

## **COLLABORATIVE LEADERSHIP CERTIFICATE PROGRAM**

Conflict Analysis and Resolution for Collaborative Leadership in Community Planning

CONF 651

Fall Semester 2007

Arlington Campus

10:00am -4:00 pm, October 13 and 14

10:00am -4:00 pm, November 3 and 4

10:00am -4:00 pm, December 1 and 2

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### **Course Purpose:**

To provide Community Planning and Leadership students with the knowledge, skills, abilities, values, and behaviours to 1) assess situations for collaboration and partnerships, 2) design collaboration processes and projects, and 3) develop political and community support to implement them.

### **Course Objectives:**

Participants will learn the principles of collaborative process design. Participants will learn how to assess situations for collaboration possibilities, how to apply collaboration principles and theories to real planning and problem solving situations, and how to design collaboration processes to build meaningful and implementable plans, policies, recommendations, or agreements.

### **Program Requirements:**

CONF 502 Intensive Introduction to Conflict Analysis and Resolution (fall)

CONF 660 Conflict Assessment and Program Evaluation (spring)

CONF 668 Applied Integration for Graduate Certificates (summer)

### **Program Electives:**

CONF 657 Facilitation Skills (spring)

CONF 659 Leadership in Conflict Analysis and Resolution (spring)

### **Introduction**

The class will meet during three intensive weekend sessions throughout the semester. The activities in these sessions will vary between small lectures, group activities, and skills-building exercises. In between weekend sessions, students will actively engage in weekly online discussions on current class themes and complete assignments as described.

It is imperative for successful participation to read the weekly assigned chapters before class and actively participate in class discussions. All written assignments are expected to reflect graduate level research and analysis.

### **Class Policies and Procedures**

Students are responsible for completing individual and group assignments on time. You will be penalized the equivalent of a full letter grade for each day the assignment is late.

Some class assignments and readings will be sent via e-mail and students are responsible for keeping up-to-date with these. Incomplete grades will not be granted save in cases of personal or immediate family illness or emergency.

### **Your Responsibility**

We expect every student to have integrity for all academic work.

If you have not done so, please familiarize yourself with the Honor Code that can be found at <http://www.gmu.edu/departments/unilife/honorcode.html>

### **University Resources and Assistance**

**Writing Center:** The Writing Center provides tutors who can help you develop ideas and revise papers at no charge. It can sometimes accommodate walk-ins, but generally, it is best to call for an appointment. The services of the Writing Center are also available online.

**Location:** ARL212 (in the main SPP suite)

**Fall 2006 Hours:** Monday, Tuesday, and Wednesday, 2:00-7:00

**Contact:** (703) 993-3762 <http://writingcenter.gmu.edu>

**Disability Resource Center:** The Disability Resource Center assists students with learning or physical conditions affecting learning. Students with learning differences that require special conditions for exams or other writing assignments should provide documentation provided by the Disability Resource Center. Please see one of the instructors the first week of classes.

**Location:** SUB I, Room 222 **Contact:** 703-993-2474 [www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/)

### **Grading**

Class Discussions and Participation (30%)

This class is interactive and elicitive. Attendance and participation in class activities is important and will account for thirty percent of your grade. All students are expected to participate actively in discussion in this seminar-style class. Absences will be excused only in exceptional circumstances.

Two Short Papers (30%)

There are two short papers due. The first assessment paper is due on **October 27**. It is worth 15%. The second paper is a conflict process design and is due on **November 24**. It is worth 15%.

The final paper is a proposal for funding and support for a collaborative project. **It is due by 9 pm on December 11.**

### Readings:

- [Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey](#), Michael Winer and Karen Ray. Amherst Wilder Foundation – 2000
- [The Collaborative Leadership Fieldbook](#) - David D. Chrislip. Jossey Bass - 2002
- [Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future](#) - Suzanne W. Morse. Jossey Bass – 2004
- [Deliberative Democracy Handbook: Strategies for Effective Citizen Engagement in the 21st Century](#). Jossey Bass - 2005

There is a binder with all the chapters to be read for this course on the certificate's cubicle on the 5<sup>th</sup> floor in the Truland Building. The only exception is the Collaboration Handbook that you need to read on its entirety, and you should buy. The whole package can be copied at ICAR. Please do not remove the binder from ICAR.

### October 13

#### *Collaboration*

Why collaborate?

Definitions and concepts. Conditions for successful collaboration. Ways of collaborating and how to decide which to use. Goals and objectives of processes and how to decide what yours are. Consulting with people on goals and objectives. Different decision modes.

[In Class Work](#)

[Reflection](#)

[In class exercises](#)

[Self Analysis and Goal Setting](#)

[Before Class Assignments:](#)

[Read: Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future, Chapter 1, pgs 1-20.](#)

[Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey, Part I and Part II, pgs. 1-41.](#)

[The Collaborative Leadership Fieldbook](#) - David D. Chrislip Part 1, pgs 1-38.

