

**California State University, Sacramento**  
**Department of Public Policy and Administration**  
**PPA 272**  
**Collaborative Policy Making Advanced Practice**  
**Spring 2016**  
**9:00-2:00**

January 30,  
February 6, 20  
March 5, 12,  
April 16, 23, 30  
May 7

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) Categorize public policy challenges, sort through and interpret information to effectively analyze public issues, and identify the sources of controversy for different public controversies
- 2) Identify different interests in public policy issues and categorize the stakeholders who represent those interests
- 3) Understand goals, processes, and strategies to design a collaborative plan
- 4) Understand group dynamics and effective governance structures

**Skills Objectives:**

- 5) Create shared vision and mobilize participation
- 6) Build trusting teams and lead productive group dynamics
- 7) Demonstrate effective verbal and written communication and empathetic, accurate listening

- 8) Conduct productive dialogue through ethical facilitator roles and using facilitative strategies
- 9) Lead interest based negotiation

Students who complete PPA 270 and PPA 272 are eligible for the Certificate for Collaborative Governance awarded by California State University Sacramento.

**Required Readings:**

Bringing Citizen Voices to the Table: A Guide for Public Managers, Carolyn Lukensmyer, Jossey-Bass, November 15, 2012, ISBN-10: 1118230876

Facilitator's Guide to Participatory Decision-Making, Sam Kaner, Jossey-Bass Business and Management Series, April 2014

Team Players and Teamwork: New Strategies for Developing Successful Collaboration, Jossey Bass, February 2008.

**Course Requirements:**

The course will take place at the Center for Collaborative Policy. Students must attend every session to 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. You will base the work products on content from class role-plays and scenarios.

I will evaluate students 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; and 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 30, 2016**

**Topic:** Sources of Controversy in Public Policy Challenges

**Themes:** sources of controversy, how sources relate to whether a situation is amenable to collaboration, how sources relate to design options, how sources relate to stakeholders

**Objectives:** Categorize public policy challenges and identify the sources of controversy for different public controversies, decide if situation is amenable to collaboration

**Talking Case:** New Vaccine Law in California

**Before Class Read:** Chapters 3 and 4 in Bringing Citizen Voices to the Table

**Resources:** TBA

#### **In class Learning Activities:**

- Ice breaker-Getting to Know You-"The Story of My Name"
- Student led reading discussion
- Conflict Analysis tools and techniques
  - Conflict Pie Chart
  - Conflict Tree
  - Conflict Stages
  - ABC Triangle
  - Force Field Analysis
- To Collaborate or Not: O'Grady Farm Simulation

### **Module Two: February 6, 2016**

**Topic:** Stakeholders and Their Interests

**Themes:** how to decide who to involve, how different interests shape disagreements and policy options

**Objectives:** Sort through and interpret information to effectively analyze public issues, identify different interests in public policy issues, and categorize the stakeholders who represent those interests

**Talking Case:** Full Legalization of Marijuana in California

**Before Class Read:** Chapter 5 Bringing Citizen Voices to the Table and Chapter 1, 2, 3 of Facilitator's Guide to Participatory Decision Making.

**Resources:** TBA

#### **In class Learning Activities:**

- Ice breaker-Getting to Know You-"Connecting Story"
- Student led reading discussion
- Stakeholder assessment methods-background information, interviews, focus groups, social mapping, and surveys/polls
- Stakeholder positions/interests, stakeholder mapping, interest/influence charts, stakeholder pie charts, stakeholder matrices

- Assessment practice-write an outline for an assessment of the marijuana case including a section on whether or not the case is amenable to collaboration, who the stakeholders are, what their interests are, the interview questions you used to interview them, and your recommended focus for the process (if there is one).

### **Module Three: February 20, 2016**

**Topic:** Facilitation-Opening the Dialogue

**Themes:** Agendas-Roadmaps for Participants and Stakeholders, Opening dialogue, role of the facilitator, ground rules

**Objectives:** Create shared vision and mobilize participation, lead productive group dynamics, demonstrate effective verbal and written communication and empathetic, accurate listening

**Talking Case:** TBA

**Before Class Read:** Chapter 6, Bringing Citizen Voices to the Table, and Chapter 4, and 8 of Facilitator's Guide to Participatory Decision Making.

