I, Beth Nagy, hereby submit this original work as part of the requirements for the degree of Doctor of Education in Urban Educational Leadership.

It is entitled:
Are Planning Students Becoming Transformational Leaders?

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Are Planning Students Becoming Transformational Leaders?

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in

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ABSTRACT

Are Planning Students Becoming Transformational Leaders?
College of Education, Criminal Justice and Human Services
at the
University of Cincinnati
Beth Nagy

This research asks us to consider the intersection of three major themes in the pedagogy of teaching Planning students: sustainable community theories, transformational leadership and community engagement. The intersection, a critical Planning pedagogy, should be a part of any Planning program, embedded within the curriculum of higher education. This democratic, community-based pedagogy seeks to balance technical Planning skills with socially responsible, ethical, sustainable processes to build and sustain communities with high qualities of life for all of its citizens through empowerment of its assets.

We must know more about how Planning students are being equipped with transformational, sustainable process-based skills. Planners are expected to be ethical professionals and citizens, advancing socially-responsible citizenship-based practices. Planners must understand the impact of decisions on communities. This requires mastery of techniques for involving a wide range of people in making decisions, ability to work with the public and articulate planning issues to a wide variety of audiences as well as the ability to function as a facilitator when community interests conflict. These skills require a foundation in transformational leadership, but students cannot model it unless the curriculum deliberately exposes students to it. Although this is a case study, and its findings limited to one program, the framework can be explored as a means to examining leadership and community engagement in higher education.
DEDICATION

This research is dedicated to Planners who strive for the highest ethical standards in professional practice, with an emphasis on those who teach Planning. Their commitment to values and social responsibility will enhance education for the students of Planning within our institutions of higher learning. I also dedicate this research to my mother, my late father, my husband and my daughter.
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CHAPTER 1
Introduction to the Study

Introduction

This research asks us to consider the intersection of three major themes in the pedagogy of teaching Planning students: sustainable community theories, transformational leadership and community engagement. The intersection, a critical Planning pedagogy, should be a part of any Planning program, embedded within the curriculum of higher education. This democratic, community-based learning pedagogy seeks to balance technical Planning skills with socially responsible, ethical, sustainable processes to build and sustain communities with high qualities of life for all of its citizens through empowerment of its assets.

Background

Higher education, colleges and universities, play a key role in the development of their students to participate in communities. According to the Kettering Foundation (2011), “a central goal of higher education is to help make democracy possible by preparing citizens for public life.” This philosophy asks members of colleges and universities to be “part of a movement to strengthen higher education's democratic mission and foster a more democratic culture throughout American society” (2011). Society looks to our institutions of higher education to provide a democratic place of learning for students to practice how to be socially responsible citizens. According to Peter Block,

A citizen is one who is willing to hold oneself accountable for the well-being of the larger collective of which we are a part. Citizens choose to own and exercise power rather than defer or delegate it to others. We enter into a collective possibility that gives hospitable and restorative community its own sense of being. Citizens acknowledge that community grows out of the possibility of citizens. Community is built not by specialized expertise, or great leadership, or improved services; it is built by great citizens
that use the asset-based community development framework, incorporating the gifts and capacities of all others, and act to bring the gifts of those to the margin into the center (2008).

For the purposes of this research, Block’s definition of a citizen leads us to believe citizens should be socially responsible. According to Rossi (2001), social responsibility is an ethical ideology that there exists an obligation to act to benefit society at large. This responsibility can be passive, by avoiding engaging in socially harmful acts, or active, by performing activities that directly advance social goals. “An educated populace would see and act on the common good by placing the welfare of society above the individual’s own self-interest” (Heck, 2004). Planners are held accountable for their ethics in practice.

Planning programs are expected to uphold the integrity of the Planning profession by demonstrating socially responsible practices. This teaches our students how to engage with communities. The American Planning Association (APA) (APA, 2010), American Institute of Certified Planners (AICP) (AICP, 2010), Planning Accreditation Board (PAB) (PAB, 2006) and Association of Collegiate Schools of Planning (ACSP) (ACSP, 2011) each provide the socially responsible values for Planning programs to model and for Planning students to use in practice.

A complete review of the principles will be discussed in Chapter Two, but a brief preview of the socially responsible Planning principles are: to be conscious of the rights of others, provide accurate information on planning issues to all affected persons (regardless of socio-economic status), give people the opportunity to have a meaningful impact on the development of plans and programs that may affect them (participation should be broad enough to include those who lack formal organization or influence), seek social justice by working to expand choice and opportunity for all persons (recognizing a special responsibility to plan for the
needs of the disadvantaged), urge the alteration of policies, institutions, and decisions that opposes equitable distribution of resources, and finally to deal fairly with all participants in the planning process. These are leadership behaviors, specifically transformational leadership.

Planners must be able to critically analyze problems, practices and places. Marcuse (1976, 1989, 2010) is a major influence in advancing the idea that Planning is critical thinking, and that Planning tools can be used in transformative ways (Leavitt, 2010). Planning has a “history of common debates about ideas and practices and is rooted in a critical concern for the ‘improvement’ of human and environmental well-being” (Hillier & Healy, 2008), thus relating back to sustainable community theory. Planning is the type of critical thinking used by civic leaders, community activists, involved citizens, and professionals to improve various aspects of their communities (APA, 2010). Planning students must understand and respect their roles in communities in order to effectively build and sustain them. Students learn this through community engagement.

Community engagement is a sustainable teaching and learning process that allows the student to apply his or her professional skills in partnership with a community. According to Fawcett, et al.,

Community engagement is the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices” (1995).

These are skills Planning students need.
Planning is inherently transformational and implies the ability to lead. “It builds within the community critical thinking and planning abilities so that development projects and planning processes can be replicated by community members in the future. A good planning project should leave a community not just with more immediate “products”, but also with an increased capacity to meet future needs. In other words, a quality and sustainable product depends on a quality and sustainable process” (Kennedy, 2009, p.9). Planning programs are expected to prepare our students to understand their roles working in communities, as technical assistance providers facilitating sustainable practices, structurally and socially. This requires the ability to lead sustainable processes, to embrace transformational leadership practices, and seek to provide the ethical community assistance.

Transformational leadership opportunities provide the type of process-based skills Planners need to know in order to work with communities. Transformational leadership behaviors include building vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations, and developing structures to foster participation in decisions (2000). These skills link back to the socially responsible principles of Planning (AICP, 2005) and the type of leadership Planning programs should embrace and provide, in partnership with their university.

The three core values of the University selected for this research are citizenship, leadership and partnership\(^1\). Listing them as core values implies that the University has a stake in advancing these goals within its educational framework. Aligning with Block’s definition of a

\(^1\) The University used for this study is anonymous.
citizen, the University states “Citizenship is the ability to apply knowledge and skills for responsible civic life and action. The University’s emphasis is on public engagement and ethical purpose.”

Astin says leadership is concerned with fostering change, is inherently value-based, a group process and that all people are potential leaders (2000, p. 19). “The leadership of higher education must be vigilant” (Eddy, et.al., p. 222). The University states “Leadership is motivating others to take actions that would not otherwise have been taken. Leadership is measured by the extent to which an individual or groups of individuals can influence and energize the ideas, actions and capabilities of others toward the betterment of society.” This research advances socially responsible, transformational leadership for Planning students.

Planners need to be able to work together, and with a variety of stakeholders and constituents. This requires knowing about collaboration and partnership. “Partnership is working collaboratively to address complex issues and problems, both within and beyond the boundaries of University”. A university cannot solve problems by working in isolation. Neither should Planners. By working collaboratively, students gain an understanding and appreciation of what can be accomplished together that could not have been accomplished alone. Planners, as well as the University “also affirm the importance of diversity, since constructive change often occurs when individuals and groups with different identities and various priorities come together.”, yet another ethical principle of Planning.

The Problem

We must know more about how Planning students are being equipped with transformational, sustainable process-based skills that society, the University and the Planning
profession expect them to be. Planners are expected to be ethical professionals and citizens, advancing socially-responsible citizenship practices. Planners must understand the impact of decisions on communities and have to solve community problems using a balance of technical competence, creativity, and hardheaded pragmatism (APA, 2010). This requires mastery of techniques for involving a wide range of people in making decisions, ability to work with the public and articulate planning issues to a wide variety of audiences as well as the ability to function as a mediator or facilitator when community interests conflict. These skills require a foundation in transformational leadership, but students cannot model it unless the Planning curriculum exposes them to it.

*Rationale*

You hear of ‘healthy communities’ (Healthy Cities/Healthy Communities, 2010), building ‘social capital’ (Putnam, 2000) or ‘civic infrastructure’ (National Civic League, 2007) or ‘sustainable communities’ (Aspen Institute, 2007). They discuss ‘community indicators projects’ or ‘community problem-solving’, or ‘community quality councils’. The projects differ but are alike in their vision of creating communities that work efficiently and productively (Jacques, 1999), what we equate to ‘sustainable communities’ in this research. This research focuses on process-based skills Planning students need to build sustainable communities. According to the Local Initiatives Support Corporation, sustainable communities are:

Places that offer the positive environments needed to ensure that all residents of varied income levels are provided the opportunities and tools to build assets, to participate in their communities, and to become part of the mainstream economy. They are, in effect, the embodiment of both "community" and "development" — places where human opportunity and social and economic vitality
combine with a continuous process of growth, adaptation, and improvement (LISC, 2011).

Sustainable communities share common themes and concerns such as economic security, environmental protection, social justice, and a commitment to the welfare of future generations (Swisher, Rezola and Sterns, 2009). Using this definition of sustainable communities leads us to believe sustainable communities are successful communities and the type we expect Planners to be a part of. According to Everyday Democracy, successful community plans build trust up front, involve everyone, hold facilitated dialogues, follow up, get the word out and help build social capital (2011, p.3). Planners are expected to be able to develop plans, but also develop and use a community-based planning process.

