

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5429, Ref #02391

Consensus Building for Planners

Summer 2007

Mondays, 6:00 to 9:15 pm

208 Bellamy

Instructor:

Dr. Thomas A. Taylor, AICP, Associate Director

Florida Conflict Resolution Consortium

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Course Description

This course is for those whose personal and professional success depends, at least in part, on their ability to effectively build consensus and resolve conflicts involving building permits, locally unwanted land uses, environmental regulations, community visions, projects, programs, allocation of public funds and services, intergovernmental battles and controversial agency rules. This course will explore constructive alternatives to unilateral or adversarial methods of decision-making that often drain public and private resources unnecessarily, damage important relationships and result in less than ideal solutions or fail to resolve the disputes at all.

Course participants will develop the knowledge and skill needed to: 1) analyze complex planning situations, 2) shape appropriate processes to involve the right people in reaching the right outcome, 3) facilitate meetings and workshops or select qualified mediators and facilitators and 5) design decision procedures to address recurring issues. Readings, exercises, role-plays, case studies and projects will provide ample opportunity for students to learn both appropriate theory and practical skills.

Prerequisites:

This course is primarily for students in the Masters of Urban and Regional Planning program, but is appropriate for masters level students from Public Administration, Law and a wide range of other disciplines. Upper level undergraduates may be admitted with permission of the instructor.

Grading:

Class and role-play participation	10%
Class journal or major paper	25%
Case study	25%
Case specific resolution plan	20%
Resolution procedure design	<u>20%</u>

100%

Participation

Students are expected to attend all classes, complete all assigned readings in order to participate productively in class exercises and discussions. Simulations depend on each participant preparing for his or her role and being in class. Please notify the instructor of unavoidable absences in advance, to allow your role to be reassigned. Missed classes may be made-up by submitting a journal entry representing 3 hours of effort, on a topic agreed to by the instructor.

Journal, (Major Paper Optional)

Keeping a course journal can be a powerful learning tool for the student and a useful way for the instructor to track a student's mastery of the material. We suggest the use of a loose leaf notebook divided into 5 sections: learning goals and objectives, reflections on readings, reflections on class exercises, other insights and a summary of lessons learned. More detailed instructions for the journal will be provided. Journals will be turned in on June 11 for comment only, on July 2 for mid-term grading and on July 30 for final grading. Maintaining a journal is the preferred option. Students may choose to do a major, academic quality paper (15-20 pages) instead of the journal.

Case Study

Students, individually or in pairs, shall prepare a case study of a mediated or facilitated public dispute. Cases may be drawn from the files of the Florida Conflict Resolution Consortium in consultation with the instructor or may be identified by the student. Work related cases are encouraged.

Case Specific Resolution Plan

Students, individually or in pairs, shall prepare a plan for resolving a problem or dispute. It may be based on a case study, a current real problem or a hypothetical case. The plan will suggest how an intervention could be initiated, who should be involved, techniques to be used, provisions to enhance adoption and implementation of agreements reached and an agenda for one meeting or workshop.

Resolution Procedure Design

Certain types of disputes occur on a regular basis and can best be dealt with by establishing a standard procedure rather than designing a special resolution plan for each case. Students, individually or in pairs, will design a dispute resolution procedure for a set of recurring disputes. The design will address how the procedure is initiated, who can initiate it, steps to be followed, neutral selection, funding and other features.

Required Texts

Susan Carpenter & W.J.D. Kennedy, *Managing Public Disputes*. Jossey-Bass, 2001.
Sam Kaner, et. al., *Facilitator's Guide to Participatory Decision Making*, New Society Publishers, 1996 or Second Edition 2007
Readings Packet, by e-mail

FSU DEPARTMENT OF URBAN AND REGIONAL PLANNING
URP 5429, Planning Dispute Resolution, Summer 2007

COURSE PLAN

Format for each class description

Date Day, Time,

Assignments due -

Lecture/discussion topics

Classroom activities requiring journal entries

Readings to be done for this class ("A" indicates readings in Bellamy Copy Center or on Blackboard)

Handouts -

1. May 14, Monday, 6:00 to 9:15 pm, Bellamy, Room 208

Planners, public disputes and consensus building

Course plan

Vision for a collaborative community, exercise

Negotiation approach

Journal Instructions *and exercise*

Handout - MBTI instrument assignment to turn in May 16

Handout - Redstone negotiation role-play instructions

2. May 21 Monday, 6:00 to 9:15 pm

Class Assignment due – Turn in completed MBTI assessment instrument

Redstone negotiation role-play

Role-play debriefing

Negotiation dynamics and game theory

Case study instructions and discussion of possible cases

Readings in Advance of Class

Bill Potapchuk, *Strengthening Policy Making and Building Community in America*

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. pp ix-65

May 28 – No class?

3. June 4, Monday, 6:00 to 9:15 pm

Assignment due - Case study proposal

MBTI exercises and discussion

Group process dynamics

Personality type, conflict resolution and group decision making

Communications exercises

Situation assessment guidelines

Readings in Advance of Class

MBTI Overview, <http://www.capt.org/mbti-assessment/mbti-overview.htm>

Read relevant case studies

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. pp 71-91.

