

# planning and strategy

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this version: Monday 19<sup>th</sup> March, 2018 21:22

## outline

misc

organizational behavior (Natemeyer and McMahon, 2001)

reality is socially constructed (Berger and Luckman, 1966, Wildavsky, 1987)

planning and strategy (Blakely and Leigh, 2009, ch5,7)

program evaluation/impact analysis

community development (ch 4)

BERGER, P. AND T. LUCKMAN (1966): The Social Construction of Reality: A Treatise in the Sociology of Knowledge, Garden City, NY: Doubleday.

BLAKELY, E. AND N. LEIGH (2009): Planning local economic development: Theory and practice, Sage Publications, Beverly Hills CA.

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GREEN, G. AND A. HAINES (2012): Asset building & community development, Sage Publications, Beverly Hills CA.

MARYANSKI, A. AND J. H. TURNER (1992): The social cage: Human nature and the evolution of society, Stanford University Press.

NATEMEYER, W. AND J. MCMAHON (2001): Classics of organizational behavior, Waveland Pr Inc.

PIERSON, P. (2000): "Increasing Returns, Path Dependence, and the Study of Politics," American Political Science Review, 94, 251.

WILDAVSKY, A. (1987): "Choosing Preferences by Constructing Institutions: a Cultural Theory of Preference Formation," American Political Science Review, 81, 3–21.

## Necessary readings

- ◇ Wildavsky (1987)

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## and now some organizational behavior

- ◇ let's first define some basic ideas that would help us understand more specialized/down-to earth things
- ◇ a great book: classics of organizational behavior (Natemeyer and McMahon, 2001)
- it's about human behavior; traditi
- ◇ when you think of planning and strategy (regional development in general) you need to be aware of some psychological regularities

# groupthink

- ◇ when you agree on everything it should be a red flag
- ◇ you may be a victim to groupthink !
- ◇ groupthink is social conformity in group dynamics
- ◇ people would follow whatever is the mainline
- ◇ see also Asch experiments  
[http://en.wikipedia.org/wiki/Asch\\_conformity\\_experiments](http://en.wikipedia.org/wiki/Asch_conformity_experiments)
- ◇ need a fresh blood; bring in somebody from a different geographical location or from a different field
- ◇ otherwise you all gonna start thinking the same way



## groupthink

- ◇ shared illusions, groupy feelings
- ◇ a strong need to be loyal to the group
- ◇ sticking to the policies adopted by the group even if they don't work/have unintended consequences
- ◇ mental deficiency as a result of group pressures
- ◇ don't want to question leaders'/colleagues' ideas
- ◇ no bickering to spoil the cozy 'we-think' atmosphere
- ◇ as group cohesiveness (feeling accepted by others) increases so does groupthink (you want it to stay that way; be accepted)
- ◇ any lingering uncertainties: give benefit of the doubt to the group consensus

- ◇ members of group collectively create rationalizations to discount warnings/negative feedback
- ◇ members of the group believe in stereotypes (nothing can help Camden); yet everything ends; Camden won't be poor one day; the question remains when...
- ◇ and they believe in their morality, they are the good guys; the others, e.g. politicians, policymakers are the bad guys

## illustration: Tienanmen Square

- ◇ when there were the famous protests in Tienanmen Square (1989)
- ◇ there was a military/police for some time to supervise the protest
- ◇ but they were there already for some time so many of them could have gotten in a similar mood with the protesters, or even sympathize with them
- ◇ the commanders were smart and brought in the military from a far away region to pacify protesters

## groupthink—other thoughts

- ◇ the benefit of groupthink or strong group membership is identity
- ◇ if you question and disagree too much, at some point you may lose a sense of who you are
- ◇ groups identify you: say catholic, student, married, born and raised in North Camden, etc etc
- ◇ also see Fromm ([1941] 1994), Maryanski and Turner (1992):
  - escape from freedom=groupthink
  - great to free yourself from cages of group-think and membership
  - but you pay price: disorientation, losing identity, loneliness, lack of belongingness etc etc

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## two classics

- ◇ Berger and Luckman (1966)
- ◇ Wildavsky (1987)
- ◇ also interesting: Pierson (2000)

## why does it matter for regional development

- ◇ reality is socially constructed: people think what others around them think (I live in NY, I am a Democrat, and agree on everything Democrats agree upon)
- ◇ hence, it is difficult to bring about the change
  - somebody mentioned lass class Deliberative Polling: you need to educate people first, otherwise they won't understand what you are doing
- ◇ and the same thing with path dependency: history tends to repeat itself and changes are not very likely
- ◇ then it seems, that for a change to happen you need either:
  - a critical mass of new people with new thinking, few but very able leaders; other resources...

