apr 18	Project Presentation			
Closure				
15. Apr 25	Wrap up Class (evaluation)	Hallway review of each class	Final Learning Journal	Individual Meeting III

* All sessions/topics are tentative; we practice “Adaptive Instruction” and reserve the right to change the order and content of each session in order to better address the needs of the group. Students will be advised in advance of any and all changes and the overall class vision and approach will not be affected.