

INSTRUCTOR PREPARATION

CSAC Institute

Faculty Guide



Welcome to the faculty of the CSAC Institute for Excellence in County Government! We're delighted to have you involved with our courses. This Guide is designed to introduce you to the Institute and our participants, and assist you with preparing your class. We've provided an overview, for more detailed information please visit our website:

www.csacinstitute.org.

About CSAC Institute

The Institute is a professional, practical continuing education experience designed to expand the capacity and capability of county elected officials and senior executives to provide extraordinary services to their communities. The Institute is a program of the California State Association of Counties (CSAC). Established in 2008, the Institute has two primary goals: 1) fill a critical gap in leadership and knowledge competencies education opportunities for county elected officials and senior executives; and 2) encourage more networking amongst county officials across the state. The first courses were offered in early 2009 and by the end of 2012 over 100 courses have been taught. As of June, 2013 Institute attendance has topped 3,500. All 58 counties have attended at least one class and 116 county supervisors and senior executives have completed their CSAC Institute Credential. The Institute also has 14 Fellows who have completed advanced studies and projects.



The Institute is managed by the Dean who provides overall design and direction for the Institute and courses. An administrative assistant manages the registration and logistical arrangements for courses. The

Institute Governing Council provides overall policy direction and is composed of county supervisors, county administrative officers, senior county staff, CSAC executives, and Corporate Associates.

Competency-Based; Practical

CSAC Institute is designed to provide a wide range of courses centered on leadership

An Institute goal is to tie every course to competencies in the *Foundations of Leadership*

competencies and knowledge competencies expected of elected officials and senior staff. Every course should tie to one or more of the competencies. The **Foundations of Leadership** competencies are included in this Guide.

Courses are structured in an academic arrangement. Some courses have prerequisites and are typically taken in a sequence; others are stand alone and can be taken independently. Be sure and discuss any prerequisites or limits to your class with the Institute Dean. Each course has a set number of credit hours. Credits are determined based on instructional hours, with approximately each credit hour equivalent to two hours of instruction.

Participants may take an individual class or enroll in a credential program. The Institute offers two credential programs:

- 1) California Credentialed County Supervisor, and 2) California Credentialed County Senior Executive.

Each requires 30 credit hours of instruction; 15 of which are in required courses and 15 are electives. The credentials are issued by the California State Association of Counties.



About the Participants



Institute participants include elected County Supervisors, other elected county officials (Auditor, Treasurer), senior appointed county

executives (County Administrative Officers, County Executive Officers and their deputies) and senior county executives and managers. Experience in county policy and management will vary. Some County Supervisors are newly elected and are learning about counties and public policy development. Other Supervisors and most of the appointed officials and staff will have a great deal of experience, although they may be new to their roles.

Courses are designed to help participants:

- ◆ Ask better **questions**
- ◆ Give better **answers**
- ◆ Make **effective use** of county resources

In all cases, however, participants are experienced in the world of work and bring those experiences, expertise and skills to share and enhance through their learning experience at the Institute.

For most participants the subject interest is at a policy-level, particularly for knowledge competency courses. Participants are the decision-makers and are looking for the policy level knowledge and leadership practices to ask informed questions, search for creative solutions and make better decisions.

Participant Expectations

Institute courses are experiential and based on adult-learning theory. Each course should provide participants with an interactive approach to enrich their knowledge, skills and capacity to perform more effectively in their role and responsibilities. Participants expect each class to be practical; to have “take home” value.

Participants expect to be **involved and engaged** in their learning – not just watch it happen.

Participant comment:

“Instructor was an excellent speaker; however no questions or dialogue were invited. I personally prefer a speaker who balances their remarks with questions that invite participation from the class so that we can learn from each other as well.”

After providing over 150 classes, several key expectations of participants are repeated in follow-up evaluations:

1. **Engagement.** Attendees want to engage in their learning; to have the opportunity to interact with the instructors and each other to better understand the topic. They tend to be critical of courses with lengthy lectures.
2. **Practical Application.** Participants want to understand the practical aspects of the learning topic. They want to take their learning back and apply it the next day.
3. **County-Focused.** Case studies and examples from counties are important.

