California State University, Sacramento  
Department of Public Policy and Administration  
PPA 272  
Collaborative Policy Making Advanced Practice  
Spring 2013  
9:30-4:30  
Jan 31, Feb. 14, Feb. 28, March 21, April 11, April 25, May 9  
CCP 815 S Street, First Floor, Sacramento, CA  

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Course Description  
This is a practice driven, highly participatory course for professionals to learn advanced  
skills in collaborative methods. Topics include public engagement and consensus  
building, facilitating groups, and developing multi scale collaborative processes and  
institutions. The focus is on active learning and practicing a variety of collaborative  
skills.  
Course Content: Students will practice collaborative skills through scenarios,  
simulations, case studies, and managing class dialogues. Students will demonstrate  
their understanding through participation, group projects, and individual work products.  

Learning Objectives:  
Cognitive Objectives:  
1) Demonstrate comprehension of public policy issues, disputes, and strategies that  
   improve situation in that context and capacity  
2) Design a collaborative plan to implement the strategy  
3) Demonstrate understanding of role of facilitator in maximizing value of group  
diversity and overcoming group dialogue challenges  
Values Objectives:  
1) Focus on situation, issue, or behavior, not on person  
2) Maintain self-confidence and self-esteem of others  
3) Build and maintain constructive relationships  
4) Take initiative to make things better  
5) Lead by example  
Skills Objectives:  
1) Explain conflict causes, contexts, and relationships with conflict analysis and  
   process planning tools  
2) Prepare collaboration plans appropriately deploying collaborative planning tools  
3) Conduct productive dialogue through ethical facilitator roles and using facilitative  
   strategies
Students who complete PPA 270 and PPA 272 are eligible for the Certificate for Collaborative Governance awarded by California State University Sacramento.

**Required Readings:**
[www.iaf-world.org](http://www.iaf-world.org)
Dee Kelsey and Pam Plumb [www.facilitatoru.com/data/guides/greatmeetingstext.pdf](http://www.facilitatoru.com/data/guides/greatmeetingstext.pdf)
James Laue, "Ethical Considerations in Choosing Intervention Roles" *Peace and Change*, Volume 8, issue 2/3, 1982

**Course Requirements:**
The course will take place in seven day-long Saturday sessions. Students must attend every session to successfully complete the course. Students must read the course materials before each class including the first session. Students will come to class with a list of their key insights and the questions they have from the readings. Students will take turns leading class discussions regarding the reading assignments.

Students will participate in negotiation role-plays, scenarios, and case study reviews. Students will prepare professional work products including a conflict assessment proposal, public participation plan proposal, press strategy, briefing memoranda, and memoranda of agreements. These will be based on content resulting from class role-plays and scenarios.

Students will be evaluated based on the following:

1. Participation and quality of contribution to class discussion and exercises: 50%
   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: 25%
   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 final session exercise: 25%
Evaluation Criteria: Attendance; presence; demonstrates incorporation of course concepts into mental models demonstrates sophistication in understanding of complexities of situations and the range of possible interventions to address challenges.

Outline of Topics

Module One: January 31
Topic: What Makes Situations Amenable or Not Amenable To Collaboration
Themes: Interdependence, Carrots/Sticks, Leadership, Democracy, Rights
Objectives: Understand:
- public policy disputes, and why people differ over public policies;
- what happens to issues if they are not handled productively;
And demonstrate your skills in:
- mapping stakeholders, interests, causes, and contexts.
Talking Case: New Brunswick Forest collaborative
In class Assignments/ Learning Activities: we will practice a range of ways to understand public policy disputes. I will assess you based on class participation and completion of the analytical tools.

Module Two: February 14
Topic: Assessing Situations
Themes: Goals and kinds of outcomes, scoping the problem, getting to the table
Objectives: Demonstrate skills:
- design a collaborative plan that will improve a public situation,
- ability to create strategies for different goals.
Talking Case: TBA
Resources: Speaker TBA
In class Learning Activities: Practice assessment tools, community asset mapping, stakeholder mapping, stages & timelines, ABC triangle, force field analysis.

Module Three: Feb 28
Topic: Process designs, process maps, work plans, and budgets
Themes: Collaborative structures, interaction formats, plan for implementation
Objectives: demonstrate skills:
- develop collaborative plans from assessment
- planning how to implement outcomes
- how to create work plans and budgets
- connecting process to decision-making forum
Talking Case: Jay Rothman, Police and Black youth conflict in Cincinnati, Ohio.
http://www.beyondintractability.org/audiodisplay/rothman-j
Before Class Read: Planning with Complexity  Pgs. 41-88  
Resources: Speaker TBA  
In class Learning Activities: "Cleveland Air Toxics", develop designs, process maps, work plans, and budgets.

Module Four: March 21  
Topic: Facilitating Groups I  
Themes: Opening dialogue, managing dialogue, and ending dialogue  
Objectives: demonstrate:  
• understanding role of facilitator  
• skills opening a dialogue productively  
• managing dialogue for outcome  
• ending a dialogue productively  
Talking Case: TBA  
Before Class: go to www.iaf-world.org, Watch videos on facilitation, and read pages on core competencies.  
Resources: Speaker TBA  
In class Learning Activities: "Siting the Homeless Shelter" facilitation practice

Module Five: April 11  
Topic: Designing and Managing For Complexity  
Themes: Wicked problems, networked governance, knowledge integration  
Objectives: demonstrate:  
• ability to design processes that integrate different ways of knowing,  
• understanding of interagency and multiagency policy collaboration challenges  
Talking Case: TBA  
Resources: Speaker TBA  
In class Learning Activities: "Underwater Disposal of Gold Mine Tailings", Complexity design practice, write process map, press memo, and agency MOU's

Module Six: April 25  
Topic: Facilitation II  
Theme: Choosing tactics and tools, intervention ethics  
Objectives: demonstrate  
• Understanding of role of facilitator,  
• Ability to conduct productive dialogue  
• Ability to use tools effectively to advance dialogue  
Talking Case: California Emergency Management
Before Class Read: Dee Kelsey and Pam Plumb (hand out)
www.facilitatoru.com/data/guides/greatmeetingstext.pdf
"Ethical Considerations in Choosing Intervention Roles" Peace and Change, Volume 8, issue 2/3, 1982
Resources: Adam Sutkus, Senior Mediator, CCP
In class Learning Activities: "Humbolt Regional Development" Negotiation and facilitation practice

Module Seven
Topic: Evaluating Success
Themes: Outcome reached, process quality, outcome quality, relationship of parties to outcome, relationships between parties, social capitol
Objectives: demonstrate
• understanding of conflict and handling options to improve situation in that context and capacity
• skills using evaluation tools to assess outcome and quality
Talking Case: Dinkey Forest Large landscape restoration
Before Class Read: Planning With Complexity, Pgs. 196-214
Resources: Dorian Fougeres, CCP
In class Learning Activities: Using Wilder Foundation or d'Estree and Colby, assess outcomes of cases discussed in class