LAS6938/AFS6905 (041F/0460) Development Administration (Fall 2015)

SYLLABUS (subject to revisions/improvements)

Instructor: Dr. Glenn Galloway (Other persons will be invited to contribute to specific sessions)

Contact information: ggalloway@latam.ufl.edu
Meeting times: Tuesday, 9:35 am - 12:35 pm (Periods 3-5)
Location: MAEB 0238 (Mechanical and Aerospace Engineering B)
Office hours: I have an open door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Please feel free to call or send me an email to coordinate a meeting at another time.

Course description and overall objective

This course is offered for students taking part in the Master of Sustainable Development Practice (MDP) Program and for other students who aspire to pursue a career related to sustainable development. Professionals who become involved in development practice are often required to assume responsibilities and even provide leadership to processes for which they were not well prepared during their academic formation, including the broad area of Development Administration. Development Administration per se is a recognized sub-field supported by a considerable body of scientific literature, and this course will make periodic references to this important literature, related primarily to public administration. However, most attention will be focused on specific tools, processes and concepts linked to the praxis of Development Administration that MDP graduates should be familiar with before embarking on their careers.

The conception of sustainable development has evolved over time, and this course will make reference to this ongoing evolution, while stressing concepts and tools relevant to contemporary development initiatives. Since many concepts and approaches are subject to debate, an effort will be made to introduce different often divergent perspectives into the readings and discussions. The course will draw on the literature, on experiences of the instructor(s), and since a considerable number of students have had direct involvement in development initiatives, on their knowledge and experiences as well. Class sessions will include a combination of small group discussions and activities, full group discussions and PowerPoint presentations; other teaching methods may be introduced. At the end of the semester, students will have been exposed to important concepts and tools related to Development Administration and to common problems and errors that affect the success and impact of development initiatives. In this way, participants in the course will be better prepared to address complex development challenges characterizing today’s world.

Assignments and grading

Students will be required to carry out the following assignments:

(1) Prepare a proposal for a sustainable development initiative incorporating many of the concepts and tools treated in the course. In some cases, the selected initiative may be hypothetical, while in others, students may actually prepare a professional document (draft proposal) for a NGO or other type of entity, as has been discussed with MDP students. The main thrust of the initiative will be chosen by the student and approved by the course instructor. The student will be required to substantiate each section of the document with references to the literature and other sources of information. The length
of the paper should not exceed 25 pages. (30%) * To keep you on track, each week you will develop a deliverable and receive credit for each one turned in on time (see timetable at end of syllabus). (up to 12%)

(2) Submit his/her case to a fellow student for peer review. In this way each student will also be responsible for critically reviewing a fellow classmate’s case and providing him/her with feedback. With this feedback, students will be required to revise their paper to incorporate the observations/suggestions/recommendations received. A student should be prepared to indicate their reasoning should they decide not to incorporate feedback from peer review. (10%)

(3) Make a concise presentation to the class of your proposal. (10%)

(4) Provide a short introductory presentation to one of the course sessions. Each student (two students may do this in a cooperative fashion) will be required to introduce one topic of the course utilizing suggested readings and other complementary sources of information or organize a group exercise related to the topic; it will be important that the student(s) discusses his/her intentions with the instructor. New references and other sources identified by the students will enrich future editions of the course. In past classes, some students have planned an innovative session related to the topic being addressed, including group exercises and presentations. (13%)

(5) The final portions of your grade will be based on in-class participation and your responses to questions or inquiries related to the readings. (15+10%) Your success in the course and your learning experience depends on your active participation during discussions (guiding questions will also be circulated to help focus each week’s discussion derived from the readings and other materials), your questions and your presence each week. Each class missed without a justified excuse will result in a 5% reduction in your overall grade.

*Further information and instructions will be provided on the development of the paper/proposal early in the course. The timetable of deliverables for this assignment is found on the final page of the syllabus.

Required readings and additional sources of information

Required readings and other resources will be assigned during the semester. Other references will also be made available for consultation and for future reference. The readings will also serve to facilitate/encourage classroom discussion; each week questions will be provided to help orient class discussions. Students will be required to consult and use additional literature as references to strengthen the primary assignment of the course and will be asked to recommend additional readings for the session they lead or co-lead.

