Professor
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Office hours - Wednesdays, 3:30-5:30 pm and by appointment

Course Description

Solving today's complex social problems requires considering the perspectives of stakeholders from the public, nonprofit and private sectors. Existing structural and institutional barriers, combined with distinct assumptions, work styles, and disciplinary backgrounds of actors in each domain make collaborative work difficult, particularly when leaders lack the skills and competencies to connect in ways that bridge the gap. Incorporating literature, cases, guest speakers and intervention technologies, the course offers a structure for sustained cycles of dialogue around examples of formal collaborations from several countries around the world. The literature calls these efforts “cross-sector social partnerships” (CSSP) defining them as “cross sector projects formed explicitly to address social issues and causes that actively engage the partners on an ongoing basis” (Selsky & Parker, 2010:22). The focus of the course will be in partnerships where members of the three sectors—government, civil society and business—collaborate, thus the course's name, Multi-sector partnerships (MSPs). We will study partnerships that span geographical contexts, from a comparative perspective. The course encourages students to consider the assumptions of stakeholders from each sector, to clarify and challenge their own assumptions and pre-conceptions in reference to the three sectors and to explore the opportunities and challenges associated with multi-sector collaboration through the lens of evidence-based knowledge of this phenomenon.

Course objectives

At the end of the course students will have the ability to:

1. Recognize and clarify the basic components of an effective multi-sector partnership, different possible types of cross-sector collaborations, and the flow of building a multisectoral partnership;
2. Recognize key assumptions, concepts and paradigms from the public, nonprofit and business perspectives, and appreciate the opportunities and barriers these differences create, thus adding new perspectives to their existing worldview;
3. Analyze cases of value creation through multi-sector collaboration in diverse geographical contexts that illustrate the challenges; and apply assumptions, concepts and paradigms to illuminate the case analyzed in their final team project.
4. Identify collaborative leadership competencies (such as the ability to challenge the self, to be critical of all perspectives, to listen to others’ perspectives openly) and potential tools to facilitate partnership work (such as the U-process);
5. Explore their own areas of growth and potential strategies to tackle them to become better bridge-leaders across sectors.
**Course Requirements**

1. Active engagement in class exercises and discussions around assigned reading - due every session;
2. Individual Journal entries (ref. assigned reading) - due every session starting on Feb 20;
4. Individual final reflection essay – due May 6
5. Final team project presentation (delivered May 14) and paper – due May 17

**Class Participation**

Much of the learning that takes place in a reading seminar occurs as a result of classroom discussion. Your attendance, and your willingness to prepare in advance and actively participate, including practicing the competencies of collaboration in every class, will ensure the best possible learning environment. See class participation assessment in NYUClasses.

*Attendance and Lateness Policy* - Attendance at each class session is expected. If you miss more than one session, you can expect this to have a negative effect on your class participation grade unless previously discussed with the professor. Excessive lateness, or leaving early, will also have a negative effect on your grade. *Missing more than two sessions is grounds for course failure.*

**Journaling**

- While expected to read all required material, students will choose three readings from each session to comment on their journal.
- Students will link insights from these readings to their own experience and self-assess their present understanding and capacity of collaborative competencies. Students are expected to draw implications about the types of competencies required for collaborative work across sectors, exploring the extent of their readiness to use them effectively. Journaling will be an opportunity therefore to engage in an informal reflection on the student’s developmental needs to become an effective collaborative leader.
- Journal entries are not formal writings, but rather thoughtful reflections on the readings to explore how they help illuminate students’ personal experience and self-diagnosis.
- Students hand-in journal entry upon arrival to each class (*including the final class*)
- **Format**: one paragraph per reading, 1.5 spacing (the journal entries will be no more than one page per session). Include student name and date. No need to write full reference of reading chosen, just refer to it by the last name of the authors and date of article (e.g. Austin (2005) says…)


- Students will search and identify (via the internet and their professional networks) a multi-sector partnership and will develop a critical review in the form of a mini-case that
describes in some detail its primary components and impact, and identifies factors associated with its success (or shortcomings);

- Student will write a memo (3-5 pages, double space) offering a personal assessment of the case’s robustness as a collaboration case.
- Memo is due on March 25.

