HANDBOOK OF

The Wisconsin Certified Public Manager® Program

For Colleague Group Candidates and Their Agencies

Revised August 2021

Local Government Education

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WELCOME

Congratulations! You are about to embark on a rigorous and stimulating education specifically designed to make you a better public manager.

You have in your hands the latest version of the handbook for candidates, and their agencies, in the Wisconsin Certified Public Manager® Program. This handbook is intended to answer all your questions. If you have additional questions, please check in the handbook before contacting us.

The cohort format of the CPM program is designed to provide all classes required to satisfy National Consortium competencies, so it will not be necessary to keep track of your progress through classes. Information contained in this handbook is meant primarily to give you an overview of the program and its policies, and assist you in your assignments.

If you run into a problem, or, after having looked through the handbook, you have an unanswered question, please don't hesitate to contact us. We *are* here to help you use the program to your best advantage.

We hope your experience with the Certified Public Manager program energizes you, helping you to respond even more effectively to the high calling of public management.

Daniel Foth, CPM Program Director
_____, CPM Program Lead
Hannah Katz, CPM Program Assistant

THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM

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https://localgovernment.extension.wisc.edu/certified-public-manager-program/

- The Wisconsin Certified Public Manager Program (CPM) is a 300-hour nationally-accredited comprehensive management development program *specifically* for managers in local, tribal, state and federal government and in non-profit organizations.

- The CPM Program recognizes the unique demands and challenges of the public management profession. It focuses on developing competencies necessary for high individual, team and organizational performance.

- The CPM Program is targeted at managers and supervisors as well as those who manage projects and programs. In addition, individuals with public sector leadership aspirations who have demonstrated leadership potential will benefit from this program.

- A candidate is awarded the Certified Public Manager® designation upon completion of the CPM program. This designation is recognized throughout the United States as evidence that you have successfully learned the competencies required to be an effective public manager.

WISCONSIN
CERTIFIED PUBLIC MANAGER® PROGRAM

MISSION

The mission of the Wisconsin Certified Public Manager Program is to contribute to the continuous improvement of public services in the State of Wisconsin by providing an educational program offered on an in-service basis to current public service employees.

The Certified Public Manager® Program is committed to:

Contributing to the professional development of Wisconsin's public sector employees;

Sharing the educational resources of the University of Wisconsin System;

Strengthening the capacities of Wisconsin's local, tribal, county and state governments to carry out their responsibilities; and

Serving as the knowledgeable and well-informed voice in Wisconsin on all matters relating to in-service public sector training and education.

CORE VALUES

- Human beings are valuable, and organizations' most important resource.
- Human beings want to be productive.
- Organizations can support human productive activities.
- Management is an important activity in supporting human productivity and achieving organizational outcomes.
- The management of public organizations is no better or worse, or more or less difficult, than that of private organizations, but it ***is*** different.
- The individual public manager can make a difference.
- Public management is a high calling

WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM OVERVIEW

(effective August 2021)

The WCPM program consists of three phases, totaling 300 instructional hours. Phases I and II are worked on concurrently.

PHASE I: SUPERVISION (72 Hours)

- MANAGEMENT ASSESSMENT (6 Hours)
  All students enrolled in the CPM program are required to complete the one-day *Management Assessment for Public Managers*. This is day one of your cohort. The self-assessments completed for this class are designed to work with the Individual Leadership Development Plan (see below), as touchstones for your entire program.

- SUPERVISORY TRAINING (60 Hours, by prior education or outside of this cohort)
  Most students have met this requirement through university credit or non-credit courses, state-sponsored classes, training offered through governmental units, technical college classes and professional training seminars focused on supervision. If you need supervisory training, this requirement must be completed by the end of your program. Some public CPM classes may satisfy this requirement.

- INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (2 Hours)
  This self-assessment is required for the *Leadership for Public Managers* class (second class of the cohort).

- SUPERVISORY PAPER (4 Hours)
  A written report approx. 10 pages, double-spaced. This may either be a description of a supervisory situation in which you were involved or a reflection on effective supervisory practices. (See p. 11 for guidelines.)

PHASE II: MANAGEMENT (132 Hours)

- CORE MANAGEMENT CLASSES (48 Hours)

The following eight one-day courses are part of every cohort:

The Public Management Profession and Environment
Presenting for Influence in the Public Sector
Strategic Thinking and Planning for Public Managers
Productivity and Quality Improvement for Public Managers
Problem Analysis and Problem Solving for Public Managers
Ethics, Values, and the Public Manager
Leadership for Public Managers
Effective Workplace Writing for Public Managers

- TOPICAL CLASSES (84 Hours)

All other classes in the schedule apply to one of the five categories below:

<u>Quantitative Methods and Tools</u>
Topics include quantitative decision making, systems thinking/techniques, technology in public administration, productivity measurement, and others.

<u>Public Policy</u>
Topics include communication, policy analysis and implementation, media relations, customer/client relations, developing public-private partnerships, and others.

Organizational Management
Topics include communication skills, emotional intelligence, teambuilding, change management, conflict management and others.

Resource Management
Topics include budgeting, information management, risk management, program evaluation, project management, grant writing and others.

Personnel Management
Topics include human resource management, performance evaluation, coaching, delegation, managing difficult people and others.

- REFLECTIVE JOURNAL (12 Hours)
  To provide evidence of synthesis and application after each class, you will keep a journal of monthly reflective essays. Each month will have two one-page essays, connecting your classes to their CPM competencies and discussing their potential application to your work. (See p. 13 for guidelines.)

PHASE III: EXECUTIVE MANAGEMENT (84 Hours)

- DECISION MAKING CASE STUDIES (24 Hours)
  Four days devoted to analyzing cases which synthesize management practices and theory.

- CLASS PROJECT (18 Hours) Students apply managerial skills and knowledge to a real-world management situation through a collegial team effort, contributing to the improvement of a public or non-profit organization.

- INDIVIDUAL APPLIED PROJECT (18 Hours)
  A project benefitting the candidate's organization or agency. Can be done as an individual or a team.

- LEADERSHIP SEMINAR (9 Hours)
  Presentation of project or case study to other class members, and discussion of topics such as the future of public management, public management challenges, or other timely topics.

- PROFESSIONAL DEVELOPMENT ELECTIVES (12-18 Hours)
  Electives may be general or profession-specific management classes. Students may choose general management classes from CPM offerings or from classes provided by other approved sources. It is strongly recommended that students arrange prior approval for a class not provided by a UW System campus or government unit. Professional Development Electives may be taken at any time during the program.