Practice Tip At the beginning of the class have a brief conversation with participants on their needs and understanding of the topic.

4. **Policy-Level Foundation.** Participants are senior decision-makers. For the leadership courses, they are looking for practices to provide leadership for their organization (staff) and their community (electeds). For policy courses they want to understand the background of the subject at a policy level in order to provide effective direction to staff and make better decisions. Participants have staff who implement the specifics. Attendees want to understand the basics. Don’t assume they have an understanding of the topic ... that’s probably why they are in the class.
5. **Concise.** Participants expect an intensive learning experience, but they don’t want to feel rushed or that too much information was packed into the session. They like to be able to ask questions. Be prepared to



defer questions that are too specific or only apply to one or two participants to one-on-one opportunities during breaks or lunch.

6. **Course Materials.** Participants value reference and resource materials. Over 70% of participants report they referred back to the course materials after the class. Always include PowerPoint presentations in materials. Also consider other reference or resource materials that can be included.

Practice Tip Use a “Parking Lot” on a flip chart for specific questions or ones that can be addressed later.

Adult Learning Practices

Our participants are experienced professionals and elected officials, many with advanced degrees. They expect to be involved in their learning and actively participate when asked. Please incorporate adult learning practices in your course design and instruction.

Principles of Adult Learning

- ◆ Real world problems
- ◆ Applicable
- ◆ Meets learner goals and needs
- ◆ Builds on learner experiences
- ◆ Participatory
- ◆ Respects ideas and opinions of learners
- ◆ Learners are resources
- ◆ Learners treated as peers

Successful practices include:

- ◆ Activities, simulations and structured exercises
- ◆ Small group discussions or assignments
- ◆ Diad or triad discussions
- ◆ Case studies
- ◆ Participant-provided cases
- ◆ Action plan or “take away” examples
- ◆ Roundtable discussions
- ◆ Video study
- ◆ Peer problem solving
- ◆ Role play
- ◆ Short “lecturettes” followed by application of principles to county practice

Encourage Application Back at County

The Institute is practical. We want participants to take something home from every class that they can implement immediately. Throughout

your class, show practical applications of the information presented or learning that occurs during activities. Encourage participants to jot down a couple specific actions they intend to complete. Many faculty integrate an action planner or idea card into their course to help participants integrate their learning into their practice.

Instructor Preparation

In most cases, faculty members are responsible for both the development and instruction of the course. For those designing a new course or revising an existing course, the instructor is expected to develop a written course syllabus and include a variety of thought-provoking, adult-learning techniques. Please review the course syllabus with the Institute Dean at least 30 days before your class. Elements to include in the syllabus:

1. Course **description**
2. Specific **learning objectives**
3. Course **agenda** with approximate times
4. Materials for **Course Manual**

Some things we have learned about course design:

- a. **Use adult learning experiences** to challenge participants and engage them in sharing and applying their knowledge and experience.
- b. “**Lecturettes**” should be limited, in most cases to 20-30 minute segments. Integrate adult learning practices such as small group discussions or Q and A between lecturettes.
- c. **Sequence elements** in the course to build from one element to the next, all tied to accomplishing the learning objectives. Transition to each new element by tying to the learning objectives.

Feedback from our learners is consistent in asking instructors to avoid long lectures, extensive PowerPoint presentations, or long periods without a change in learning practice.

- d. **Time management** is important. Allow sufficient time in planning the agenda to cover all the material promised to participants. Avoid missing important materials planned for the end of the class because of time. Plan your content so you have sufficient time.

Practice Tip Remember to include time for a break in your class. 10 minutes is sufficient.

- e. **Build in agility** to respond to participant interest and needs. Be prepared to add, lengthen or subtract items without participants feeling they missed something.

A goal of the Institute is to build relationships among staff and elected officials across counties to foster ongoing collaboration and information sharing. Including small group activities and experiential learning opportunities in the courses is an important strategy in meeting this Institute goal.

