2019

Leadership in Placemaking

Mackintosh, L.

Place Agency

10/7/2019

Prepared by:

Lara Mackintosh, University of Notre Dame

THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

For:

With the support of

PLACE AGENCY

THE MYER FOUNDATION

This document was prepared as a teaching guide for placemaking academics to engage their students in the topic mentioned in the title. It is part of a 12 module series created through a multi-university collaboration including Curtin University, University of Notre Dame, the University of Technology of Sydney, University of New South Wales, University of Queensland, The University of Adelaide and the University of Melbourne. The module was informed by practitioners through an intensive skillset and gap analysis workshop in Oct 2017.

This module envisioned as a 1-week delivery includes:

- This template including ~10 hours of content as follows

    o A total of ~3 hours of presumed in-class exercises (no more than 1-hour lecture)

    o A total of ~7 hours of personal study time (i.e. readings/short essays/videos to watch)

- The slides/materials used for the lecture.

- List of 'mandatory' reading and recommended readings relevant to the module content.

The document is subdivided into two sections.

1. Section 1: Provides an outline of the aims of the module

2. Section 2: Expands on the specific topic covered by this module and the recommended exercises for tutorial activities.

1 Section 1: Module outline

Overview

Leadership in placemaking is often an assumed skill. The resources available to placemakers typically demonstrate how leaders can implement projects, initiate ideas and run workshops. But the development of leadership skills and how these can be learnt is not typically discussed. There are many different ways of considering, enabling and implementing placemaking, and the anticipated goals may be different for each of the stakeholder groups. So how do placemakers navigate their way through this complex management process? What are the skills required to enable engaging, effective and successful placemaking for all (or at least most)? Leading a team is challenging, and in placemaking, often requires an adaptive, reflective approach. This module on leadership begins with an exercise focused on self, in which you are asked to reflect on what you have learnt so far, and your own experiences of placemaking. You will then explore what it means to understand others – the different types of situations that may arise during a placemaking project, and the skills required to engage with all stakeholders to reach an outcome. Case studies are used to demonstrate the value of negotiation and communication and you will be required to determine strategies based on the case studies. The module concludes by inviting the student to review your own capabilities and biases.

In this module you will be building on the skills and knowledge you have gained from previous modules. You will be asked to share your experiences in placemaking, both as a practitioner making places for others, and as someone who belongs to, and loves, a community place.

The preparation for this module introduces you to a review of leadership models and case studies that can be applied to placemaking. Not all these models are described in terms of placemaking and you are encouraged consider how these different situations may be similar situations in placemaking. This may relate to the complexity of the stakeholders involved, the scale of the communities or groups, and the length of time taken to achieve outcomes.

This module requires ongoing self –reflection, and students are required to start a weekly reflective journal at the beginning of the placemaking studio. A template is provided to prompt students to direct their reflections. This template is focused on group work, on the understanding that the studio will have a component of group work. This template may be adjusted to reflect the planned activities within the studio.

Summary of materials referred to in this Module

The following should be easily accessible through the PlaceAgency web platform, local council and developer websites, or university library databases (journal articles etc). Some are for your reference, and some are needed by students for their activities.

Resources needed for student's independent study outside the class room.
- Short video interviews with Western Australia placemakers, available through the PlaceAgency online portal. Selections could be made depending on the focus of the program, and the background of the students.

COMMUNITY	
Ben Kent: Inglewood on Beaufort Town Teams	**Dean Cracknell: Town Team Movement**
Ben Kent Introduction	Dean Cracknell Leadership Strategies
Ben Kent Leadership Strategies	Dean Cracknell Communication Challenges
Ben Kent Communication Challenges	Dean Cracknell The skills of an effective placemaking leader

Ben Kent Negotiating with diverse stakeholder groups Ben Kent The skills of an effective placemaking leader	
LOCAL GOVERNMENT	
Callum Prior: City of Wanneroo Callum Prior Leadership Strategies Callum Prior Communication Challenges Callum Prior Negotiating with diverse stakeholder groups Callum Prior The skills of an effective placemaking leader	**Emma Snow: City of Bayswater** Emma Snow Leadership Strategies Emma Snow Communication Challenges Emma Snow Negotiating with diverse stakeholder groups Emma Snow The skills of an effective placemaking leader
PLACEMAKING CONSULTANTS	
Carla Chatzopoulos: Element Carla Chatzopoulos Leadership Strategies Carla Chatzopoulos Communication Challenges Carla Chatzopoulos Negotiating with diverse stakeholder groups Carla Chatzopoulos The essential skills of an effective placemaking leader	

- Agard, K. (ed.) (2011). "Progressive Leadership: Models and Perspectives for Effective Leadership" In Leadership in Nonprofit Organizations: A Reference Handbook. SAGE Publications, Inc.
- Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality. Educational Management Administration Leadership, 37(2), 257-277.
- Mackintosh, L. (2020). "Leadership in Placemaking", In D. Hes and C. Hernandez-Santin *Placemaking fundamentals for the built environment.* Palgrave Macmillan.