COHORT MAKE-UP CLASS PROCEDURE

Candidates enrolled in a cohort group CPM program must complete all classes scheduled in that program to earn the CPM designation. We recognize that scheduling conflicts that cannot be changed sometimes may prevent you from attending a class. In order to allow students to complete the program, despite having missed one or more classes, we have established a substitute-class policy allowing you to take the same or a similar class in our public (open-enrollment) program at a reduced rate. You must receive permission to be absent from class **prior to** taking a scheduled absence. **Students can only substitute 4 classes during a cohort program.**

The class make-up procedure consists of submitting a Request for Absence form to the CPM office (email Daniel.foth@wisc.edu), and writing a reflective essay in your journal after you've completed the makeup class. The form, and information on accepted substitutes for a missed class, can be found in Appendix B. If a class is not offered, you will need to consult the CPM Program Lead before submitting your form. Most classes may be made up with any public (open-enrollment) class in the same topical category,, but be sure to check the upcoming "public courses" list on the CPM website as we often offer the same program to the public.

Important note: Case Studies classes have no equivalent and cannot be made up.

POLICIES OF
THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM

Note: * indicates a policy that does not apply to the Colleague Group format of the program.

ATTENDANCE POLICY (Adopted 10/27/92)

Candidates in the Wisconsin Certified Public Manager Program are expected to attend the entirety of each class for which they enroll. Those who have unavoidable conflicts may seek to be excused by the instructor. **In no case may instructors grant excused absences for more than one hour** (for a six-hour class).

CLASS WAIVER POLICY (Adopted 10/27/92)

A candidate may request a waiver of a Phase II (topical) required class if the student demonstrates that s/he has successfully participated in an organized educational program of equivalent length and with similar educational objectives. Requests must be made in writing to the director of the Wisconsin CPM Program.
While a class may be waived, its total hour requirement cannot. Another equivalent class must be taken to replace the instructional hours.

* INACTIVE STATUS POLICY (Adopted 10/27/92; Amended 10/07/05)
Candidates in the Wisconsin Certified Public Manager Program are expected to progress steadily toward completion of the program. Candidates who make no progress in an eighteen month period, without sufficient reason as established by the Program Director, shall be placed on Inactive Status.
A candidate on Inactive Status who wishes to resume participation without starting over in the program may request in writing to the Program Director that s/he be granted permission to return to Active Status. This request must provide reason(s) to regard the individual as current in the subject matter of the CPM classes s/he has taken. Any candidate who has been inactive for more than 5 years will be required to re-enter the program and complete all program requirements (including classes previously taken).
Candidates on Active Status who anticipate personal or professional circumstances that may require postponing CPM activities for as long as eighteen months should so advise the Program Director. The Program Director may, in turn, advise the participant of readings or other relevant materials or activities that may assist the participant in remaining current in the CPM curriculum. However, a candidate so advised must still submit a request to the Program Director should she/he become Inactive and wish to resume Active Status.

GENERAL APPEALS POLICY (Adopted 10/27/92)
All decisions of the administrative staff of the Wisconsin Certified Public Manager Program can be appealed. First appeal is to the Director of the Program, and must be in writing. If the issue is not resolved to the satisfaction of the candidate and his or her agency, the decisions of the Director can be appealed to the Policy Board. The appeal must be in writing, and should be directed to the Chair of the Policy Board of the Wisconsin Certified Public Manager Program. The decision of the Policy Board is final.

CONFIDENTIALITY POLICY (Adopted 10/27/92)
In accord with the United States Family Educational Rights and Privacy Act of 1974 ("the Buckley Amendment") and Chapter 19 (Section 36) of the Wisconsin Statutes regarding public records, all materials produced by students in the Wisconsin Certified Public Manager Program, and all records regarding student performance in the Wisconsin Certified Public Manager Program are not open to general public review.
The standards for the examination and/or release of student records as set forth by the University of Wisconsin-Madison apply to all student records of participants in the Certified Public Manager Program.
Administrative staff of the Wisconsin Certified Public Manager Program, employed by the University of Wisconsin-Madison, have access to student records in order to maintain those records and manage the program. Copies of all records made at a student's request may be subject to a reasonable fee to cover copying and mailing costs.
Use of student-produced materials in classes or in other public forums is strictly prohibited unless specific written permission is given by the student. That permission must include the names of the materials or documents to be used, and the specifics of the situation or setting in which they are to be used.

MANAGEMENT ASSESSMENT POLICY (Adopted 1/20/95; amended 10/07/05)
A CPM Candidate must take the Management Assessment class within six months of being admitted to the program. If a candidate fails to take the class, CPM classes taken between that six month period and the completion of the Management Assessment class will not be considered part of the candidate's program.

PHASE I WRITTEN PROJECT POLICY (Adopted 1/20/95; amended 10/07/05)
A CPM candidate is expected to complete a satisfactory Phase I written project within three months of completing the Management Assessment class. A candidate must satisfactorily complete the Phase I written project prior to scheduling the Phase II take-home examination.

SUPERVISORY TRAINING POLICY (Adopted 1/20/95)
A CPM candidate must provide evidence that she/he has completed, or is scheduled to complete, 60 hours of supervisory training. If a candidate fails to provide such evidence within one year of admittance to the program, all supervisory training acquired prior to admittance will not be credited toward the candidate's program.

WRITING REQUIREMENT POLICY (Adopted 1/01/01)
A CPM candidate must complete "Effective Workplace Writing" as one of the required classes in the program. Additional writing classes may be required, based on evaluation of the writing assignments in Phase I.

* PROGRAM COMPLETION POLICY (Adopted 10/07/05, amended 8/24/21)
A candidate has 5 years from the time s/he enters the program to complete all requirements of Phase II. This policy applies to all candidates who entered the program after August 24, 2021.

SUPERVISORY PAPER (PHASE I WRITTEN PROJECT)

An early requirement of the Wisconsin Certified Public Manager Program is a written report discussing effective supervisory practices. The assignment is to demonstrate your understanding of the fundamentals of good supervision. **Use one of the two alternatives below:**

(1) Description of a supervisory situation in which you were involved. This should be:

- written from your point of view as a supervisor (first person), and
- should focus on an issue related to the management and direction of one or more individuals.
- a project management issue is acceptable only if you discuss the "people dynamic" of the project, e.g., communication issues, conflicts, etc.

If you choose this alternative, your report should include the following sections:

- Provide context/background for the problem or situation
- Describe the problem or situation: What happened?
- Describe the supervisory action you took: What did you do?
- Describe the outcomes: What happened as a result of what you did?
- Reflect/Evaluate: If you had to do it over, what would you do the same and what would you do differently? Why?

DO NOT feel that you must describe a moment of glory or demonstrate what a good supervisor you were if you choose Alternative 1. We all have erred, and we have learned from those mistakes. Indeed, the ability to admit to mistakes, examine them, and thereby improve, is the mark of an effective leader.

(2) A reflection on effective supervisory practices. Describe three supervisory situations -- where you either were the supervisor or were supervised -- and what you learned about effective supervision from those experiences. The paper must reflect an understanding of what are current "best" supervisory practices. The paper should not be a description of (or diatribe about) ineffective supervisory practices. Rather, if you discuss an ineffective practice, focus on what might have been a more effective practice.