PowerPoint Presentations

Many instructors include a PowerPoint presentation in their course. Often these are valuable to shape concepts and share information with participants. If you are going to use a PowerPoint presentation, we ask that you consider these points:

1. Limit PowerPoint to those parts of the presentation that best benefit from oral and visual reinforcement. **Participants complain and checkout when PowerPoint is overused.**
2. The slides should contain the key points or a graphic that reinforces or emphasizes your points. *Please do not put your entire presentation on slides.*
3. Limit the number of words on a slide and use a large font so it can be clearly seen throughout the room. The smallest font size should be 24 points.
4. Avoid slides that cannot be easily read on the screen or as a handout. If there is a lot



of detail we can include it as a handout in the course materials.

5. We typically print the course materials in black and white, so be sure your slides will show well in black and white handouts.
6. Please provide the Institute with a copy of your PowerPoint one week in advance so handouts can be prepared and it can be loaded on the computer.

Practice Tip Watch the number of slides. The typical presenter will spend on average 3 minutes per slide. So 20 slides will take an hour to present!

Published Course Materials

The Institute will publish the course materials and have them ready for your class. Materials include worksheets, articles, resources, slides and other materials that will be used during the class or serve as a future reference. Over 75% of participants indicate they refer back to course materials within six months of the class.

We strongly encourage instructors who use slides, to include all slides in the course materials. Participants will complain if they are not there

CSAC Institute has a standard format for course materials. Please provide the materials in word, pdf, excel or PowerPoint formats. Institute staff will format it for the handouts. We typically publish the class materials as a booklet. We can accommodate up to 72 pages in a booklet. Please contact Institute staff if you anticipate more than 72 pages. The Institute can also post more extensive resource materials on the website for participants to download.

Materials should be submitted one week in advance of your class in order to allow time for publishing and printing.

Course Logistics

CSAC Institute staff is here to make your experience as a faculty member an excellent one. Staff will prepare course booklets, name

tents, rosters and handle all the logistics for your class. We ask that you follow the deadlines for submission of materials in the checklist.

For classes of 15-25 participants, the classroom is set up in a “U” shape with a head table and podium in front. Two or three round tables for group work are available in the back. For groups from 25-50 we set the room with ‘crescent rounds’ with 6-7 people per table. For groups larger than 50 the room will be set in classroom style. Let us know if you have specific set-up preferences.



Flipcharts on easels, markers, laptop computer and projector (rear screen projection and room monitors) are all provided. The presentation laptop has internet access and can accommodate DVDs and sound. If you have a PowerPoint presentation we will have it loaded on the computer and ready for your use. You may also connect your own laptop if you wish. If you will be using Apple equipment, please bring along the adapters.

We provide wireless internet access for all participants. Wired and wireless microphones are also available. Let us know in advance if you require a different setup or other equipment.

All course materials and presentations must be submitted **at least one week** before the class for review, printing and assembly.

Instructor Expenses: For those instructors with contracts, the limit on expenses is included on the contract. For all other instructors, if you plan on submitting a claim for travel expenses, that must be approved in advance by the Dean.

During the Class

Classes should follow the syllabus and complete the stated course objectives. We do encourage, however, flexibility to focus on particular areas of interest to the students.



Please watch your time. There is a clock in the back of the room so you can measure your progress. If there are multiple instructors in the class, please respect the timeframes so each instructor has their designated time available.

CSAC Institute courses start and end on time. Please do not end late (they’ll probably walk out anyway!). Institute staff will hold up reminder cards with the number of minutes left as the class nears the end of the day.

Institute staff is always available in the back of the room. If there is anything you need during the class, please ask!

Practice Tips During the Class

- ♦ Leave time for questions and discussion.
- ♦ Repeat or paraphrase questions.
- ♦ If a question only applies to one participant, try to broaden it to apply to all or deal with it at a break.
- ♦ Limit time spent on introductions – it can eat up a lot of class time.
- ♦ Ask application questions (For example, *How would you apply this?*).
- ♦ If you have to skip or shorten something, simply say the materials are in the binder for their later review and move on. Don’t make participants feel they missed something.
- ♦ Have fun!

