

KIMMAGE DEVELOPMENT STUDIES CENTRE

GRADUATE DIPLOMA/MA IN DEVELOPMENT STUDIES 2009/10

DEVELOPING GROUP LEADERS

AIM

The overall aim of the course is to enable participants to explore and develop the crucial role of leadership that they exercise in and with groups in a development context.

OBJECTIVES

The course is designed and facilitated with the intention of:

- helping participants describe and articulate their experience of leadership, groups and related topics.
- enabling participants to develop and deepen their ability to analyse their experience and account for it.
- providing opportunities for participants to become familiar with the literature/theoretical frameworks relevant to the topics.
- encouraging participants to engage in a dialogue between their own experience and analysis, and the literature.
- enabling participants to name their own learnings and explore the implications of that learning for their leadership role as development workers in society.

PROCESS

In order to facilitate a high level of participation and in the light of different experiences of learning and a diversity of learning styles, a wide variety of methods/resources is drawn on. These include reading, research, essays, discussion, questionnaires, debate, small group work, role play, presentations, handouts, lectures, brainstorming, drama, art, games, personal reflection, attitude/concept clarification, personal construct work, design work, simulations, film.

CONTENT

The content of the course is structured in a way that is mindful of two realities; the past experience, present and future needs of the students and major topics from the subject area. Students and course facilitators will co-operate in ensuring that both of these realities are attended to. Topics often chosen include:

Leadership
Decision-making
Conflict
Group development

Common dynamics within groups
Working cross-culturally
Diversity
Communications
Power
Group roles
Facilitation
Motivation

LEARNING OUTCOMES

At the end of the course students will have clarified their own thinking and enhanced their understanding of leadership in and with groups in a development context. They will be able to articulate this understanding. They will be aware of their own attitudes and appropriate attitudes for leadership in and with groups in a development context. They will have enhanced and developed the abilities needed to exercise leadership.

Assessment

Formative or Continuous Assessment:

Description of Continuous Assessment: Learning Journal. At the end of each of the five days of classwork, “prompt questions” are offered to students and they are asked to respond by submitting one A4 typed page for each day.

Rationale for using this form of assessment [in relation to the course learning outcomes] The course has both experiential and theoretical aspects. Given the subject area it is important that students reflect not just on their thinking but also on their attitudes and actions. The journal allows space to record impressions, feelings, ideas, possibilities etc. arising from the content of the day. It does not seek the right answer or carefully honed arguments but allows students space to give honest expression to what they have experienced, to what struck them as useful, as challenging, to unrefined thoughts. It allows room to work things out.

Criteria used for grading the assessment [e.g. how do you know whether or not the relevant course learning outcomes have been achieved or not? How are you grading the level of achievement of the relevant learning outcomes?] What I am looking for in the journal is evidence of reflection, of insight, of an ability to make connections between the material offered (literature, theoretical frameworks etc.) and life experience, of possibilities for application. An honest tone demonstrating engagement (or indeed lack of engagement!) with the day’s work is important. What often distinguishes one journal

from another is a demonstration that the student is engaging with the material rather than simply recording or describing the events of the day.

Summative or Final Assessment:

Description of Assessment: A final paper of approx. 2,500-3,000 words. Four to five essay titles are offered.

Rationale for using this form of assessment [in relation to the course learning outcomes] The essay allows students to describe and analyse relevant experiences, show familiarity with the literature, connect literature and life, and articulate learning for future action. It requires a more structured and disciplined approach than the learning journal and enables students to not just explore and articulate their thinking, attitudes and actions but also to see and seek congruence between these in the light of the literature.

Criteria used for grading the assessment [e.g. how do you know whether or not the relevant course learning outcomes have been achieved or not? How are you grading the level of achievement of the relevant learning outcomes?] The guidelines for marking apply here in terms of Content (range, understanding, reading and analysis/reflection) Structure and Presentation (integration, flow, referencing and language accuracy) and Argument/Analysis (originality, insight, linking experience and theory, critical comment). Given the nature of the subject, the content comprises their own lives and experiences and the literature. It is important to demonstrate an ability to “read” both of these realities. I try to offer students a clear sense of the criteria by including the following with the essay questions:

“The essay should draw both on your own experience and the relevant literature. It is important that the essay be “grounded”. You can do this by linking your discussion of leadership and other topics to specific experiences which you describe and analyse. It is also important that the essay be “connected”. This involves the demonstration of an awareness of the literature pertinent to the issues you are discussing. You must show how your reading and reflection has informed, affirmed or challenged your experience and perhaps how your experience might inform the theory. It would also be useful to point out some of your key learnings for your future practice. One way of treating this essay is to see it as the record of a journey of exploration and learning between experience and theory”

LEADERSHIP AND GROUPWORK READING AND RESOURCES LIST

This is a general reading and resources list for students participating in the two courses, Developing Leaders (PG/MA) and Developing Groups (BA) . During the courses, as different topics, themes and issues arise students will be directed to additional material.

Adair, John. **Effective Leadership**. London: Pan Books, 1988.

Adair, John. **Effective Teambuilding**. London: Pan Books, 1987.

