

COURSE OUTLINE		
<b>TERM:</b> Spring 2019	<b>COURSE NO:</b> PADM 210	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Management Fundamentals for Local Government Professionals	
<b>OFFICE:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NUMBER:</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b> <a href="http://moodle.capilanou.ca">http://moodle.capilanou.ca</a>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories are campuses are located.

### **COURSE FORMAT**

Six days delivered over 15 week semester for a total of 60 hours, which includes 15 hours of on-line and/or other activities. This course may also be offered in mixed-mode.

### **COURSE PREREQUISITES**

None

### **CALENDAR DESCRIPTION**

This course is designed for new, improving and aspiring managers working in local government organizations in BC. Through this course students will gain foundational knowledge and skills related to managing staff, managing work and managing self to assist them in becoming more effective in their current or future role as a manager in a municipality, regional district or related organization. Course topics and skill areas will include effective interpersonal communications, team leadership, workload planning and management and essential human resource knowledge. This is an interactive course in which students will assess their strengths and areas for improvement, examine best practices effective managers use and apply learning to their work environment.

### **REQUIRED TEXTS:**

Nolan, Tim. (2014) The Essential Handbook for Highly Effective Managers. Dog Ear publishing, Indianapolis.

Horstman , Mark. (2016) The Effective Manager. Wiley Publishing, Toronto.

*Other resources:*

Denhardt, R. and Denhardt, J.V., The New Public Service: Serving Rather than Steering” Public Administration Review, Nov/Dec 2000, 60(6), 549-559.

Denton, John. (2017). Manager: How to be Successful in Your New Position. Kindle eBook edition only, downloaded from Amazon.ca

Nalbandian, John, "Facilitating Community, Enabling Democracy: New Roles of Local Government Managers," *Public Administration Review*, May/June 1999, 59(3) 187-197.

Note: Additional readings and resources will be provided by the course instructor on the Moodle site or in class. Course material, announcements and communications before and after in-person classes will be on the course Moodle website.

### **COURSE STUDENT LEARNING OUTCOMES**

On successful completion of this course, students will be able to do the following:

1. Identify and define roles, responsibilities and core competencies for managers in a local government context and challenges as a new manager.
2. Examine and discuss effective management approaches, principles and best practices presented in texts and articles.
3. Assess strengths and areas to develop in relation to core management competencies, skills and knowledge.
4. Develop self-awareness related to communication and people management styles and preferences.
5. Demonstrate effective interpersonal communication skills relating to coaching, negotiating and managing difficult conversations.
6. Discuss team management tools and techniques and apply them to real-world scenarios.
7. Describe key human resource responsibilities for managers and supervisors, including hiring, developing, and managing the performance of employees in a union environment.
8. Review and apply time and workload management tools and approaches.

### **COURSE CONTENT**

Topics listed below cover the main areas of study. Schedule updates will be posted as needed on Moodle at least one week prior to class.

<b>Day</b>	<b>Topic</b>	<b>Readings/Activities</b>
<b>PART 1: Introduction to Management Fundamentals</b>		
1	Course Overview and Understanding the Role <ul style="list-style-type: none"> <li>- Manager roles and responsibilities related to staff, workload, self</li> <li>- Core competencies and self-assessment</li> <li>- Introduction to literature - management theory and effective practices</li> </ul>	Denton (2017) Nolan (2014) Ch. 10, 28 Horstman (2016) Ch. 1
1	Understanding the Local Government Workplace Ethics and Professionalism	Nolan (2014) Ch. 13-16

<b>PART 2: Leading and Managing for High Performance</b>		
2	<ul style="list-style-type: none"> <li>- Leading with Vision</li> <li>- Motivating employees and Creating a Empowering Culture</li> <li>- Setting Standards and Optimizing Department Performance</li> </ul>	Nolan (2014) Ch. 1-6
2	Planning and Organizing Workload <ul style="list-style-type: none"> <li>- Planning and selecting priorities</li> <li>- Linking department plans to corporate priorities and individual workplans</li> <li>- Setting objectives and implementation schedule</li> <li>- Measuring and evaluating process and outcomes</li> </ul>	Nolan (2014) Ch. 11-12
<b>PART 3: Interacting Effectively</b>		
3/4	Interpersonal Communication <ul style="list-style-type: none"> <li>- Communication styles and preferences</li> <li>- Interpersonal – coaching, conflict resolution, effective listening</li> </ul>	Nolan (2014) Ch. 7 & 8 Horstman (2016) Ch. 2, 5
3/4	Team Work <ul style="list-style-type: none"> <li>- Planning and organizing</li> <li>- Building and motivating</li> <li>- Common issues and problem solving</li> <li>- Assessing and Improvement</li> </ul>	Nolan (2014) Ch. 25-27 Horstman (2016) Ch. 12-14
4	“Managing Up” <ul style="list-style-type: none"> <li>- Relationships with supervisor and senior leadership team and elected officials</li> </ul>	Nolan (2014) Ch. 24
<b>PART 4: Essential Human Resource Knowledge</b>		
5/6	Human Resource Management <ul style="list-style-type: none"> <li>- Hiring</li> <li>- Developing employees &amp; performance management</li> <li>- Disciplinary processes</li> <li>- Union environment and collective agreement fundamentals</li> <li>- Workplace policies, e.g. respectful workplace</li> </ul>	Nolan (2014) Ch. 17-23 Horstman (2016) Ch. 4, 6-11
6	Bringing it All Together <ul style="list-style-type: none"> <li>- Reflection on core management competencies and areas for growth</li> </ul>	Nolan (2014) Ch. 9 & 30

**EVALUATION PROFILE:**

<b>Assessment and due dates</b> <i>(Assignment details posted on Moodle)</i>	<b>% of Final Grade</b>	<b>Individual/ Group</b>
1. Self-reflection and assessment on manager roles and competencies	15	Individual
2. Literature review and presentation on effective manager theories, approaches and practices	30	Individual
3. Employee management skill demonstration (oral in pairs)	15	Group
4. Team charter and development plan <i>OR</i> Department workplan and presentation	25	Individual
5. Action plan for continuing development and improvement	15	Individual
<b>Total</b>	100%	

**ASSIGNMENTS**

For detailed description of assignments, please refer to the course syllabus and Moodle site.

**Written Assignments:** This course will include a combination of short written assignments (e.g. written analysis and self-assessment) and/or longer assignments including a research report.

**Presentations:** This course includes presentation components. Detailed instructions will be provided in class and on Moodle.

**GRADING PROFILE**

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete "I" will not be assigned in this course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

**Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance**

Students are expected to attend all classes and associated activities. Regular class attendance and punctuality are both essential and expected due to the nature and format of the course

materials. Students are required to make up all class work for which they were not in attendance.

### **English Usage**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

### **Electronic Devices**

Students may use electronic devices during class for note-taking only.

### **On-line Communication**

Outside of the classroom, instructors will if necessary communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

## **UNIVERSITY OPERATIONAL DETAILS**

### **Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>  
**Capilano University Security: download the [CapU Mobile Safety App](#)**

### **Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

### **Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information:

<http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and

Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

**DEPARTMENT AND PROGRAM OPERATIONAL DETAILS**

See Course Syllabus