**Resources:** TBA

**In class Learning Activities:**

- Ice breaker- getting to know you "Lost on a Deserted Island"
- Student led reading discussion
- Developing agendas-"Exercise The Bad Agenda"
- Developing ground rules
- Siting the Homeless Shelter facilitation simulation

### **Module Four: March 5, 2016**

**Topic:** Collaborative Process Design

**Themes:** Outcomes, different kinds of processes, and tactics

**Objectives:** Create shared vision and mobilize participation, build trusting teams and lead productive group dynamics

**Talking Case:** TBA

**Before Class:** Chapter 7 Bringing Citizen Voices to the Table and Chapter 10, 11, 12 of Facilitator's Guide to Participatory Decision Making.

**Resources:** TBA

**In class Learning Activities:**

- Ice breaker-Getting to Know You--"Two Truths and a Lie"
- Student led reading discussion
- Develop process designs, process maps, work plans, budgets,
- Develop process design for Hillcrest and Millwood Housing Ordinance

### **Module Five: March 12, 2016**

**Topic:** Facilitation-Productive Dialogue

**Themes:** integrating many voices into coherence, keeping track of themes, eliciting productive conversations

**Objectives:** Build trusting teams and lead productive group dynamics, demonstrate effective verbal and written communication and empathetic, accurate listening, and conduct productive dialogue through ethical facilitator roles and using facilitative strategies

**Talking Case: TBA**

**Before Class Read:** Chapter 8 Bringing Citizen Voices to the Table and Chapter 1, 2, 3 of Facilitator's Guide to Participatory Decision Making.

**Resources:****In class Learning Activities:**

- Ice Breaker-Team Building “Unique and Shared”
- Student led reading discussion
- Exercise “The Bad Agenda”,
- Develop agendas for Hillcrest and Millwood Housing Ordinance,
- Develop a Facilitator Agenda
- Facilitate Hillcrest and Millwood Housing Ordinance

**Module Six: April 16, 2016**

**Topic:** Teams and Teamwork

**Theme:** diversity and trust

**Objectives:** Build trusting teams and lead productive group dynamics

**Talking Case:**

**Before Class Read,** Chapter 3, 4, and 6 In Team Players and Team Work, Chapter 13 in Guide to Participatory Decision Making,

**Resources:****In class Learning Activities:**

- Ice breaker-Team building “Geographic Location”
- Student led reading discussion
- LEGO Building Scrum

**Module Seven: April 23, 2016**

**Topic:** Facilitation Choosing Tools and Tactics

**Themes:** there are many tactics and tools-how to choose the ones to further your goals?

**Objectives:** Demonstrate effective verbal and written communication and empathetic, accurate listening, and conduct productive dialogue through ethical facilitator roles and using facilitative strategies

**Talking Case:**

**Before Class Read:** Chapter 9 in Bringing Citizen Voices to the Table Chapter 5, 6, 7, of Facilitator's Guide to Participatory Decision Making.

**Resources:****In class Learning Activities:**

- Ice breaker-Active “Are You More ...Extremes”
- Student led reading discussion
- City Park: Community Collaboration and Rotating Facilitator Simulations

**Module Eight: April 30, 2016**

**Topic:** Facilitation-Leading to Conclusions

**Themes:** how to set up the conclusion, how to incorporate diversity into conclusions

**Objectives:** Demonstrate effective verbal and written communication and empathetic, accurate listening, and conduct productive dialogue through ethical facilitator roles and using facilitative strategies, lead productive negotiation.

**Talking Case:** TBA

**Before Class Read:** Chapter 10 in Bringing Citizens Voices to the Table Chapter 15, 16, and 23 of Facilitator's Guide to Participatory Decision Making.

**Resources:**

**In Class Learning Activities:**

- Ice breaker
- Student led reading discussion
- MOU
- Press releases
- Simulation

**Module Nine: May 7, 2016**

**Topic: Putting It All Together**

**Themes:** Integrate all your skills in a complex role play

**Objectives:** Build trusting teams and lead productive group dynamics, demonstrate effective verbal and written communication and empathetic, accurate listening, and conduct productive dialogue through ethical facilitator roles and using facilitative strategies, lead productive negotiation.

**Talking Case:** TBA

**Before Class Read:** Chapter 11 in Bringing Citizen Voices to the Table, Chapters 17, 18, 19 in Facilitator's Guide to Participatory Decision Making,

**Resources:**

**In class Learning Activities:**

- Ice breaker-light and lively
- Student led reading discussion  
Emergency Management and Homeland Security: Interagency Collaboration-Emergency!