Adair, John. **Effective Decisionmaking**. London: Pan Books, 1985.

Adirondack, Sandy. **Just About Managing**. London: London Voluntary Service Council, 1998.

Benson, Jarlath. **Working More Creatively With Groups**. London: Routledge, 2001.

Bion, William. **Experiences in Groups**. London: Tavistock, 1961.

Bordas, Juana. **Salsa, Soul and Spirit**. San Francisco: Berrett-Koehler. 2007

Cornelius, Helena and Faire, Shoshana. **Everyone Can Win**. East Roseville, NSW: Simon and Schuster, 1994.

de Bono, Edward. **Serious Creativity**. London: Harper/Collins, 1995.

Fisher, Robert and Ury, William. **Getting To Yes**. Harmondsworth: Penguin Books, 1991.

Fisher, Simon et al. **Working With Conflict**. London: Zed Books, 2000.

Fitzduff, Mari. **Community Conflict Skills**. Belfast: Community Skills Project. 1992.

Forsyth, Donelson. **Group Dynamics**. California: Brooks/Cole, 1990.

Furlong, Gary. **The Conflict Resolution Toolkit**. Canada: John Wiley and Son. 2005.

Groot, Annemarie and Maarleveld, Marleen. **Demystifying Facilitation in Participatory Development**. London: International Institute for Environment and Development, Gatekeeper Series No. 89. 2000.

Grubbles Peter and Koss, Catheryn. **From the Roots Up**. Oklahoma: World Neighbors. 2000.

Handy, Charles. **Understanding Organisations**. Harmondsworth: Penguin Books, 1993.

Handy, Charles. **Understanding Voluntary Organisations**. Harmondsworth: Penguin Books, 1995.

- Heron, John. **The Complete Facilitator's Handbook**. London: Kogan Page, 1999.
- Hofstede, Geert and Gert Jan. **Cultures and Organisations**. New York: McGraw Hill, 2005
- Homan, Mark. **Promoting Community Change**. Pacific Grove: Brooks Cole 1999.
- Hope, Anne and Timmel, Sally. **Training For Transformation**. Gweru: Mambo Press, 1995.
- Hudson, Mike. **Managing Without Profit**. Harmondsworth: Penguin Books, 1995.
- Hunt, James G. **Leadership**. London: Sage Publications, 1991.
- Jackins, Harvey. **The Enjoyment of Leadership**. Washington: Rational Island Publishers, 1987.
- Jackson, Terence. **Management and Change in Africa**. London: Routledge. 2004
- Johnson David and Johnson, Frank. **Joining Together**. Englewood Cliffs, N.J.: Prentice Hall, 2003.
- Kaner, Sam et al. **Facilitator's Guide To Participatory Decision-Making**. Philadelphia, PA: New Society Publishers, 2007.
- Mindell, Arnold. **The Leader as Martial Artist**. San Francisco: Harper 1993.
- Mindell, Arnold. **Sitting in the Fire**. Portland, Oregon: Lao Tse Press, 1995.
- Moore, Christopher. **The Mediation Process**. San Francisco: Jossey-Bass. 2003
- Mullender, Audrey and Ward, Dave. **Self-Directed Groupwork**. London: Whiting and Birch, 1991.
- Prendiville, Patricia. **Developing Facilitation Skills**. Dublin: Combat Poverty Agency. 2008.
- Preskill, Stephen and Brookfield, Stephen, D. **Learning as a Way of Leading**. San Francisco: Jossey-Bass
- Reynolds, Michael. **Groupwork In Education And Training**. London: Kogan Page, 1994.
- Robson, Mike and Beary Ciaran. **Facilitation**. Aldershot: Gower, 1995.
- Schneider, Susan and Bartoux, Jean-Louis. **Managing Across Cultures**. Hertfordshire: Prentice Hall Europe, 1997.
- Shields, Katrina. **In the Tiger's Mouth**. Newtown, NSW: Millennium Books. 1990

Terry, Robert. **Authentic Leadership**. San Francisco: Jossey-Bass, 1993.

Ury, William. **The Third Side**. New York: Penguin. 2000

Van Maurik, John. **Writers on Leadership**. Harmondsworth: Penguin. 2001

Van Nostrand, Catharine Herr. **Gender-Responsible Leadership**. London: Sage Publications, 1993

Wambu, Onyekachi (ed.) **Under The Tree Of Talking**. London: Counterpoint. 2007

Weeks, Dudley. **The Eight Essential Steps to Conflict Resolution**. New York: Jeremy P. Tarcher/Putnam, 1994.

There are a large numbers of websites on the Internet with interesting material. However not all are either reliable or consistent. I have found the following reliable in terms of the standard of material made available

www.beyondintractability.org There is very good material about conflict available here.

www.thirdside.org This website draws on and develops many of the ideas in William Ury's book *The Third Side*. The material on the site is informative and useful.

www.cdra.org.za This is a really interesting and informative website based in South Africa. The Writings section is worth a visit.

www.infed.org This is mostly about informal education but has some articles on leadership and groupwork themes.

www.intrac.org If you go to this website have a look at Praxis Notes and Praxis Papers are work a look.