Breaks and Lunch

The Institute provides a catered lunch for participants and faculty. We will have the lunch set up in the back of the room by 11:45. Please feel free to break for lunch at a convenient time after that. Lunch is typically 30 minutes.

Adult learners need a brief break every so often, particularly if they are sitting for long

periods. We find it helpful to incorporate a 10 minute designated break, particularly in the afternoon.

After the Class

Each class is a learning experience for the Institute and our faculty. We ask that after the class faculty members complete a review of the class and include the following observations:

1. What did you observe as the key learning objectives for most of the participants?
2. What elements of the class were of greatest interest to the participants?
3. What would you drop, modify or add to the class?
4. Are there additional resources that should be distributed to participants?
5. Are there resources that should be posted on the Institute's web site?
6. Is any follow up with participants needed?

About a week after the class the Institute will distribute a summary of the participant evaluations to the course faculty.



Questions?

Please contact Bill Chiat, Institute Dean, or Chris Feusahrens, Institute Registrar, with questions.

Bill Chiat
bchiat@counties.org
desk 916/650-8122
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Chris Feusahrens
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FACULTY CHECKLIST



At least one month before class

- Sign and return instructional services contract (if applicable)
- Submit course syllabus to CSAC Institute Dean for review
- Arrange a review with the Institute Dean
- Submit request for any course materials which must be ordered (books, assessments, special participant materials)
- Submit brief biographies and head shots for each instructor, including title and contact information
- Arrange any expenses with CSAC Institute Dean

One week before class*

- Submit materials for course notebook (electronically)
- Submit final PowerPoint presentations (electronically)
- Receive attendee roster

The day of class

- Please plan on arriving at least 30 minutes before the class begins for a final check of equipment and presentations, and to greet participants as they arrive
- If you've made any last minute changes to your presentation please bring it on a thumb drive for staff to load on laptop (or we can connect your laptop)
- Ask participants to complete the electronic course evaluation they will receive in their e-mail

Following the class

- Submit any final course materials for course files or posting on web site (electronically preferred)
- Submit any follow-up materials for participants
- Submit invoice and expenses (if appropriate and arranged in advance)
- Receive evaluation summary

* *Please note:* There is no full-time CSAC Institute staff. Therefore we ask to get your materials a week in advance in order to have sufficient time to organize and publish it for the class. Thank you for your help.



A Foundation of Leadership



Hallmarks of effective county elected officials and senior executives

LEADERSHIP COMPETENCIES

Personal Literacy

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Compassion

Strategy

- Strategic planning
- Adaptive change
- Shared vision
- Appreciate possibilities
- Future generations

Relationship Dexterity

- Coalition building
- Facilitate dialogue
- Appreciate differences
- Manage conflict

Advocacy

- Service to community
- Value to county
- Community needs

KNOWLEDGE COMPETENCIES

Governance

- State and local relations
- County roles and powers
- Finances
- Decision-making

Policy

- Social and human services
- Public safety
- Land use
- Environmental protection

Administration

- Personnel and employee relations
- Performance assessment
- Customer service
- Accountability

Stewardship

- Financial and human resources
- Meeting management
- Communication
- Media relations
- Crisis management

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ABOUT THE CSAC INSTITUTE

The **California State Association of Counties (CSAC)** is the voice of California's 58 counties at the state and federal level. The Association's long-term objective is to significantly improve the fiscal health of all California counties – from Alpine County with a little more than 1,200 people to Los Angeles County with more than 10 million – so they can adequately meet the demand for vital public programs and services. CSAC also places a strong emphasis on educating the public about the value and need for county programs and services.

The **CSAC Institute for Excellence in County Government** is a professional, practical continuing education program for county officials. The experience is designed to expand the capacity and capability of county elected officials and senior executives to provide extraordinary services to their communities. The Institute is a program of CSAC and was established in 2008 with the first courses offered in early 2009.

For more information please visit www.csacinstitute.org.



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