

WIS 6544
Administration in Natural Resources
Spring 2022 (3 Credits)

Instructor: Jack M. Payne
Building 106, Rm. 14A
2295 Mowry Road
Phone: (352) 213-5400
Office Hours: Tuesday 8:00 AM – Noon

TEXTBOOK: None

Course Objective: To expose graduate students in natural resources to leadership and business traits and techniques and personal behavior which will be required of them in the workplace as administrators.

Course

Description: This is a classical seminar in which students take an active role in leading and participating in discussions. Administrators of significant natural resource organizations will participate as guest lecturers at each class meeting. Class will be limited to 12 graduate students.

Why This

Course: Generally, natural resource workers are extremely motivated/dedicated individuals. The education focus is entirely scientific whereas the eventual application often has more to do with budgets, human resource management, program development and interactions with the public, the media, superiors, elected officials, etc. Too often, the natural resource worker's vocation is his/her avocation with social contact and business dealings being avoided. This course is to provide a primer for what will inevitably consume the largest share of their professional lives as administrators.

Discussion

Topics: Week 1. Emotional Intelligence
Week 2. Human Dimensions
Week 3. Scientific Wildlife Management
Week 4. Conflicts in Natural Resource Management (i.e. Predator Control, Invasive Species, Conservation vs. Preservation, Species Introductions, Industrial Forestry, etc.)

Week 5. History and Characteristics of Bureaucracies
Week 6. Principles of Leadership
Week 7. Effective and Efficient Meetings
Week 8. Time Management
Week 9. Politics
Week 10. Natural Resource Policy
Week 11. Strategic Planning/Adaptive Management
Week 12. Human Resources; Managing People
Week 13. Workforce Diversity
Week 14. Personal Life Management
Week 15. Review.

CLASS TIME: One three-hour discussion period per week

GRADING: Students will be evaluated based on their topic presentation and their participation in class discussion. Each student will be responsible for researching and leading one discussion session. The presentation portion of the grade will be determined by a combination of scoring by the instructor (20 points) and the mean of student scores (20 points). The participation portion of the grade will be determined by attendance (20 points) with each absence resulting in a 5-point deduction and a combination of scoring on participation by the instructor (20 points) and a mean of student scores (20 points). Students may negotiate with the class to avoid losing points on any absence. Grades will be determined on the numeric score from the above criteria: 90% or greater = A; 80 - 89% = B; 70-79% = C; 60-69% = D; <60% = F.

BIBLIOGRAPHY: Each student is required to search the literature and read extensively on his/her course topic in preparation for class presentations. Examples for reference and suggested readings are as follows:

Books for Reference:

Bonar, Scott A. 2006. *The Conservation Professional's Guide to Working with People*. Island Press. Washington, DC.

Callicott, J. Baird. 1987. *Companion to a Sand County Almanac: Interpretive and critical essays*. University of Wisconsin Press. Madison.

Carlson, Richard. 1998. *Don't sweat the small stuff*. Hyperion. NY. xii + 284 pp.

Carnegie, Dale. 1981 (1936). *How to win friends and influence people*.

Pocket Books. New York. Xxv + 276 pp.

Carson, Rachel. 1962. *Silent Spring*. Houghton Mifflin.

Covey, Stephen R. 1990. *The 7 habits of highly effective people. A* Fireside Book. New York. 360 pp.

Green, Joey. 1998. *The Zen of Oz*. Renaissance Books. Los Angeles. 140 pp.

Griffith, Samuel B. 1971. *Sun Tzu: The Art of War*. Oxford University Press. London. Xviii + 197 pp.

Hampton, D.R., C.E. Summer, R.A. Webber. 1982. *Organizational behavior and the practice of management*. ScottForesman. Glenview, IL. 877 pp.

Jacobson, S.K. 1999. *Communication skills for conservation professionals*. Island Press. Washington, DC and Corvelo, CA. .352 pp.

Johnson, Spencer. 1998. *Who moved my cheese?* G. P. Putnam's Sons. NY.94 pp.

Jones, C. 1993. *How to speak TV, print, and radio: a self-defense manual when you're the news*. 4th ed. Video Consultants, Inc. 336 pp.

Knight, Richard L. and Suzanne Riedel. *Aldo Leopold and the Ecological Conscience*. Oxford University Press. New York.

Leopold, Aldo. 1933. *Game Management*. Charles Scribner's Sons. Reprinted in 1986. University of Wisconsin Press. Madison, WI.

Leopold, Aldo. 1949. *Sand County Almanac*. Oxford University Press. New York. 240 pp.

Machieavelli, Niccolo. 1952. *The Prince*. The New American Library. 127 pp.