For either alternative, you can consider issues such as: performance appraisals; disciplinary actions; delegating responsibility; planning strategies; disruptive or difficult employees; service delivery problems; or productivity.

You can find a guide that will help you write a better paper on the Colleague Group Canvas site. Even if you regularly write reports, read this guide, if only to refresh your memory on important points of writing conventions, organization, and word choice. This is not a comprehensive guide to technical or report writing; the resources listed at the end of the guide can give you more assistance.

Additional Report Information:

Do not use the name of your agency or the name of any individual. Create a fictitious agency name and staff it with imaginary people. While all your work products are protected by student privacy law, and we hold all projects in confidence, guarding anonymity in this type of writing is accepted practice. If you attach a report or form (for example, of a disciplinary action), be sure to remove or mark out any names or identifying agency symbols.

Your paper should be approximately 10 pages long (double-spaced). This is only a general guideline. If you find your report is much longer or much shorter, read through the guidelines and the manual for the report again to be sure you have covered what needs to be presented in a clear, coherent, and concise manner.

Be sure to:

- Include your name and "Supervisory Situation Paper" at the top
- Identify if you are choosing Alternative 1 or Alternative 2

If you are not sure whether a topic you have in mind is appropriate, we recommend you contact us before beginning the report. We also encourage you to call or email if you have any questions as you write the paper.

We will read your paper for content and form and will return it with feedback. You cannot "fail." If revisions are required, we will work with you until you have completed the assignment successfully. In some rare cases we may recommend that you take a more extensive writing course, either at your local technical college or through a university.

PHASE I SELF-ASSESSMENTS: INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN AND PERSONAL PROFESSIONAL DEVELOPMENT PLAN

A requirement of the Wisconsin Certified Public Manager® Program is that every candidate prepare an Individual Leadership Development Plan. This is an assignment for "Leadership for Public Managers" and you will receive guidelines before that class. **A copy should be submitted to Canvas by the end of your first week of classes.**

As a part of the Management Assessment and Leadership classes, you will have the opportunity to assess your strengths and limitations in a variety of areas – as a person, a professional, and a leader. These classes help you identify competencies, skills or characteristics you need in order to be a better public manager and a credible, confident leader.

In addition to the ILDP, you may also complete a Personal Professional Development Plan. This is an action plan that uses the results of the program assessments you completed, as well as other assessments of your professional strengths and weaknesses. Writing a personal development plan allows you to focus on what you need to emphasize in your broader career strategy. Use this opportunity to develop an objective, long-range plan for your professional life.

Your PPDP, if you do complete one, should be about 2 pages (double-spaced) and address *each* of the following four areas:

[1] Identify a long-range goal(s). You may define long-range as it fits your needs (e.g., 5 years, 10 years, etc.) Your goal should be in the SMART goal format and for a specific position (e.g., "department head"), skill acquisition, or an achievement.

[2] Identify your current strengths and areas you would like to improve. Explain which of these strengths will help you reach your long-range goal(s) and which areas you need to develop further (knowledge and skills) to successfully accomplish your goal(s).

[3] Create a professional development action plan to develop *each* of the areas (knowledge and skills) you identified you need (#2 above) to achieve your long-range goal(s). You may do this in narrative form or as a spreadsheet or table. Whichever format you use, include the following:

A) Specific area for development (e.g., improve active listening skills).

B) Strategies you will use to develop the knowledge and/or skills (e.g., register for specific classes not offered in the CPM cohort, take training offered by your agency/organization, pursue mentorships, attend professional organization events, read books, etc.).

C) Milestone dates for completing each strategy.

D) Measures of success that will help you chart your progress towards accomplishing your professional development action plan. These measures should be substantive benchmarks that help you evaluate to what degree you have acquired the knowledge and skills you have identified. For example, "Increased percentage of times I correctly paraphrase what others say" is a more effective measure of success for "Improve active listening skills" than "Attend a workshop on improving active listening skills."

E) Methods for collecting the information for measures of success (e.g., tally the number of times I correctly and incorrectly paraphrase what others say in a meeting).

Please be aware that although you will receive CPM Program feedback on the required Leadership Plan, and/or the optional Professional Development Plan, each is intended to serve your needs, not ours.

REFLECTIVE JOURNAL (MONTHLY ESSAYS)

The National Certified Public Manager® Consortium requires that programs evaluate whether candidates have learned the material taught in the program; the method of evaluation is at the discretion of the program. The Wisconsin CPM Program has chosen to use both projects and reflective essays to evaluate candidate learning. This document explains the process for keeping and submitting your monthly journal of reflective essays.

Essay requirements and process

Each month you will be writing 2 pages of reflection.

A journal template is posted on the Canvas site, containing the competencies for each class. Upload your updated journal to Canvas within 12 days of class.

Each day of class requires one page (double spaced, 12 pt Calibri). A 2-day class, e.g., Managing Projects, requires a 2-page essay.

Upload your essays by the due date specified on the class assignment schedule. You will receive program feedback within two weeks.

Each essay must:

> Discuss briefly what you learned in each class, specifically, how you will ***demonstrate*** the stated class competency in your work, what you might ***do*** with the knowledge you gained.

Each essay will be reviewed & feedback provided by CPM program staff within 12 days of receipt.

PHASE III OF THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM

The Executive Management phase (Phase III) of the program consists of four parts:

1. **Case Studies**. Four days of case studies, based on the Harvard University model of teaching public administration. These cases are drawn from the public and private sectors, and from all professions within the public sector, to provide a broad overview of issues and management methods. The purpose of the case studies element is to assist candidates in bringing together and applying management information received in a variety of training and development activities. Each candidate will be expected to participate as part of a team in presenting and leading the discussion for one case.

2. **Class Project.** Completed over a 6-8 month period. Provides the class with an opportunity to apply managerial skills and knowledge to a real-world management situation in a collegial team effort. The project should result in action that contributes to the improvement of a public or non- profit organization. The project may be assigned by CPM administration or chosen by the class. It may involve a number of individual or small-group activities, but should be coordinated towards the single end or purpose.

3. **Applied Project.** A written individual project or an applied small group project, requiring the application of information learned in the CPM Program in an administrative or management problem. The project will be negotiated with individuals or groups of two or three. A Service Learning option is possible instead of a Individual Applied Project (see p. 15).

4. **Leadership Seminar.** In this two-day seminar candidates present their projects to others in the class. The seminar also includes discussion of critical issues in public administration. The seminar concludes with a public graduation ceremony.

Note: Professional Development Electives are also listed as a part of Phase III. However, these electives, which are an opportunity for candidates to receive training specific to their careers, may be taken at any time during the individual's participation in the program.

