

NR 549-A: Conservation Leadership

Fall 2015

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Office Hours: Tuesdays 12:30-2:00pm, and by appointment

Course Description:

Conservation leadership requires a unique and complex combination of skills and knowledge. Conservation leaders must have a sufficient understanding of the scientific and ecological principles that underpin conservation work, and must also be proficient in leading groups, and facilitating processes and discussions. This course is the first of a two-semester sequence of courses that will delve into the concepts, need and challenges of conservation leadership.

Objectives:

Students will:

1. Develop a personal leadership plan based on a set of evaluation, inventory and reflection activities
2. Develop and practice a set of facilitation skills
3. Acquire skills and knowledge for communicating conservation via contemporary media

Text and Readings:

Kouzes, J. M., & Posner, B. Z. (2010). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.

Additional readings will be posted to the class page on Canvas.

Assignments:

First Impressions reflection	Due: Aug 31	25	points
September Synergy Week Assignment	Due: Sept 25	100	points
ZACC Conference Portfolio & Reflection	Due: Nov. 9	50	points
Leadership Self- Assessment and Plan	Due: Dec. 5	125	points
		Total	300 points

Percentage	Letter Grade
98-100%	A+
92-97%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
65-69%	D
<65%	F

COURSE POLICIES

Academic Integrity: This course will adhere to the CSU Academic Integrity Policy as found in the *General Catalog* (<http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf>) and the Student Conduct Code (<http://www.conflictresolution.colostate.edu/conduct-code>). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services. We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as her or his own. The CSU writing center defines plagiarism this way:

"Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due.""

Source: (Writing Guides: Understanding Plagiarism.

<http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cf>.

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two:

<http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf>).

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. For more information on practicing academic integrity see: <http://learning.colostate.edu/integrity/index.cfm>

Requests for Assignment Extensions: In fairness to your fellow classmates, extensions on due dates for assignments will not be granted except in cases where extenuating circumstances arise. If this is the

case, please let me know at the earliest opportunity. In the absence of being granted an extension, the policy below applies for late submissions.

Policy on Late Assignments: Late assignments (those not turned in at the beginning of class) will be penalized 10% per day (including weekends).

Availability of Student Accommodations: If you have university-approved circumstances, please contact us after the first class so that we can make a plan for accommodations to ensure a productive semester together.

Course Schedule:

Aug 24		Orientation Week
Aug 31	Introduction	<p>Readings: Bolden, R. (2004). <i>What is Leadership</i>. Leadership Southwest: Research Report 1, University of Exeter.</p> <p>Due: "First impressions" reflection (Sept 3)</p>
Sept 7		Labor Day– No Class
Sept 14	Leadership & Facilitation	<p>Readings:</p> <p>Dietz, J. M., Aviram, R., Bickford, S., Douthwaite, K., Goodstone, A., Izursa, J., Kavanaugh, S., et al. (2004). <i>Defining leadership in conservation. A view from the top</i>. <i>Conservation Biology</i>, 18(1), 274-278.</p> <p>Bruyere, B. L.. (2015). <i>Giving direction and clarity to "conservation leadership."</i> <i>Conservation Letters</i>. DOI: 10.1111/conl.12174</p> <p>Manolis, J., Chan, K. M., Finkelstein, M. E., Stephens, S., Nelson, C. R., Grant, J. B., & Dombeck, M. P. (2008). Leadership: A new frontier in conservation science. <i>Conservation Biology</i>, 25(4), 879-886</p> <p>Black, S., & Groombridge, J. (2010). Use of a Business Excellence Model to Improve Conservation Programs. <i>Conservation Biology</i>, 24(6), 1448-1458.</p> <p>Holman, P., Devane, T., & Cady, S. (2007). <i>The Change Handbook</i>. San Francisco: Berrett-Koehler Publishers (ch. 12 - World Café)</p>
Sept 21		Synergy Week – Northern Integrated Supply Project
Sept 28	Social Media for Change	<p>Readings: Kelly, S. (2005). The benefits of using graphic recording/graphic facilitation.</p> <p>Workshop: Social media for social and environmental change (Note time frame: 12-4pm)</p>

		Readings: Holman, P., Devane, T., & Cady, S. (2007). <i>The Change Handbook</i> . San Francisco: Berrett-Koehler Publishers (ch. 7 – Dialogue & Deliberation).
Oct 5	Facilitation Skill	Kaner. S. (2014). <i>Facilitator's Guide to Participatory Decision-Making</i> (chapter TBD) Field trip (October 9): Sylvan Dale Ranch
Oct 12	ZACC Conference Week	
Oct 19	Debrief	Debrief ZACC Conference (Terra) Guest speaker: Joel Achenbach – Washington Post. <i>How Media Influences Public Acceptance of Science</i>
Oct 26-30	Conservation Action Planning	
Nov 2		Readings: The Leadership Challenge, chapters 1-5. George, B. & Sims, P. (2007). <i>True North: Discover your Authentic Leadership</i> . San Francisco: John Wiley & Sons. (pp. 3-8, 67-83). Guest speaker: Wendy Rose, WCNR Career Counselor, Myers-Briggs Facilitator
Nov 9		Readings: The Leadership Challenge, chapters 6-9 Due: ZACC Portfolio & Reflection Evening: Peggy Shepherd presentation (Time/Location TBD)
Nov 16		Readings: The Leadership Challenge, chapters 10-12 Beh, A., & Bruyere, B. L. (2013). Legitimizing local perspectives in conservation through community-based research: A photovoice study in Samburu, Kenya. <i>Society and Natural Resources</i> , 26 (12), 1390-1406. Cooperrider, D. L, & Whitney, D. (2005). <i>Appreciative Inquiry</i> . San Francisco: Berrett-Koehler (pp. 1-45).
Nov 23	Thanksgiving Break	
Nov 30	Leadership Planning	360 Evaluations Due: Personal Leadership Portfolio and Plan (Dec. 5)
Dec 7	Wrap Up	World Café of Personal Leadership Plans