**Theoretical Frameworks**

Combining the ideas of Planning and transformational leadership within higher education presents a framework for Planning educators to consider as a means of preparing students for their roles in communities. Figure One illustrates the similarities between the Core Values of the University, the ethical principles of Planning and the characteristics of transformational leaders defined as Transformational Planners. Transformational Planners have high levels of leadership, ethical values and citizenship. Transformational Planners balance product with process. “We need to abandon the notion of a plan and embrace the notion of process…If planners can develop ways to help people to understand the interplay between agendas-economic, environmental, social-then they’ll be central to the future” (Susmann, 2011).
Figure 1: Transformational Planning

Statement of the Problem

The goal of this research is to gain insight about the leadership behaviors of Planning students. “Studies investigating how leadership development occurs would be invaluable not just for those involved and responsible for student leadership development, but also for people who provide leadership education for corporate, civic and community organizations” (Posner, 2004, p. 454). The hope is for the results to be used to inform Planning curricula.

Source: Author
Research Questions to be Investigated

Even though we expect all students to become transformational leaders, not all students will be. This research, therefore, will examine if a) Planning students are becoming transformational leaders, and b) if there is a relationship between community engagement experiences and transformational leadership behaviors. This research hypothesizes there is a positive relationship between community engagement and transformational leadership.

Limitations, Assumptions, and Design Controls

A limitation is a factor that may or will affect the study, but is not under the control of the researcher (Fraenkel & Wallen, 2006). The primary limitation was the willingness of Planning students to respond to the survey at all, and if they do respond to the survey, to actually complete it. These are important possible effects on the outcome of the study, but the delimitations provide a level of control over the limitations.

A delimitation is controlled by the researcher (Fraenkel & Wallen, 2006). The control is in its design as a case study. A case study examines one particular case of a phenomenon in order to allow for deeper exploration of information within the case. The case was chosen because it is the Planning program the researcher graduated from, has taught in as an adjunct faculty member, knows students, staff and faculty of, and is located in the geographic community in which the researcher currently lives. The delimitation was the control.

Definition of Key Terms

There are terms that are often used interchangeably in the literature, and therefore, require an operational definition for the purposes of this research.
Transformational Planner. A Planner with high levels of transformational leadership and community engagement experience (author).

Sustainable Community. A community that has a high level of quality of life (economy, housing, education, infrastructure, etc.), but also an educated citizen voice guiding its development (Local Initiatives Support Corporation, 2011).

Transformational Leadership. A style of leadership in which leaders and followers help each other to advance to a higher level of morale and motivation; in the case of this research, working towards the benefit of the team, organization, system or community (Leithwood & Jantzi, 2000).

Community-engaged learning. Not to be confused with service-learning, community-engaged learning is a long-term, active learning process which takes place in the community, is in partnership with the community, and is intentionally linked to community outcomes defined by the community (Dewey, 1898).

Planning program. Accredited² program focusing on the professional development of Planners according to the American Planning Association standards, the American Institute of Certified Planners and the Association of Collegiate Schools of Planning. Common synonyms for Planning programs are Community Development, Urban and Regional Planning, City Planning, and Community Planning. They may be affiliated with architecture, economics, engineering, political science, social sciences, urban geography, law and others related to the development of sustainable communities. They also include comprehensive, citizen-centered approaches to

² Accredited by the Planning Accreditation Board (PAB)
building sustainable community systems using community engagement and comprehensive community development techniques (Kotval, 2003).

Community Engagement. For the purposes of this research, community engagement is defined as the activities that students participate in voluntarily as part of their geographic neighborhood activities or through their social groups (author). This definition is selected to demonstrate that community engagement can be measured for data collection and analysis. Examples of community engagement activities include associational groups; community councils, professional organizations, civic clubs, academic clubs, political organizations or faith-based groups.

Summary

The future of sustainable communities will lie in the hands of a new generation of leaders who are coming of age today. It is the responsibility of educators to understand the ethical imperative of preparing Planning students for the world in which they will practice – in communities. Planning educators “need to support these new leaders and empower them” (Kriesberg, 2009, p. 3) with the transformational leadership skills gained from exposure to real world experiences that model Planning ethics, critical thinking, the process, and ultimately, socially responsible citizenship.
CHAPTER 2

Review of Related Literature

Introduction

This section will provide an overview of the theories and research literature used to inform this research. It includes a review of Planning, Higher Education and Leadership. Within those sections, there are subsections of specific theories within these constructs relevant to this specific study: sustainable communities, empowerment planning, planning education, community-engaged learning, transformational leadership and student leadership development.

Planning

The Planning process should enable civic leaders, businesses, and citizens to play a meaningful role in creating communities that enrich people's lives. Planners facilitate the development of a broad vision for the community; research, design, and develop programs; lead public processes; affect social change; and educate (APA, 2010).

Planning is a strategic profession that strives to build healthy and sustainable communities by creating more convenient, equitable, healthful, efficient, and attractive places for present and future generations (APA, 2010). We look to Planning programs to provide students with the systemic and comprehensive academic support to understand, analyze, embrace, engage and empower. This is critical Planning pedagogy. According to the Association of Collegiate Schools of Planning (ACSP), its mission is to “promote education, research, service, and outreach in the United States and throughout the world by seeking to:

• recognize diverse needs and interests in planning;
strengthen the role of planning education in colleges and universities through publications, conferences, and community engagement;

improve and enhance the accreditation process, and;

extend planning beyond the classroom into the world of practice.

The ACSP provides the standards for Planning education (2011). These are the criteria also used by the Planning Accreditation Board (PAB).

The Planning Accreditation Board (PAB) ensures high quality education for future urban planners. The PAB embraces the following five core values:

- Stewardship: preserving and enhancing the knowledge base of the urban planning profession with which the Board has been entrusted.
- Collaboration: building and sustaining a bridge between the academic and practitioner communities.
- Communication: fostering awareness of urban planning education and its environment.
- Integrity: maintaining a commitment to fairness, transparency, and consistency.
- Leadership: maintaining currency with regard to state-of-the-art accreditation practice and instructional innovation.

In order to accomplish its mission, the PAB:

- Accredits graduate and undergraduate planning programs in North America.
- Mentors programs to further academic excellence in professional education.
• Collects and provides data on the state of planning education (student profiles, performance, placement, effectiveness, etc.).

• Strengthens professional education in partnership with its sponsors: the ACSP (Association of Collegiate Schools of Planning), the AICP (American Institute of Certified Planners), and APA (the American Planning Association). (2011)

APA, AICP, ACSP and PAB are all aligned in their mission of educating Planners using a balance of technical and social skills, paying special attention to the socially responsible values of the profession.

This section will provide an overview of Planning, its concerns and its processes. According to APA, a community plan can take a variety of forms as well: policy recommendations, community action plans, comprehensive plans, neighborhood plans, regulatory and incentive strategies, historic preservation plans, asset inventories, social network systems and other products of community development. Planners are expected to think comprehensively by recognizing the assets and resources within communities that contribute to the users’ quality of life (2010).

Planners embrace socially just practices. Planners urge the alteration of policies, institutions, and decisions that incorporate communities into the process, recognizing participation should be broad enough to include those who lack formal organization or influence (APA, 2010). This requires engagement. Planners want to give people the opportunity to have a meaningful impact on the development of plans and programs that impact their communities.
According to the American Institute of Certified Planners’ (AICP) Code of Ethics, it is necessary to incorporate the diverse interests and cultures of the community in the community development process; and disengage from support of any effort that is likely to adversely affect the disadvantaged members of a community. Planners work to actively enhance the leadership capacity of community members, leaders, and groups within the community and are open to using the full range of action strategies to work toward the long-term sustainability and well-being of the community (AICP, 2010).

Planners are responsible for the implementation or enforcement of many of the strategies, often coordinating the work of many groups of people and therefore must consider their role within the community. Planners often forget that once a plan is created, it needs to be implemented and maintained by its community members (APA, 2010). This point illustrates the necessity for Planners to be technical assistance providers, also called Empowerment Planners (Figure 2). This model presents the Planner as one who builds community networks and tools, socially and structurally to assist in the development of a sustainable community framework.

**Sustainable Communities**

Sustainable community development aims to improve the lives of neighborhood residents in a measurable way by bringing to bear in a tightly integrated way the power of evidence-based social interventions and the best community development strategies (LISC, 2011). To succeed, they must be based on a high level of collaboration and mutual accountability among community-based groups of many kinds, and with institutional partners. Sustainable community development is about “forces in focus” to achieve breakthrough changes in community conditions (Kubisch, 1996).
The Asset-Based Community Development (ABCD) approach is one Planners should be aware of to facilitate the development of sustainable communities. ABCD is at the center of a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future (Kretzman and McKnight, 1993). This perspective should be a part of any Planner’s toolbox of skills.

The Planner’s role in building sustainable communities is to be a dynamic, community development professional embracing the standards of their profession and respecting their roles, but also seeking to empower individuals and groups of people by providing them with the process-based skills they need to affect change in their own communities. These skills are often concentrated around building socially responsible, active, political power through the formation of networks collaborating for a common agenda, in this case, to build sustainable communities. There is a high level of ethical and socially just practices expected of Planners, and the Planning curriculum is responsible for teaching the process, not just technical skills.
Empowerment Planning

The premise behind empowerment planning is to create ownership of community plans by its stakeholders. The role of the Planner in this process is as a technical assistance provider and facilitator, drawing the vision and resources from its community. Planning students are currently trained as “experts” working on behalf of communities, but little do they practice with
community members, leaders and organizations. This is an element of sustainability that often goes unnoticed and has been surprisingly neglected (Stoecker, 1999, p.2).

