

Reading Tips and Study Questions: For Session 19
Planning and Participation Redux—November 21st

Required reading:

1. **(Case)** "Dealing with Unexpected Opposition: The Singapore Tourism Board and the Chinatown Enhancement Plan" (Kennedy School Case 1519.0)
2. (Free online) Xavier de Souza Briggs, "Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course," The Community Problem-Solving Project @ MIT, 2003.
3. (Free online) Pp.15-17 only, "Organizing and planning," in Xavier de Souza Briggs, "Organizing Stakeholders, Building Movement, Setting the Agenda," The Community Problem-Solving Project @ MIT, 2003.

Tips and questions

In this session, we want to build on the discussions we've had about participation, communication, and the aims of planning beyond the modernist model. I refer to planning that's committed to reason (the rational element) and savvy about stakeholder interests and values (the political element) but also able to produce an inclusive dialogue (a partly cultural element), not just a volley of opinions.

1. The case: Singapore has long been a quite autocratic and government-dominated society but is experimenting, as the case notes, with more "consultative" decision-making. What is the problem(s) facing Singapore Tourism Board (STB) decision-makers at the end of this case? Is there, in your view, a significant problem(s)? What should they do about the problem(s)?
2. What kinds of learning seem to be called for in this case? Who needs to learn, and what do they need to learn?
3. Given the distinctions in the "Planning Together" tool, and also the points about "Organizing and Planning" in the other tool, is it clear what the purposes of the Chinatown consultation process are? Think about who is doing the consulting, why, and how.