



CoPack

TOOLKIT FOR TRAINING COLLABORATIVE PLANNING

# Trainer's Guide

SCOPE AND USAGE OF COPACK MATERIALS

OULU UNIVERSITY OF  
APPLIED SCIENCES



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## Table of Contents

About CoPack.....	4
Contents.....	4
Terms of use .....	5
Disclaimer.....	5
1 Introduction to collaborative planning .....	6
1.1 Basic concepts .....	6
1.2 Criticism of collaborative planning .....	7
1.3 Glossary.....	7
1.4 References and recommended reading.....	8
2 Preparing for a collaborative process.....	9
2.1 Roles and attitudes .....	10
2.2 Conflict management .....	10
2.3 Media and communication.....	11
2.4 References and recommended reading.....	11
3 Methods and tools .....	12
3.1 Programme-based planning.....	13
3.2 Collaborative planning methods .....	13
3.3 References and recommended reading.....	13
4 Documentation .....	14
4.1 Documenting events .....	15
4.2 Meeting minutes.....	15
4.3 Data management .....	15
4.4 References and recommended reading.....	15
5 Evaluation.....	16

# About CoPack

CoPack is a toolkit containing training instructions and materials on the subject of **collaborative planning**. It has been designed to be used in vocational training and at universities, for the education of students and professionals involved in natural resources and environmental management planning.

CoPack consists of a set of **materials** such as **handouts**, **exercises** and **slide shows** to be used in lectures and courses. At the core of these materials, a separate **Methods Manual** comprises the descriptions of more than 20 methods and tools for collaborative planning and instructions on how to use them.

The Trainer's Manual is the offline version of the CoPack website [copack.oamk.fi](http://copack.oamk.fi). It explains the scope and usage of CoPack materials for the trainer's benefit. Materials referred to in this volume can be downloaded from the website. In accordance with the CoPack terms of use, we also offer source files so that trainers can adapt the materials to their own purposes.

Learners will be presented with the materials in the course of lectures and exercises. They do not need to visit the website or read the trainer's guide, but for those interested, CoPack is also suited for self-study.

## Contents

CoPack is divided into five sections, each one corresponding with a module of practical training that can be built on the materials provided:

1. The Introduction section gives an overview of basic concepts of collaborative planning.
2. Preparing for a collaborative process outlines the special knowledge and skills planners should have before launching or joining a collaborative process.
3. The Methods and tools section introduces the concept of programme-based planning and the methods recommended for use under that concept.
4. In the Documentation section, users can find hints and exercises concerning the documentation of a collaborative process.
5. Evaluation deals with the self-organised process of determining the quality of collaborative work.

While it is recommended to study the first three sections in the order named, this is less important with sections 4 and 5.

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## Disclaimer



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# 1 Introduction to collaborative planning

Collaborative planning is a concept aiming at a maximum degree of involvement of stakeholders and characterised by deliberation and conjoint decision-making. Its basic ideas are to involve all of a project's stakeholders right from the outset of the planning process and throughout its entire term, and to strive for consensus rather than apply the majority rule.

The collaborative approach can be applied to different kinds of planning situations both on small and large scales. It lends itself especially to project environments that support and encourage involvement of the public, as certain development and funding programmes do in many European countries.

It is important to understand the theoretical background of collaborative planning before going into the details of its practical applications. Before starting to use any actual methods, essential concepts and terms should be clarified and different approaches introduced.

## LEARNING OBJECTIVES

The aim of this module is to give students a basic understanding of the theory behind collaborative planning. After having completed this module, students should

- be familiar with certain important concepts and definitions
- understand different planning approaches
- know why collaborative planning is important
- be aware of its criticism

## TRAINING INSTRUCTIONS

The module is divided into two lessons which can be arranged to take 45-90 min each:

1. Basic concepts (workshop and discussion)
2. Criticism of collaborative planning (workshop and exercise)

A glossary containing definitions of key terminology is also provided.

### 1.1 Basic concepts

This lesson outlines some aspects of public involvement in planning and how collaborative planning is placed in comparison with other approaches traditionally known as 'participation'. It includes three handouts whose contents can be communicated within a lecture of 45 minutes. However, it is recommendable to extend that period and choose a more relaxed workshop-like setting in order to allow for a discussion on the topics given.