Resources needed for students' in class activities.
- Paper at least A3 in size and text as if possible, for all exercises.
- For exercise 1, a one-page maximum summary of the Intro to placemaking/what is placemaking chapter, or summary points from intro to placemaking module.
- For exercise 2b, review the studios presented on the website, selecting those which are relevant to the background and experience of the class.
- For exercise 3, identify the key stakeholders of one of the placemaking case studies presented in the Placemaking fundamentals resource. Summarise the 5 elements of placemaking for each of those projects (refer Chapter 2). Alternatively, one could be found local to your area, or international depending on your needs.

Additional resources that may support a facilitator not familiar with this topic. These directly informed the subtopic summaries.
- Agard, K. (ed.) (2011). "Progressive Leadership: Models and Perspectives for Effective Leadership" In Leadership in Nonprofit Organizations: A Reference Handbook. SAGE Publications, Inc.
- Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality. Educational Management Administration Leadership, 37(2), 257-277.
- Seemiller, C. and Murray, T., (2013). The Common Language of Leadership in Journal of Leadership Studies vol. 7, no. 1. University of Phoenix. Pp33-45
- Winkler, I. (2010). Contemporary leadership theories: enhancing the understanding of the complexity, subjectivity and dynamic of leadership. Berlin. Springer.

- Chapter 2. Characteristics of Contemporary Theoretical Approaches in Leadership Research. Outlines characteristics – this short chapter summarises the ways of examining leadership, and the characteristics looked for in leadership models. It introduces leadership as a process of interaction.
- The following chapters describe different models of leadership theory, which in turn explain leadership – the situations, the characteristics and the behaviours – in different ways. This book maybe useful when seeking to understand how leaders emerge and communities respond.
  - Uhl-Bien, M., Marion, R., McKelvey, B. (2007). Complexity Leadership Theory: Shifting Leadership from the industrial age to the knowledge era. Leadership Institute Faculty Publications. 18.

- **Leadership Models**
  - Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality. Educational Management Administration Leadership, 37(2), 257-277.
  - Hilton, K., and Wagerman, R. (2016). Leadership in Volunteer Multistakeholder Groups Tackling Complex Problems. In Leadership Lessons from Compelling Contexts: Monographs in Leadership and management, Vol. 8. Pp 425-464. Emerald Group Publishing Ltd.
- **Leadership identity, skills and competencies**
  - Seemiller, C. and Murray, T., (2013). The Common Language of Leadership in Journal of Leadership Studies vol. 7, no. 1. University of Phoenix. Pp33-45

Objectives of the Module

- To understand different leadership models and skills that support placemaking
- To understand student's role in facilitating placemaking dynamic in complex situations.

Module Content

This module is about is understanding how you can be a responsive leader, and understanding the different people and places of each project.

1. How does your understanding of placemaking inform your leadership approach?
2. How to you respond to the different types of players and experts?
3. What is it about different projects that would require a different leadership approach?

Learning outcomes

Using the Blooms Taxonomy of learning, upon completion of this module students will be able to:

- Recognise strategies to lead placemaking teams and stakeholders through the different stages of placemaking (understand / recognise)
- Understand that diverse values and ethical positions exist, and that a common understanding is required. (understand)
- Identify tools and strategies for effective communication with complex stakeholder groups and design teams. (apply)

Enhanced capabilities

Early in the PlaceAgency program development workshops were held with academics, community and industry representatives. During these, a total of 62 skills were identified from which 12 capabilities were identified as relevant within the context of this module. 3 of these were included in the final module. These are listed below and their location within the module noted.

