

California State University, Sacramento
Department of Public Policy and Administration

PPA 296L
Collaborative Governance Advanced Practice
Summer, 2007

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Meeting Place and Time:
Location: CCP, 815 S St.
9AM-5PM, June 8-9, July
13-14, Aug. 10, 11 & 17.
Office hours: By appointment
CCP, 815 S Street

Prerequisites: PPA 270 and PPA 271 or the permission of the Instructor.

Course Description

Practice driven, highly participatory course for professionals who require more advanced skills in collaborative methods. Topics include conflict analysis, facilitation of group problem solving, working with the media, interagency network management, public participation, and facilitating collaborative organizations. Focuses on active learning with practice in a wide variety of collaborative skills.

Course Content

This is practice-driven, highly participatory course geared toward mid-career professionals who desire to increase their practical skills at using collaborative methods in their current careers or other public policy settings. Students will practice a wide variety of advanced collaborative skills through scenarios, role plays, case studies, and facilitation of thoughtful class discussion.

Participants will increase their skill at applying the core values of collaboration and will gain familiarity with techniques of analyzing and managing conflict. They will practice integrating these skills into a variety of settings such as collaborative groups, collaborative strategies for organizations, inter-organizational networks, internal group process, and public participation. Students will also broaden their conception of collaborative practice beyond the concept of neutrality and explore how collaborative techniques can be useful in internal organizational and advocacy roles. Although students will have opportunities to practice group and interpersonal facilitation, this is not a stand-up facilitation training course.

Description of Expected Learning Objectives

As a result of this course, students will be able to:

- Understand their options in a conflict situation and determine when collaboration is or is not part of an appropriate response.
- Analyze conflict and be able to respond appropriately.
- Act in a collaborative manner, and encourage collaboration in others, in settings such as interagency networking, public participation processes, formal collaborative groups, and day-to-day teamwork and internal agency processes.
- Understand and apply the core values and ethics of collaboration to a variety of situational challenges, including group problem solving, organizations, networks, and public involvement.
- Assess real-time challenges to collaboration and use a number of tools to respond appropriately based upon the specific context.
- Act as effective and ethical advocates, coaches, and conflict participants in situations where collaboration is not appropriate.
- Apply collaborative tools and methods to professional practices to improve collaborative governance effectiveness.

Required Readings

Eugene Bardach. 1998. *Getting Agencies to Work Together: The Practice and Theory of Managerial Craftsmanship*. Brookings Institution Press.

James L. Creighton. 2005. *The Public Participation Handbook: Making Better Decisions through Citizen Involvement*. Jossey-Bass.

Stephen Goldsmith and William D. Eggers. 2004. *Governing by Network: The New Shape of the Public Sector*. Brookings Institution Press.

Gareth Morgan. 2006. *Images of Organization*. Sage Publications.

Nancy Roberts and Raymond Trevor Bradley. 2005. "Organizing for Peace Operations," *Public Management Review*, 7 (1), 111-133. Distributed by email.

Roger M. Schwarz. 1994. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. Jossey-Bass.

William W. Wilmot and Joyce L. Hocker. 2005. *Interpersonal Conflict, 7th edition*. McGraw-Hill.

Center for Collaborative Policy. 2003. *South Bay Salt Pond Restoration Project: Stakeholder and Organizational Assessment Findings and Recommendations*. The Center. Download from:

http://www.csus.edu/ccp/publications/SouthBaySaltPonds_Final_Assessment_Report_w_Appndcs.pdf

“Messages and Media”, Chapter 10 in *Democracy Owners Manual* by Jim Schultz, Class handout.

2007 Statewide Integrated Public Safety Communications Strategic Plan, Download from:

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/PSRSPC-2007%20Strategic%20Plan/\\$file/PSRSPC-all.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/PSRSPC-2007%20Strategic%20Plan/$file/PSRSPC-all.pdf)

California Implementation Guidelines for the National Incident Management System – NIMS (Workbook and User Manual), Download from:

<http://www.oes.ca.gov/Operational/OESHome.nsf/ALL/A1E5FBE970586CE088257170005DD9B D?OpenDocument>

“The Ultimate Tool for Dealing with a Difficult Situation in the Moment: ALDDD”, Class handout.

Recommended Text

Sam Kaner, Lenny Lind, Catherine Toldi, Sarah Fisk, and Duane Berger. 1996. *Facilitator’s Guide to Participatory Decision-Making*. New Society Publishers.

Course Requirements

The course will take place over seven days: three two-day Friday/Saturday sessions plus one student evaluation day. Students must attend every session to successfully complete the course. Students must read the course materials prior to each class including the first session. Students will come to class with a list of their key insights from the readings and the questions they have from the readings, and will take turns leading the discussion.

Students will keep a weekly journal of two pages, between weekend sessions, in which they reflect on the course readings and describe their experiences in applying the concepts from the readings to their professional practice. The journals (a minimum of eight) will be in the form of an Internet blog using the free services of Live Journal. (A “community” for the course will be established on LiveJournal.com that will be restricted to students and the Instructor. Students will read each others journals weekly and comment as appropriate. The required journal entries may either respond to other student journal entries and/or initiate a discussion. Details will be provided at the first class.)

Students will prepare work products resulting from in class role plays and scenarios.

In addition informal sessions will be arranged between classes for students and the instructor to continue the discussions. These informal sessions are optional.

Students will be evaluated based on the following:

1. Participation and quality of contribution to class discussion and exercises on Days 1-6: **40%**

Evaluation Criteria: Preparation; attendance; effort; willingness to experiment and / or take risks; demonstrates application of course concepts and readings; demonstrates self-reflection and awareness of his or her impact upon the group (both in and out of role); demonstrates ability to learn from experience.