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## phases

- ◇ data (what is happening?)
- ◇ goals— > projects— > plans— > details
- ◇ data again (did it work?)
- ◇ things to keep in mind...
  - remember to break it into small actionable short term tasks
  - max impact, the biggest bang for the buck; most projects sound reasonable but only few make the biggest difference
- ◇ build a movie theater in Camden ? yes, reasonable; build a gym ? yes, reasonable...etc etc; but resources are limited, opportunity cost—you always need priorities

## what is likely to work?

- ◇ what worked in the past
- ◇ what is working in other areas
- ◇ but places are different
- ◇ make sure that you are comparing areas with similar conditions
- ◇ and try to make educated guesses about the future (e.g. Ted Talks, The Economist)—nothing is forever: Detroit, Sillicon Valley, etc
- ◇ important: people overestimate that things will never change (e.g. all empires collapsed, people did not believe even after the fact (Nial Fergusson))

## treat causes, not symptoms

- ◇ putting out fires and making pain less painful is important
  - e.g. police crime and provide food for homeless
- ◇ but it won't fix problems; need to think about underlying causes
- ◇ e.g.: losing businesses and jobs, population flight

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## the idea...

- ◇ figuring out an impact of a program/policy is difficult
- ◇ you need to exclude alternative explanation (maturation, regression to the mean, etc)
- ◇ it all boils down to the idea of counterfactual
  - that is what would have happened had we not implement the policy
  - that is you want to compare after-policy to fictitious without-policy
- ◇ an example would be new residents after 15k housing incentives in Camden vs no such policy
  - e.g. after the policy we may have fewer new residents than before; but had the trend continued we would have even

## cost-benefit analysis

- ◇ “are those policies worth borrowing money from China” (Romney)
- ◇ most policies sound reasonable and bring some positive effect
- ◇ but it's not enough
  - think how much they cost
  - and how much regulatory burden (red tape) they add
  - does it work in practice (externalities, pervasive incentives, opportunity cost): e.g. bailout-TBTF
- ◇ and periodically overview, simplify and standardize
  - as you keep on adding things, it becomes unwieldy (US tax system)

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## public participation

- ◇ Tocqueville found America to be a vibrant civil society
  - lots of voluntary associations, organizations
  - lots of public action



## howto organize a community

- ◇ “doesn’t have to be big to be successful” (Green and Haines, 2012, p 67)
- ◇ it begins with a one person who want to change something
- ◇ many forms:
  - unions organize workers
  - constituency organizing based on socio-demographics: gender, race, language
  - issue organizing addresses a particular concern, e.g. school, taxes, housing, cigar smoking

## community organizing models

- ◇ Alinsky model: use a professional organizer
- ◇ Boston model: contact people and appeal to their self-interest
- ◇ visioning: imagine desirable future and figure out how to get there
- ◇ comprehensive-rational planning: analyze data (academic-like)
- ◇ strategic planning: SWOT (Strengths, Weaknesses, Opportunities, Threats)(e.g. a list in “why did i get married” )
- ◇ appreciative inquiry: identify strengths and successes, focus on the positive

## unappreciative inquiry

- ◇ most of you are doing unappreciative inquiry
- ◇ complainning about failed redevelopment in Camden
- ◇ stressing problems
- ◇ stressing failiures
- ◇ and leaving reader upset

## break it down into pieces

- ◇ set intermediate goals ! don't overwhelm yourself; break it down into manageable pieces; don't try to redevelop Camden, but focus on a specific project and its subparts

## action plan of development

- ◇ asses fit if vision and project
- ◇ analyze the situation
- ◇ asses helping and hindering forces
- ◇ decide who is going to do it and how
- ◇ create a community resource inventory
- ◇ monitor, evaluate and revise (keep track)

## survey research

- ◇ find out about attitudes, opinions, values and behavior
- ◇ do not do too early: residents may not be aware of all the issues
- ◇ and not too late: they will think their input is meaningless
- ◇ face-to-face: best response rate,  $> 70\%$
- ◇ mail surveys are the cheapest (and can also mail some visual aids, e.g. maps etc)

## deliberative pooling

- ◇ first, need to educate people about the issues and only then ask for their opinion
  - ◇ otherwise they don't know what they are talking about
  - ◇ Fishkin at Stanford
- <http://cdd.stanford.edu/polls/docs/summary/>

## community based organizations

- ◇ CDC is a private, nonprofit entity serving low-income community
  - governed by a community based board, and serving as an ongoing producer in housing (90%); but also in commercial, industrial or business development
- ◇ more than 4,600 CDCs in the US with median age of 18 years (Green and Haines, 2012, p 93)
- ◇ a common critique of CDC: institutionalization reduces their willingness to fight for basic structural change
- ◇ community youth organizations are important because there are many problems with the youth



## next week

- ◇ let's have a look at the next week's slides