Class format and policies

Important indications for the class are as follows:

* **Students with Disabilities Act:** The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu)*
• **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

• **Campus Helping Resources:** Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

  1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
  2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://www.hsc.ufl.edu/shcc/smhs.htm)
  3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and

• **Academic Honesty:** The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism (you are required to understand what constitutes plagiarism), and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is to be assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the professor. This policy will be vigorously upheld at all times in this course. UF is offering periodic training on the use of “iThenticate”, a plagiarism detection software that can be used to scan proposals and draft articles for potential problems.

• **Attendance is required.** Please notify the instructor if you will not be attending class. Students will be excused as necessary, depending on their religious calendars or emergencies. Please let me know if these apply to you. Participation is an important component of your grade which means you must come to class. As noted above, each unexcused absence will result in a 5% reduction in your grade. You are also expected to arrive in class at the appointed hour.

• **Turn off your cell phone** while in class.
- **Use of computers** in the classroom is not allowed unless such use is part of the day’s activities, including note taking.

- **All written assignments** must be typed and submitted electronically and on time.

**Disclaimer:** There will be changes in this syllabus depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. The syllabus will be discussed in depth during the first class session.

**CLASS TOPICS**

**August 25**

**INTRODUCTORY SESSION**

This session will serve to introduce the course and provide an overview of its orientation and objectives. Following an initial assessment of student experiences in and familiarity with concepts related to Development Administration, the instructor and students will share a brief synopsis of their experiences related to this broad topic and their professional aspirations. It will be possible during this session to discuss additional topics that might be integrated into the course, involving adjustments to the syllabus. Finally, initial reflections on what a development practitioner can and should do to better prepare themselves for a professional opportunity will be discussed.

**September 01**

**PROJECT AND PROGRAM PROPOSALS**

This session will focus on the process of developing project and program proposals, an extremely important task that must be carried out by professionals involved in development administration. The session will address the role of projects and how they fit into an organization and its efforts to accomplish its mission. Some attention will be devoted to the relationship between strategic, programmatic and operational planning, since persons involved in development administration will invariably need to lead and take part in these distinct types of planning and it is important to understand how they fit together. An overview of the proposal development process will be discussed, as well as common errors and pitfalls that may result in unfruitful efforts, poor quality proposals and financial problems during project or program implementation. This session will transition into and overlap with sessions four and five.

**September 08**

**GOVERNANCE, DECENTRALIZATION AND EMPOWERMENT**

Dr. Brian Child has kindly offered to take on this session (I will be in South Africa participating in the FAO World Forestry Congress and in meetings of the IUFRO World Forests, Society and Environment Special Project). In many countries, efforts to improve the effectiveness of development initiatives have involved the decentralization of functions normally carried out by the central government. Decentralization implies the delegation of authority to entities like regional and municipal governments. Other processes that involve the delegation of authority include deconcentration, non-market privatization and privatization. The differences among these different mechanisms will be explained. This session will examine these processes, the rationale behind decisions to pursue them and the challenges they represent for development administration. The concept of subsidiarity will be introduced as will methodologies for stakeholder and power analysis. Attention will also be placed on the concept of empowerment and its crucial importance to development.
September 15  PROJECT AND PROGRAM PROPOSALS: PARTICIPATORY METHODOLOGIES AND OTHER CONSIDERATIONS (Session to be co-taught with Dr. Sebastian Galindo)
In this session, we will return to the topic of project and program proposals. Attention will be placed on the importance of participatory methodologies in program and project planning. Tools for encouraging the involvement of grassroots and community groups in planning will be discussed, as well as areas of caution to be aware of. Dr. Sebastian Galindo and I will provide a comparative look at the logical framework (logframe), logic models and the theory of change. You will carry out a few group exercises including a critique of logframes prepared for the session. Beyond methodological steps in logframe derivation, criticisms of this tool will also be addressed. The importance of and approaches for the development of timelines will be discussed, as will examples of planning for time sensitive activities. If time allows, strategic considerations to take into account during proposal development will be highlighted, as will the importance of establishing the internal processes for planning, decision making and coordination within a project, including projects involving multiple stakeholders. Finally, reference will be made to other common components of project proposals and measures to take within an organization to enhance efficiency in proposal development.