Handout - Westville - prepare in advance for February 8 class

4. June 11, Monday, 6:00 to 9:15 pm

Assignment due - Turn in journal entries or paper proposal for comment, not grades

Assignment due - Case study Outline

Westville mediation role-play

Multiple party and issue negotiations

Presentations and discussions of case study outlines

Readings in Advance of Class

Sam Kaner, et. al., *Facilitator's Guide to Participatory Decision Making*, pp. vii - 29

A - Resolving Public Problems Workbook, FCRC, pp. 20-30 (complete for role-play).

Hand out – Presidential Parkway - prepare in advance for June 13

5. June 18, Monday, 6:00 to 9:15 pm

Presidential Parkway - role-play

Readings in Advance of Class

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. pp 116-154.

Sam Kaner, et. al., *Fac. Guide to Partic. Dec. Making*, 1996, pp. 113-122/135-154.

6. June 25 Monday, 6:00 to 9:15 pm

Assignment due – Formal case study presentations

Case study reports and class discussion

The role of the facilitator

Open discussion facilitation exercise

Readings in Advance of Class

Sam Kaner, et. al., *Fac. Guide to Partic. Decision Making*, pp. 31-67/31-60, 75-115.

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. 197-257.

7. July 2, Monday, 6:00 to 9:15 pm

Assignment due – Final case study reports

Assignment due - Turn journals in for mid-term grading

Large group decision techniques

Technique demonstration and role-play exercises

Readings in Advance of Class

Sam Kaner, et. al., *Fac. Guide to Partic. Decision Mk*, 69-112, 209-245/61-73, 117-133.

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. pp. 157-196.

A - Resolving Public Problems Workbook, FCRC, pp 35-54.

8. July 9, Monday, 6:00 to 9:15 pm

Case Specific Resolution Process Planning

Resolution process planning exercise

Agenda Design Exercise

Presentations and discussions of CRC projects

Readings in Advance of Class

Susan L. Carpenter and W.J.D. Kennedy, *Managing Public Disputes*. pp. 92-115 and 258-278

Sam Kaner, et. al., *Fac. Guide to Participatory Dec. Making*, pp. 123-208/155-187

9. July 16, Monday, 6:00 to 9:15 pm

Assignment due – Formal case specific resolution process plan presentation
Student presentations and discussion of draft resolution process plans

10. July 23, Monday, 6:00 to 9:15 pm

Assignment due – Case specific resolution process plan

Resolution procedure design

Dispute resolution procedure design examples

Resolution procedure design exercise

Readings in Advance of Class

A - Resolving Public Problems Workbook, FCRC, pp. 88-107

A – Leon County Voluntary Mediation Procedure

A – Environmental Litigation Reform Act Procedure

11. July 30 Monday, 6:00 to 9:15 pm

Assignment due - Formal resolution procedure design presentations

Presentations and discussions of resolution procedure designs

Identification of lessons learned

August 3

Assignment due – Turn in final procedure design to 311 Bellamy

Assignment due – Turn in completed journals or major paper to 311 Bellamy

**Florida State University
Department of Urban and Regional Planning**

URP 5429

Planning Dispute Resolution

Summer 07

Course Journal Guidelines

Purpose

The purpose of this course journal is to help each student:

- Clarify and attain personal learning goals
- Develop a personal theory of negotiation and dispute resolution
- Enhance the link between theory and personal performance
- Provide qualitative measures of student effort and learning

General Requirements

Use a loose-leaf binder with 5 sections for inserting journal entries.

Each entry should be titled and dated and placed in the journal in the appropriate section.

Entries should be typed/printed or written legibly.

Quality, not quantity, is important.

Anything is acceptable; there are no right or wrong things to think about. Just demonstrate that you are engaging with the material.

Personal Goals

Students will develop an initial list of learning goals for this class using the format in "The One Minute Guide to Learning and Skill Development." You are encouraged and will get extra credit for refining your goals statement as the course progresses. Date the changes when you add to or revise your goals. Do not destroy earlier versions.

Insights from Class Exercises

For each class exercise write a brief entry indicating at least one insight you gained. Insights in terms of personal goal successes or lessons learned (using the format in "The One Minute Guide to Learning and Skill Development") is encouraged. When there are assigned reflection forms for exercises, insert them in this section.

Reflections on Readings

For each assigned reading, identify and briefly discuss at least one idea or piece of information that intrigued you or that you found particularly useful. It may relate to your goals, class projects, other classes or work. This is not intended to be a review of the reading. If you wish to comment on additional, related readings, include the author and title.

Other Insights

This is an optional, catchall section. Include: notes on interesting discussions with others; ponderings on how this class relates to other classes, news items, work or life in general; what you like or dislike about this course (constructive criticism is highly valued); your own prescriptive dispute resolution theories (If the situation is ..., do ... to achieve ...); or just about anything that has some relevance to this course.

Summary of Lessons Learned

This is due the last day of class. It should not be a long laundry list of lessons learned. This summary should be based on your personal goals and the course objectives; and clearly and succinctly state what you think/feel are the most important things you learned during this course.

Grading

Your journal will represent 25% of your total grade. Each section of the journal will be weighed as follows:

Insights from classes	5%
Reflections on readings	10%
Summary of lessons learned	<u>10%</u>
	25%
Additional personal goals and revisions and other insights	extra credit

Entries will be graded on:

Fulfillment of minimum requirements and degree of extra effort
Demonstrated understanding of the materials
Integration of ideas from different sources
Insightful reflection
Creative thinking