**Handout 1.1.1** tries to trace back the roots of both participatory and collaborative approaches to planning by drawing parallels with concepts from governance.

**Handout 1.1.2** elaborates on how both concepts can be implemented at very different levels and deals with the question what exactly makes a planning process a collaborative one.

**Handout 1.1.3** explains some more prerequisites it takes to launch a truly collaborative process.

The **Slides 1.1** presentation encompasses all three topics.

## 1.2 Criticism of collaborative planning

The purpose of this lesson is to initiate thinking and discussion on the possible negative aspects of collaborative planning.

**Handout 1.2** introduces some critical points that have been brought up against the collaborative approach and also outlines some possible counter-arguments.

**Exercise 1.2** can be used to discuss the pros and cons of collaborative planning. At the same time, it has been designed to practise communication skills as a first point of entry to collaborative work.

While the exercise requires approx. 45 min, the overall duration of the lesson is variable. The handout gives only a starting point for a discussion on collaborative planning which may be extended.

Criticism is something we can avoid easily by saying nothing, doing nothing, and being nothing – *Aristotle*

## 1.3 Glossary

The glossary gives brief definitions of some technical terms as used within CoPack. It is also available for download as a hand-out paper.

**Collaborative planning:** A concept of planning that aims at a maximum degree of involvement of →**stakeholders** (not necessarily the general public) and characterised by →**deliberation** and conjoint decision-making.

**Deliberation:** A process of thorough discussion and counselling on an equal-rights basis that precedes decision-making.

**Participation:** In a broader sense, involvement: the fact or process of including →**stakeholders** and the general public in the process of preparing and taking decisions. In a stricter sense, activities related to the concept of →**participatory planning**.

**Participatory planning:** In a broader sense, all concepts of planning that include some form of involvement. In a stricter sense, a concept of planning that aims at a

certain degree of involvement of →**stakeholders** and the general public, using ideas from participatory democracy such as referenda and public hearings.

**Programme-based planning (PBP):** A methodical approach for organising →**collaborative planning** processes. Programme-based planning provides a three-stage model of collaborative processes and an extensible set of methods and decision support tools for identifying, structuring and solving issues both related to the technical and social aspects of planning. Programme-based planning is based on the concept of collaborative planning and aims at facilitating the selection and increasing the involvement of stakeholders. On a social level of planning, it seeks to promote social learning, capacity-building and commitment among participants.

**Stakeholders:** Persons and legal bodies outside the circle of planners and planning authorities whose interests are in some way connected with a planning project. When used in planning and governance, the term can be related to the English saying that 'something is at stake' for these parties. It comprises both passive (being affected by) and active (pursuing their own interest) modes of concernment.

## 1.4 References and recommended reading

Arnstein, Sherry (1969): A ladder of citizen participation. In: Journal of the American Planning Association JAIP, Vol. 35, No. 4, July 1969.

Brand, Ralf and Gaffikin, Frank (2007): Collaborative Planning in an Uncollaborative World. In: Planning Theory (November 2007) 6 (3): 282-313.  
<http://plt.sagepub.com/content/6/3/282.full.pdf+html>

Fainstein, Susan. S. (2000): New Directions in Planning Theory. In: Urban Affairs Review, 35 (4) (March 2000), 451-78.

Healey, Patsy (2003): Collaborative Planning in Perspective. In: Planning Theory (July 2003) 2 (2): 101-123.  
<http://plt.sagepub.com/content/2/2/101.full.pdf+html>

Healey, Patsy (1999): Collaborative planning: Shaping places in fragmented societies. Macmillan, London.

Innes, Judith E; Booher, David E. (2000): Collaborative Dialogue as a Policy Making Strategy. University of California, Berkeley, U.S.



## 2 Preparing for a collaborative process



Before launching or joining a collaborative process, planners should become familiar with some more topics that exceed the range of technical knowledge as usually required in planning.

The collaborative idea introduces a social perspective on planning and decision-making that requires some preparation. From that perspective, questions of human behaviour, inter-

action and communication become important because they largely shape a collaborative process.

Most of the topics can only be touched upon here, and lessons may be arranged so as to cover them in more depth, if the trainer's knowledge and resources permit to do so. Also, more than any other part of CoPack, this module deals with topics open for debate and will profit from discussion among students.