September 22  STRATEGIC PLANNING
This session will concentrate on the processes for developing strategic plans. The importance of strategic plans will be discussed, as will common problems and errors made in their derivation and use. Examples of methodological approaches for the development of strategic plans will be provided, emphasizing the importance of utilizing key sources of information. Special attention will be given to strategic planning with a cross disciplinary focus and with the involvement of multiple stakeholders. Risks associated with the development of strategic plans will be discussed, as will common problems that can occur once the strategic plan is developed.

September 29  MONITORING AND EVALUATION
This session will focus in on approaches for monitoring and evaluation considering the importance of M&E and different processes related to these tasks within a project. The cost of collecting, analyzing and utilizing information will be discussed, as will the implications of these costs for operational planning. The monitoring and evaluation of performance and impact indicators will be differentiated. Special attention will be focused on the topic of participatory monitoring and the systematization of experiences and how these processes relate to the important issue of accountability. A portion of the session will also be devoted to tasks involved in preparing for an external evaluation. Finally, the underlying question of whether an organization is a “learning organization” and what this might imply will be discussed.

October 06  THE ROLE AND FUNCTIONING OF MULTI-STAKEHOLDER PLATFORMS
The recognition of the importance of addressing development challenges in an interdisciplinary way implies the need for fostering collaboration among diverse stakeholders. This session will direct attention to different types of partnerships, networks and alliances for collective action, drawing on practical examples where this approach has been or is being pursued. Operational cooperation creates special
October 13  CAPACITY BUILDING AND TECHNICAL ASSISTANCE
A major component of development projects and programs relates to capacity building and technical assistance. The session will begin addressing the question, what is capacity? To be effective, a number of issues need to be taken into account when planning a training and technical assistance program. This session will stress the importance of developing a capacity building strategy, stressing strategies involving multiple stakeholders and embracing the multi-disciplinary nature of sustainable development. Criticisms of capacity building programs will also be discussed. Special emphasis will be placed on the importance of capitalizing on local knowledge and priorities. Drawing on the literature, a systemic approach to capacity building will be introduced. This approach provides a clearer understanding of why some capacity building efforts have limited potential for meaningful success/impact over time. Attention will also be focused on the challenges of determining the impact of capacity building and the achievement of a multiplier effect over time.

October 20  BUDGETING AND MANAGEMENT OF FINANCES
Competent, responsible management of project and program finances is an essential element of development administration. In this session, attention will be focused on a number of themes related to this topic including budget preparation, tracking of project finances, financial reports, accounting for in-kind contributions, planning and accounting for joint activities and audits. The important issue of project overheads will be introduced, as will mechanisms to compensate for low overheads paid by many donor organizations, including the capture of indirect costs. Purchasing and contracting will also be discussed in a brief fashion, as will the topic of corruption, a serious risk to anyone involved in development administration. The topic of audits and how to prepare for them will also be addressed.

October 27  PROJECT MOBILIZATION AND IMPLEMENTATION
This session will be devoted to the topic of project mobilization and project implementation. The initiation of a project is an intense and critically important phase in project implementation. Attention will be placed on common tasks that must be taken on during this crucial period. The session will also concentrate on the process of developing operating plans, linking operating plans to project documents and the sections that are typically included in a good operating plan.

November 03  ADAPTIVE MANAGEMENT: MANAGING CHANGE AND ENCOURAGING INNOVATION AND LEARNING
This session will provide an introduction to adaptive management with a historical perspective of its emergence. Attention will be focused on conditions that make adaptive management a compelling approach. The overall process of adaptive management will be described, drawing on practical examples. Debates about the use of this approach will be discussed, as well as aspects that have limited its use. Linkages to the session on M&E will be made, since the generation, analysis and utilization of information are essential to adaptive management. The important issue of scale in adaptive management will also be discussed.
November 10  DEVELOPMENT ADMINISTRATION FROM THE PERSPECTIVE OF COMPLEXITY THEORY
Although this session will initiate with a brief introduction to Complexity Theory, an in-
depth analysis of this discipline will not be its primary purpose. Instead, processes of
sustainable development will be viewed through a lens derived from selected principles
of complexity theory. Attention will be directed to such topics as feedback processes,
the nonlinearity of interactions among conditions that influence development, the
importance of context (including history) and relationships among diverse stakeholders.
The implications of this overall analysis to development administration will be discussed.

