



# Today's agenda

- **The big questions, using Fainstein**
- **Learning from cases**
- **Core concepts in historical perspective**
- **Resources for learning more**
- **Farewell ...**



# Big questions

## Using Fainstein:

- What should be done about cities, regions, society? *And how: What role for planning?*
- What should planners do?
  - Advocate and empower?
  - Sell a vision and “give form”?
  - Facilitate/mediate among interests and “styles”?
  - Just analyze and report back? Etc....



# Learning from cases

- **Creating analogies:** probably the most powerful way human beings learn.
- **Recognizing patterns—what does this look like that I've seen before?—and adapting to new situations.**
- **Key: *Appropriate* simplification.**



# Examples of analogizing thru cases

- Compare **Rebuild L.A.** to **Narmada** as cases of “legitimacy failure” in planning.
- Compare **RLA** to **Unified New Orleans Planning** as cases of weak or absent government, crisis-driven political opportunity.
- Compare **New Orleans** to **Narmada** and **Kelo** as cases in the ethics of takings and displacement.
- Compare **Boston public housing redevelopment** to **Mumbai slum redevelopment** as cases of tapping “local knowledge” while building political power to shape outcomes.
- Assessing your own “**live cases**” (planning meetings) in light of the other cases, e.g. **clash-of-styles transportation planning** case.



# The course at a glance



## The first “school” of modern planning

- Rigid, functional division of labor: “theoretician-planners” and administrators vs. everyone else.
- Politics as “inconsequential,” not a “guiding force”—trumped by immutable scientific laws, rigid notion of rationality.
- Addressed to “the rulers of society.”
- Focused on *professionalization* (city planning, military planning, education, business management, social work, public health).
- This is the origin and orientation of *modernist* planning: technocratic, self-assured, but also systematic in key ways.



## But in reality ...

- **Fuzzy division of labor, overlapping expertise, uncertainty and miscommunication common.**
- **Science an incomplete guide, values are broad and often conflict.**
- **Faith in government waxes and wanes—in most societies.**
- **Planners must build support for their ideas, participate in the political process to identify target problems, generate options and criteria, implement.**
  - Many government planners merely “permit”
  - Many plans sit on shelves: Ideas without constituents.
- **Much planning not done by the state.**



## Some responses

- *To political fallacies:* embed planning in democratic interest-group competition (**Altshuler**), use plural plans to generate more alternatives and more equal representation of interests (**Davidoff**), strengthen mechanisms for resolving conflicts and building consensus (**Susskind and Cruikshank, Innes and Gruber**), devolve authority (**Arnstein**), develop a force for broader social change linked to practical mechanisms for producing more just outcomes (**Fainstein**).
- *To knowledge conflicts and communication failures:* focus on critical listening (**Forester**), create conditions for dialogue (**Healey**), recognize and tap local knowledge (**Scott**).
- *To a dominant culture of planning:* Uncover marginalized cultures and their stories, develop multicultural competencies (**Sandercock, Others**).





# Beyond the course



## Some targets for learning

***KNOW*** (content-area knowledge, e.g. environmental science, the history of race, ethical frameworks)

***DO*** (competencies: consciously learned skills, e.g. statistical or financial analysis, drafting, interviewing stakeholders)

***BE*** (mostly unconscious—but developable—competencies, e.g. “personal effectiveness”: emotional intelligence, balancing assertiveness and deference, persuasiveness and self-criticism)



## Targets you identified (index cards)

- **How to bring people or institutions together, facilitating, resolving conflicts.**
- **How to persuade effectively.**
- **How to understand and change organizations, bridge big agencies and “the little guy.”**
- **How to behave appropriately when representing “the bad guy.”**
- **Developing confidence, comfort with conflict, awareness of my own cultural assumptions.**
- **How to blend “rational” planning and local knowledge, adapt, evaluate effectively.**



# Course options (broad categories)

- **Communication:** persuasion, social marketing, working with news media
- **Process skills:** Negotiation and dispute resolution, mediation, facilitation, leadership (variously defined).
- **Implementing:** Strategic management, leading change, collaboration, high-performance teams, social entrepreneurship, program/project evaluation.
- **Making participation meaningful:** Managing citizen participation, collaborative governance, public deliberation, other innovations.
- **Concepts of justice,** ethics in public life.
- **The sectors:** civil society, business-government interaction, cross-sector partnerships
- **Practica:** Putting it together, blending types of knowledge, deepening reflection on your role/self.



# Beware role conflicts and confusion, manage multiple loyalties

- Defend technical standards vs. popular ones? *Not all popular ideas are wise, not all wise ones are popular or legitimate.*
- Answer to the client or employer vs. other constituents, including the marginalized?
- Equipped to play multiple roles? (skills and personal resources)
- *Confusing your role with your self.*



# Considering a job, learning always

- What's the *unofficial* (de facto) role(s)? Read between the lines.
- *Who* will I deal with over what *issues*?
- What *conflicts* define this role(s)?
- What are this *organization's strategic challenges*? What is its stage of evolution? What contradictions does it face when trying to advancing its mission?
- What could I *learn*, as part of my larger learning agenda, here?



## Some favorite resources ...

Not to be  
confused with  
*inspirational*  
reading!

Having better ideas,  
having them in  
*groups* and  
*organizations*,  
identifying one's  
own mental blocks.

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the following pages.

*Conceptual Blockbusting: A  
Guide to Better Ideas*, by James  
Adams.



The creative act,  
the emotions of  
creativity, the art  
in science and  
vice-versa.

*The Courage to Create*, by  
Rollo May.

*The Design of Everyday Things,*  
by Donald Norman.

Thinking like a  
problem-solver,  
being relentless  
about the user's  
needs and making  
your creations  
intelligible to  
others—and even  
adaptable by them.

*Observing* more  
thoroughly,  
*seeing* more,  
*interpreting*  
more wisely ...  
“Columbo” the  
detective as a  
role model.

*Analyzing Social Settings: A  
Guide to Qualitative  
Observation and Analysis*, by  
John Lofland et al.

Tactics for making groups more effective and satisfying, the role of divergent versus convergent thinking, rethinking barriers to active participation (who jumps in, who doesn't and why).

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

*The Fifth Discipline: The Art and Practice of the Learning Organization*, by Peter Senge.

Tackling barriers to learning in people and organizations (“defensive routines”), promoting adaptive capacity, reshaping institutions and their routines and “mental models.”

*Leadership Without Easy  
Answers*, by Ronald Heifetz.

How *leadership* differs from *authority*, why so many authority figures do *not* lead, how to exercise leadership, how to mobilize others to engage in what's hard work and not avoid or artificially simplify it.

Building coalitions  
for change, creating  
room for risk  
taking, the perils of  
“under-selling”  
ideas, why so many  
change efforts *fail*.

*Leading Change*, by John  
Kotter.

The world will only be  
changed by those with  
burning patience.

- Peruvian verse