

School of Community and Regional Planning (SCARP) University of British Columbia

Course Number	PLAN 523
Course Credit(s)	2.0
Course Title	The Profession of Planning
Term	2018-2019 Winter Term 1
Dates/Times	September 10th to November 26th, 2018

Instructor	Emilie K. Adin
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Office Hours	Meet by apt

Short Course Description

This course is built around a framing of “planning as leadership”. It explores what professional practice means, and develops the competencies and skills of leadership in students. The course is restricted to and required for all SCARP Masters students in their second year. No prerequisites.

Course Format

Short lectures will be interspersed with individual, small group and whole class activities. A holistic approach to learning (cognitive, practical, social, embodied) is to be expected.

Course Overview, Content and Objectives

How would we conceive of planning, if we saw it first and foremost as a leadership activity? What is the role of planners as leaders, and how do we become effective as professional planners beyond our role as technical experts? What does it mean to be a professional and what kinds of leadership does professionalism require of us? PLAN 523 is an exploration of these and related questions. We deal with the ethical and pragmatic dilemmas common in planning practice (e.g. the difficulty in establishing public interest given a divided public, responding to political pressure, absence of complete sets of information etc.) The overall objective of the course is for each student to develop mindsets necessary for leading in complexity, and specific skills and capacities they need to interact with other people and systems to catalyze action in planning contexts within the public, private and not-for-profit realms.

The course draws significantly on the literature from leadership, organizational development, business, psychology, and communication fields and evokes a complexity perspective throughout. The four segments of the course are organized along an arc that radiates out from the individual planner:

Course Schedule

Sessions 1&2: Personal Leadership – Who is the self as the instrument of this work?

Session 1	September 10th: Self-Awareness and Leadership Competencies
9-10am	Opening exercise and overview of the course Introduction to reflective practice
10-11am	– Panel on Personal Leadership + What does it mean to be a professional? + How can you show leadership in any job, at any level? + Why Self-Awareness is vital + How to avoid becoming a jaded planning professional
11am-12	– Co-Created Pedagogy in Planning Education / closing exercise

Session 2: September 17th: Finding Your Passion For Planning

Guest instructor: Maged Senbel, PhD

Sessions 3&4: Relational Leadership - How to work successfully in relation to others?

Session 3	September 24th: “The Rise of the Agilistas”
9-10am	– The ‘Agile’ Method, “experimentation” in planning
10-11am	– Panel on the ‘Agile’ Approach + What is it to be agile? + What did Grabow and Heskin mean of the need for experimentation in planning: “To take risks, but always for the purpose of learning”? + How can you pursue both incrementalism and big goals?
11am-12	– Planning Exercise using the ‘Agile’ Method / closing exercise

Session 4	October 1st : Planning for Complexity
9-10am	Building relationships, Feedback Loops, and Forward Momentum Exercise on implicit bias
10-11am	– Panel on Planning in Complex Times + How can planners create a mindset of opportunity? + How can one create a clear vision for an unclear future? + Does the unpredictability of these times preclude a role for planners? + How can you lead change?
11am-12	– Perceptions of Duality and “Unbearable Tension” / closing exercise

Sessions 5&6: Organizational Leadership – How to work successfully in organizations?

Session 5	October 15th: Planning and Conflict
9-10am	– Group exercise
10-11am	– Panel on Facilitative Leadership + What does it mean to be collaborative? + How can we as planners nurture better relationships (and decisions)? + How can a planner be both flexible and results-oriented?
11am-12	– Chicken and Eggs: Process, Relationships, Results / closing exercise

Session 6	October 22nd: Collaboration: “My brain is open!”
9-10am	– “Messy Teamwork” and cognitive diversity
10-11am	– Panel on Collaboration + When does ‘more uncomfortable’ means ‘more effective’? + When/how to choose between ‘more cohesion’ & ‘more openness’ + Are planners susceptible to a ‘filter bubble’ (self-censorship)? + How can planners help to achieve ‘goal harmony’?
11am-12	– Conflict and Reconciliation / closing exercise

Sessions 7, 8 and 9: Societal Leadership – How to lead change within larger societal networks?