November 17  PART I. DOCUMENTATION AND COMMUNICATION IN A DEVELOPMENT INITIATIVE.
PART II. INTEGRATION INTO AN ORGANIZATION
This session will be devoted primarily to the topic of communication and a hodgepodge
of other topics, including the hiring and evaluation of personnel. Attention will be
focused on the important process of integrating into an organization, which inevitably
involves issues of attitude and cultural sensitivity.

November 24  SYNTHESIS OF CONCEPTS
During this class, an overall synthesis of important concepts and tools introduced in the
course will be discussed in a group fashion to better envision linkages among them and
to clarify pending issues. Part of the class will be devoted to discussing upcoming
student presentations of their proposals.

December 01  First student presentations

December 08  Continuation of student presentations

CLASS READINGS AND REFERENCES FOR FUTURE CONSULTATION (may introduce some modifications)

Week 1 (August 25): Introductory session

Required readings: Students are expected to read through the course syllabus and come with a printed
copy to the first class session.

References (These are provided as useful sources of information throughout the course):

DFID. 2003. Tools for development. 142 p. (Explains how the same tools/skills are utilized in different
stages of the program/project cycle. Good sections on different tools including techniques and
examples.)


PM4DEV. The project management cycle. 4 p.
World Bank. 2010. Strategic community investment: A good practice handbook for companies doing business in emerging markets. IFC Advisory Series, 182 p. (Good source on community-company relationships. Discusses/illustrates different tools utilized in creating/implementing community-company collaborative arrangements, with examples. Includes critical look at different tools and methodologies with good sources.

**Suggested readings on factors that favor success of international development projects**


Kwak, Y.H. 2002. Critical success factors in international development project management. CIB 10th International Symposium Construction Innovation & Global Competitiveness, 7 p. (Perhaps more gauged to construction, but the broad nature of the success factors is insightful and worth reading)

**Weeks 2 (September 01): Proposals and planning I**

**Required readings:**

CORAF/WECARD. 2010. CORAF/WECARD Competitive Funding Operating Manual: How to apply for funding. [(West and Central African Council for Agricultural Research and Development). Scan first 43 pages. Has good discussion on developing a logical framework (Logframe)].


Rose Consulting. No date. Proposal preparation checklist. http://www.roseconsultingllc.org/PROPOSAL_PREPARATION_CHECKLIST.pdf (Illustrative example of a list of tasks for preparing and submitting a proposal. A checklist like this one can greatly enhance the probability of preparing a high-quality proposal on time.)

**Week 03 (September 08): Governance, decentralization and empowerment – delegation of authority**

(Dr. Brian Child has been requested to take on this class)

Oxfam. Quick guide to power analysis. 2 p. (Very concise guide to power analysis, applying concepts outlined by Miller et al. 2006)


Ribot, J. 2004. Waiting for democracy: The politics of choice in natural resource decentralization. World Resources Institute. 140 p. (This is an excellent publication on natural resource decentralization by one of the preeminent thinkers in this area. Although I would recommend reviewing most of the document to page 85, I would place special attention on the first 24 pages and the recommendations).

UNDP. 1996. Good governance – and sustainable human development. 13 p. (This UNDP policy document provides a concise overview of important concepts and principles)

Additional suggested readings and references for Week 03

Bartle, P. 2007. Community Empowerment Collective. Web Site hosted through the Community Development Society (CDS) by the Seattle Community Network. (Quite interesting website on processes that favor community empowerment: http://cec.vcn.bc.ca/cmp/collect.htm )

Brown, D. et al. 2002. Forestry as an entry point for governance reform. ODI Forestry Briefing. 6 p. (Good overview of why issues of governance have gained prominence in the forestry sector)