Cognitive Skills (Head)	Affective Skills (Heart)	Practical Skills (Hand)
Understanding of the placemaking process – Exercise 1 is when this skill developed	**Leadership** – Exercise 2 and 3 are when is this skill developed	**Self-awareness (of life experience, biases, values & assumptions)** – through the ongoing self-reflective practice, using the Leadership in Placemaking Reflective Tool provided.

Module Overview (10 hours)

Table 1: Summary of the activities considered within this module and the time equivalency.

In white content that is either delivered in-person or online but requiring some element of students listening/discussing with the group etc. In grey, self-study activities, videos, etc.

ACTIVITY		TIME	NOTES
A	Readings	2 hrs	Agard, K. (ed.) (2011). "Progressive Leadership: Models and Perspectives for Effective Leadership" In *Leadership in Nonprofit Organizations: A Reference Handbook*. SAGE Publications, Inc. Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality. *Educational Management Administration Leadershi*p, 37(2), 257-277. Mackintosh, L. (2019). "Leadership in Placemaking", In D. Hes and C. Hernandez-Santin *Placemaking fundamentals for the built environment*. Palgrave Macmillan.
B	Leadership Journal	2hrs	10 mins weekly
C	Case Study Analysis	2 hrs	Review case studies and studios relevant to placemaking studio and describe leadership approach, negotiation strategies, communication tools and engagement activities used. Review Module videos relevant to placemaking studio. Compare leadership approach, negotiation strategies, Communication tools and engagement activities used.
D	Lecture	1 hr	Leadership - the leadership models, and the leadership skills that support placemaking
E	Reflective Exercise	0.5 hr	What kind of leadership role am I in?
F	In class	1.5 hr	Presentation - Review of previous modules Activity 1 – 40mins – Self Reflection Consider prior knowledge and experiences of leadership in placemaking Presentation – 10 mins - Leadership - the leadership models, and leadership skills Activity 2 – Two options provided: • 2.A – 40 mins. If doing individual projects in a studio, develop project or opportunity statement and leadership strategy that will help address this. • 2B – 40 mins. If doing a collaborative group project – role play – working through scenarios presented Presentation – 10 mins - A distributed leadership model

ACTIVITY		TIME	NOTES
			Activity 3 – 40mins – placemaking simulation – developing and implementing leadership approaches. Session wrap up – 10 mins
G	Reflective Exercise	30 min	What kind of leadership role do I want to have? Some videos and tools to help answer this question. Discovering your leadership signature • https://www.youtube.com/watch?v=zAItLJcmBkY&feature=youtu.be Challenge driven leadership solving problems • https://www.strategy-business.com/article/How-to-Cultivate-Leadership-That-Is-Honed-to-Solve-Problems?gko=6eab0 Building (x) teams • https://onlinelibrary-wiley-com.dbgw.lis.curtin.edu.au/doi/full/10.1111/j.1540-5885.2009.00338.x
F	Journal Questions	30 min	9.1. How will you support the shift in leadership of the [place of project] stakeholders over time? (max 150 words) 9.2. What is your leadership style what does this mean for your placemaking practice? (max 100 words)
	TOTAL MODULE	**10hrs**	

2   Section 2:

Introduction to Module – Implementation framework for successful places

Leadership, negotiation and communication in placemaking are often assumed skills or developed over time in practice. The case studies in this unit (course) demonstrate how project leaders can plan and implement projects, initiate ideas and run stakeholder engagement activities. This module aims to discuss the role of leadership and the different types of leadership skills, and the pre-readings have been selected to provide a review of different leadership models. These reading come from an educational and placemaking context, not management, and students are to be encouraged to consider how the different styles relate to their personal experiences. Management and leadership research typically focuses on leadership in business, where it is easy to assume that everyone in the business shares a common goal or aspiration. In placemaking, when considering the various stakeholders, this is not necessarily the case. It has become clear that there are many different ways of considering, enabling and implementing placemaking, and that the anticipated goals may be different for each of the stakeholder groups. In this module, students will explore how placemakers navigate their way through this complex management process.

The case studies available discuss what are the skills required to enable engaging, effective and successful placemaking for all (or at least most), and how these might be developed.

What has become evident is that leading a team is challenging, and in placemaking, often requires an adaptive, reflective approach. This module begins with students understanding self – their capabilities, knowledge and biases – in order to recognise and respond to the many, and varied, situations that occur throughout the life of a placemaking project. Students are required to start a weekly reflective journal at the beginning of the placemaking studio. On the understanding that the studio will have a component of group work, a template is provided to prompt students to direct their reflections. This template is focused on capabilities sand skills relating to teamwork and collaboration, and has been informed by the teamwork values developed by the Association of American Colleges and Universities (AACU). Lecturers and unit coordinators are encouraged to adjust this template to reflect the planned activities within the studio.