By failing to prepare, you are preparing to fail. – *Benjamin Franklin*

### LEARNING OBJECTIVES

The module aims at conveying knowledge and teaching skills specific to collaborative planning, most of them related to its social aspect. After having completed this module, students should

- be able to reflect their roles in a collaborative process,
- be able to discern and apply different ethical approaches to decision-making,
- have basic skills in conflict management,
- know about the role of media in collaborative planning,
- have practised and possibly improved their presentation skills.

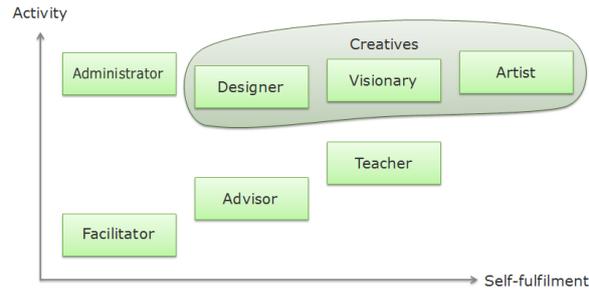
### TRAINING INSTRUCTIONS

The module provides three lessons which advance from inward and more theoretical to outward and more practical aspects:

3. Roles and attitudes (lecture and exercises)
4. Conflict management (lecture and exercise)
5. Media and communication (lecture)

## 2.1 Roles and attitudes

This lesson, in its first part, deals with different roles planners can and must assume in a collaborative group, as opposed to merely acting on a technical level of planning. The second part is dedicated to ethical considerations of decision-making. The two corresponding handouts can be presented during a 45-minute lesson or extended to cover 90 minutes so as to allow for discussion and in-depth learning. A basic, extensible slide show is also provided.



**Handout 2.1.1** deals with the roles of planners in collaborative processes.

**Handout 2.1.2** introduces three different approaches to decision-making.

The **Slides 2.1** presentation contains some text and images related to these topics.

The above topics are each accompanied by an exercise:

**Exercise 2.1.1** aims at practising different roles in a given planning situation and requires preparation at home. Presentation and discussion of the results will take 20-60 min, depending on the number of students or groups.

In **Exercise 2.1.2**, students are requested to discuss a planning issue under different ethical approaches. Contrary to the preceding exercise, preparations will take place during the course, resulting in a time frame from 45 min upwards, depending on the number of groups.

## 2.2 Conflict management

Conflicts are inevitable wherever stakeholders in a planning process have different interests. The question is not how to avoid them but how to deal with them.

Conservative and participatory approaches to planning can rely on formal procedures for conflict resolution – which mostly just means that, when all has been said and done, one party will have to yield. Collaborative planning, by contrast, is based on the idea that planning groups should try to resolve their conflicts in a self-determined way.

This lesson therefore deals with basic aspects of conflict management. It provides two handouts whose contents can be presented during a 45-minute lesson and an exercise taking approx. 30 minutes.

**Handout 2.2.1** conveys basic theoretical knowledge about conflicts.

**Handout 2.2.2** deals with some aspects of conflict management such as active listening and negotiation.

**Exercise 2.2** can be used to practice effective listening.

## 2.3 Media and communication

Media serve both for internal and external communication of a project. This lesson, in **Handout 2.3.1**, deals with media relations for external communication and the impact of new internet-based technologies on collaborative planning.

Apart from these rather technical aspects, personal skills become important whenever proposals or results of one's work must be presented to a group. **Handout 2.3.2** therefore elaborates on presentation skills.

## 2.4 References and recommended reading

Amy, Douglas J. (1987): *The Politics of Environmental Mediation*. Columbia University Press, New York.

Bentham, Jeremy (1789): *An Introduction to the Principles of Morals and Legislation*.

Engel, Antonia and Korf, Benedikt (2005): *Negotiation and mediation techniques for natural resource management*. Prepared in the framework of the livelihood Support Programme (LSP). An interdepartmental programme for improving support for enhancing livelihoods of the rural poor. FAO, Rome.

Fisher, Roger and Brown, Scott (1988): *Getting Together: Building Relationships as We Negotiate*. Penguin, New York.

Foot, Philippa (1967): *The Problem of Abortion and the Doctrine of the Double Effect in Virtues and Vices*. In: *Oxford Review*, Number 5, 1967.

Kant, Immanuel (1785): *Grounding for the Metaphysics of Morals*. Translated by James W. Ellington.