Session 7	October 29th: Planning and Power
9-10am	– Do Planners Have Power?
10-11am	– Panel on Planning and Power + Why do planners avoid talking about power? + How can planners assert power? + When/how do planners relinquish power? + Is power gendered in the planning profession?
11am-12	– “Transformative Incrementalism” / closing exercise

Session 8: November 5th: Planning and Power Part 2

Guest Instructor: Rob Buchan, PhD

Session 9	November 26th: Leadership and Influence
9-10am	– Empathetic Engagement and “Perspective Taking”
10-11am	– Panel on Sustainability Planning + What does ethical leadership mean to you? + How do you influence positive change in the world? + How/when do you exercise persuasiveness and how/when do you exercise active listening?
11am-12	– Matrioshka Dolls as a Metaphor for Leadership / closing exercise

Learning Outcomes

After completing this course, students will be able to:

- Articulate the meaning of being a professional, including ethical dimensions
- Articulate the meaning of being a leader, including imbuing the qualities of self-awareness, resilience, collaboration, and empathetic communication
- Distinguish between simple, complicated and complex problems and recognize the implications of each for planning practice
- Distinguish between various types of leadership applicable to planning practice and identify one's own orientation, while gaining willingness to try new approaches
- Demonstrate a greater level of self-awareness including insight into your implicit biases and habitual patterns in interaction with others
- Recognize and have a way of reading systems and use a network thinking framework
- Feel more confident in taking initiative and participating in action

Attendance

Because of the intensive nature of the course, full attendance is required. A doctor's note is required if you are going to miss any of the instructional hours.

Evaluation Criteria and Grading

Class participation (20%)

This is a highly applied course and class attendance and participation are essential to completion. Evaluation is based on the level of engagement with class materials and activities that may also include challenging of the materials and activities.

Reflection papers (80%)

Four reflection papers are to be submitted, summarizing the student's learning after each of the four segments of the course. I suggest writing them as soon as possible after each section while the learning is fresh. They are due 7 days after the end of each segment of the course; by e-mail to EmilieKAdin (at) gmail.com or eadin (at) mail.ubc.ca.

A reflection paper is a thoughtful short paper (1-2 pages single-spaced, or 3-4 pages double-spaced) that looks back on the experience of the segment of the course and describes the reaction of the student to the readings and exercises, with an emphasis on their main insights and learnings. The reflection paper connects the classroom learning with one or more of the readings, but is not meant to be a scholarly paper. Nor is a reflection paper a course evaluation. I am not only looking for your reactions to the material or instructor's approach to offering learning opportunities (there will be opportunities for providing that feedback in the classroom and after the course). I am also looking from you for an exploration of what you are learning about yourself and how you might work with this learning to grow as a leader and to grow into a planning professional. (Note: I will further describe the nature of the reflective practice in the first session.)

This course is being run as a “sister program” to the required second year Studio Course (PLAN 526), thus there will be ample opportunity of putting some of the teachings from the PLAN 523 course into practice. We will deliberate on the collaboration throughout PLAN 523 discussions and group exercises.

Required and Optional Readings (prior to each of the sessions)

Session 1: September 10th: Self-Awareness and Leadership Competencies

Required:

Andrea I. Frank (2007) Entrepreneurship and Enterprise Skills: A Missing Element of Planning Education? In *Planning, Practice and Research*. Available on-line.

Optional:

Marija Maruna (2017) Remodelling urban planning education for sustainable development: the case of Serbia. Available on-line.

Session 2: September 17th: Finding Your Passion For Planning

Required:

Ian Wight (2003) Mediating the Politics of Place: Negotiating Our Professional and Personal Selves. In *Plan Canada*.

Optional:

Susan Thompson (2006) The Quest for Heartfelt Environments: A Qualitative Researcher’s Journey. In *Urban Policy & Research*.

Session 3: September 24th: “The Rise of the Agilistas”

Required:

Zaid Hassan (2014) The Social Labs Revolution: A New Approach to Solving Our Most Complex Challenges. Chapters 1, 6, and 8

Session 4: October 1st: Planning for Complexity

Required:

Jennifer Garvey Burger (2015) Simple Habits for Complex Times. Chapters 2 and 8

Session 5: October 15th: Planning and Conflict

Required:

John Forester (2011) Profile of Larry Sherman in Planning Theory and Practice

Optional:

Meg Holden (2017) Getting to Groundbreaking, but not Build Out: From Formation to Failure in a Regional Housing Indicators Collaborative. Chapter 6 in *Community Quality-Of-Life Indicators: Best Cases VII*.

Session 6: October 22nd: Collaboration: "My brain is open!"

Required:

Tim Harford (2016) Messy: The Power of Disorder to Transform Our Lives. Chapter 2.

Session 7: October 29th: Planning and Power

Required:

John Forester (1993) Planning in the Face of Power. Chapter 3.

Mary Beard (2017) Women & Power.

Session 8: November 5th: Planning and Power Part 2

Required:

Robert Buchan et al (2018) Transformative incrementalism: Planning for transformative change in local food systems, in *Progress in Planning*. Available on-line.

Session 9: November 26th: Leadership and Influence

Required:

Maged Senbel (2015) Leadership in sustainability planning: propagating visions through empathic communication, in *The Journal of Environmental Planning and Management*

James Throgmorton (2003) Planning as Persuasive Storytelling in a Global-Scale Web of Relationships in *Planning Theory*

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.