Team project

- Students will choose a case in a particular policy area and join a team of participants with similar preference (see list of cases below);
- The team will write a paper (8-10 pages, double-space) that provides an analysis of each sector’s participation and proposes an alternative scenario.
- Students will present a preliminary version of their work to the class during the last session (May 14). They will hand-in small assignments throughout the course, which will build toward the presentation and paper (see assignments in separate document on Team project posted in NYU Classes). Students are responsible for continuing to do the work on their own between sessions to ensure final completion of the project.
- Report is due on May 17.

Cases for the team project:

Case 1: Senegal's Fight against Malnutrition: The Nutrition Enhancement Program (Africa). In:

Case 2: Amangwe Village, South Africa (Africa). In:

Case 3: California's CALFED Water Program (North America). In:

Case 4: MetroGIS (North America). In:

Final reflection essay

- Each student will write a 3-5 page final reflection essay. We will initiate this work during class. Students will then complete the reflective essays, to further incorporate aspects of
learning based on the journaling, as well as incorporating readings, class discussions, and guest speakers’ presentations.

- The essay should summarize and further explore the identified student’s developmental needs to become an effective participant of multi-sector partnerships, and suggest strategies to address these needs.
- Students must reference at least 5 readings in the paper, and include a bibliography as an extra page.
- For tips on good writing see the Assignments tab in NYU Classes.
- This essay is due on May 6

In summary, students must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Requirements and due dates</th>
<th>Percentage grade</th>
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<tbody>
<tr>
<td><strong>Journaling</strong>&lt;br&gt;- One journaling assignment per session for a total of 6 (no journaling on May 14); due at the beginning of each class, except journal for Feb 6 to be handed in with journal for Feb 20)</td>
<td>15%</td>
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<tr>
<td><strong>Individual Report (mini-case): Critical review</strong> - Due March 25</td>
<td>20%</td>
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<tr>
<td><strong>Team project (30%)</strong>&lt;br&gt;- Class presentation – See due dates of small assignments and presentation plan in separate document; presentation delivery due <em>May 14</em>&lt;br&gt;- Final paper – One pager and work plan due <em>April 2</em>, final paper due <em>May 17</em></td>
<td>10% 25%</td>
</tr>
<tr>
<td><strong>Individual final reflection essay</strong>&lt;br&gt;- Identifying developmental needs and strategy to address them. Due on <em>May 6</em></td>
<td>20%</td>
</tr>
<tr>
<td>Class participation – <em>Assessed every day</em></td>
<td>10%</td>
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<tr>
<td>TOTAL:</td>
<td>100%</td>
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Overview of Course Contents and assignments

I. The what and why of multi-sector partnerships

Session 1: February 6 – Creating collective impact in a shared-power world: the nature and role of multi-sector partnerships

Session 2: February 20 – Using social technologies to address wicked problems: facilitating bridge building across different perspectives.
*Journal assignment for Sessions 1 and 2*
Guest speaker: Surita Sandosham, Synergos’s approach to building partnerships

II. The who, what and how of multi-sector partnerships: institutional differences and collaboration

Session 3: March 5 – Building Blocks: Collaborating across sectors: motivations, risks, benefits, barriers and roles
*Journal assignment for Session 3*
Guest Speaker: Neil Britto, The Intersector Project

*Individual Report (mini-case): Critical review: March 25*

*Journal assignment for Session 4; Work plan for teamwork: April 2*
Guest Speaker: TBC - The Government Perspective

Session 5: April 16 – Architecture and Processes 2: Governance (with small g), accountability and leadership (Multi-sector partnerships at work).
*Journal assignment for Session 5*
Guest Speaker: Surita Sandosham, Synergos – The Civil Society Perspective

III. The so-what of multi-sector partnerships

Session 6: April 30 – Meaningful Partnerships: Transitions, transformations, exits and lessons (evaluation): when and how to move on.
*Journal assignment for Session 6*
Guest Speaker: Alison Taylor, BSR – The Market Perspective

*Individual final reflection essay: May 6*

Session 7: May 14 – Taming the beast: Critical interpretations of multi-sector partnerships.
*Wrapping up: lessons and insights of multi-sector partnerships*
Team Project Presentations: May 14

*Team project paper: May 17*
Course content and schedule of assignments

I. The what and why of multi-sector partnerships

Session 1: February 6

1. Introductions and course overview: Who are we? Why are we here? What are our goals and collective agreements?

2. Creating collective impact in a shared-power world: the nature and role of multi-sector partnerships

- The nature of today’s social problems and social transformation; the shifting context in which MSPs emerge; Responses to social problems (market, government, social sector based approaches) and sector failure; MSP as an alternative and integrative response for social and economic value creation