In addition, lecturers are asked to encourage students to get involved in their own communities and places, outside of their academic work. Interviews with practitioners has indicated that participating as a member of the community (not a placemaker) builds empathy and understanding of others, and is good grounding for all future placemakers.

1.1   Review of previous modules

Presentation of key messages (10 mins)

Ideally students are asked to complete these exercises without preparation or guidance. Alternatively, this introduction is presented as a short slide presentation, summaries of previous modules are required to prompt reflection in students, and to remind them of the skills and knowledge already gained in the studio.

The different stages of placemaking

- Story of place (people) - listening to and synthesising stakeholders' points of views
- Project conceptualisation (process) – communicating ideas, garnering support, generating enthusiasm, managing conflict
- Project implementation (product) – managing teams and projects
- Project realisation – understanding governance, negotiating
- Project evaluation (place evaluation) – the role of critical reflection

2.1   Negotiation - the role of conflict management, facilitation and negotiation in placemaking.

This is discussed in the community engagement module and others. Encourage students to reflect on what they have learnt in these other modules and look for conflict management approaches, facilitation strategies and negotiation tools.

2.2   Communication - the skills required to develop, communicate and deliver a shared vision for all stakeholders.

Encourage students to look for different communication tools, case studies and strategies discussed in other modules, in their own experiences or in case studies. This is part of the preparation for this module.

Exercise 1: 10 mins

Instructions	Delivery	Time	Objective of the exercise
To be complete by students individually. Some students may choose to discuss this with peers.			
What do I already know about placemaking negotiation and communication?	In-class, and online	5 min	This exercise enables students to build on recent learning
What do I already know about leadership approaches?	In-class, and online	5 min	This exercise encourages students to reflect on their own experiences and assumptions

Class Discussion

> No discussion is required, but students are to be encouraged to record their personal responses. Templates maybe used by students to capture outcomes / summary of self –reflection. These templates could be included in the weekly reflective journal.

Online version

> These exercises may take the form of a short questionnaire to be completed prior to the online session (Blackboard Collaborate or similar) and discussed in class. The summaries of previous learning (slide presentation) may be provided earlier, before the online session.

1.2 Leadership - the leadership models, and leadership skills

Presentation of key messages (10 mins)

The foundations of contemporary leadership are presented as contemporary theories and progressive leadership models. Students are encouraged to consider how leadership approaches can be explained, not defined in terms of certain traits in individuals. The typical behaviour evident in the models is described guided by subjectively perception, not objectively, in terms of given values i.e., economic performance. Each model presents why certain behaviour occurs in certain contexts, and does not assume the socially pre-determine formal hierarchies that can often lead to power imbalances.

Exercise 2A (30 mins) – option 1

This option is best suited to a studio in which students are working on individual projects or designs. These projects may be situated in the same place, or student's may have been allocated different places and/or communities.

Instructions	Delivery	Time	Objective of the exercise
Individually formulate a problem statement for your project.	In-class, and online	5 mins	This exercise grounds the student in their project and improves their focus.
Divide into pairs. Each student will describe a current project / experience, and the other will record the details.	In-class, and online	10 min	This exercise helps develop 'groupness' getting students more comfortable with each other. It also introduces communication skills

Identify a leadership strategy appropriate for the other person's project. Swap and discuss.	In-class, and online	10 min	This exercise raises awareness of withholding judgement and letting go

Class Discussion (5 mins)

What action did you take to help your partner to understand your project correctly?

When explaining your strategy to your partner, what steps did you take to engage them in this solution?

How did it feel to have a solution provided for your project?

Online Version

This exercise could be a discussion board or a similar digital sharing platform where problem statements can be uploaded, and comments and ideas can be posted. The lecturer moderates these discussions, providing guidance and prompting reflection of leadership and communication skills using the discussion questions above as a guide.

OR

Exercise 2B (30 mins) – option 2

This option is best suited to a studio in which students are working collaboratively on a project, in groups. These projects may be set in different places, or the same place. Students have been engaging actively with community stakeholder and / or placemaking practitioners and the scenarios used are based on this collaborative project. Alternatively, one of the studios presented on the Place Agency website reviewed in the preparation for class, should be provided.