FAO. 2006. Decentralization and sustainable agriculture and rural development. Sustainable Agriculture and Rural Development. 4 p. (Brief review of concepts of decentralization, related to sustainable agriculture and rural development)


Just Associates. 2006. Making change happen 2: Citizen engagement and global economic power. Institute of Development Studies, Knowledge Initiative ActionAid International. 20 p. (This is a companion publication to the one prepared by Miller & Veneklasen in the required list above)


Organization for Economic Cooperation and Development, Development Assistance Committee, Synthesis of Lessons Learned of Donor Practices in Fighting Corruption (OECD: 2003), 60 p. (This is a comprehensive overview of measures taken to identify and reduce corruption, some related to governance, others to project or program management)
World Resources Institute. Updated in 2008. Publications on representation and equity. (Excellent list of publications (with links) on topics such as decentralization, equity, representation and participation)

**Weeks 4 (September 15): Proposals and planning II**

**Required readings:**


SIDA. 2005. The use and abuse of the logical framework approach. 34 p. (Good discussion on challenges and difficulties on implementing participatory approaches to develop logframes)

UNESCO. 2013. Culture: Key to sustainable development. The Hangzhou Declaration: Placing Culture at the Heart of Sustainable Development Policies. 6 p.

**Additional suggested readings and references for weeks 2 and 4** (these documents are included here as future sources of information or in case you are particularly interested in a specific topic)

Asia Forest Network. 2002. Participatory rural appraisal for community forest management: Tools and techniques. 31 p. (Practical examples of the use of many tools and methodologies and the presentation of results)


Flora, C., Flora, J. Fey, S. Emery, M. 2006. Community capitals framework. English Language Learners Symposium. 2 p. (Brief introduction to the Community Capitals Framework, some of you may have already reviewed)

SIDA. 2006. Logical framework approach – with an appreciative approach. SIDA Civil Society Center, 28 p. (See annexes for good ideas on using appreciate inquiry approach)

**Note:** There are numerous documents to consult on the web describing and applying the community capitals and the sustainable livelihoods framework.


Note: Consider including reference to microfinance article here.

**Week 5 (September 18): Strategic planning**

(Bryson also published a 578 page book with a 4th edition in 2011. It can be accessed here: Bryson Strategic Planning Book - 2011)


McNamara, C. 1997-2008. Strategic planning (in nonprofit or for-profit organizations) (Adapted from the Field Guide to Nonprofit Strategic Planning and Facilitation).

Additional suggested readings and references for week 4


[http://www.authenticityconsulting.com/pubs/SP_gdes/SP_pubs.htm](http://www.authenticityconsulting.com/pubs/SP_gdes/SP_pubs.htm)


Week 5 (September 25): Monitoring and evaluation

FAO. Participatory monitoring. (practical, didactic document on this topic) 
http://www.fao.org/docrep/x5307e/x5307e05.htm


Partners in Health. 2011. Using monitoring and evaluation for action. 38 p. (Unit 12 of a larger publication; provides good overview of M&E in the health sector, including the need for capacity development to carry out M&E)

Additional suggested readings and references for week 5

Evans, K., Guariguata, M. 2008. Participatory monitoring in tropical forest management: A review of tools, concepts and lessons learned. CIFOR, 49 p. (good review with strong emphasis on tropical forest management)

Guijt, I. 1999. Participatory monitoring and evaluation for natural resource management. DFID (Natural Resources Institute), 22 p. (classic document on participatory monitoring. This was assigned in the Spring 2015 course on Design and Methods)

IFAD. 2002. A guide for project M&E. (A comprehensive, practical guide available online. (This document has a lot of useful information on project management, as well as M&E)


2009. Project monitoring and evaluation. There is no management without monitoring. 
http://www.slideshare.net/srengasamy/project-monitoring-evaluation-s-presentation
(This is a PowerPoint with a lot of text on some slides, but it presents some good information in a practical way, so I wanted to post it here as a reference.)


