
FACILITATION SKILLS FOR ADAPTIVE MANAGEMENT IN CONSERVATION AND DEVELOPMENT PRACTICE, SPRING 2020

Course number: LAS 6291 Section 1010
Time/Location: Wednesdays, Periods 2-4 (8:30am-11:30am) in room 376 Grinter Hall
Instructor: Dr. Becky Williams, 352-226-6368, rjwillia@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	10%	100 points
Canvas online leadership & in-class facilitation activity	10%	100 points
Learning Journal	15%	150 points
Conversation Café or Field Research Clinic	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 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, and Southeast Asia
- ❖ Capacity-building in facilitation involves both personal and professional development

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 facilitating 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 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 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.
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	1.1-1.8; 2.1-2.4
Canvas online leadership & in-class facilitation activity	1.1-1.8; 2.1-2.4
Learning journal	All
Field Research Clinic or Conversation Café Day	2.4-2.5; 3.1, 3.4
Facilitation event (group project)	2.1, 2.4-2.4; 3.1-3.4

COURSE SCHEDULE

Class	Date	Class Topic/Theme	Assignment Due
1	Jan 8	Introduction to facilitation	Learning journal**
2	Jan 15	Understanding facilitation	Canvas discussion* Learning journal**
3	Jan 22	Empathic listening, neutrality/impartiality, positions vs. interests	Canvas discussion* Learning journal**
4	Jan 29	Group dynamics and decision-	Canvas discussion*

		making, task and maintenance functions, the diamond of decision-making, the “groan zone”	Learning journal**
5	Feb 5	Framing and reframing, dealing with conflict dynamics	FRC/Conversation Café plan due Canvas discussion* Learning journal** Peer-review**
6	Feb 12	Values, perceptions, and bias***	Canvas discussion* Learning journal** Peer-review**
7	Feb 19	Gender, intersectionality engaging full participation	Canvas discussion* Learning journal** Peer-review**
8	Feb 26	Objectives, participatory planning	FRC/Conversation Café group report and reflection due DRAFT Facilitation event proposal due Canvas discussion* Learning journal** Peer-review**
9	March 4	Mid-term review, effective meetings	Canvas discussion* Learning journal** Peer-review**
Spring Break No Class			
10	March 18	Multi-stakeholder facilitation	Facilitation event proposal due Canvas discussion* Learning journal** Peer-review**
11	March 25	Tools and strategies for facilitation	Canvas discussion* Learning journal** Peer-review**
12	April 1	Managing conflict	Canvas discussion* Learning journal** Peer-review**
13	April 8	Conflict while facilitating contentious subjects***	Facilitation event final group report due Facilitation event individual reflection due Canvas discussion* Learning journal** Peer-review**
14	April 15	Debriefing facilitation experiences	Canvas discussion* Learning journal** Peer-review**
15	April 22	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 **Friday** AFTER class

*** This class period will cover some topics that some may consider to be difficult. Please note that this is a trigger warning. If you have any concerns, please speak with the instructor.

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, 14-ish points per class)

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 total, 7-ish points each)

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 Wednesday class. 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. **As always in such discussions, follow the basic rule of thumb: "Tough on issues, soft on people"**

Online Canvas leadership & in-class facilitation activity (10% 100 points total, 50 points each)

At least once during the semester students will work in a team of two to facilitate the online discussion prior to the next week's class. The facilitators will have 15 minutes to run an activity during the next class period. You are encouraged to be creative, however be sure that the activities that you facilitate are related to the course topics. You 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. Facilitators must be prepared for their online activity/discussion the week before the class period in which you will be facilitating the in-class activity. In other words, when it is your turn to facilitate the online discussion **you must post your online activity/discussion prompt the week before the class period that you will be facilitating.** Your classmates will be required to respond by Sunday at midnight. This gives you Monday and Tuesday 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.

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

Points for this assignment are awarded as follows:

- 50 points based on peer-evaluations of your online and in-class facilitation (note – while there has never been an issue with peer evaluations thus far, your instructor reserves the right to override any peer evaluation grade that is far off of the other students).
- 50 points from your Instructor.

Learning Journal

(15% - 150 points total, 10 points each)

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. “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 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 Friday after class**.

Field Research Clinic and Conversation Café

(15% - 150 points)

For this assignment, students in the class will practice facilitation outside of class via one of two activity options. **Option 1: Field Research Clinic:** The 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 for this assignment will design, advertise and implement the workshop portion of the FRC. Date of the event is TBA.

Option 2: 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 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)

NOTE: Creativity is encouraged. This activity and the planning involved is group work which 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, though you are able to choose the exact date and time. This event can take many forms, but there are specific deliverables that you must complete in order to show that you have learned the course

objectives. Follow the grading rubric while you are planning. In the past, groups have facilitated events such as:

- Training workshops
- Stakeholder analyses
- Student group forums
- Teaching a class as a “guest” lecturer
- Facilitating an organization in a decision-making process
- Leadership courses
- 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):

- 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)
- 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)
- A final report. (10%, 100 points)
- 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**
- 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. Chapter 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
- 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.