The overall purpose of Phase III is to synthesize information received in the CPM Program, to allow candidates to demonstrate their understanding of a broad range of management subjects, and to build collegial professional relationships among members of the program.

WISCONSIN CERTIFIED PUBLIC MANAGER PROGRAM GUIDELINES FOR PHASE III CLASS PROJECT

The purpose of the class project is to provide the class with an opportunity to apply managerial skills and knowledge to a real-world management situation in a coordinated team effort. The project should result in action that contributes to the improvement of a public or non-profit organization.

The project will be chosen by the group or assigned by CPM administration. It may involve a number of individual or small-group activities, but should be coordinated towards the single end or purpose.

It will relate to CPM course content, and respond to real organizational needs. In defining the scope of the project, the class should determine that:

a. The project will contribute to the effectiveness of the organization
b. The project will involve the senior management or leadership of the organization
c. The project is complex enough to involve all class members
d. The project uses the talents, skills and knowledge of all class members
e. The project will be completed in the time available

Follow these steps in the class project:

1) Create the project charter and secure the commitment of all class members (see Appendix B for form).
2) Use project management tools and skills to plan the project's activities and assignments.
3) Identify a project manager – a class member who is willing to supervise the project, ensuring that deadlines are being met and responsibilities fulfilled.
4) Work on the project.
5) Provide update to the CPM office, 3 months after start of Phase III: provide update on actions taken and progress made on planned tasks and activities. (See Appendix B for guidelines.) Report on any unexpected difficulties encountered, and successes experienced, and any significant changes in the project.
6) Complete the project
7) Complete a final project report to present to the CPM administration and client organization, approximately one month before graduation.

The report should reflect:

1. the process by which the project was identified and implemented
2. the responsibilities and accomplishments of individuals and sub-groups within the class
3. the accomplishments of the project as a whole
4. any work not completed
5. lessons learned.

In addition, provide a final evaluation of the project including:

1. how well the group worked together
2. the extent to which the group achieved its objectives,
3. a statement by the leadership of the organization where the project was completed
4. suggestions for a future evaluation.

WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM
GUIDELINES FOR PHASE III INDIVIDUAL APPLIED PROJECT

I. Introduction

The purpose of this project is to provide you, as a Wisconsin Certified Public Manager candidate, with the opportunity to apply problem solving and decision making skills to an actual work situation. This is to be an applied project that translates what has been learned in the CPM program into real- world application.

The Phase III project is designed to allow you to study and recommend or take action on an issue or problem in a public organization. The project should contribute to the improvement of the organization.

The project may be done as an individual or group project. For a group project the activities and responsibilities of each group member must be defined clearly. Individuals may select a project in their own agencies or may work with a public administrator who has a special project appropriate to the purpose of the CPM program.

II. Selection of Applied Project Topic

The topic of the project should be selected on the basis of individual interests, possible future use to the organization, and relationship to CPM program course content. The topic selected should be one that can be completed within allotted time.

Use the following questions to assist you in selecting your topic:

1. Is the topic important to your organization? Will it contribute to your organization's effectiveness?
2. Is there sufficient information available for the project, or can you generate the data necessary? Is or will the information be reliable?
3. Can you secure the cooperation of individuals necessary for the project?
4. Is it possible to implement any conclusions or suggested solutions which you develop?
5. Do you have sufficient time to complete the project?

III. Steps

Follow these steps in carrying out your project:

1. Identify a problem that management faces; a problem which needs study, analysis and action; or a product which needs to be developed. This problem or project may involve any or all aspects of management.
2. Complete the project approval form and return to the CPM office before you begin to work on the project. (See attached)
3. Complete the project.
4. Write a report (general guideline: 20 double-spaced, typed pages) Your written report **must** contain each of the following elements: Title abstract; Table of Contents; Main body of paper, including a description of the organization, agency or governmental unit involved, a description of the problem or issue, an analysis of the core problem, a description of the methods used in carrying out the project or completing the product, a description of the alternative solutions to the problem, and a description of the outcome of the project or the solution recommended (with projected outcomes). If you developed a product, present the product here.
5. Send the report to the CPM office, at least six weeks before the final session/graduation.

IV Evaluation

The CPM office will review the project report using the following evaluation guidelines. An unacceptable report will be returned to you for revision. Generally, projects are returned because they fail to meet one of the evaluation guidelines.

1. Is the project paper well organized?
2. Is a problem or the need for the product clearly identified?
3. Are appropriate analytical tools used? Is the analysis complete? Are appropriate management/leadership principles exhibited (as taught in CPM classes)?
4. Is information accurate and up to date?
5. Is there a conclusion or solution or recommendation? Does this flow logically from the problem identification and analysis? Are effective decision-making approaches evident? Is the product as presented clear and understandable?
6. Is the project presented well (does it look professional)? Does the writing meet acceptable professional standards (correct grammar, punctuation, spelling)?

You will be informed if your project is accepted or if modifications or corrections are required. The CPM office also may provide some guidance, in your acceptance letter, regarding how your project should be presented at the final class session. These suggestions are for guidance only; your presentation will not be evaluated by the CPM office or by instructional staff.

As you develop your project proposal, carry out the project, and prepare the project report, keep in mind the top ten weaknesses of projects:

1. Need for project or product not defined.
2. Process for researching need not described.
3. Need not demonstrated or supported: insufficient data, no data, opinion data, etc.
4. Relation between data and recommendations or product is missing, incomplete, vague or unclear.
5. General or vague recommendations; incomplete product.
6. Lack of an implementation plan for project, or dissemination plan for product.
7. Failure to take into account the authorizing environment.
8. Report written so cannot be distributed (e.g., confidential information).
9. Report written so project cannot be implemented (e.g., too expensive, no executive support, inappropriate recommendations, inappropriate timeline).
10. Report written in an unprofessional manner (e.g., language, grammar, etc.).

SERVICE-LEARNING PROJECT:
An Alternative Choice for the CPM Phase III Individual Applied Project

Candidates for the Wisconsin CPM designation may elect to engage in a service-learning project in order to fulfill the requirements of the Phase III applied project. Below are some details about this alternative.

What is a service-learning project?
Service-learning is an opportunity for you to apply your management skills and knowledge to an organizational or community setting other than the one in which you are employed. Service- learning involves both the service itself, and a reflection upon that service; the goals of service- learning are achieved through both the service and the reflection.

Is service-learning the same as community service?
While service-learning involves service in the community, it has two distinct characteristics. First, it is the application of specific skills and knowledge in a community situation; it identifies in advance, and tracks, specific learning objectives and goals. For example, a CPM candidate would apply specific skills or knowledge learned through the CPM program. Second, service-learning involves examining yourself in relation to the agency and your community, through the reflection process.

