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| TERM: Spring 2015 | COURSE NO: PADM 308 |
| COURSE NAME: The Successful CAO - Local Government Advanced Management | |
| COURSE LOCATION: Off-campus | |
| PROGRAM: Local Government Programs <p>The School of Public Administration local government programs are designed for professionals currently employed by a municipality, regional district, improvement district, First Nations government or supporting agency in British Columbia. The purpose of the program is to provide opportunities for participants to gain increased knowledge of the political and organizational realities of local governments in BC and to identify and support opportunities for change within these systems. It is expected that participants will be more effective managers, leaders and change agents as a result of their involvement in our programs.</p> | |
| INSTRUCTOR: | |
| TEL: | SECTION: 01 |
| E-MAIL: | CREDITS: 03 |

COURSE FORMAT:

6 day residential course.

COURSE PREREQUISITE:

At least one of the following courses, or permission of Program Coordinator:

- PADM 204 Leadership in Local Government Organizations
- PADM 205 Advanced Communication Skills for Local Government Professionals
- PADM 207 Managing People in Local Government Organizations

COURSE OUTCOMES:

The goal of this course is to provide current and aspiring Chief Administrative Officers (CAOs) with strategies for long term success. The central focus of the Successful CAO is on the knowledge and skills demanded by the unique characteristics of the CAO role in BC municipalities and regional districts.

This course is designed for new CAOs (e.g. who have been in the role for three years or less) who seek to advance their knowledge and skills and build a supportive network of colleagues. It also equips aspiring CAOs from senior management in local government and the private sector with the understanding they need of the rewards, challenges, skills and knowledge required to be successful in this senior executive position.

This course supports the PADM Program Goals by helping students to:

- demonstrate broad based and practical knowledge of the role of the CAO within the BC local government system;
- apply critical thinking skills to the role of the CAO and priority local government issues; and
- recognize and value social responsibility as an integral aspect of the CAO's role in BC and their responsibility for advancing democratic governance at the local level.

The Successful CAO course supports the PADM Program Student Learning Outcomes by helping students to:

- demonstrate knowledge of strategic relevance to CAOs;
- apply research methods and critical analysis skills to assignments and activities;
- prepare and demonstrate advanced competency in delivery of oral presentations;
- demonstrate knowledge, skills and competencies in leadership and conflict resolution; and
- integrate public interest and global perspectives into situational analysis and decision making.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students should be able to:

1. Describe the unique characteristics of the CAO role and its evolution in local government
2. Identify the essential knowledge and skills required for success
3. Describe success in the CAO role and assess their strengths, weaknesses and capacity in relation to it
4. Explain critical roles and responsibilities of the CAO
5. Discuss the nature and strategic importance of CAO relationships with other key actors
6. Analyze ethical issues and recommend strategies for CAO to address them
7. Evaluate challenging local government scenarios and recommend solutions
8. Identify strategies for supporting Council and Board effectiveness
9. Assess strategies for supporting effective teams, a positive organizational culture and describe successful approaches to organizational oversight and management
10. Apply management models to analyze their current local government situation
11. Based on the situational analysis, develop an action plan that includes strategies for success that address their specific local government situation
12. Describe their plan to further develop their CAO knowledge and skills for long term success

REQUIRED TEXTS AND OTHER RESOURCES:

Daly, Peter H. and Michael Watkins. *The First 90 Days in Government; Critical Success Strategies for New Public Managers at All Levels*. Boston: Harvard Business School Press, 2006.

A course manual of selected readings will be provided. The course Moodle website will be used to post course material and announcements. Link: <http://moodle.capilanou.ca/>.