Instructions	Delivery	Time	Objective of the exercise
Role playing scenarios- break into groups of 3. Work through the scenarios presented (based on Place Agency studios). One student is the placemaker, one student the stakeholder, one student the observer, recording and making notes.	{In-class, online or both}	5 min	This exercise helps student understand different points of view, and how they might manage challenging situations. Changing role also encourages students to experience the different roles in placemaking.
The recorder from each group presents their observations to their group of 3.		5 min	
Repeat, with the observer taking a different role.		10mins	

Class Discussion (10 mins)

What action was taken to help the other to understand the project correctly?

When explaining the planned action to the other party, what steps did you take to engage them in this solution?

How did it feel when the action was presented? By the placemaker? By the stakeholder?

Online Version

This exercise could be a discussion board or a similar digital sharing platform where problem statements can be uploaded, and comments and ideas can be posted. The lecturer moderates these discussions, providing guidance and prompting reflection of leadership and communication skills using the discussion questions above as a guide.

1.3 Leadership – a distributed leadership model, and the role of leadership that support placemaking

Presentation of key messages (10 mins)

Students are introduced to leadership in complex organisations, such as placemaking, and to a distributed leadership model. Students are prompted to challenge their assumptions about leadership and to question their own experiences of leaders and leadership. The foundations of this model of leadership are presented as a process of complex interactions that responds to dynamic environmental conditionals in which all members (stakeholders) are capable of being leaders. The Leadership in Placemaking Reflective tool is re-considered and explained as a means of identifying the different leadership roles in placemaking and the ways in which all stakeholders are empowered to engage and contribute to placemaking projects regardless of organisational structure. This tool brings together the types of actions that may take place within place-making projects and the different ways in which engagement can occur. The type of action, referred to here as Domains of Action, are Building Relationships, Strengthening Communication, Understanding Others, Sharing Agency and Making Decisions. Within each of these placemaking Domains, five levels of engagement are defined, scaled from primarily task-oriented at the centre – focused the tasks required to reach the desired outcome – to relationship-oriented – focused on the actions required when inter-acting and relating to others in a placemaking project. This tool is offered as a way of prompting reflection on the interactions that occurs between diverse stakeholders, and strategies that can be implemented in placemaking projects.

Exercise 3 (40 mins).

Where the students are working collaboratively on a project and students have been engaging actively with community stakeholder and / or placemaking practitioners, the brief for the project is used in this exercise. For those studios where students are working on individual projects, a common scenario, based on the videos reviewed in the preparation for class, should be provided.

Preparation   This exercise requires a flat floor room in which a clear space can be made.

The 5 elements of a placemaking project are mapped on the floor along a path.

– people – process – product – program – place –

Each element is spaced to allow small groups of students to come together and discuss.

Students are to use the reflective tool to direct how they respond in this exercise.

Instructions	Delivery	Time	Objective of the exercise
Groups made up of 3 students form a placemaking leadership team, one placemaker, one developer, one local government. The remaining students are evenly spread across the 5 placemaking elements, according to their focus / area of interest.	In class	5 mins	This exercise helps develop student's communication skills and empathy.
The stakeholders at each of the elements come together to determine a common position.	In class	5mins	

The placemaking leadership team come together to formulate their approach / strategy			
As the placemaking team moves along the pathway, stakeholders explain their position, and the leadership team responds	In class	20 mins	

Class Discussion (10 mins)

Facilitator to synthesise the actions and behaviours observed, using the Reflective Tool and the following questions as prompts:

Describe the successful strategies that resulted in a common position.

Identify some of the challenges faced by the leadership team.

What action was taken by the leadership team and / or stakeholder groups to enable a successful outcome?

What were some of the barriers? What supported success?

Online Version

This exercise could be a written exercise, in which students are asked to review the scenario and write a narrative describing the experiences at each stage along the pathway. These narratives could be shared on line and comments posted by other students.

Wrap up of Module (10 mins)

Class Discussion

What assumptions were challenged in these exercises?

How has your understanding of other stakeholders changed?

What changes can you make to your own ways of thinking?

When you visit placemaking sites in the future, how will you 'see' things differently?

The Leadership in Placemaking Reflective Tool can be used repeatedly by students as part of their ongoing self-reflective practice.

To determine appropriate leadership response

To understand individual approaches

To record how these responses might change over time

Imagine. Inspire. Connect. Create.