How does service-learning differ from the "standard" CPM applied project?
Most CPM applied projects are conducted in a candidate's agency, or in the agency of another class member. Service-learning projects are conducted in community agencies or settings other than where the candidate is employed. In addition, the typical "product" of an applied project can be demonstrated or defined: a manual, a new process, a plan, etc. The "product" of a service- learning project is a journal, describing both what you have done with the agency or organization and how you are feeling about that experience.

If I'm interested, what should I do now?
Because service-learning is a new venture, it's important to contact the CPM Office as soon as possible to indicate that you're interested in this approach. We will want to talk to you more about your interest, and next steps. If you think that service-learning is an approach you would like to try, you will need to:

1) Identify a community agency or organization with which you would like to work.
2) Reach a tentative agreement with that organization about what you can contribute. Discuss, as well, mutual expectations, including time commitment.
3) Discuss this with your supervisor. (You may want to do this before you talk to the community agency.) Describe what you hope to do and accomplish. If you believe you will need work release time to assist the community organization, ask for your supervisor's support.
4) Discuss your progress with the CPM Office; seek their help if you have questions.
5) Develop a one-page Scope of Work document with the community agency and provide a copy to the CPM Office.
6) Be sure to review the guidelines below for keeping a journal before you begin the project.

How will I conduct my project?
Each service-learning project may be unique. The details need to be worked out between you and the organization. As you carry out the project, you will need to keep a journal of what you have done or are doing, and your reflections on that. There is no firm requirement as to the number of hours you will spend on your project, but you should plan on spending no less than 40 throughout the project period (not including journaling time).

What will be required of me in order to pass the project requirement?
You will need to submit your journal, along with a summary reflection of what you have done. We also encourage you to include letters from agency representatives that reflect on your work.

Here are some examples of service-learning:

1) Assist a non-profit agency in developing a budgeting process.
2) Work with a community group on strategic planning.
3) Assist a community organization in evaluating and analyzing its functioning.
4) Work with a community organization to develop a manual of operations or a personnel manual.
5) Create and conduct workshops for an organization, or for a client group of the organization. (For example, on conducting needs assessments, or on developing fair housing guidelines and options.)
6) Assist a non-profit agency in developing and submitting a grant.
7) Work with a school/classroom teacher on government-related curriculum.
8) Develop a marketing plan for an agency.
9) Develop an employment plan for an agency, including recruitment, selection and orientation procedures.
10) Plan a leadership development program for an agency, or for its clientele.

There are numerous other opportunities and options. The CPM Office believes that service- learning both demonstrates a candidate's competence and provides visible, meaningful service to the community. We believe this approach will be rewarding for all involved.

Guidelines for Your Service-Learning Journal

[We recommend you purchase a journal especially for this project, rather than relying on individual notebook paper, where pages can become lost. You can purchase a simple, spiral-bound notebook or a fancier, bound notebook – as long as you can keep everything in one place.]

1. Your initial entry in your journal should identify what you are planning to do, with whom, and any other pertinent details. Record as well any thoughts you have about the project, including both expectations and concerns.

2. Each time you spend time at the agency you should have a journal entry. This should describe what you did, people with whom you met, what happened (or didn't happen), concerns or pleasant surprises, people with whom you worked, etc. A journal entry should be at least one page long. You can add charts, graphs, or illustrations if you wish.

3. You may also choose to do a journal entry at times other than when you have spent time at the agency. For example, you may be thinking about a problem you've encountered at the agency and wish to write down your thoughts. Or you may have attended a seminar where you gained an idea or insight that might be helpful. This kind of journal entry can be shorter than the standard journal entry (or it could be longer!).

4. As you are closing out your project, you should write a final journal entry that summarizes your experience. This is different from the summary reflection, a longer written product (recommended, 3 to 5 pages) that you will submit separately.

   As with all other student-generated work, your journal is considered confidential, and its contents will not be shared with anyone outside of the CPM Program office without your express written permission.

Appendix A: Competencies of the National Certified Public Manager® Program

Revised by the National CPM Consortium May 2020

1. Personal and Organizational Integrity

Today, managers must acknowledge their role in shaping organizational ethics and the role they play in creating an organizational climate that strengthens the relationships and reputations on which their organizations success depends. Leaders achieve this by modeling ethical awareness and maintaining a sense of trust through critical and courageous conversations and consistent words and actions.

- Understanding and Promoting Principles of Diversity, Equity and Inclusion
- Increasing Ethical Awareness
- Modeling Appropriate Workplace Behaviors
- Identifying Potential Ethical Problems and Conflicts of Interest
- Building and Maintaining Trust
- Demonstrating Legal and Policy Compliance
- Seeking internal and external collaborative opportunities both, virtually, and in-person
- Mastering Crucial and Courageous Conversations
- Demonstrating Consistency between Words and Actions
- Exercising power, Authority and Influence Appropriately

2. Managing Work

Work management is a continuous process, where work is strategically aligned to the organizational goals to effectively get things done. By working together leaders empower others through personal responsibility and empowerment allowing an organization to grow and thrive.

- Strategic Planning to Align with Organizational Goals
- Developing Organizational Policies/Procedures for Financial, Technological, and Human Resources
- Empowering Others through a Motivational Environment
- Building Skills to Provide Feedback and Coaching
- Evaluating Workloads and Performance as a process
- Utilizing leadership skills to create culture, maintain it, and grow it
- Taking Personal Responsibility while Encouraging Others to do the Same in a Safe Environment

3. Leading People

Exemplary leadership is a way of being, whether one is leading others or leading one's own life. Leadership can be developed; it is a choice to embrace one's authenticity and empower others to act. Leaders provide the vision to accomplish, even the simplest, of tasks of what the organization is trying to accomplish and how they fit into it. Leadership is not managing the demands of each day; it is taking people in a direction.

- Articulating a Shared Vision to Establish Focus
- Promoting a Diverse and Inclusive Workforce
- Facilitating Collaboration and understands the interests of other stakeholders

- Fostering Commitment, Group Identity, Pride, and Team Spirit
- Enabling Others to Act
- Demonstrating Executive Presence
- Leveraging the Power of Multi-generational Teams
- Embracing Authenticity, Connection, and Engagement
- Proactively Managing Conflicts Resulting from Organizational Change and Acting Decisively when Action is Required

4. <u>Developing Self</u>

Personal development is a lifelong process and can be described as many things, but at its core, is the expansion of self-awareness. Ultimately, personal development and its results can enhance our quality of life and increase our satisfaction. Personal development is the process of creating and living one's most authentic life' – one that's unique to the individual, their dreams, passions, and needs.