EVALUATION PROFILE:

| Assessment /Assignments | % of Final Grade |
|---|-------------------------|
| Assignment 1: Pre-course reflection on the CAO role | 20% |
| Assignment 2: Analyzing your organization's current situation | 30% |

| Assessment /Assignments | % of Final Grade |
|---|------------------|
| Assignment 3: In class oral presentation – situational analysis | 20% |
| Assignment 4: CAO action plan | 30% |
| Total | 100% |

GRADING PROFILE:

| | | | | | | | |
|-----------|----------------|-----------|--------------|-----------|--------------|----------|------------------|
| A+ | 90-100% | B+ | 77-79 | C+ | 67-69 | D | 50-59 |
| A | 85-89 | B | 73-76 | C | 63-66 | F | Below 50% |
| A- | 80-84 | B- | 70-72 | C- | 60-62 | | |

GRADING STANDARDS:

| | |
|-----------|---|
| A+ | <p>All aspects of the work submitted are to exceptional standards.</p> <p>Comprehensively researched, clear and concise, extremely well structured and designed, with a diverse and exhaustive range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates enlightening, insightful, and/or original thinking of the topics. Presented to the highest standards (e.g.: references, style, grammar, length).</p> |
| A | <p>All aspects of the work submitted are to excellent standards.</p> <p>Thoroughly researched, clear and concise, excellently structured and designed, with an extensive range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates a thorough and comprehensive understanding of the topics. Presented to very high standards (e.g.: references, style, grammar, length).</p> |
| B | <p>All aspects of the work submitted are to good standards.</p> <p>Accurately researched, clear discussion, well-structured and designed, with a good range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates a thorough understanding of the topics. Presented to high standards (e.g.: references, style, grammar, length).</p> |
| C | <p>All aspects of the work submitted are to satisfactory standards or (C-) a marginal pass.</p> <p>Sufficiently researched, providing good discussion, reasonably well structured and designed, with an acceptable range of evidence (e.g.: literature, other data) used effectively. Demonstrates satisfactory understanding of the topics. Presented to reasonable standards (e.g.: references, style, grammar, length).</p> |
| D | <p>Work submitted earns a minimal pass.</p> <p>Insufficiently researched, needs improvement in flow and design, and/or level of detail, with a limited range of evidence (e.g.: literature, other data) used. Demonstrates rudimentary understanding of the topics. Presented to basic standards (e.g.: references, style, grammar, length).</p> |
| F | <p>All aspects of the work submitted are below adequate standards</p> <p>Research, flow and design, and/or level of detail are unsatisfactory, with an insufficient range of evidence (e.g.: literature. Other data) used. Demonstrates unfamiliarity with the topics. Presented to below adequate standards (e.g.: references, style, grammar, length).</p> |

COURSE CONTENT/SCHEDULE:

Topics listed below cover the major areas of study for each day of the course.

| DAY | MODULES & TOPICS | REQUIRED READINGS/ACTIVITIES |
|------------|--|---|
| Pre-course | <p>Pre-course self-assessment: the CAO role and you</p> <ul style="list-style-type: none"> • The unique characteristics of the local government CAO role • Reflection on your personal leadership style, competencies and knowledge | <p>Readings:</p> <p>Daly, Peter H. and Michael Watkins. <i>The first 90 days in government; critical success strategies for new public managers at all levels.</i> (Harvard Business School Press: 2006) p. 1-16 only online</p> <p>Seigel, D. "The leadership role of the municipal chief administrative officer." <i>Canadian Public Administration.</i> 53 (2) June 2010 p. 139-161.</p> <p>Assignment (20%) Due Day 1 @ 4 pm.</p> <p>Pre-course Written Assignment 1: Pre-course reflection on the CAO role</p> |
| Day 1 | <p>Module 1: How did we get here: the evolution of the role of the CAO (1 hour)</p> <ul style="list-style-type: none"> • How has the role of the CAO changed: the neutral public servant to today's local government CAO? • What makes the local government system different from the parliamentary system? • What legislative authority does the CAO have? • Why is the role so challenging and rewarding? • What makes the role unique? • Differences between the City Manager and CAO approaches | <p>Readings:</p> <p>Harrel, C A. The City Manager's Relations With the City Council. (2006). <i>Public Management.</i> 88(6), 17-22.</p> <p>Nalbandian, J., & Portillo, S. (2006). Council-Manager Relations Through the Years. <i>Public Management</i> (00333611), 88(6), 6-7.</p> |
| | <p>Module 2: The joys and common pitfalls of the CAO role (1 hour)</p> <ul style="list-style-type: none"> • What are students experiencing in their current positions? • The joy of the role • CAO success stories • What does CAO success look like? • Common pitfalls: stories from the field | <p>Daly, Peter H. and Michael Watkins. <i>The first 90 days in government; critical success strategies for new public managers at all levels.</i> (Harvard Business School Press: 2006) 201-224.</p> |
| Day 2 | <p>Module 3: Who does what: strategic roles & responsibilities (3 hours)</p> <ul style="list-style-type: none"> • What distinguishes the roles, their characteristics & challenges: CAO role, elected official role; public's role • Different approaches/theories/models: Seigel, Svava, Nalbandian | <p>Readings:</p> <p>Svara, James H. The Shifting Boundary between Elected Officials and City Managers in Large Council-Manager. <i>Public Administration Review</i>, Vol. 59, No. 1 (Jan. - Feb., 1999), pp. 44-53.</p> <p>Nalbandian, J. (2006). Politics and administration in local government. <i>International Journal of Public Administration</i>, 29(12), 1049-1063.</p> <p>Sansom, G. <i>Australian Mayors: What Can and Should They Do?</i>, University of Technology: Centre for Local Government, Sydney, September 2012</p> |