2. Completion and quality of written assignments, including journal entries and comments on other's journals between each session that apply course concepts to practice experience: **30%**

Evaluation Criteria: Assignments are complete, on time, and on topic; style, clarity, and professionalism of writing; effective visual presentation of documents; creativity of reflections; demonstrates ability to apply general course concepts to professional practice.

3. Performance during Session Seven scenario exercise: **30%**

Evaluation Criteria: Attendance; presence; demonstrates incorporation of course concepts into mental models such that the student can think on his or her feet; acts in alignment with collaborative values; applies appropriate techniques to new situations; demonstrates sophistication in understanding of complexities of situations and the range of possible interventions to address challenges.

Outline of Topics

Session One: Review of Previous Course Concepts, Foundation for Advanced Practice, Conflict Management, and Day-to-Day Internal Group Collaboration

Students will come to class having reviewed their notes and readings from previous PPA Collaborative Policy courses. They will share and analyze the concepts they have learned thus far that have the most meaning for their practice. Students will go deeper into concepts of addressing conflict (such as power, styles and tactics), establishing the foundation for facilitation, and facilitator role and responsibilities. Through short scenarios and application of professional experience, students will explore how they can be most effective at encouraging collaboration in their day-to-day practice.

Readings: Review of PPA 271 course material. *Interpersonal Conflict. The Skilled Facilitator*, Chapters 1-4 and Resources A-C.

Recommended: *Facilitator's Guide to Participatory Decision-Making*.

Session Two: Intervening Effectively in Groups.

This day begins with an exploration of the tools and techniques for facilitating groups including beginning and ending meetings, helping a group solve problems, helping the group follow its ground rules, dealing with emotions, and the differences between traditional facilitation and developmental facilitation. The afternoon will include a role play to focus on group problem solving and facilitative techniques.

Readings: *The Skilled Facilitator*, Chapters 5-11. “The Ultimate Tool for Dealing with a Difficult Situation in the Moment: ALDDD”, class handout.

Session Three: Facilitating Interagency Collaboration and Case Study.

This day begins with discussion of the challenges of getting agencies to work together, inter-organizational collaborative capacity, the tools and techniques for organizational network management, and communicating to the public. Increasingly public problems require collaboration among organizations, including public agencies, non profits, and companies. Several case studies from California and elsewhere will be used to focus the discussion. During the afternoon the class will explore in depth a case study of the South San Francisco Salt Ponds Restoration Project. Mary Selkirk, a senior CCP mediator, will lead the class in an exploration of the challenges to collaboration in the project, involving public agencies, stakeholders and the public, and lessons learned from the experience.

Readings: “Messages and Media”. *Public Participation Handbook*, Chapter 14. *Getting Agencies to Work Together and Governing by Network. South Bay Salt Pond Restoration Project: Stakeholder and Organizational Assessment Findings and Recommendations.*

Session Four: Facilitating Interagency Collaboration, Case Study, and Negotiating an Interagency MOU and Press Strategy.

The day will begin with an in depth case study of interagency collaboration in California emergency preparedness planning. Adam Sutkus, a senior CCP mediator, will lead the class in an examination of the state’s efforts to collaboratively develop both the communications interoperability strategic plan (so public safety agencies can talk to each other in an emergency) and the California Implementation Guidelines for the state’s compliance with the federal National Incident Management System (what are we going to do when an emergency happens). During the afternoon the class will participate in a role play to negotiate an emergency preparedness MOU and press strategy. Students will individually prepare their draft of the negotiated MOU and media strategy, to be submitted within two weeks.

Readings: 2007 Statewide Integrated Public Safety Communications Strategic Plan. California Implementation Guidelines for the National Incident Management System – NIMS (Workbook and User Manual).

Session Five: Facilitating Organizations of Collaborative Governance

This session will begin with a presentation by guest lecturer Professor Nancy Roberts of the Naval Post Graduate School, College of Defense Analysis. Dr. Roberts will discuss what it's like to try to introduce collaborative practice in organizations at the international level, drawing on her experience in Afghanistan. In the afternoon the discussion will focus on the different ways in which organizations work and how strategies and methods of collaborative governance can help to improve the effectiveness of democratic governance. The emphasis will be on understanding the metaphors that structure the mental models of managers in organizations, challenges of and strategies for operating collaboratively in traditional institutions, and practical tools for helping organizations to evolve toward more collaborative governance. During the afternoon the class will also engage in a series of short scenarios relating to collaborative challenges in organizations, with students taking turns as the lead facilitator.

Readings: *Images of Organization. The Skilled Facilitator*, Chapters 12-13 and Resource F. "Organizing for Peace Operations."

Session Six: Public Participation in Collaborative Governance

This session will begin with a discussion of the fundamental practices and tools for public participation in policy decisions. In the afternoon the class will explore developing a public participation program, techniques for getting information to and from the public, public meeting tools, analyzing public comment, and evaluating public participation efforts. Teams of students will lead a discussion of three case studies from *The Public Participation Handbook* (Chapter 18).

Readings: *The Public Participation Handbook*.

Session Seven: Evaluation and Course Debrief

During the final session the class will participate in a final team scenario exercise to prepare a plan for a collaborative governance process for a challenging issue bringing in elements of facilitation, mediation, network management, organizational collaboration, and public involvement. Students will individually prepare an eight page memo to the client summarizing their collaborative governance plan, to be submitted within one week.