Look over MDF Tool: Indicators, 10 p. (Practical discussion of types of indicators and how they relate to different parts of the logframe)
**Week 6 (October 02): Multi-stakeholder platforms and processes**


UNDP. 2006. Multi-stakeholder engagement processes: A UNDP capacity development resource. Conference Paper #7, Working draft, 29 p. (explores the issue of quality of participation of participants in multi-stakeholder processes, made possible when organizational capacities are adequate. Among other topics, the paper discusses planning, and enabling environment for multi-stakeholder processes and M&E)


**Additional suggested readings and references for week 6**


Hemmati, M. Multi-stakeholder processes [http://www.minuhemmati.net/msp.html](http://www.minuhemmati.net/msp.html) M. Hemmati devotes her professional career to tasks related to the design, implementation and M&E of multi-stakeholder processes. This is her site.


**Week 08 (October 16): Capacity building and technical assistance**


UNDP. 2009. Capacity development: A UNDP primer. UNDP. 64 p. (Informative overview of how capacity building has evolved, leading to a greater emphasis on empowerment of local actors and less dependence on the traditional top-down transfer of knowledge)

Additional suggested readings and references for week 07


Wikipedia: Constructivism (learning theory)  
http://en.wikipedia.org/wiki/Constructivism_(learning_theory)  (Good references on learning theory)

**Week 09 (October 23): Budgeting and management of finances**

The following set of practical documents (and others) are available on the Project Management for Development Organizations (PM4DEV) website:  
http://www.pm4dev.com/  You will have to register to have access to the documents. You can also register for online courses.


Touwen, A. 2001. Handbook for project: Development management and fundraising. Convener IFUW Special Committee on Project Development, 56 p. (good practical source with section on fundraising and the generation of local resources, a highly important topic. Scan and read sections that interest you)


**Week 10 (October 30): Project mobilization and implementation**
CARE. 2010. The basics of project implementation: A guide for project managers. 64 p. (Discussion of the annual work plan (AWP) begins on page 10. This section also presents information on the preparation and management of the project budget).


Additional suggested readings and references for week 9

FAO. 2001. Project cycle management technical guide. Socio-Economic and Gender Analysis Programme (SEAGA), 104 p. (good overview of project cycle with useful illustrations of the utilization of different tools and outputs)

Orfano, F. 2013. Backward goal setting and project management. Bright Hub PM (a useful one pager on backward mapping; http://www.brighthubpm.com/project-planning/52528-backward-goal-setting-and-project-management/)

**Week 11 (November 06): Adaptive management**

Allen, C.R., Gunderson, L.H. 2011. Pathology and failure in the design and implementation of adaptive management. Nebraska Cooperative Fish and Wildlife Research Unit, University of Nebraska. 7 p. (Analytical look at shortcomings that can limit success of adaptive management)


Additional suggested readings and references for week 10


Integrates information from session on multi-stakeholder platforms, adaptive management and complexity)

Capra, F. 2001. The hidden connections: A science for sustainable living. 29 p. (explores the importance of an organization’s capacity to innovate and learn, including leadership implications)


Ruitenbeek, J.; Cartier, C. 2001. The invisible wand: Adaptive co-management as an emergent strategy in complex bio-economic systems. CIFOR Occasional Paper No. 34. 47 p. (This document is for the reader who would like to explore a challenging, analytical look at this topic)


Stringer, L.C. et al. 2006. Unpacking “participation” in the adaptive management of social-ecological systems: a critical review. Ecology and Society 11(2): 39. (discusses the importance of participation in AM using three case studies; the article provides examples of different types of participation)


**Week 12 (November 13): Development administration from the perspective of complexity theory**

Ambrosio-Albalá. 2010. The new territorial paradigm of rural development: Theoretical foundations from systems and institutional theories. IOB Discussion Paper/2010.02, 68 p. (This paper ties a lot of important topics together: territorial approaches, governance, interdisciplinary approaches and complexity theory)


**Additional suggested readings and references for week 12**


**Week 13 (November 20):** Part I: Documentation and communication in a development initiative. Part II: Integration into an organization

**Communication**

Cabañero-Verzosa, C. 2003. Strategic Communication for Development Projects: A Toolkit for Task Team Leaders. 184 p. (devoted primarily to health initiatives, with widely applicable concepts and methodologies to consider, concentrate on information through Chapter 2)