Required readings


- These three short pieces go together as a single reading (and single journal entry) that offers an overview of what researchers tell us: (7 pages)


- Read the following case (be prepared to describe):

Session 2: February 20

3. Using social technologies to address wicked problems: facilitating bridge building across different perspectives

- Organizing the Student Project: Overview of the final assignment; students choose topics and form groups
- Guest speaker: Surita Sandoshan - Using a systems perspective as entry point to multi-stakeholder initiatives

Journal assignment for Sessions 1 and 2 due today

Required readings


- Watch: The Essence of Theory U and Presencing, by Professor Otto Scharmer
  [https://www.youtube.com/watch?v=7lUyGBBcdJY](https://www.youtube.com/watch?v=7lUyGBBcdJY) (5:15 minutes)


II. The who, what and how of multi-sector partnerships: institutional differences and collaboration

Session 3: March 5

**Building Blocks:** Collaborating across sectors: motivations, risks, benefits, barriers and roles

- More about the nature of the partnerships with an emphasis on exploring value generation from the perspective of each sector and the implications for considering motivations, risks, benefits, barriers and roles

- Guest Speaker: Neil Britto, The Intersector Project – an overview of the ecology of partnerships

*Journal assignment for Session 3 due today*

**Required readings**


- Caplan, K.:  
  - 2013. Taking the Mythology out of Partnerships – A view from the ground up (4 pages).


Session 4: April 2

Architecture and Processes 1: Governance (with capital G) challenges and the inter-organizational life cycle

• Case analysis: the Hocol case in Colombia
• CPPCs at work: the inter-organizational collaborative life cycle; overview, with emphasis on the first stages.
• Guest Speaker: TBC - The Government Perspective

Journal assignment for Session 4 due today

Work plan for teamwork: due today

Required readings


• Sandosham, S. & D. Winder. (2008) Building Multi-sector Partnerships to Address Complex Problems: Lessons from the Partnership for Child Nutrition and the Bhavishya Alliance, India. New York City: Synergos. Scan pages 1-5 (you are now familiar with this case) and concentrate on Lessons (pp. 5-13: 8 pages)

• CASE: Uribe, E., R. Gutierrez and A. Barragan. 2011. HOCOL. Social Enterprise Knowledge Network SKEN. (15 pages text, 15 Charts)
Session 5: April 16

Architecture and Processes 2: Governance (with small g), accountability and leadership (Multi-sector partnerships at work)

- Case analysis: the PTB case in Barcelona
- Structuring and governing multi-sector partnerships; accountability issues and leadership challenges.

- **Guest Speaker:** Surita Sandosham, Synergos The Civil Society Perspective

*Journal assignment for Session 5 due today*

**Required readings**

  - Governance structures and accountability - CHAPTER 3 (pp. 13-15) (3 pages)
  - Leadership - CHAPTER 4 (pp. 17-24) (7 pages).


- Caplan, K.:


III. The so-what of multi-sector partnerships

Session 6: April 30

**Meaningful Partnerships:** Transitions, transformations, exits and lessons: when and how to move on

- Defining success and planning evaluation
- Exploring the importance and strategies for exiting when the project is done
- Guest Speaker: Alison Taylor, BSR – The Market Perspective

*Journal assignment for Session 6 due today*

**Required readings**


*Individual final reflection essay: due May 6*
Session 7: May 14

Applying, sharing and integrating the learning

1. Taming the beast (Critical interpretations of multi-sector partnerships) - Recognizing power and ideology in the discourse of partnerships

2. Team presentations (fish bowl format, followed by debrief)

3. Wrapping up

Team Project Presentations due today

Required readings


Team project paper: due May 17

END OF SCHEDULE OF ASSIGNMENTS
**Other interesting readings (not required)**


Independent Evaluations Group (IEG), World Bank, (2007), Sourcebook for Evaluating Global and Regional Partnership Programs: Indicative Principles and Standards


Collaborative Networks. The IBM Center for The Business of Government. (Pp. 9-26)


WaterAid. (2009) Putting our heads together: Debating the potential strengths of partnerhsips for WASH.