| DAY | MODULES & TOPICS | REQUIRED READINGS/ACTIVITIES |
|-------|---|---|
| Day 2 | <p>Module 4: Assessing your organization's situation and developing an Action Plan (3 hours)</p> <ul style="list-style-type: none"> • Using the "STARS" model to assess your organization (Daly) • Matching strategy to situation (Daly) • Understanding contingency theory (Daly) • When to adapt & compromise? • Developing an action plan for success | <p>Reading: Daly, Peter H. and Michael Watkins. <i>The first 90 days in government; critical success strategies for new public managers at all levels.</i> (Harvard Business School Press: 2006) p. 37-56.</p> <p>Assignment 2 (30%) Due Day 3 @ 9 am Analyzing your organization's current situation (written)</p> |
| Day 3 | <p>Module 5: Ethics and the responsible CAO (1.5 hours)</p> <ul style="list-style-type: none"> • Recognizing the special ethical challenges CAOs may face • Best practices for addressing ethical challenges • Advocating for democracy, fairness and transparency Stories from the field | <p>Reading: Santa Clara University, Markkula Centre for applied Ethics Relationships Between Elected Officials and Staff.</p> <p>Duggan, Kevin C. Councilmanic Interference, <i>Public Management</i> (00333611). Jul2006, Vol. 88 Issue 6, p. 52-56. 5p.</p> |
| | <p>Module 6: It's all about relationships (4.5 hours)</p> <ul style="list-style-type: none"> • The special role and importance of relationship building for CAOs • Relationships up-down-out (Siegel) - Staff-Council/Board-Public • What does a good relationship look like? • Managing and resolving conflict scenarios • Codes of conduct & protocols • Proactive steps to prevent or repair council/board dysfunction • Shape shifting after an election - managing changing relationships and expectations • Relationship with the Mayor/chair • Building trust and communicating effectively with council/board, the community and staff • Intergovernmental Federal, Provincial, regional & First Nations | <p>Readings: Daly, Peter H. and Michael Watkins. <i>The first 90 days in government; critical success strategies for new public managers at all levels.</i> (Harvard Business School Press: 2006) p. 131-154.</p> <p>James Thurmond. (2002). The council-manager relationship: What works. PM. <i>Public Management</i>, 84(8), 18.</p> <p>Assignment 3: (20%) Day 3 @ 7 pm In class oral presentation – situational analysis</p> |
| Day 4 | <p>Module 7: Supporting Council/Board effectiveness (3 hours)</p> <ul style="list-style-type: none"> • Orientation best practices – laying the foundation for council/board success • Vision & alignment - delivering your council or board's vision • Strategic leadership (managing up) - strategic thinking/strategic advice/ tactical timing • Issue management and working with media • Managing financial issues • How to measure success? | <p>Reading: Novak, Julia. Preparing Councils for Their Work. <i>Public Management</i>. 2009 Vol. 91 Issue 7 pp. 24-28</p> |