Meine, Curt and Knight, Richard L., eds. 1999. *The Essential Aldo Leopold*. University of Wisconsin Press. Madison, WI.

Morris, Desmond. 1967. *The Naked Ape: A Zoologist's Study of the Human Animal*. Larsen Books. Exeter, NSW, Australia.

Roberts, H.M. III, W.J. Evans, and J.W. Cleary. 1990. *Robert's Rules of Order Newly Revised*. ScottForesman, Glenview, IL. 706 pp.

The Arbinger Institute. 2002. Leadership and Self-deception: Getting Out of the Box. Berrett-Koehler Publishers, Inc. San Francisco, CA. viii + 180 pp.

The Foundation Directory, compiled annually by The Foundation Center, 888 Seventh Ave, NY 10019

Tvosvold, D. 1993. Learning to manage conflict: getting people to work together productively. Lexington Books, Macmillan. Inc. NY. 176 pp.

Scientific Papers for Reference:

Human Dimensions in Conservation

<https://www.sciencedirect.com/science/article/pii/S0006320716305328>

file:///C:/Users/jackpayne/Downloads/1998_trainingidiotsavants_thelackofhumandimensionsinconservationbiology.pdf

Emotional Intelligence

https://www.tandfonline.com/doi/abs/10.1207/s15327965pli0904_12

<https://positivepsychology.com/emotional-intelligence-eq/>

<https://www.danielgoleman.info/>

file:///C:/Users/jackpayne/Downloads/The_Science_of_Emotional_Intelligence.pdf

[\(PDF\) Emotional Intelligence as an Ability: Theory, Challenges, and New Directions | Marina Fiori - Academia.edu](#)

[\(PDF\) The Science of Emotional Intelligence | Valerie Popp - Academia.edu](#)

Science and Conflict of Wildlife Management

<https://www.hendrix.edu/uploadedFiles/Admission/GarrettHardinArticle.pdf>

<https://www.pnas.org/content/114/1/7>

https://www.boell.de/sites/default/files/assets/boell.de/images/download_de/ecology/Essay-on-Natural-Resource-Conflicts-and-Governance-April_2013_India.pdf

<file:///C:/Users/jackpayne/Downloads/GouldSchnaiberg-EnduringConflict-WhatCanIDo.pdf>
[https://caestuaries.opennrm.org/assets/25c6ecae38d70f4c1075fee788e0155b/application/pdf/Adaptive management of natural resources- framework and issues Williams.pdf](https://caestuaries.opennrm.org/assets/25c6ecae38d70f4c1075fee788e0155b/application/pdf/Adaptive%20management%20of%20natural%20resources-%20framework%20and%20issues%20Williams.pdf)
<https://www.fao.org/forestry/21572-0d9d4b43a56ac49880557f4ebaa3534e3.pdf>
<https://www.worldwildlife.org/stories/what-is-human-wildlife-conflict-and-why-is-it-more-than-just-a-conservation-concern>
<https://link.springer.com/article/10.1007/s10531-007-9167-5>
<https://www.annualreviews.org/doi/10.1146/annurev-environ-110615-085634>
<https://www.sciencedaily.com/releases/2019/04/190425143640.htm>
<https://www.fishwildlife.org/application/files/1515/1373/0520/CE-Core-Concepts-and-Messages.pdf>
<https://newrepublic.com/article/163735/myth-regenerative-ranching>

Natural Resource Policy

https://www.fs.fed.us/pnw/pubs/gtr_441.pdf
<https://www.findlaw.com/hirealawyer/choosing-the-right-lawyer/natural-resources-law.html>
[http://d3n8a8pro7vhmx.cloudfront.net/nevadawilderness/pages/99/attachments/original/1366686405/document Signed MOU F W Mgmt on FS BLM wildr.pdf?1366686405](http://d3n8a8pro7vhmx.cloudfront.net/nevadawilderness/pages/99/attachments/original/1366686405/document%20Signed%20MOU%20F%20W%20Mgmt%20on%20FS%20BLM%20wildr.pdf?1366686405)
<https://wildlife.org/hot-issues/policy-priorities/>
https://scholar.google.com/scholar?q=policy+guidelines+american+fisheries+society&hl=en&as_sdt=0&as_vis=1&oi=scholar
<https://fisheries.org/policy-media/policy-statements/>
[https://www.academia.edu/33046133/An appeal for a code of conduct for marine conservation](https://www.academia.edu/33046133/An_appeal_for_a_code_of_conduct_for_marine_conservation)

General Notice to Students

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies several behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021, Honor Code and Student Conduct Code.

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process