- Commitment to Continuous Learning
- Personal Management Skills
- Identifying Ways to Recognize and Utilize Individuality and Differences
- Increased Self Awareness for Better Communication; In-person and Verbally
- Maintaining Professional Interpersonal Relationships
- Building Resiliency to Manage Personal and Organizational Anxiety Calmly and with Confidence
- Utilizing Emotional Intelligence to Raise Awareness
- Developing and Implementing Methods to Share Knowledge with Others
- Seeking Feedback from Others and Using it for Personal Growth

5. <u>Systemic Integration</u>

Boosting productivity and improving the workflow of an organization is essential if it is to succeed. Systems integration is a great way to achieve these goals; however, it cannot be achieved without meaningful advocacy and creative innovations, both internally and externally.

- Evaluating for Continuous Alignment of Policy Strategies
- Objective Analysis of Data in Decision Making
- Gather and Synthesize Information for a Meaningful Approach
- Dynamic Approach to Systems & Processes for Continuous Improvement
- On-going Review and Feedback to Assure Strategic Alignment
- Fostering a Hybrid of Skills in Various Job Functions to Navigate an Ever-changing dynamic
- Leading Virtual Teams and Independent Contractors

6. <u>Public Service Focus</u>

Public service is a service through collaboration both internally and externally, resulting in a quality stakeholder experience. It exudes trust and stewardship for the common good by contributing to the common good through accountability and transparency.

- Understanding the Fundamental Role of Public Servants

- Delivering Quality Stakeholder Experiences to the Public
- Building Collaborative Relationships Internally and Externally
- Managing the Public Trust through Stewardship of Public Resources
- Contributing to the Common Good through Accountability and Transparency
- Establishing a Functional and Appropriate Social Media Presence
- Demonstrating a Personal Commitment to Quality Public Service

7. <u>Change Leadership</u>

Change agents promote and support a new way of doing something within the organization by inspiring others through advocacy. Change agents embrace the agility to navigate the rapidly increasing change and the growing complexity of today's rapidly changing world.

- Implementing a Systematic Approach for Positive & Effective Organizational Change
- Acting as a Positive Change Agent
- Inspiring Others to Adapt through Meaningful Advocacy towards Strategic Goals
- Encouraging Creativity and Innovation
- Fostering Perseverance and Resiliency
- Embracing Agility to Navigate the Rapidly Increasing Rate of Change and Growing Complexity

COMPETENCIES OF ALL CPM CLASSES

(Classes in bold are part of your schedule. Note: some class count in more than one category.)

Class #	Class Title	Primary Competency	Secondary Competency
MANAGEMENT CORE CLASSES			
30	**Management Assessment for Public Managers**	**4.1. Developing Self: Summarize your personal styles, behaviors, preferences and values.**	**4.2. Use effective interpersonal skills, showing sensitivity and respect for others, being responsive to their needs and abilities, and providing constructive feedback.**
100	**The Public Management Profession and Environment**	**5.1 Explain the historical roles, purposes and spirit of public service in a democratic society, including the tension between professionalism and democracy.**	**5.2 Compare public and private management and identify opportunities for shared or collaborative functions.**
110	**Presenting for Influence in the Public Sector**	**3.1 Use a range of oral communication skills effectively including communicating ideas and facts clearly, adjusting style to audience, active listening, and considering the impact of words and actions.**	
120	**Strategic Thinking and Planning for Public Managers**	**7.2 Engage in and promote long-range thinking and planning for your whole organization.**	**2.11 Practice effective management, improvement and redesign of work processes and systems.**
130	**Productivity and Quality Improvement for Public Managers**	**2.11 Practice effective management, improvement and redesign of work processes and systems.**	**2.1 Apply performance management and evaluation practices in your organization to ensure that results of work are monitored and measured for desired outcomes.**
140	**Problem Analysis and Problem Solving for Public Managers**	**2.3 Employ effective and creative problem-solving approaches and productivity tools.**	**3.7 Apply a decision making model in order to make well-informed decisions in a timely and responsive manner.**
160	**Ethics, Values, and the Public Manager**	**1.1 Understand and promote principles of diversity, equity and inclusion**	**1.2 Promote high standards of honesty, integrity and ethical practices in your organization.**
170	**Leadership for Public Managers**	**3.14 Identify characteristics, behaviors and practices of effective leaders.**	**4.2 Use effective interpersonal skills, showing sensitivity and respect for others, being responsive to their needs and abilities, and providing constructive feedback.**
QUANTITATIVE METHODS CLASSES			

200	**Exploring and Reporting Your Data for Public Managers**	**3.8 Demonstrate the practical use of theory, data and statistics in program planning and evaluation.**	
202 (also Resource Mgmt)	Organizational Performance Measurement for Public Managers	2.1 Apply performance management and evaluation practices in your organization to ensure that results of work are monitored and measured for desired outcomes.	2.11 Practice effective management, improvement and redesign of work processes and systems.
203	Systems Thinking for Public Managers	2.11 Practice effective management, improvement and redesign of work processes and systems.	2.14 Relate effective management processes necessary in times of crisis, emergency and chaos.
204 (also Resource Mgmt)	**Project Management Fundamentals for Public Managers**	**2.12 Describe multiple project management methodologies, and tools that are used in the project life cycle.**	
206 (also Resource Mgmt)	Productivity Tools for Public Managers	2.11 Practice effective management, improvement and redesign of work processes and systems.	2.12 Describe multiple project management methodologies, and tools that are used in the project life cycle.
207	Program Evaluation Techniques for Public Managers	3.9 Describe the elements of an effective program evaluation, and the role of the manager in ensuring an effective process and the use of the evaluation's findings.	
209	Measuring Customer Satisfaction in the Public Sector	3.8 Demonstrate the use of data banks, statistical measures, and research and survey data in decision making.	
PUBLIC POLICY CLASSES			
220	**Policy Analysis for Non-Analysts**	**5.7 Explain the policy analysis process and demonstrate analytical techniques.**	
223	Developing Public-Private Partnerships	3.5 Develop and sustain effective partnerships, networks and coalitions inside and outside your organization.	
226 (also Org Management)	Working with Councils, Boards, and Commissions	3.4 Apply negotiating skills including appropriate approaches for finding mutually acceptable solutions to problems or conflicts in the workplace and with governing bodies and gaining cooperation from others.	
227	**Effective Workplace Writing for Public Managers**	**3.3 Use effective written communication skills including critiquing the writing of others.**	