[Deliberative Democracy Handbook: Strategies for Effective Citizen Engagement in the 21st Century. Part 1, Chapter 1.](#)

### October 14

### *Assessment and Participation*

Convening-assessment and relationship development. Kinds of assessments and kinds of assessment reports. Understanding political dynamics. Enrolling and connecting to leaders, sponsors, and conveners. Who should come to what kind of collaborative events and for what purpose? Getting the right people to the table

Making it likely that people will come.

In Class Work:

Reflection

In class exercises

Before Class Assignment: [Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future](#), Chapters 2-3, pgs. 21-75

[Collaborative Leadership Fieldbook](#) Part Two, Chapters 4 and 5, pgs 41-59

### **Written Assignment Due 9pm on October 27**

Pick a Montgomery, Arlington, Loudon or Fairfax County issue or dispute. For example, the issue or dispute could be about sitting a locally unwanted land use, a controversial land use or development, sitting or constructing new transportation, or handling storm water or developing watershed plans.

Discuss how this issue or dispute would be amenable to collaborative action.

Using what you have learned from your experience, your readings, lectures and class discussions write 3-5 pages delineating the reasons why this issue is amenable to collaboration.

### **November 3**

#### *Process Design*

Determining outcomes-what kind of plan, recommendation, and agreement format as the objective? Determining design-joint fact-finding, collaborative problem solving, visioning, strategic planning. Process maps. Connecting to other processes and governance structures. Visions, Charters, Mission Statements, Group Charges. Deciding how much time to schedule for different kinds of interactions.

In class Work

Reflection

In class exercises

Before class assignment:

Read: [The Collaborative Leadership Fieldbook](#) - David D. Chrislip Chapters 6 and 7, pgs. 63-92

[Collaboration Handbook](#) Part III, Stage 1 pgs. 43-70

## November 4

*Collaborative Activities (public meetings, representative group meetings/charrettes, conference calls, electronic/etc)*

Planning for collaborative events. Decision making protocols and ground rules. Sequencing and planning to learn, dialogue, decide. Defining information needs and reliable, valid, legitimate sources of information. Ways to build capacity into process.

In Class Work

Reflection

In class exercise

Before Class Assignment:

Read: [The Collaborative Leadership Fieldbook](#) - David D. Chrislip Chapters 8, 9

[Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey](#), Part III, Stage 2, pgs. 71-94

### **Written Assignment Due 9pm on November 24**

For the issue you chose to write about in September, or another issue you would like to work on, design a collaborative process. Page one of your assignment should be a process map that depicts the kinds of meetings or events, how many events, the kinds of groups, how they relate, and a timeline. The second page should explain the map, perhaps with a key and a defense of each event or phase and the groups you have chosen. The assignment should be 2-3 pages long.

## December 1

*Organizing the Collaborative and Preparing for Events*

Staffing. Resources. Communication plans. Motivating and rewarding. Preparation and Agendas. Developing agendas. Preparations before meetings. Work between meetings-keeping people working together over time. Logistics of how to invite people

In class Work:

Reflection

In class exercises

Before Class Assignments:

Read [Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey](#), Stage 3, pgs. 95-116.

[Deliberative Democracy Handbook: Strategies for Effective Citizen Engagement in the 21st Century](#) Chapter 2: "What Can We Learn From the Practice of Deliberative Democracy?", Mark Button, David Michael Ryfe

## December 2

### *Decision making, Developing Implementation Plans and Momentum*

Working toward plans, recommendations, and agreements. Developing and applying interest-based criteria. Framing tradeoffs around differences in priorities. Feedback and self-correction loops-implementation. Celebrating closure.

In class Work:

Reflection

In class exercises

Before Class Assignments:

Read [Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey](#), Part III, Stage 4, pgs. 117-136.

[The Deliberative Democracy Handbook](#), Chapter 17 “Disagreement and Consensus: The importance of Dynamic Updating in Public Deliberation”, Christopher Karpowitz, Jane Mansbridge and Chapter 18: “Growing Governance Deliberately: Lessons and Inspiration from Hampton, VA”. William Potapchuk, Cindy Carlson, Joan Kennedy

### *Course Wrap Up*

Final assignment. Write a proposal for a collaborative project. The proposal can be to develop a collaborative project for any issue or conflict you want either the ones you have written about already or a new one. Write the proposal either to a county, state, or federal government agency or to a foundation. The proposal should include:

- A cover letter (1 page)
- An introduction describing why that problem or issue is important for the community (1 page)
- A description of the project, process, and how or why it will help address the problem or issue (3-5 pages)
- You and your teams qualifications (1 page)
- Details on your approach (how long, how many people, structure, end point) (2-3 pages)
- A budget and a work plan (1-2 pages)