The core elements of empowerment planning, and the role of the Planner in the process are:

- Involving participants at every stage of the process
- Making sure participants "own" the plan
- Focusing on the outcomes stakeholders think are important
- Facilitating collective work on the part of the stakeholders
- Ensuring the process is understandable and meaningful to all
- Using the planning process to reinforce stakeholders' accountability to themselves and the community
- Developing the Planner role as a facilitator, collaborator, and learning resource
- Developing stakeholders' roles as decision makers and evaluators
- Recognizing and valuing stakeholders' expertise
- Minimizing status differences between the Planner and the community in which the process takes place. (Patton, 1997 p. 100.)
Figure 3: Alternative Empowerment Planning Model

Source: unknown

This Planning perspective focuses on community capacity and transformative action including social, political, and economic spheres in terms of leadership, inclusion and participation, community resilience, resource development, and partnerships and collaboration.
Using the lens of empowerment planning, we see the Planner as strategic, process-oriented and employing the characteristics of transformational leadership for which we have, in this research, coined the term “Transformational Planner”.

**Higher Education**

Colleges and universities have a civic mission, which includes being good institutional citizens that serve communities in multiple ways; providing forums for free democratic dialogue; conducting research on democracy, civil society, and civic development; and educating their own students to be effective and responsible citizens (Wilkens, Parker and Dale, 2008). The value ends of leadership should be to enhance equity, social justice, and the quality of life; to expand access and opportunity; to encourage respect for difference and diversity; to strengthen democracy, civic life, and civic responsibility; and to promote cultural enrichment, creative expression, intellectual honesty, the advancement of knowledge, and personal freedom coupled with social responsibility (Talcott, 2005).

Three core values of the University are citizenship, leadership, and partnership.

- **Citizenship:** The ability to apply knowledge and skills for responsible civic life and action. University’s emphasis is on public engagement and ethical purpose.

- **Leadership:** Motivating others to take actions that would not otherwise have been taken. Leadership is measured by the extent to which an individual or groups of individuals can influence and energize the ideas, actions and capabilities of others toward the betterment of society.
• Partnership: Working collaboratively to address complex issues and problems, both within and beyond the boundaries of University. A university cannot solve problems by working in isolation. It must do so by interacting with others. By working in partnerships, we gain an understanding and appreciation of what can be accomplished together that could not have been accomplished alone. We also affirm the importance of diversity, since constructive change often occurs when individuals and groups with different identities and various priorities come together (University, 2010).

“An important leadership challenge for higher education is to empower students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents” (Astin & Astin, 2000, p. 12). Youniss and colleagues (1997) say that motivation comes after membership and participation, not before. During the course of participation, students incur obligations, obtain fulfillment, and develop relationships that affect their identities. They become more likely to participate in the future suggesting that more attention should be directed to organizations and groups and the ways that students interact with them. “While students are deepening and applying the knowledge and skills they are learning, they are contributing to their communities” (Hergert, 2002, p. 195).

Students leave the university to assume leadership positions within society (Eddy, et. al., 1997). “If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must [model] effective leadership” (Astin & Astin, 2000, p.12). American intellectual leaders continue to see schools as the cardinal
organization of civic education and socialization (Addams, 1902; De Toqueville, 1838; Dewey, 1898; 1916, Holland & Bennett, 2008; Iannacone & Lutz, 1994).

The future of the community development movement will lie in the hands of a new generation of leaders who are coming of age today. These leaders are less beholden to the models and practices of the past and more willing to embrace new strategies, technologies and approaches. We need to support these new leaders, welcome their creativity, and empower them to reshape the field in ways that we cannot yet envision. (Kriesberg, 2009)

Colleges and universities are, in large part, responsible for developing our society’s civic health (Astin, 1993 & Posner, 2004). Higher education plays a major part in shaping the quality of leadership in modern American society (Astin & Astin, 2000 & Carnegie Foundation, 2005). The purpose of higher education is to empower students to be future leaders (Johnson, 2003 & Komives, Lucas & McMahon, 2007). This research proposes that the type of leadership Planning programs should focus on is transformational leadership.

**Critical Planning Pedagogy**

The author believes that Planning students should be provided an educational experience which teaches students how to engage community members in learning about and understanding community issues, and the economic, social, environmental, political, psychological, and other impacts associated with alternative courses of action.

Planners must share knowledge to educate the public about planning issues and their relevance to our everyday lives. They must contribute time and resources to the professional development of students, interns, beginning professionals, and other colleagues. Planners contribute to the development of, and respect for, the profession by improving knowledge and techniques, facilitating solutions to community problems, and increasing public understanding of
planning activities. They must systematically and critically analyze ethical issues in the practice of planning routinely (AICP, 2005).

As the AICP states, Planners provide timely, adequate, clear, and accurate information on planning issues to all affected persons and to governmental decision makers. Planners have a special concern for the long-range consequences of present actions (2010). Therefore, a Planner is expected to know as much about the implications of their actions as possible, with a special attention to the interrelatedness of the decisions, and creating an ongoing process to make community planning decisions sustainable.

Planners protect and enhance the integrity of the profession. They must examine the applicability of planning theories, methods, research and practice and standards to the facts and analysis of each particular situation and shall not accept the applicability of a customary solution without first establishing its appropriateness to the situation. Each community is different and thus each community plan in unique. The common element is the engagement of the community’s stakeholders in the planning process.

Planners continue to enhance professional education and training, contribute time and effort to groups lacking in adequate planning resources and to voluntary professional activities. They must increase the opportunities for members of underrepresented groups to become professional planners and help them advance in the profession, fostering an environment of diversity and inclusion, inviting a cross-section of ideas and perspectives into the planning process. The Planner must understand the neighborhood as a community, taking into account relationships among groups in the neighborhood and between the neighborhood and its
neighbors, and evaluating the possible effects of change on those relationships (Pyatok and Weber, 1978).

In order for sustainable community development to happen, the plan has to be community-based. The plan is focused on strengthening existing social relationships and building new ones. This necessitates creating conditions that support mutually beneficial networks, a spirit of caring, and an ethic of responsibility; strong social capital (Putnam, 2000). The community-based approach judges community plans on the basis of how they improve connections with informal support networks (Friedman, 1978), using community organizing, a Planning technique, as a process to build and strengthen community bonds (Cassidy, 1980; Jones, 1990).

Finally, Planning is participatory, bringing stakeholders in to lead, control, and own the process (Hasell, 1987; Jones, 1990). This requires recognition that the community and its stakeholders have unique expertise, again assets to draw from. It is putting the decision-making authority in the hands of the people. This is transformational, community-based, empowerment planning (Reardon, n.d.; Kennedy, 1996), and contrasts to strategic planning which is much more about meeting bureaucratic requirements than community needs.

Community-Engaged Learning

Community-engaged learning, not to be confused with community-service or service-learning, has long been viewed as a means for developing students to be socially responsible citizens. John Dewey believed that students would learn more effectively and become better citizens if they engaged in structured, democratic, ethics-driven learning opportunities (1898,
1916). “Citizenship education is a comprehensive approach aimed at instilling in students the knowledge, skills, and dispositions necessary for effective civic participation” (Maine Citizenship Education Taskforce, 2006). Differently, community service and service-learning implies performing sporadic services for a community partner, rather than developing a mutually-beneficial long-term working relationship.

Community-engaged learning is one way of “delivering” citizenship education. It is a pedagogy that integrates community engagement with academic study to enrich learning, teach civic responsibility, and strengthen communities. Students are waiting for the opportunity to demonstrate their leadership potential (Cress, et. al., 2001). “Project-based service learning emphasizes educational opportunities that are interdisciplinary, student-centered, collaborative, and integrated with real world issues and practices” (Bradford, 2005). Leadership, specifically transformative leadership, is one of the ideals advanced in this type of pedagogy. Community-engaged learning “connects people to their community. [It] provides an opportunity to work together in solving community problems and improving the quality of life” (Alliance for Service-Learning Standards Committee, 1995, p. 1). Community-engaged learning connects the students to the dynamic environment of living communities.

Community-engaged learning is a transformative process with roots in social reconstructionism. “People can be liberated from economic and political oppression and learn to improve their own lives” (Reed & Davis, 1999, p. 292). “Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of men as beings who are authentic only when engaged in inquiry and creative transformation” (Freire as cited in Darder, Baltodano, & Torres, 2003, p. 66). Planning students
should be exposed to these ideas in their curriculum if we expect them to understand their dual roles in society – Planner and citizen.

Experiential, project-based, community-engaged pedagogy is the ideal method for students to use in planning for sustainable communities. Critical pedagogy is referenced for its desire to “create consciousness” (Freire in Darder, Baltodano, & Torres, 2003, p. 354). It is a liberatory form of education and one that lends itself to community planning, leadership, and citizenship. Project-based service learning has also been a motivating factor for students to engage in their academics.

“Students learn best when they are actively engaged in the learning process” (Brown, 1998, p.2). Laursen reinforces its value by saying that “service learning activities promote students’ self-esteem, develop higher order thinking skills, empathy, personal values, awareness, self-confidence, and social responsibility” (2003, p. 241). This emphasizes the principles of socially responsible citizens, community leaders, and planning ideals.

Community-engaged learning is a transformative process with roots in social reconstructionism. “Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of men as beings who are authentic only when engaged in inquiry and creative transformation” (Freire as cited in Darder, Baltodano, & Torres, 2003, p. 66). Community-engaged learning connects students to their community. “[It] has an impact on its participants in terms of personal and social development, academic achievement, development of civic responsibility and career exploration” (Billig, 2000).
The first step in this teaching and learning process is to develop awareness. Do students know about community issues, initiatives, activities and events? More importantly, do the professors teaching the students? It is the responsibility of both to know that there is more going on than what meets the eye. The Planner will typically look at the built environment, but must also be conscious and aware of the social and political environment.

Knowing the community system is being informed. This requires research and networking to be aware of different perspectives on community issues. A Planner wants to have
diversity of perspective, but also respect for the community context and civic infrastructure that will ultimately be responsible for sustaining itself. This looks at the capacity of communities to comprehensively examine its quality of life system and become informed about the issues, assets and capacity to “solve the problem”. Because Planners are driven to solve the problem, this creates a bridge to involvement.