232 (also Org Management)	Customer Service as a Strategic Issue in the Public Sector	5.3 Describe effective approaches to identify and provide service to clients, customers, program users, the community and program sponsors.	5.5 Demonstrate the commitment and ability to provide and improve quality public service.
234	Navigating the Legislative Environment	5.6 Describe the political, cultural and legislative influences that shape public management.	5.7 Explain the policy analysis process and demonstrate analytical techniques.
238	**Dialogue, Deliberation, and Public Engagement**	**5.4 Identify specific methods for public participation, the strengths and weaknesses of each, and appropriate ways to use public feedback.**	
ORGANIZATIONAL MANAGEMENT CLASSES			
240	**Managing Organizational Change for Public Managers**	**6.1 Recognize and promote organizational change.**	**6.3 Adapt to changes and setbacks and adjust to new situations.**
244	**Racial Equity Leadership for Public Managers**	**1.1 Understand and promote principles of diversity, equity and inclusion**	**6.2 Transform, support, and create systems and structures that are built around racial equity.**
247	Facilitating Effective Meetings for Public Managers	3.13 Demonstrate the necessary steps in conducting a successful meeting, including Open Meeting Law regulations.	
248 (also Personnel Mgmt)	Intergenerational Communication for Public Managers	3.11 Evaluate how your organization demonstrates and supports respect for diversity and inclusiveness.	4.2 Use effective interpersonal skills, showing sensitivity and respect for others, being responsive to their needs and abilities, and providing constructive feedback.
255	**Leading Through Challenge and Conflict for Public Managers**	3.4 Apply negotiating skills including appropriate approaches for finding mutually acceptable solutions to problems or conflicts in the workplace and with governing bodies and gaining cooperation from others.	
RESOURCE MANAGEMENT CLASSES			
263	**Budgeting for Public Managers**	**2.5 Describe financial management processes, including budget preparation and monitoring, and purchasing, procurement and grant management.**	
265	**Records Management for Public Managers**	**2.10 Identify what is a public record, and effective public record management techniques.**	

267	**Essential Time and Stress Management Techniques for Public Managers**	**4.6 Define how to manage time and stress, establish personal boundaries and recognize the potential for role conflict.**	
273	Preparing RFPs and Bids for Public Managers	2.4 Describe processes and procedures required to prepare RFP's, administer contracts, and prepare grant proposals.	
275	More Than Grants: Finding Funding and Writing Proposals in the Public Sector	2.5 Describe financial management processes, including budget preparation and monitoring, and purchasing, procurement and grant management.	2.4 Describe processes and procedures required to prepare RFP's, administer contracts, and/or prepare grant proposals.
PERSONNEL MANAGEMENT CLASSES			
284	Conducting Fearless Performance Reviews for Public Managers	2.1 Apply performance management and evaluation practices in your organization to ensure that results of work are monitored and measured for desired outcomes.	3.16 Practice collaborative development of an organizational vision.
289 (also Org Management)	**Teambuilding for Public Managers**	**3.12 Describe the characteristics of a team and construct and support an effective team**	
290 (also Org Management)	The Art of Delegation for Public Managers	2.1 Apply performance management and evaluation practices in your organization to ensure that results of work are monitored and measured for desired outcomes.	
291 (also Org Management)	Sustaining Anti-Racist and Equitable Practices in Government Bodies	6.2 Transform, support, and create systems and structures that are built around racial equity.	7.2 Engage in and promote long-range thinking and planning for your whole organization.
294 (also Org Management)	**Creating a Culture of Civility and Respect for Public Managers**	**4.5 Understand how your values, behavior, and communication style impact everybody with whom you interact.**	**6.6 Assess what behaviors and skills need to be learned and what habits need to be unlearned within your organization to foster a culture of respect and inclusivity.**
297	**Fearless Coaching for Public Managers**	**2.6 Recognize and use good practices in managing people, including recruiting, training, development, feedback, coaching and mentoring.**	**3.16 Practice collaborative development of an organizational vision.**
EXECUTIVE MANAGEMENT			
300	**Phase III Case Studies**	**3.7 Apply a decision making model in order to make well-informed decisions in a timely and responsive manner.**	

340	**Phase III Leadership Seminar**	**5.6 Describe the political, cultural and legislative influences that shape public management.**	**5.2 Compare public and private management and identify opportunities for shared or collaborative functions.**

APPENDIX B. FORMS

TABLE OF CONTENTS

Required Supervisory Training Hours

Professional Development Elective Hours

Request for Absence / Make-up Class Form (includes list of CPM classes by topic)

Individual Applied Project Approval Request (Team Projects, submit one)

Individual Applied Project Update (Team Projects, submit one)

Class Project Charter (for Project Lead)

Class Project Update Template (for Project Lead)

For Office Use Only

# of hrs approved _____

Date: _____

Required Supervisory Training

Name _____

Phase I of the CPM Program requires 60 hours of supervisory training. You may have taken this training prior to enrollment in the CPM Program. Please list below past supervisory training taken at any time in your career. Approved training may include university credit or non-credit courses, state-sponsored classes, training offered by your governmental unit, vocational/technical classes, and professional training seminars that focus on supervision.

Date	Title of Course	Location/Offeror	# of hrs.*

* 1 college credit = 15 hours

For Office Use Only
# of hrs approved _____
Date: _____

REQUEST FOR APPROVAL OF

PROFESSIONAL DEVELOPMENT ELECTIVE HOURS

for

The Wisconsin Certified Public Manager® Program

Name: _____

Email Address: _____

Please consider the following as meeting the requirements for Professional Development Elective Hours in the Wisconsin Certified Public Manager Program. The following class was taken while I was a candidate in the CPM Program or **within one year prior to my acceptance into the program**.

- Name/Title of Training _____
- Provider of Training or Name of Conference/Meeting _____
- Date Training Received _____
- Number of Hours Requested _____
- **KEY CONCEPTS LEARNED (Please list 2 - 5):**

Please attach copy of agenda or meeting announcement

REQUEST FOR ABSENCE FROM REQUIRED CLASS
for students enrolled in cohort CPM programs

Students enrolled in a cohort group CPM program must complete all classes scheduled in that program to earn the CPM designation. We recognize that scheduling conflicts that cannot be changed sometimes may prevent a student from attending a class. In order to allow students to complete the program, despite having missed one or more classes, we have established a substitute-class policy. Students must receive permission to be absent from class ***prior to*** *taking a scheduled absence.* ***Students can only substitute 4 classes during a cohort program****.*

Please complete the form below and email to: daniel.foth@wisc.edu ***at least 1 week before your anticipated absence.***

Absence for serious illness or death in the immediate family will not require prior approval, but students must make up any missed classes. Check with CPM staff for further guidance.

Name: _____

I will be absent from _____
(name of class)

on _____due to a previously scheduled commitment that I cannot change.
(date)

I request that I be allowed to attend the following class, which is either the same class as the one missed, or an equivalent in the same elective category [see reverse for full list of CPM classes by category].

_____
(name of class)

on _____ .
(date)

I understand that I am responsible for the $95 registration fee for this class, which then waives the standard class cost. If this request is approved, I will be contacted by CPM staff with a promo code to register for the public class.

Cancellation policy: All CPM class fees include a $25 non-refundable administrative fee. If you cancel by contacting our registration department at least 3 business days prior to the program, you will owe only that $25 fee. If you cancel 3 business days or less before the program, or do not attend, you are responsible for the entire $85 fee. *To cancel, please notify the CPM Office.*

Candidate Signature: _____ Date:_____

Approved by: _____ Date:_____

ALL WISCONSIN CPM CLASSES BY TOPIC

For use in selecting make-up classes: https://localgovernment.extension.wisc.edu/cpm-public-courses/

Numbers in parentheses indicate a class with multiple categories.