| DAY | MODULES & TOPICS | REQUIRED READINGS/ACTIVITIES |
|-------|---|---|
| Day 4 | Module 8: The CAO Role in emergency management (1.5 hours) <ul style="list-style-type: none"> • Planning and preparation for crisis management and leadership | Student response to scenarios |
| | Module 9: CAO role & managing people (1.5 hour) Special HR considerations and topics for CAOs: <ul style="list-style-type: none"> • Duty to accommodate • Bill 14 requirements and bullying • CAO Contract • CAO Evaluation | Reading: LGMA article: When the bully is your boss. <i>Exchange</i> December 2010 |
| | Module 10: CAO roundtable (2 hours evening) <ul style="list-style-type: none"> • Long term CAOs provide lessons learned from a specific challenges or opportunity they have experienced) | Student prepare questions based on course modules |
| Day 5 | Module 11: CAO strategic leadership skills (3 hours) <ul style="list-style-type: none"> • Leading the management team & staff • When you are the tone at the top • Building a positive organizational culture • Innovation: why, when & how | Readings: Daly, Peter H. and Michael Watkins. <i>The first 90 days in government; critical success strategies for new public managers at all levels.</i> (Harvard Business School Press: 2006) p. 57-82 & 103-129. Nalbandian, John and Carol. "Meeting Today's Challenges: Competencies for the Contemporary Local Government Professional," <i>Public Management</i> (ICMA), Washington, D.C. May, 2003. pp. 11-15. Lencioni, Patrick M. the Five Dysfunctions of a Team. Hoboken: Wiley, 2002. Summary Lencioni, Patrick M.. Overcoming the Five Dysfunctions of a Team : A Field Guide for Leaders, Managers, and Facilitators. Hoboken: Wiley, 2005. Ebook Library. Web. 02 Jan. 2014 |
| | Module 12: CAO Organizational oversight and management (3 hours) <ul style="list-style-type: none"> • Essential CAO organizational/management skills - asking the right questions • Organizational shaping and structure • Delegation and reporting • Employee performance evaluation and development: approaches and best practices | Reading: Daly, Peter H. and Michael Watkins. <i>The First 90 Days in Government; Critical Success Strategies for New Public Managers At All Levels.</i> (Harvard Business School Press: 2006) p. 155-181 & 183-200. Assignment 4 (30%): Due Day 5 @ 9 am. CAO Action Plan (written) |
| Day 6 | Module 13: Bringing it all together (2 hours) <ul style="list-style-type: none"> • Course conclusion | <ul style="list-style-type: none"> • Students report on CAO Action Plan • Students discuss how they will address their knowledge and skills gaps and further their professional growth, including through building their network of mentors and peers |

UNIVERSITY POLICIES

Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation, and other educational issues. These and other policies are available on the University website. In addition to the policies of the university, the School of Public Administration has the following policies governing the management of our classes and curriculum.

PROGRAM POLICIES – SCHOOL OF PUBLIC ADMINISTRATION

Attendance: Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials. Absences are only acceptable in emergency or extreme circumstances and only with the prior approval of the instructor.

Cheating and Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as their own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Library, the Writing Centre and is published in the University Calendar on the Capilano University website.

Penalties for Cheating and Plagiarism:

A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (See the Capilano University website). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

Incomplete Grades:

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

Professional Behaviour:

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Faculty of Global and Community Studies. Students should have respect for equipment and systems. Students should display a constructive response to criticism.

Copyright Policy:

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published on the Capilano University website.

Missed Exams and Quizzes:

Where applicable, missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor.

English Usage:

All assignments are marked for correct English usage, proofreading and formatting. No assignment requiring extensive correction of grammar or spelling will be accepted.

COURSE LEVEL POLICIES

In addition to the Capilano University policies and the School of Public Administration policies, the following policies govern the management of our classes and curriculum.

Assignments: Homework assignments are due at the ***beginning of class*** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.