Involvement takes many forms. It can be attending community meetings, showing up for events, participating in projects that improve quality of life, beautification, volunteering, or giving service to the community in some way. This also includes deliberate course offerings in the Planning curriculum that provide these kinds of opportunities. Different types of courses like this exist; project-based learning, community-based courses, service learning and most notably those courses that go the extra step by providing an action-research, participatory element that creates a dialogue between community/partner for a mutually beneficial solution that focuses on sustainability. The community-engaged course aims to incorporate all of the elements of the continuum; aware, informed, involved and takes it the next step. Being engaged is being a part of the community. This goes beyond a working partnership.

The immersion stage of the learning continuum of community-engaged learning is what defines its significance. This is when Planning students engage. This is where the student will learn how to work on a team, empower others with their skills, remind them of their assets to sustain the momentum, and be cognizant that this process will affect the sustainability of the community.

The Planner’s job is to work with the community, to facilitate the process and implement the vision of the community, and then for the community to be empowered with the skills and
assets to sustain community development efforts. It is not all bricks and mortar, nor is it all about people; it is about both, but with a focus on the ethical imperative of Planners to help develop the sustainable structures within communities that will ultimately lead to maintaining healthy and sustainable communities. Planning students must learn this within the community, not from the outside looking in. This makes for an engaged citizen participating in the solutions for their quality of life and their neighbors, the basis for a sustainable community.

Leadership

What then are the implications for leadership? Astin and Astin say “by leadership, we mean, not only by what elected and appointed officials do, but also the critically important civic work performed by those individual citizens who are actively engaged in making a positive difference in society” (2000, p. 12). This is the view of Planning often neglected within the curriculum. This research emphasizes transformational leadership because of its similarities to what the Planning profession, and the University, ask students to embrace.

Transformational Leadership

Transformational leaders frame holistic issues, set new goals and direction, create meaning and manage creative conflict. These leaders promote organizational learning, create a context for dialogue, manage paradigms and create commitment through shared values. Transformational leaders are self-confident and assertive. They seize opportunities, tolerate risk and use “systems thinking” (Senge, 1990). These are also the characteristics Planners are expected to possess, leading us to ask how students are learning leadership skills.

Transformational leadership is an approach that creates valuable and positive change in the followers with the end goal of developing followers into leaders, “transforming” others into a collective system of complimentary functions supporting the quality of life in communities
(Burns, 1978). Planners are expected to behave in this way, according to both the principles of Planning, and as members of the higher education system. This type of leader, defined in this research as a Transformational Planner, is one who challenges the community to take ownership for their roles as supporters of the community system. This is the role of the transformational Planner; to support the community system.

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems (Bass, 1979; Burns, 1978). In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of his followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

According to Burns (1979), the transformational approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of the system. Transformational leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Assumptions about transformational leaders are that people will follow a person who inspires them, a person with vision and passion can achieve great things, and the way to get things done is by injecting enthusiasm and energy.
Transformational leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it. The next step is to constantly sell the vision. This takes energy and commitment. The transformational leader thus takes every opportunity and will use whatever works to convince others to climb on board. The route forward may not be obvious and detailed, but with a clear vision, the direction will always be known. Thus finding the way forward can be an ongoing process of course corrections, and the transformational leader will accept that there will be failures along the way (Burns, 1978).

Transformational leaders are always visible and will stand up to be counted on. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing. It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. Transformational Leaders seek to infect and reinfect their followers with a high level of commitment to the vision (Bass, 1985). Some may liken this to the philosophy behind community leadership, another sustainable community development practice.

These types of leaders balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, transformational leaders are people-oriented and believe that success comes first and last through deep and sustained commitment. While the Transformational leader seeks overtly to transform the system, there is
also a tacit promise to stakeholders that they also will be transformed in some way; stakeholders are the product of the transformation (Bass, 1985). Leadership will be assessed in this research through the use of the Student Leadership Practices Inventory (S-LPI) (Kouzes & Posner, 2003; Posner, 2004). According to Posner (2009), the S-LPI was designed to identify specific behaviors and actions that students report using when they are at their personal best as leaders (Kouzes & Posner, 2008; Posner & Brodsky, 1992). These behaviors are categorized into five leadership practices: Modeling the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (2008). Using Kouzes and Posner’s assessment of leadership, we can begin to capture the specific leadership characteristics we want of Planning students.

Student Leadership Development

Scholars say that leadership, like any other skill, needs to be learned and practiced (Komives, Lucas & McMahon, 1998). Astin and Astin (2000) offer a lens to view the idea of leadership development for the purposes of this research by saying “leadership can be more an active tool than a passive lens” (p. 6). This idea presents leadership as an action rather than just a frame of reference. It asks us to use leadership as a core ingredient of learning.

Have we “failed to develop adequate means for discovering the potentialities of leadership and effective means for cultivating?” (Courtenay, 1902, p. 107). Much research has been done identifying projects which give students ways to become members of ‘communities’ (Posner, 2004; Adams & Klein, 2000; Astin, 1977; Tinto 1987), but “leadership occurs when people become concerned about something and work to engage others in bringing about positive
change” (p.33). This is how Planning expects its members to engage in building healthy and sustainable communities.

There is evidence that student leadership has positive impacts in career, academic, and personal development (Logue, et. al. 2005; Cress, et. al., 2001; Tomlinson-Claire & Clarke, 1994). However, few studies have examined leadership related to the persistence of leadership, namely the impact it has upon students’ membership in society as citizens engaged in creating and maintaining healthy, sustainable communities. “Despite the plethora of leadership programs scattered across college campuses, scant empirical investigation has been conducted into the benefits of such educational efforts (Posner, 2009, p. 551).

The major themes of this research include sustainable community development, empowerment planning, transformational leadership and community-based pedagogy. From these perspectives, a coherent framework will be provided that frame the basis of the study. The goal is to present support for a Planning curriculum that incorporates leadership development through community-engaged learning by showing that students who have more community-based learning experiences are better prepared to build healthy and sustainable communities.
CHAPTER 3

Research Design and Methodology

Introduction

This section outlines the research procedures for this study. This research examines if a) Planning students are becoming transformational leaders, and b) if there is a relationship between community engagement experiences and transformational leadership behaviors. This research hypothesizes that a) a high percentage of Planning students are transformational leaders and that, b) those Planning students have high levels of community engagement experiences.

Methodology

The research methodology used for this research is case study. Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research (Tellis, 1997). Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines.

Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Researcher Robert K. Yin defines the case study research method as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (1984, p. 23).
Construct validity, the degree to which an instrument measures an intended hypothetical psychological construct, or non-observable trait (Fraenkel & Wallen, 2006), is especially problematic in case study research (Tellis, 1997). It has been a source of criticism because of potential investigator subjectivity. Yin (1994) proposes three remedies to counteract this: using multiple sources of evidence, establishing a chain of evidence, and having a draft case study report reviewed by key informants. This research has a key informant reviewing the draft case study. One last remedy to counteracting potential investigator subjectivity is to have an impartial statistician verify the data and its treatment. This remedy is also used in this case.

Internal validity, the degree to which observed differences on the dependent variable are directly related to the independent variable (Fraenkel & Wallen, 2006) is a concern only in causal (explanatory) cases. This research is looking at the correlation between the two variables, leadership and community engagement, not a causal relationship.

External validity deals with knowing whether the results are generalizable beyond the immediate case. Because this is a case study, the results are significant to the specific population, but could be replicated using a larger sample of Planning programs. Some of the criticism against case studies in this area relate to single-case studies. However, that criticism is directed at the statistical and not the analytical generalization that is the basis of case studies. Reliability is achieved in many ways in a case study. One of the most important methods is the development of the case study protocol (Tellis, 1997).
Specific Procedures

A case study protocol contains more than just the survey instrument. It should also contain procedures and general rules that should be followed in using the instrument. It is to be created prior to the data collection phase. It is essential in a multiple-case study, and desirable in a single-case study. Yin (1994) presented the protocol as a major component in asserting the reliability of the case study research. A typical protocol should have the following sections:

- An overview of the case study project (objectives, issues, topics being investigated)
- Field procedures (credentials and access to sites, sources of information)
- Case study questions (specific questions that the investigator must keep in mind during data collection)
- A guide for case study report (outline, format for the narrative). (Yin, 1994, p. 64).

Stake (1995), and Yin (1994) identified at least six sources of evidence in case studies: 1) Documents, 2) Archival records, 3) Interviews, 4) Direct observation, 5) Participant-observation, and 6) Physical artifacts. Interviews are one of the most important sources of case study information. There are several forms of interviews that are possible: Open-ended, focused, structured or survey. Survey research is used as the means of collecting the data necessary for this research. It collects self-reported data.

Case study is a valuable method of research, with distinctive characteristics that make it ideal for many types of investigations. It can also be used in combination with other methods. Its use and reliability should make it a more widely used methodology, once its features are better understood by potential researchers (Tellis, 1997).
Sample

The sample used for this research is upper-level Planning students in one four-year public research intensive university, as defined by the Carnegie Foundation (2011) in an urban metropolitan area in the Midwest. The population of interest in this study (Planning students in one specific program) is the construct and the sample (Planning students in their fourth and fifth years of the program) is its operationalization. Information about the researcher was provided to survey participants. Generally, the better respondents know the researcher, the better the response rate. Acceptable response rates vary by how the survey is administered, but online surveys show a good response rate of 30%. There are 28 (34.5%) completed surveys (n=28) analyzed for this research.

Instrumentation

Leadership is assessed through the use of the Student Leadership Practices Inventory (S-LPI) (Kouzes & Posner, 2003; Posner, 2004). According to Posner (2009), the S-LPI was designed to identify specific behaviors and actions that students report using when they are at their personal best as leaders (Kouzes & Posner, 2008; Posner & Brodsky, 1992). These behaviors are categorized into five leadership practices: Modeling the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (2008). Respondents are asked to consider how frequently they engage in each of the behaviors using five-point Likert-type scales, with 1 indicating rarely or seldom and 5 indicating very frequently or almost always. This instrument collects self-reported data.