MANAGEMENT CORE CLASSES	QUANTITATIVE METHODS TOPICS
030 Management Assessment for Personal Planning and Development 100 The Public Management Profession and Environment 110 Presenting for Influence in the Public Sector 120 Strategic Thinking and Planning for Public Managers 130 Productivity and Quality Improvement for Public Managers 140 Problem Analysis and Problem Solving for Public Managers 160 Ethics, Values, and the Public Manager 170 Leadership for Public Managers 227 Effective Workplace Writing for Public Managers (also a Public Policy elective)	200 Exploring and Reporting Your Data for Public Managers 202 Organizational Performance Measurement for Public Managers (269) 203 Systems Thinking for Public Managers 204 Project Management Fundamentals for Public Managers (2-day class) (268) ** 206 Productivity Tools for Public Managers (268) 207 Program Evaluation Techniques for Public Managers 208 (Measuring Customer Satisfaction in the Public Sector
PUBLIC POLICY TOPICS 220 Policy Analysis for Non-Analysts in the Public Sector 223 Developing Public-Private Partnerships 224 Data Visualization and Infographics for Public Managers* 226 Working with Councils, Boards & Commissions (249) 227 Effective Workplace Writing for Public Managers (Core class, required) 234 Navigating the Legislative Environment 232 Customer Service as a Strategic Issue in the Public Sector (Also 246) 238 Improving Public Participation	ORGANIZATIONAL MANAGEMENT TOPICS 240 Managing Organizational Change for Public Managers 242 Team Building for Public Managers (289) 243 Leading and Managing from the Middle for Public Managers 244 Racial Equity Leadership for Public Managers (292) 246 Customer Service as a Strategic Issue in the Public Sector (232) 247 Facilitating Effective Meetings for Public Managers 248 Intergenerational Communication for Public Managers 249 Working with Councils, Boards and Commissions (226) 251 The Art of Delegation for Public Managers 253 Appreciative Inquiry for Public Managers 255 Leading Through Challenge and Conflict for Public Managers 256 Encouraging a Culture of Civility and Respect in the Public Sector
RESOURCE MANAGEMENT TOPICS 263 Budgeting for Public Managers 265 Records Management for Public Managers 266 Productivity Tools for Public Managers (206) 267 Time and Stress Management Techniques for Public Managers 268 Project Management Fundamentals for Public Managers (204) ** 269 Organizational Performance Measurement for Public Managers (202) 273 Preparing RFPs and Bids for Public Managers 275 More than Grants: Finding Funding and Writing Proposals for Public Managers	**PERSONNEL MANAGEMENT TOPICS** 284 Fearless Performance Reviews for Public Managers 289 Teambuilding for Public Managers (242) 290 The Art of Delegation for Public Managers (251) 291 Succession Planning for Diversity and Equity in the Public Sector 292 Racial Equity Leadership for Public Managers (244) 294 Encouraging a Culture of Civility & Respect in the Public Sector (256) 297 Coaching for Public Managers

INDIVIDUAL APPLIED PROJECT APPROVAL REQUEST

Name(s): _____

Proposed Title of Project: _____

☐ Individual Applied Project ☐ Service Learning Project

Brief description of the project including key areas of concern ("problem") which to be addressed: ***You must begin with a problem statement***, e.g., The Dept of X consistently fails to meet its production goals which results in decreased service to its customers.

What benefits do you hope to achieve by engaging in this project? For example, are you seeking to reduce cost, increase revenues, improve efficiency or enhance customer service? How will your project contribute too the organization's effectiveness?

How/where will you collect or generate information for the project?

With whom will you work in developing the project?

Process by which you will conduct your project, including a timeline:

Management practices which you expect to use in the process:

Will you or your agency be able to implement this project? If not, will the project provide helpful information? (Please be specific in your response.)

How will you know if your project is successful?

Approved by_____Date _____
CPM Program Director

Comments/questions/concerns:

Attach a copy of this approved proposal to your final project paper.

INDIVIDUAL APPLIED PROJECT UPDATE

Name(s): _____

Title of Project: _____

1. Please add a "Status and Notes" column to the Action Plan you created in #3 of your Project Proposal. Provide an update on your progress for each action step and relevant notes of explanation. **The example below should be used as a template.**

Outcome	**Action Steps**	**People to Include**	**Resources Needed**	**Target Date for Completion**	**Status and Notes**
Outcome 1 Increase outreach to community	Step 1	Mark and Colleen	IT support	3/15/2020	Completed 3/14/2020.
	Step 2	Gwen	Marketing Research Team	8/26/2020	Met with Gwen 3/1/2020 and got approval to access data. Contacted marketing 3/27/2020. Waiting for response. Met with research team on 4/3/2020. Phone log data not available, so will have to remove this as an indicator of success.
Outcome 2	Step 1				Haven't begun this step.
	Step 2				
	Step 3				

2. Identify any issues or concerns you have regarding your project and/or any support you need from the CPM Program.

CPM Class Project Charter

(Insert Cohort Name)

Updated (date) - Version (x.x)

Project Name	
Executive Sponsor	
Project Manager	
Primary Stakeholder(s)	

Project Description / Statement of Work

Business Case / Statement of Need *(Why is this project important now?)*

Customers	**Customer Needs / Requirements**

Project Definition

Project Goals	
Project Scope	
Project Deliverables	

Project Constraints / Risks *(Elements that may restrict or place control over a project, project team, or project action)*

Implementation Plan / Milestones) *(Due dates and durations)*

Communication Plan *(What needs to be communicated? When is communication needed? To who? How?)*

Change Management / Issue Management *(How decisions will be made? How changes will be made?)*

Project Team Roles and Responsibilities

Team members	**Roles**	**Responsibilities**

Stakeholder Roles and Responsibilities		
Stakeholders	**Roles**	**Responsibilities**

Sign-off

Sponsor

_____ Date: _____

CPM Program

_____ Date: _____

Daniel Foth, CPM Program Director

CLASS/GROUP PROJECT UPDATE

The project update provides the CPM Office with information on your progress in working on your project. This is to ensure that you actually have begun working on the project.

We ask, therefore, that you provide the following information (in outline form, preferably). Your outline should reflect any planning you have undertaken and anything you have already accomplished on the project.

I. Title of Your Project
II. Brief description of the project, including its purpose and/or expected outcomes
III. Work that has been completed, including documents reviewed, individuals contacts or other research activities undertaken
IV. Work that is planned, including documents to be reviewed, individuals to be contacted, or other research activities to be undertaken
V. Your timeline as to how those items in IV will be completed
VI. Any other pertinent or relevant information