Mandeville, Bernard (1714): *The Fable of The Bees: or, Private Vices, Public Benefits*. The first edition was published anonymously.

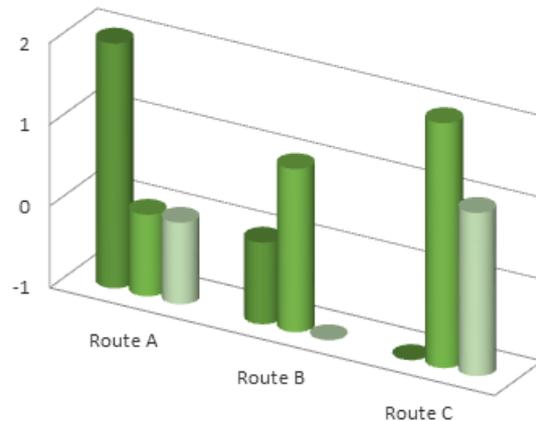
Schmid, Alex P.(1998): *Thesaurus and Glossary of Early Warning and Conflict Prevention Terms*. Forum on Early Warning and Early Response, London.

## 3 Methods and tools

In various attempts to enhance collaboration in planning processes, many different methods have been devised and adapted. Usually, a planning process benefits from using such methods and it has been noted that some of these methods work especially well when used in combination.

That is why CoPack, under the name of **Programme-based planning**, tries to introduce a systematic approach to the usage of methods in collaborative planning. Although far from being complete, the methodic framework presented here may help select the proper tools and properly organise collaborative processes.

The **Methods Manual** presents the methods and tools themselves. It is hardly possible to provide a comprehensive manual since the field of collaborative approaches is quickly evolving and new methods are constantly being developed and brought into practice. Those included in the manual have been evaluated and selected in the course of the [Tracopi](#) project.



### LEARNING OBJECTIVES

The aim of this module is to introduce students to a structured collaborative planning process and present different methods and tools available to support the process. After having completed this module, students should

- be able to discern different stages of a planning process,
- have a comprehensive view of the different methods available and a general understanding of how to choose a method, and apply them to specific planning situations,
- have gained a first impression of collaborative planning practice and confidence to use the methods in real-life situations.

### TRAINING INSTRUCTIONS

The module is divided into a lesson of 45 minutes and a workshop that can be extended from 90 minutes to any period of time feasible, depending on the scope of methods and planning steps to be practised.

1. [Programme-based planning](#) (lecture)
2. [Collaborative planning methods](#) (workshop)

### 3.1 Programme-based planning

Programme-based planning is the name for a modest attempt to systemise the different parts and stages of collaborative planning processes. The model introduced here gives a basis for selecting tools and methods to apply in collaborative planning. However, it is still very simple and may be redefined more precisely in the future. Two handouts and a slide show can be used to present the contents of this 45-minute lesson:

**Handout 3.1.1** deals with involvement as a process, as opposed to the rather static perspectives applied before.

**Handout 3.1.2** introduces a simple three-stage model as a guidance through the collaborative process.

The **Slides 3.1** presentation visualises the contents of both handouts.

### 3.2 Collaborative planning methods

Naturally, for training planning, a planning situation is needed. **Handout 3.2** describes a case study which can be used as an example. It is recommendable that, for training purposes, a different real-life case be used because it may be easier to get students motivated if they know the area and the issue in question. Teachers can use the handout provided as a basis for their own case study descriptions by editing the source file provided as part of the CoPack source package in the Downloads section of the website.

After presenting the case study, it is time to practise the methods. Select methods suitable for your case from the **Methods Manual** and start a workshop emulating a collaborative process in your group. This part of the course can be extended to any period of time feasible, but at least 90 minutes should be allowed for.

### 3.3 References and recommended reading

Longley, Paul A., Goodchild, Michael F., Maguire David J., and Rhind, David W. (2010): Geographical Information Systems and Science. 3<sup>rd</sup> ed. John Wiley & Sons.

Martins, Helena and Borges, José G (2007): Addressing collaborative planning methods and tools in forest management. Forest Ecology and Management 248, 107-118.