Identified as practices common to successful leaders in corporate, government, and not-for-profit organizations (Posner, 2009), these leadership practices and behaviors have been
shown to correspond well with the developmental issues of importance for college students (Brodsky, 1988). In developing the original version of the Leadership Practices Inventory, Kouzes and Posner (2007) collected case studies from over 1,200 managers about their “personal best experiences” as leaders. Content analyses of these case studies suggested a pattern of behaviors used by people when they were most effective as leaders. The development of a student version of the instrument followed the same case-study approach to investigate whether the leadership behaviors of college students were comparable with those of managers (Brodsky, 1988; Posner & Brodsky, 1992).

Studies using the S-LPI have shown strong internal reliability across a variety of student populations, with Cronbach’s alpha scores ranging from .55 to .83 (Posner, 2004). The Cronbach’s alpha scores for each leadership practice in this study, using the sample of seniors, was .66 for modeling, .74 for inspiring, .63 for challenging, .72 for enabling, and .80 for encouraging. Earlier analyses of S-LPI scores with the Crown-Marlowe Social Desirability Index “confirms previous findings that indicated tests of social desirability bias were not statistically significant” (Walker, 2001, p. 58). Test-retest reliability of the S-LPI over a 10-week period was demonstrated as statistically significant (p < .001), with correlations exceeding 0.51 (Pugh, 2000).

The S-LPI demonstrates good validity with consistent relationships found with various measures of effectiveness, as reported across multiple constituencies, and is robust across different collegiate student populations such as fraternities, sororities, residence halls, orientation programs, and academic disciplines (Arendt, 2004; Posner, 2004). The S-LPI has demonstrated relative independence from such demographic factors as gender, age, ethnicity, GPA, year in
school, or academic major (Endress, 2000; Posner, 2004; Posner & Brodsky, 1993; Posner & Rosenberger, 1997; Pugh, 2000; Wilcox, 2004).

This research also examines Planning students’ frequency and types of community engagement experiences. This information is collected by use of an additional question on the survey, independent of the S-LPI. This question asks students to identify how frequently they participate in co-curricular and extra-curricular community engagement activities, and what those experiences are. The options include:

- Academic clubs, groups, discussions or associations
- Community councils, groups, clubs or associations
- Faith-based membership (attending faith-based events such as worship, listening to religious speakers, attending faith-based festivals, or religious discussion groups)
- Community service (volunteering to assist a neighborhood or organization with a project or service)
- Community-based coursework (classes or projects working in partnership with a neighborhood or organization)
- Open-ended response option for experiences not listed.

These community engagement experiences have been validated by two experts in community engagement.

Five demographic questions are asked of students, independent of the S-LPI – age, class (first year, second year, sophomore, graduate, etc.), ethnicity, gender and enrollment status (part-time, full-time), but this is for exploratory purposes only. It should be noted that “the S-LPI has
demonstrated relative independence from such demographic factors as gender, age, ethnicity, GPA, year in school, or academic major” (Posner, 2009, p. 555).

The S-LPI provides a snapshot of the leadership characteristics of Planning students in this program, but the additional questions about participation in community engagement activities is what sets this research apart. Not only will we learn if Planning students are displaying high levels of transformational leadership behaviors, but we also start to examine the frequency and types of community engagement activities Planning students participate in.

Pilot Study

To test the feasibility of this research, a pilot study was conducted with a sample of 5 recent graduates of the Planning program to determine if the research design works as planned and to test the data collection procedures. The pilot study confirmed the research design and data collection procedures as good.

Data Collection

The University’s Internal Review Board (IRB) guidelines are used as a guide for describing the research protocol for social and behavioral studies necessary to conduct this research ethically and responsibly. The approved IRB Protocol can be found in Appendix Three.

The researcher has the approval of the Planning program and met all of its requirements for access to students, the research subjects. It was made clear that the intent of this research is not to evaluate the planning program, rather to explore the connection between high levels of transformational leadership and frequency of community engagement experiences. The data, however, may inform Planning program curriculum development.
Once permission was granted from the School, the researcher completed the University process for ethical human subject research, the Internal Review Board (IRB) Submission Process. This is a three-step process.

- Submission and Tandem Review,
- Submission to IRB for Pre-Review
- IRB Review and Approval.

With permission of the Planning program and the IRB, the recruitment of participants began. Students were presented with the option to participate in an online survey. The Planning program’s student email listserv and sharing of the survey by Planning faculty for undergraduate Planning students was used to secure the sample for the S-LPI. Participants were provided with an introductory statement about the research and that participation in this research is completely voluntary and in no way connected to academic performance measures of the Planning program or University.

Treatment of the Data

The results of the survey are shown using frequency distributions. The S-LPI consists of 30 descriptive statements about leadership behaviors, and respondents are asked to indicate how frequently they engage in each one. Six behaviors (statements) are used to measure each one of the five leadership practices, with scores ranging from a low of 6 to a high of 30. The publisher provides the scoring rubric. Higher scores on the leadership practices indicate greater actual use or engagement of the leadership behaviors. The S-LPI allows us to see the frequency to which Planning students use transformational leadership behaviors, and the practices of leadership they are using (Model, Inspire, Challenge, Enable, Encourage). The responses to the S-LPI allow us to examine the first research question: Are Planning students becoming transformational leaders?
The survey asks students to list the “group” referenced when responding to these questions. A list of the qualitative responses is provided.

The second question studied is if there is a relationship between community engagement experiences and leadership behaviors. The first step to answering this question is to analyze the community engagement experiences. The analysis used is also frequency distribution. Next, we examine the correlation between the frequency of Planning students engaging in leadership behaviors, and the frequency Planning students participate in community engagement experiences.

The relationship between leadership and community engagement is analyzed using the Pearson Product-Moment Correlation Coefficient (r). The correlation coefficient is a measure of the degree of linear relationship between two variables, usually labeled X and Y. In this case, x is the average leadership practice score and y is community engagement activity score. In correlation analysis, the emphasis is on the degree to which a linear model may describe the relationship between two variables and the interest is non-directional, or does not look at cause. The relationship is the critical aspect.

Summary

The central theme of this study emerged from a concern about the education of the next generation of Planning students intending to build sustainable communities. Students of Planning should be provided with as many tools as possible to deal with the processes involved with building comprehensive and sustainable community systems. Many of these processes are strategies by which Planners engage with the people in their places. Planning is not just place; it is how people interact within it. This view of Planning provides a model for sustainable community development, specifically by creating opportunities for students and communities to
engage with each other toward a shared vision of sustainable communities that build upon critical Planning theory, transformational leadership and community-engaged learning.
CHAPTER 4

Analysis of Data

Introduction

The goal of this research is to gain insight about transformational leadership behaviors of Planning students and to find out if there is a relationship between leadership and community engagement experiences. This chapter provides the data and analysis to investigate the phenomenon.

Research Questions Investigated

This research examines if a) Planning students are becoming transformational leaders, and b) if there is a correlation between community engagement experiences and transformational leadership behaviors. It hypothesizes that there is a positive relationship between transformational leadership and community engagement.

Organization of Data Analysis

The first set of data includes the sample statistics, response rate, and completion rate. The second set of data presents the sample’s demographic characteristics.

The third set of data analyzes leadership behaviors. The S-LPI consists of 30 descriptive statements about leadership behaviors, and respondents are asked to indicate how frequently they engage in each one. Higher scores on the leadership practices indicate greater actual use or engagement of the leadership behaviors. The S-LPI allows us to see the frequency to which
Planning students use transformational leadership behaviors, and what practices of leadership are most prevalent (Model, Inspire, Challenge, Enable, Encourage).

The fourth set of data for this research examines community engagement by frequency and type. From this dataset, we also examine the correlation between the frequency of Planning students engaging in leadership behaviors and the frequency Planning students participate in community engagement.

Sample Statistics

The sample for this research is third, fourth and fifth year undergraduate Planning students in one Planning program. The total number of possible responses is 101. The total number of responses collected is thirty seven (37), or 36.6% of the sample. However, not all respondents answered all questions. Twenty-eight (28) of the thirty-seven (37) completed the survey (n=28). Nine (9) surveys had to be thrown out of this study due to incomplete responses.

Presentation of Descriptive Characteristics of Respondents

This section presents the demographic characteristics of the sample. The demographic characteristics are: age, program year, race/ethnicity, gender, and enrollment status.
Table 1: Age of Sample

<table>
<thead>
<tr>
<th>Age</th>
<th>Number Respondents</th>
</tr>
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<tbody>
<tr>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
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<td>29</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
</tr>
</tbody>
</table>


Table 1 shows the mean, median and mode of the age of respondents.

Table 2: Program Year of Sample

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Number Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth year</td>
<td>17</td>
</tr>
<tr>
<td>Fourth year</td>
<td>7</td>
</tr>
<tr>
<td>Third year</td>
<td>4</td>
</tr>
</tbody>
</table>

28

Table 2 shows the majority of respondents are seniors, or fifth year students (60.7%). Fourth year, or Juniors, are 25%. Third year, or pre-juniors, make up the remaining 14.3%.
Table 3: Race/Ethnicity of Sample

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American/Black</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3 shows white students make up 96% of respondents. There are two ethnicities represented, black and white.

Table 4: Gender of Sample

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 4 shows the majority of the sample is male (60.7%).

Table 5: Enrollment Status of Sample

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Number Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>27</td>
</tr>
<tr>
<td>Part-time</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5 shows 96% of respondents are full-time students.

Research Questions and Associated Hypotheses

This research examines if a) Planning students are becoming transformational leaders, and b) if there is a relationship between community engagement experiences and transformational leadership behaviors. This research hypothesizes that there is a positive relationship between leadership and engagement.
Analysis of Data

This section presents analysis of the data with respect to the research questions.

Research Question 1—Are Planning students becoming transformational leaders?

The data are presented using frequency distributions. The first is by practice of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The second way is by level of leadership: high, moderate, and low.