Tweneboa-Kodua et al. 2008. Writing a communication strategy for development programmes: A guideline for programme managers and communication officers. UNICEF. 72 p. (Focus primarily on the first 30 pages)

**Additional suggested readings and references**

ODI. Sf. How to write a communications strategy (2 page overview)


**Integration**


Crawfordconnect. 2003. Integrating into the organization: Hitting the ground running, or jumping over potholes. 3 p. (Includes practical advice for integrating into an organization)

Northup, T. Webpage consulted on November 18, 2011. Attitude is everything. [http://www.sciencedirect.com/science/article/pii/S0263786304000997](http://www.sciencedirect.com/science/article/pii/S0263786304000997) (This article delves into the important issue of trust and how it influences project and professional effectiveness. Emphasis is placed on the important role of the project leader to create a “climate” that fosters trust, communication and collaboration)

**Week 14 (December 04):** Student presentations

**Summary of intermediate deliverables to develop principal assignment of Development Administration**
<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed topic of your paper indicating the following: justification, country/geographical region where the project would be implemented and its scope (geographic and scope). Can work with local organization.</td>
<td>September 08</td>
</tr>
<tr>
<td>Contextual information (this will be a first approximation) for your project including aspects such as major stakeholders (emphasizing primary implementing organization); important historical considerations; demographic situation; socioeconomic information; gender considerations; principal environmental concerns and issues; key aspects related to markets and the commercialization of products; relevant policies and regulatory framework</td>
<td>September 15</td>
</tr>
<tr>
<td>Explore the thematic area(s) that will be pursued in your project, by carrying out a concise review of available literature and other relevant sources of information, including an overview of prior programs. List key strategic considerations for your initiative</td>
<td>September 22</td>
</tr>
<tr>
<td>Provide more detailed information on primary implementing organization and partners you hope will take an active role in the initiative. Develop and justify the impact pathway you envision, providing a figure illustrating the pathway. Integrate the prior information into a contextual/conceptual framework for your program</td>
<td>September 29</td>
</tr>
<tr>
<td>Prepare a preliminary logframe of your program (or logic model), applying the concepts discussed in class</td>
<td>October 06</td>
</tr>
<tr>
<td>Develop a section on how you would conduct the monitoring and evaluation of your program, differentiating with examples performance and impact indicators</td>
<td>October 13</td>
</tr>
<tr>
<td>Discuss how you would pursue a multi-stakeholder approach with these organizations</td>
<td>October 20</td>
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<tr>
<td>Develop a section on capacity building in your initiative considering capacity building strategies and capacity building needs at different levels within the initiative</td>
<td>October 27</td>
</tr>
<tr>
<td>Prepare a budget for your program with categories of expenditures. Also include, if necessary, indirect costs and overheads. Provide a concise budget narrative explaining how the budget was derived. Also, consider including counterpart and partner organization contributions to the program; cash and/or in-kind</td>
<td>November 03</td>
</tr>
<tr>
<td>Prepare a short discussion on the process you envision for operational planning, including both the planning of operational activities and the monitoring plan. Indicate with an example how you would plan for time sensitive activities</td>
<td>November 10</td>
</tr>
<tr>
<td>Prepare an example of how monitoring and evaluation may lead to a readjustment of your program over time. Tie this into a discussion on how you might pursue an adaptive management approach in your initiative.</td>
<td>November 17</td>
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<td>Turn over draft for peer review. In addition to the other sections already prepared, include in your final draft the following:</td>
<td>November 23 (return peer reviewed proposal to your fellow classmate by November 30)</td>
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<td>• A short section on how you would seek to bolster the sustainability of your initiative (not the project, per se, but the processes and outcomes being promoted). Also indicate how a multiplier effect of your initiative might be accomplished</td>
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<tr>
<td>• Few paragraphs on the communication strategy you would utilize in your initiative, considering diverse target audiences and the importance of disseminating the most important results and experiences of your program</td>
<td></td>
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</tbody>
</table>

Final deliverable: Paper/proposal with comments and corrections from peer reviewer incorporated. You must also send the version of the proposal with the comments and track changes made by your reviewer.

Week of December 7