

**School of Community and Regional Planning (SCARP)
University of British Columbia
DRAFT COURSE OUTLINE**

Course Number	PLAN 595
Course Credit(s)	3.0
Course Title	Facilitation, Negotiation and Conflict Resolution for Planners
Term	2018-2019 Winter Term 2
Day/Time	Tuesday

Instructor	TBA
Office	
Telephone	
Email	
Office Hours	

Short Course Description

This is an experiential course, focused on building the practical skills of planners as facilitators and negotiators. Restricted to SCARP students. No pre-requisites.

Course Format

Short lectures and demos – These will be teachings offered by the instructor. Most teachings will be on models, tools and methods for working with groups and will provide specific instructions on negotiation, facilitation or conflict resolution.

Practice and reflection – Students will try their hand at basic facilitation and reporting techniques and spend considerable amount of time working in groups with an awareness of how they are putting the course teachings into practice. We will take time to reflect on these experiences and learn from them.

Course Overview, Content and Objectives

Groups, teams and committees are more than ever the units where the majority of professional planning work takes place. Whether at a staff meeting, in a conversation with project stakeholders, at a Council meeting or at a public consultation session, planners of all ranks find themselves needing to function effectively in group settings and vis-à-vis other people. This includes putting information and positions forward in pursuit of one's preferred outcomes (negotiation), assisting others in communicating affectively with each other and making shared decisions (facilitation), and navigating interpersonal, institutional and societal tensions and disagreements with some grace (conflict resolution). These "communicative planning" tasks are so ubiquitous in professional planning that we perform them without even thinking; but some theorists believe –and many practitioners agree - that these are the most central pillars of the planning profession, regardless of what specific areas of practice we find ourselves in.

In PLAN 595 we explore these grounds, taking both theoretical and practical approaches. Our goal is to help you become more competent and confident in all your communicative tasks, particularly in the seemingly spontaneous acts required of you when working face to face with others in group settings. We will cover some of the conceptual models for understanding interpersonal interactions (including differences in personal and cultural styles) and experiment with some different approaches for working with the complexities that these models illuminate. Our primary focus will be on creating safe opportunities for you to practice your negotiation and facilitation skills, and to learn from observing others practice theirs.

While practice is a key element of this course, please note that there will be no role-playing exercises. Rather we will be using the *real* situations and dynamics arising within the classroom as our learning

opportunities. For this reason you can expect to feel uncomfortable at times, particularly if you are a “content” person and don’t have much patience for “process”. Successful participation in the course requires a certain degree of openness to new experiences and possibilities for personal growth, which are, almost by definition, outside of one’s comfort zone.

Learning Outcomes

After completing this course, students will be able to:

- Understand the underlying reasons for the complex nature of groups, and reflect on the qualities that they themselves bring into their work with groups;
- “Read” the fabric of the group and identify possibilities for intervention;
- Facilitate generative discussions in both small and large groups using approaches appropriate to the setting;
- Report back affectively from group work, in verbal and visual forms;
- Recognize and work with conflict using the tools introduced in the course;
- Reflect on their own strengths and weaknesses as group participants and group leaders, and articulate ways that they can improve;
- Articulate the role of power and privilege in group settings, acknowledge their own, and have ideas about what to do with one’s own power and privilege.

Additional Course Requirements

All students are required to attend and help facilitate a public workshop or other organized event. Details to be discussed in class.

Attendance

This is an intensive course and some of the activities in this class build on activities from previous classes. For this reason students are highly encouraged not to miss class. Please inform the instructor otherwise.

Evaluation Criteria and Grading

Class participation and skill development – 30%

Given the focus of this course on skill development and the use of class time for skill building, class participation is weighted more heavily than in most other courses. The goal is to provide you with feedback and evaluate your “improvement” (not absolute performance) as a negotiator and facilitator over the course of the term. As the instructor, I am available and willing to provide feedback on your performance in class at any time during the term (please ask me for more if you are not getting enough).

Individual “InDesign Assignment” based on a facilitated event – 40%

As part of this course you will each be participating and assisting at an external/out of classroom event (or two), where you will be putting some of your skills to test and reflecting on the global sense of how a meeting is designed and run. Your “InDesign Assignment” will be based on one of the events that you assist at. This assignment requires that you produce a brief report on the event. This should be a proper professional report, one you might submit to a client if you had been hired to run this meeting, or to Council if you had ran the event as a staff member. It should be clear, engaging - something that a person would understand and appreciate if they had not been to the event and wanted to know what happened. It might focus on the broad process and outcomes of the event OR it might focus more in depth on some aspect of the process or outcome that you were most closely engaged with (for example, it may summarize what happened at a specific breakout table you were at). The assignment is expected to be done in the software Adobe InDesign, which is the most regularly used professional desktop publishing software application (and will make a good addition to your resume). It will be no longer than 3 colour pages and must include both text and images. You do not need to buy InDesign and will be given resources on where and how to get it. Note that InDesign skills will not be taught in class, but suggestions for learning resources will be provided.

Individual interview exercise – 30%

This assignment is an opportunity to do primary research and write a short practitioner story in conversation with a facilitator/negotiator about their work. Each student will be assigned a practitioner to interview. Most likely, the interviews will happen remotely. Questions to be provided and discussed in class. Each student will write up a summary of their findings as an interview blog and will be given instructions on how to upload your blog on a Wordpress site. Interviewing and blogging skills will not be taught in the course per se, but learning resources will be provided.

Required Readings and Videos

Kirtek. Chapters 4,8,16 in *Negotiating at an Uneven Table*

Mindell. Chapters 3 and 6 in *Sitting in the Fire*

Agerbeck. "The Power of Graphic Facilitation" in *The Graphic Facilitator's Guide*

Cooperrider and Whitney. *Appreciative Inquiry*

Block. Chapter 1, 10 and 12 in *Community: The Structure of Belonging*

Torbert. "Action Inquiry as a Manner of Speaking" in *Action Inquiry*

Recommended Readings

Peter Block's *Community: The Structure of Belonging*

Phyllis Beck Kritek's *Negotiating at an Uneven Table*

Myrna Lewis' *Inside the No: Five Steps to Making Decisions that Last*

Course Schedule

January 13/14

Introduction and overview of the course

Understanding Group Dynamics – The Iceberg Model, Resistance Line, Role Theory

Small-scale facilitation methodologies – Consensus building, Deep Democracy 4 steps, Debate, Argument

Feb 10/11

Understanding of Larger Community Dynamics – Facilitation as Hosting

Large-scale facilitation methodologies – Open Space, World Café, Appreciate Inquiry, Collective Story

Harvest, Scenario Planning

The role of harvesting – Graphic recording and reporting

March 17/18

Process design principles and practice

Negotiation and the use of tools as group leader and group participant

Group event/out of classroom engagement and reflections

Wrap up and next steps

Academic Integrity

¹ Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, www.ctlt.ubc.ca Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/> The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the

matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.