Chart 1: Model the Way Leadership Levels

![Model Leadership Levels](image)

Chart 1 shows the majority of students fall in the low category for modeling the way.
Chart 2: Inspire a Shared Vision Leadership Levels

Chart 2 shows the majority of students fall in the low rating for inspiring a shared vision practice.
Chart 3: Challenge the Process Leadership Levels

Chart 3 shows the majority of students fall in the moderate rating for challenging the process practice.
Chart 4: Enable Others to Act Leadership Practice

Chart 4 shows the majority of students fall in the low rating for enabling others to act practice.
Chart 5: Encourage the Heart Leadership Practice

Chart 5 shows the majority of students fall in the low category for encourage the heart practice.
Graph One shows the aggregate of the leadership scores and levels. The most frequent response in the low rating is encourage the heart. The most frequent response in the moderate rating is challenge the process. The most frequent response in the high rating is enable others to act.
Graph 2: Number of High Leadership Scores

Graph 2 shows the majority of students had no high level of leadership scores.
Graph 3 shows the majority of students fell in at least one moderate level of leadership score.
Graph 4: Number of Low Leadership Scores

Graph 4 shows the majority of students fell in the four or zero low level of leadership score.
Graph 5 shows the averages of each of the five leadership practices scores by level of leadership. Enable others to act has the highest average, meaning this leadership practice is most often used by students, followed by challenge the process and inspire a shared vision practices.

The survey asked students to list the “group” they participated in to answer the S-LPI. Groups are the classes, clubs, programs, or other activities that require group work. In this research, one cannot examine leadership behaviors in isolation. These data are presented as the types and number of groups listed by students.
Table 6: Planning Students Group Listed.

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Urban Planning Program</td>
<td>3</td>
</tr>
<tr>
<td>BUP Courses</td>
<td>6</td>
</tr>
<tr>
<td>Fraternity/Sorority</td>
<td>1</td>
</tr>
<tr>
<td>Planning Student Organization</td>
<td>5</td>
</tr>
<tr>
<td>Co-op</td>
<td>2</td>
</tr>
<tr>
<td>Special Program</td>
<td>3</td>
</tr>
<tr>
<td>Band</td>
<td>2</td>
</tr>
<tr>
<td>Community Council</td>
<td>1</td>
</tr>
</tbody>
</table>

23

Table 6 shows the majority of groups listed are Planning classes, and Planning Student Organization (PSO). That means students answered Planning classes and PSO as the types of groups they used when assessing their leadership behaviors. Only 23 respondents answered this particular question on the survey.

Research Question 2 – Is there a correlation between community engagement experiences and transformational leadership behaviors?

The data are presented using frequency distribution, as was Research Question 1.

First, we will show Planning students frequency of participating in different community engagement activities.
Graph 6: Planning Students Participation in Academic Clubs, Discussion Groups, or Associations

Graph 6 shows the majority of students report they participate in academic clubs, discussion groups, or associations rarely or seldom, followed by once in a while.
Graph 7: Planning Students Participation in Community Councils, Civic Groups, Political Clubs or Associations.

Graph 7 shows the majority of students report they participate in community councils, civic groups, political clubs or associations once in a while, followed by rarely or seldom.
Graph 8: Planning Students Participation in Faith-based Clubs, Groups or Associations

Graph 8 shows the majority of students report they participate in faith-based clubs, groups or associations rarely or seldom.
Graph 9 shows the majority of students report they participate in ongoing volunteer or community service commitments very often, followed by once in a while and rarely or seldom.
Graph 10: Planning Students Participation in Community-based Coursework

Graph 10 shows students responded to frequency of community-based coursework in three levels; rarely or seldom, sometimes or very often. Therefore, we are unable to state the majority.

Hypothesis 1: There is a correlation between Planning students with high levels of leadership behaviors and high levels of community engagement.

Now we show the relationship between Planning students’ leadership and community engagement experiences by leadership practice.
Scatterplot 1: Correlation by Model the Way Leadership Practice

Scatterplot 1 shows a positive correlation between model the way scores and community engagement, with an $r$ value of .45.
Scatterplot 2 shows a positive correlation between inspire a shared vision scores and community engagement, with an r value of .64.
Scatterplot 3: Correlation by Challenge the Process Leadership Practice

Scatterplot 3 shows a positive correlation between challenge the process scores and community engagement, with an r value of .57.
Scatterplot 4: Correlation by Enable Others to Act Leadership Practice

Scatterplot 4 shows a positive correlation between enable others to act scores and community engagement, with an r value of .42.
Scatterplot 5: Correlation by Encourage the Heart Leadership Practice

Scatterplot 5 shows a positive correlation between encourage the heart scores and community engagement, with an r value of .47.
Scatterplot 6: Correlation by Leadership Practice and Community Engagement

Scatterplot 6 shows a positive correlation between average leadership practice scores and community engagement activities, with an r value of .57.

Summary

Analysis of the data show a low number of Planning students score high on the use of leadership practices. The leadership practice strongest in Planning students is enable others to act. The data show a positive correlation between higher leadership scores and community engagement, with all types of leadership practices having an r value above 0.4. The highest correlation is found with inspire a shared vision (r = 0.64), and enable others to act to be the weakest (r = 0.42). This answers both research questions, and confirms the hypothesis. Planning
students are not displaying high leadership, and there is a (positive) correlation between community engagement and high leadership.
CHAPTER 5

Findings, Conclusions and Implications

Introduction

This chapter presents the findings, conclusions and implications of the study. It begins with a summary of the study and its findings leading to conclusions from the research. It concludes with a discussion of the implications and recommendations for further research.

Summary of the Study

Are Planners Becoming Transformational Leaders? This research provides a case study approach to examining the characteristics of Planning students within a particular Planning program. The case study approach allows us to explore leadership behaviors of students, and if community engagement plays a role in the development of Planning students according to national Planning standards.

Planners are expected to uphold the highest standards of the profession. The American Institute of Certified Planners (AICP) provides a Code of Ethics for Planners to uphold. Within the AICP Code of Ethics, the principles to which Planners aspire, is a guide to be used as the fundamental basis of what students learn in their program. These principles embody the values Planners are expected to display as public servants. The Planning Accreditation Program (PAP) provides guidelines as to the expectations of Planning programs according to AICP standards, but also speaks to the values Planning programs are expected to teach. Finally, institutions of higher education provide the space for students to learn and practice the leadership behaviors which contribute to a high quality of life in all communities.
The goal of this research is to gain insight about transformational leadership behaviors of Planning students and if there is a connection to community engagement experiences. “Studies investigating how leadership development occurs would be invaluable not just for those involved and responsible for student leadership development, but also for people who provide leadership education for corporate, civic and community organizations” (Posner, 2004, p. 454). This research, therefore, examines if a) Planning students are becoming transformational leaders, and b) if there is a correlation between community engagement experiences and transformational leadership behaviors. The hope is for Planning programs to use the findings to inform their curriculum.

This research asks us to consider the intersection of three major themes in the pedagogy of teaching Planning students: sustainable community theories, transformational leadership and community engagement. The intersection, a critical Planning pedagogy, is a fundamental element of any Planning program, embedded within the curriculum of higher education. This democratic, community-based pedagogy seeks to balance technical Planning skills with socially responsible, ethical, sustainable processes-based skills used to build and sustain communities.

For the purposes of this research, transformational leadership and community engagement are explored in a sample of about 30% of Planning students in one program using a proven leadership assessment tool and community engagement experience evaluation. The results, an examination of Planning students’ leadership and engagement, is provided here.

The demographic characteristics are: age, program year, race/ethnicity, gender, and enrollment status. The average age of the sample is 23, but the most frequently occurring (mode) is 21. The majority of respondents are seniors, or fifth year students (60.7%). Fourth year, or
Juniors, are 25%. Third year, or pre-juniors, make up the remaining 14.3%. White students make up 96% of respondents. There are two ethnicities represented, black and white. The majority of the sample is male (60.7%). 96% of respondents are full-time students.

Research Question 1— Are Planning students becoming transformational leaders?

The following data are based on the responses to the survey.

1. The majority of students fall in the low category for modeling the way.
2. The majority of students fall in the low rating for inspiring a shared vision.
3. The majority of students fall in the moderate rating for challenging the process.
4. The majority of students fall in the low rating for enabling others to act.
5. The majority of students fall in the low category for encourage the heart.
6. The majority of students had no high level of leadership scores.
7. The majority of students fell in at least one moderate level of leadership score.
8. The majority of students fell in the four or zero low level of leadership score.

Based on these data, Planning students display a low level of leadership. The leadership practice most often used by Planning students is enable others to act, followed by challenge the process and inspire a shared vision practices. Planning students said Planning classes and the Planning Student Organization was the setting referenced when assessing their leadership behaviors. This tells us that the leadership behaviors reported by students was based upon Planning program related activities.
Research Question 2 – Is there a correlation between community engagement experiences and transformational leadership behaviors?

The following data are based upon the responses to the survey.

1. The majority of students participate in academic clubs, discussion groups, or associations rarely or seldom.

2. The majority of students participate in community councils, civic groups, political clubs or associations once in a while.

3. The majority of students participate in faith-based clubs, groups or associations rarely or seldom.

4. The majority of students participate in ongoing volunteer or community service commitments very often.

5. Students participate in community-based coursework in three levels; rarely or seldom, sometimes or very often.

These data tell us that Planning students participate in ongoing volunteer or community service commitments most often, followed by community-based coursework. This leads us to believe the Planning curriculum provides students with an opportunity to engage in community engagement through coursework offered. Although we cannot affirm the Planning program is the source for students participating in ongoing volunteer or community service commitments, we can affirm this is the most frequent community engagement activity Planning students are a part of.
Hypothesis 1: There is a correlation between Planning students with high levels of leadership behaviors and high levels of community engagement.

The following data are generated using the survey responses.