#### INTERNET

British Forestry Commission Toolbox for public engagement in forest and woodland planning: <http://www.forestry.gov.uk/toolbox>

Community planning website: <http://www.communityplanning.net>

Cayra (free mind mapping software): <http://cayra.en.softonic.com/>

Edraw (free mind mapping software): <http://www.edrawsoft.com/freemind.php>

EngagingCities (describes new online participation tools) <http://engagingcities.com/>

## 4 Documentation

For a project to be transparent and comprehensible both to its participants and other parties having a right to be informed, it is necessary to document all relevant information about the planning process. Proper documentation is the basis for presenting one's own work and verifying the progress of a project. Also, building upon well-documented ideas can make solutions come up more readily.

In this module, documentation is dealt with both in a stricter and a broader sense, because the term can refer to

- the recording of events such as internal and public meetings or hearings which are part of a collaborative process,
- a totality of information related to a project which must be managed and kept accessible.

The accent is on documentation in its stricter sense of gathering information about events which is positively needed when attending to a planning process. However, this information must be managed, and most university programmes pay little to no attention to teaching simple data management skills. We have therefore included a lesson and exercise covering basic aspects of data management.

It is not necessary for students to have a comprehensive understanding of collaborative planning at this point. The module can precede most others when setting up a schedule or curriculum.

### LEARNING OBJECTIVES

The aim of this module is to familiarise students with techniques of documentation in terms of both recording events and managing data collections. After having completed this module, students should be able to

- choose appropriate techniques for the documentation of events,
- record and prepare meeting minutes,
- efficiently manage a pool of project-related data.

### TRAINING INSTRUCTIONS

Based on the handouts and exercise papers provided, this module can be split into three lessons of 45 min each:

1. Documenting events (lecture)
2. Meeting minutes (exercise)
3. Data management (lecture and exercise)

As for the practical part of recording events and taking minutes, it should always be considered to take part in a real meeting or public hearing related to planning if such is possible.

## 4.1 Documenting events

Content for this lecture-style introductory lesson is given in **Handouts 4.1.1 and 4.1.2**. These deal with the role of documentation in a planning process and describe various documentation techniques and ways of post-processing notes and recordings. Teachers may conceive their own exercises, depending on the equipment available, to practise the techniques presented. Also, any opportunity to take part in a real meeting or other planning-related event should be exploited.

With the help of the handouts, students should be able to determine when in a planning process documentation is necessary and which techniques can be used, as well as acknowledge the general importance of proper documentation.

## 4.2 Meeting minutes

This is a practical exercise of 45 minutes built on a fictitious planning situation. Students are divided into groups of five and invited to hold a meeting where a decision must be made. The story and setting are described in the **Exercise 4.2** paper. During the meeting, minutes must be recorded.

The essence of the exercise is that the minutes will be evaluated by another group of students. They are asked to give a true account of the discussions and decisions made during a meeting, just by examining the minutes written by others. The fidelity of their statements will reveal the quality or shortcomings of the meeting minutes originally taken.

## 4.3 Data management

This lesson deals with some aspects of data management such as directory structures, file types and metadata. **Handout 4.3** provides basic knowledge whose presentation should be accompanied by demonstration on a computer, if possible. Teachers may supplement examples from their own working experience such as well and ill-organised project directories.

The material has been selected so as to be independent of a particular computer brand or operating system. In fact, the information presented is valid with all major operating systems.

Computer workstations are absolutely necessary for **Exercise 4.3** (15 minutes) dealing with the usage of metadata in order to classify unsorted files.

## 4.4 References and recommended reading

### INTERNET

Advice on preparing an agenda, having a great meeting and writing up minutes  
<http://themeetingminutes.com/>

The MIT Libraries Data management pages  
<http://libraries.mit.edu/guides/subjects/data-management/index.html>

## 5 Evaluation

Evaluation means to reflect upon a process and its outcome and assess their quality. In collaborative planning, both the outcome and the process are of equal importance: the outcome represents the technical result of the process which in itself, as a social activity not always strictly ruled by laws and customs, needs evaluation and controlling.



This module briefly deals with what planners and facilitators should know about process and outcome evaluation. Both materials presented here can be worked through during a 45-minute lesson.

**Handout 5.1** suggests techniques for evaluating collaborative processes and their results.

**Exercise 5.1** aims at evaluating the CoPack training course itself. The result of this exercise will be a panel image representing the rating of different lessons.

The makers of CoPack would be obliged to any trainer who would care to send in their results of exercise 5.1 in order to help improve CoPack.