1. There is a positive correlation between model the way scores and community engagement \((r = .45)\).

2. There is a positive correlation between inspire a shared vision scores and community engagement \((r = .64)\).

3. There is a positive correlation between challenge the process scores and community engagement \((r = .57)\).

4. There is a positive correlation between enable others to act scores and community engagement, \((r = .42)\).

5. There is a positive correlation between encourage the heart scores and community engagement, \((r = .47)\).

From these data, there is a positive correlation between average leadership practice scores and community engagement activities \((r = .57)\). This data tell us that Planning students leadership behavior is associated with their level and type of community engagement. The data also tell us that Planning students show the highest correlation between leadership and community engagement in the inspire a shared vision practice (albeit only at the moderate level).
Based upon the survey responses, Planning students are not displaying high levels of leadership behavior. However, there is a (positive) correlation between moderate levels of leadership and community engagement activities.

Conclusions

The intention of this research was to explore the leadership development of Planning students. We care about the behaviors of Planning students because the Planning profession, higher education and participation in public life set leadership expectations for its members. It is up to Planning programs to prepare students for their roles in communities by understanding the environments in which they work and using socially responsible, sustainable processes.

The data tell us that students in this program do not display high levels of transformational leadership. This is the type of leadership that facilitates sustainable community development. Sustainable community development relies upon Planners to represent the values of the communities they are working with, empower them with the tools and resources required, and facilitate the structures to sustain a high quality of life for its members. This requires students to be aware of, advocate for, and model transformational leadership.

Students learn the values, actions and practices of Planning from their curriculum. The findings from this research lead us to believe community engagement plays a role in the development of leadership behavior. Students who participate in co-curricular or extra-curricular community-based activities show higher transformational leadership. This would also lead us to believe more exposure to community engagement would lead to more transformational leaders. The next assumption, then, would be if we had more Transformational Planners, we would have more sustainable communities.
It is important to note that the sample lacked ethnic diversity. There is only one non-white student represented in the data. Planners practice in a multicultural society, and the lack of ethnic diversity in the respondents may impact the results of this study. Thought and priority, though, should be given as to how to incorporate cultural diversity within Planning curricula to replicate what urban communities are actually like.

**Implications for Future Research**

It is important to address the issues raised in the research. First, this research is not intended to be an assessment of a specific Planning program. It is to be used to think about Critical Planning pedagogy. The case study approach was used in this research to explore the phenomenon, but further empirical research can lead to generalizeable findings.

Some practical suggestions for doing this include a larger case study sample, a larger sample of Planning programs and/or Planning students, multi-variate analysis of the data, or refining the instrument. In this research, we examined upper-level Planning undergraduates. This can be expanded using all undergraduate students, or to include graduate students. Research can also be expanded to look at multiple comparable programs. It can also be expanded to examine the leadership behaviors of practicing Planners. The more characteristics you add to the sample, the more data to examine new variables (multi-variate).

One can argue that this instrument is not the only way to examine leadership. The S-LPI has been used widely to assess leadership behaviors in students and professionals, but is not the only tool on the market. It was used in this research due to its validity as a method for examining leadership behaviors in students and its similarity to transformational leadership characteristics. Higher education references transformational leadership characteristics in its core values of
providing a democratic, socially responsible perspective on participation in public life. Planning references values-based, transformational leadership characteristics in its principles of practice.

This research only examines correlation. This is to see if there was actually a relationship between leadership and community engagement. Further research could tell us the cause of this relationship. Does leadership cause engagement or does engagement cause leadership? These are very interesting questions and should be a part of a larger discussion about educational pedagogy, namely community-engaged learning.

This research advocates for a community-engaged approach to Planning education, an approach that requires partnership between Planners and the communities they represent. This is one perspective on how to teach a Planner, but one that ensures Planning students are aware of sustainable processes to build and maintain communities, from the inside out. This is more than technical, skills-based education. It is a balance of social and technical skills Planners need to know in order to fulfill their obligations to the public.

Summary

This research asks us to consider the intersection of three major themes in the pedagogy of teaching Planning students: sustainable community theories, transformational leadership and community engagement. The intersection, a critical Planning pedagogy, should be a part of any Planning program, embedded within the curriculum of higher education. This democratic, community-based learning pedagogy seeks to balance technical Planning skills with socially responsible, ethical, sustainable processes to build and sustain communities with high qualities of life for all of its citizens through empowerment of its assets.
Higher education plays a key role in the development of its students to participate in communities. According to the Kettering Foundation (2011), “a central goal of higher education is to help make democracy possible by preparing citizens for public life.” This philosophy asks members of colleges and universities to be “part of a movement to strengthen higher education's democratic mission and foster a more democratic culture throughout American society” (2011). Society looks to our institutions of higher education to provide a democratic place of learning for students to practice how to be socially responsible citizens. Community engagement is a sustainable teaching and learning process that allows the student to apply the skills of planning with a community. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. These are skills Planning students need and are supposed to be exposed to in college.

Transformational leadership opportunities provide the type of process-based skills Planners need to work with communities. Transformational leadership behaviors include building vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations, and developing structures to foster participation in decisions (2000). These skills link back to the socially responsible principles of Planning (AICP, 2005) and the type of leadership Planning programs should embrace and provide, in partnership with their university.

We must know more about how Planning students are being equipped with transformational, sustainable, process-based skills. Combining the ideas of Planning and transformational leadership within higher education presents a framework for Planning educators
to consider as a means of preparing students for their roles in communities towards an end of sustainable communities.

Not all students will be transformational leaders, but because of the high expectations of Planning, we must pay special attention to Planning standards and values as a guide for preparing our community professionals, namely Planners. The future of sustainable communities will lie in the hands of a new generation of leaders who are coming of age today. It is the responsibility of educators to understand the ethical imperative of preparing Planning students for the world in which they will practice – in communities.
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Maine Citizenship Education Taskforce


Appendices

Appendix 1: IRB Protocol

UNIVERSITY OF CINCINNATI
INSTITUTIONAL REVIEW BOARD –
SOCIAL AND BEHAVIORAL SCIENCES (IRB-S)
PROTOCOL

TITLE:
Are Community Planning Students Becoming Transformational Leaders?

1. PURPOSE of the research project AND GENERAL INFORMATION:
   a. PURPOSE
      The purpose of this research study is to gain insight about how transformational leadership development occurs in undergraduate Urban Planning students.

   b. BACKGROUND
      1) Prior research
      There is little research investigating student leadership development and community engagement experiences within Urban Planning programs.

      2) Significance
      Research investigating how leadership development occurs would be invaluable not just for those involved and responsible for student leadership development, but also for people who provide leadership education for corporate, civic and community organizations.

   c. FUNDING
      1) Sponsor's name and type
      Not applicable
2) Sponsor's role
   Not applicable

3) Location of funds
   Not applicable

4) Status of funding
   Not applicable

d. FACILITIES
   The survey research will be conducted in College classrooms. The only required equipment is a writing surface (desk or table) The PI has discussed this with the School of Planning and given permission to use college class and meeting rooms.

e. DURATION OF STUDY
   The questionnaire will take about fifteen (15) minutes to complete. Three survey times will be made available in order to meet anticipated sample of fifty (50) participants.

f. RESEARCH TEAM
   1) Research team and time commitment

<table>
<thead>
<tr>
<th>Job Title / Responsibility</th>
<th>Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI/Recruitment, Consent, Data Collection and Analysis</td>
<td>Fifty (50) hours</td>
</tr>
<tr>
<td>Co-PI/Review of Research</td>
<td>Twenty (20) hours</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   2) Training team members in research ethics
CITI training completed by PI in March of 2011.

3) Training team members in research activities
   (a) Training
      Not applicable.
   
   (b) Verification
      Not applicable.

2. PARTICIPANTS:
   a. RECRUITMENT
      
      Recruitment of participants will be done by email using the undergraduate Urban Planning student listserv, by hard copy fliers on College bulletin boards and in student mailboxes, and by suggestion/support from College faculty, staff and students.

1) Number of participants
   
   (a) Minimum and maximum number of participants
      
      The research requires a minimum of thirty (30) participants, and has a maximum of two hundred (200).

   (b) Rationale
      
      The minimum is required for statistical significance and the maximum is the number of undergraduate students enrolled in the Bachelor of Urban Planning program.

2) Inclusion and exclusion criteria
   
   Participants are eligible to participate if they are 18 or older and an actively enrolled Bachelor of Urban Planning student.

3) Vulnerable participants
The researcher knows three Bachelor of Urban Planning students through past Co-op supervision.

(a) Vulnerability
   Participation in this research is completely voluntary.

(b) Rationale
   Responses to the survey are critical to collecting the necessary data for analysis.

(c) Confirmation
   The PI assumes that Bachelor of Urban Planning students are at least 18 years old and able to participate. This will be mentioned in the information sheet (informed consent process).

4) Risks and discomforts from participating
(a) Type and level of risk or discomfort
   There is minimal risk associated with participating in this research. The risk is the same as any routine daily activity.

<table>
<thead>
<tr>
<th>Risk or Discomfort</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>Low</td>
</tr>
</tbody>
</table>

(b) Safety monitoring plan
   Safety monitoring plan is not required for minimal risk research.
(c) Reporting

(1) Notification of PI

The information sheet (informed consent process) provides contact information for the PI and Faculty Advisor/Co-PI in the event of any discomfort by the participant.

(2) Notification of IRB

The PI will notify the IRB in the event of any discomfort greater than minimal experienced by the participant.

(3) Other notification

The Faculty Advisor/Co-PI and Director of the School of Planning will also be notified in the event of any discomfort greater than minimal experienced by the participant.

(4) Available resources

The PI, Faculty Advisor/Co-PI and Director of the School of Planning will also be available to respond in the event of any discomfort greater than minimal experienced by the participant.

5) Direct benefits to the participant

There is no direct personal benefit to participants.

6) Recruitment activities

(a) Recruitment materials

List: Information Sheet (Informed consent process)

(b) Personnel

The PI is responsible for all recruitment.
(b) Recruitment activities
(c) The PI will send an email recruitment message containing the Information Sheet text. The PI will also provide hard copy fliers to Bachelor of Urban Planning student mailboxes. The PI will hand out fliers to the faculty and ask that they distribute them in class.

(d) Participant response

Participation in the research is voluntary and does not require a “commitment to participate”. Participants will be provided with three different, yet convenient opportunities to complete the survey. In the event that a participant wants to participate, but cannot make any of the available times, individualized times will be provided.

b. CONSENT PROCESS

1) Presenting information to potential participants

If participants do not speak English, they will be excluded from this study.

The PI is responsible for providing the information sheet (informed consent process), administering the survey, and collecting the completed surveys. The information sheet will be attached to the survey as the first page and handed to each student as they enter the room. PI will read the information sheet aloud prior to participants beginning the survey. PI will collect surveys after the last participant is done. PI will place all of the surveys in an envelope. The PI is requesting a waiver of signed consent so that no personally identifiable information is linked to the surveys.

2) Answering questions from potential participants

Participants will have sufficient access to the PI and Co-PI for any additional questions and are provided with contact information for us, and the IRB.

3) Indicating consent

Submission of a completed questionnaire indicates participant consent. This research does not require any personally identifiable information, and any link to such information would be obtained by a signed consent form.
4) Legally authorized representative (LAR) for minors or cognitively impaired participants
   Not applicable.

5) Verification of LAR for cognitively impaired participants
   Not applicable.

6) Avoiding coercion
   The PI has no authority over the participants. Participation is optional and if they do not want to participate, they do not have to show up.

7) Recruitment incentives
   There are no recruitment incentives for participating in this study.

c. CONSENT DOCUMENTS (ICDs)
   List: Information sheet

3. RESEARCH-RELATED ACTIVITY:
   a. SECONDARY ANALYSIS of an EXISTING DATASET
      Not applicable.
      1) Person or entity that holds the dataset
         Not applicable.

      2) General description of the data, including when and how the data were obtained
         Not applicable.

      3) List of the fields (or description of the kinds of information) that will be used from the dataset, with specific mention of any individually identifying data
         Not applicable.
4) Explanation why individually identifying data are needed for your study, how confidentiality of individually identifiable data will be assured, and how soon identifiers will be purged from the dataset

Not applicable.

5) Explanation of how the dataset (or portion of the dataset) will be obtained from the current holder

Not applicable.

b. REVIEW OF RECORDS that were collected for NON-RESEARCH PURPOSES

Not applicable.

1) Person or entity that holds the records

Not applicable.

2) General description of the kind of records, including when and how the records were obtained

Not applicable.

3) Specific description of the information (i.e., data fields) that will be used from the records, with specific mention of any individually identifying information

Not applicable.

4) Explanation why individually identifying information is needed for your study, and how soon identifiers will be purged from the research records

Not applicable.

5) Explanation of how the records (or excerpts from the records) will be obtained from the current holder
c. RESEARCH ACTIVITIES

1) Privacy of participation

It will not be necessary to keep the fact of an individual's participation private because there is minimal risk of discomfort.

2) Confidentiality of data

There are no personally identifiable data, or identifiers, collected for this research. The participants’ responses are both ANONYMOUS and CONFIDENTIAL.

3) Research-related activities

(a) Participant cohorts

The sample is a cohort of existing Bachelor of Urban Planning students.

(b) Activities and duration

Participants will be asked to complete a thirty-six (36) question hard-copy survey. The survey takes about fifteen (15) minutes to complete. The PI will administer the survey in a group setting in a College classroom. The data being collected are demographic (class, gender, ethnicity, enrollment status), Likert scale leadership questions (S-LPI) and a multiple choice question. The alternative to participating is not participating. If a student decides they do not want to participate, they may leave the survey on the desk and leave at any time. To further protect their privacy, students may choose to remain in the room until other students complete the survey and exit the room. Incomplete surveys will be discounted from the study.

(c) Data collection tools

List: Student Leadership Practices Inventory-Self (S-LPI)

Community engagement experiences question

(d) Payments to participants: 

Not applicable.
There is no payment for participating in this research.

4. **DATA ANALYSIS:**

The S-LPI consists of 30 descriptive statements about leadership behaviors, and respondents are asked to indicate how frequently they engage in each one. Higher scores on the leadership practices indicate greater actual use or engagement of the leadership behaviors. Students will also be selecting the community engagement experiences they participate in. Data will be analyzed to examine if there is a connection between higher scores on the S-LPI and the level of engagement experiences they report in their community-based, co-curricular and extra-curricular activities.

5. **REFERENCES:**


6. **ADDITIONAL DOCUMENTATION:**

List: Not applicable
Appendix 2: Instrument

Are Community Planning Students Becoming Transformational Leaders?

You are being asked to take part in a research study. The purpose of this research study is to gain insight about how transformational leadership development occurs in undergraduate Urban Planning students. This research will examine (a) Planning students are transformational leaders, and (b) if community engagement experiences contribute to development as transformational leaders. You will be asked to complete a thirty-six (36) question survey of your leadership experiences while enrolled as a Bachelor of Urban Planning student. It will take about fifteen minutes to complete this survey. If you do not want to take part in this research study you may simply not participate.

This survey contains statements describing various leadership behaviors. Please read each statement carefully. Then rate yourself in terms of how frequently you engage in the behavior described. This is not a test (there are no right or wrong answers). The usefulness of the feedback from this inventory will depend on how honest you are with yourself and how frequently you actually engage in each of these behaviors.

Consider each statement in the context of one student organization with which you are a part of now (or have been most) involved with. This organization could be a club, team, chapter group, unit, hall, program, project, and the like. As you respond to each statement maintain a consistent perspective to your particular organization. The rating scale provides five choices. Select the choice that best applies to each statement:

If you RARELY OR Seldom do what is described.
If you do what is described ONCE IN A WHILE
If you SOMETIMES do what is described.
If you OFTEN do what is described
If you VERY FREQUENTLY OR ALMOST ALWAYS do what is described.

In selecting the response, be realistic about the extent to which you actually engage in the behavior. Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you typically behave.

*1. What is your age?

*2. In what year of the Bachelor of Urban Planning Program are you?

☐ Third year
☐ Fourth year
☐ Fifth year

3. What is your race or ethnicity?

☐ Caucasian/White
☐ African-American/Black
☐ Latino
☐ Asian
☐ Other (please specify:  

Page 1
**4. What is your gender?**

- [ ] Male
- [ ] Female

**5. What is your enrollment status?**

- [ ] Part-time
- [ ] Full-time
### Are Community Planning Students Becoming Transformational Leaders?

**6. How frequently do you actually engage in the following behaviors?**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rarely or Seldom</th>
<th>Once in a While</th>
<th>Sometimes</th>
<th>Very Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set a personal example of what I expect from other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look ahead and communicate about what I believe will affect us in the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look around for ways to develop and challenge my skills and abilities</td>
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<td>Foster cooperative rather than competitive relationships among people I work with</td>
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<td>Praise people for a job well done</td>
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<td>Spend time and energy making sure that people in our organization adhere to the principles and standards we have agreed upon</td>
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<td>Describe to others in our organization what we should be capable of accomplishing</td>
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<td>Look for ways that others can try out new ideas and methods</td>
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<td>Actively listen to diverse points of view</td>
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<td>Encourage others as they work on activities and programs in our organization</td>
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<td>Follow through on promises and commitments</td>
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<td>Make in this organization</td>
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<td>Talk with others about sharing a vision of how much better the organization could be in the future</td>
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<td>Keep current on events and activities that might affect our organization</td>
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<td>Treat others with dignity and respect</td>
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<tr>
<td>Are Community Planning Students Becoming Transformational Leaders?</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<td>I give people in our organization support and express appreciation for their contributions.</td>
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<td>I find ways to get feedback about how my actions affect other people's performance.</td>
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<td>I talk with others about how their own interests can be met by working toward a common goal.</td>
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<td>When things do not go as we expected, I ask, “What can we learn from this experience?”</td>
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<td>I build consensus on an agreed-upon set of values for our organization.</td>
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<td>I make sure that we set goals and make specific plans for the projects we undertake.</td>
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<td>I give others a great deal of freedom and choice in deciding how to do their work.</td>
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<td>I find ways for us to celebrate accomplishments.</td>
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<td>I talk about the values and principles that guide my actions.</td>
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<td>I speak with conviction about the higher purpose and meaning of what we are doing.</td>
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<td>I take initiative in experimenting with the way we can do things in our organization.</td>
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### Are Community Planning Students Becoming Transformational Leaders?

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<th></th>
<th>RARELY or Seldom</th>
<th>Once in a While</th>
<th>Sometimes</th>
<th>Very Often</th>
<th>Frequently</th>
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<td>I make sure that people in our organization are credited for their contributions.</td>
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**7.** What organization (club, team, chapter, group, unit, hall, program, project or other) did you use to respond to the previous statements? Please write in your answer below.

**8.** In what types of co-curricular and extra-curricular activities do you participate in that engage you in or with the community? How frequently do you engage in the type of activity? Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school or university education. A co-curricular activity complements but is not part of the regular curriculum. Please select all that apply.

- Academic clubs, discussion groups, or associations
- Community councils, civic groups, political clubs or associations
- Faith-based club, group, or association
- Ongoing volunteer or community service commitment
- Community-based coursework (classes or projects working in partnership with a community, community-based organization or charitable organization)

If none of the above apply, please say why.
## Appendix 3: Raw Data

### All Survey Results

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<th>Question</th>
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<th>BEGIN</th>
<th>IN A WHILE</th>
<th>VERY LATE</th>
<th>NO RESULT</th>
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Frequency of Leaders by Practice by Level

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Average Level of Leadership by Practice

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Groups Listed by Planning Students

BUP Program
UC – Planning Student Organization (PSO)
Planning Student Organization
University of Cincinnati Community Design Center
Planning Student Organization
Urban Planning co-op with NeighborWorks project
Student Planning Organization class
My sorority Mission: Urban Development Band
Alpha Lambda Delta - Honor Society Studio Team
Urban planning program UC/DAAP Student Planning Organization Planning projects, co-op experiences Clifton Town Meeting School of planning classwork general Proponents for Edible Landscaping Bearcat Bands Studio Group
Leadership Activity Data

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