



***HANDBOOK OF***

***The Wisconsin***  
***Certified Public Manager<sup>®</sup> Program***

***For Self-Directed***  
***Candidates and Their Agencies***

***Revised, April 2021***

## Table of Contents

Administration .....	1
Mission and Core Values .....	2
Background Information: Frequently Asked Questions.....	3-5
Competencies .....	6
Program Overview and Requirements.....	7-8
Classes .....	9
Policies.....	10-12
Request for Professional Development Elective (PDE) Hours .....	13
Program Planning and Progress Worksheet .....	14-15
Phase I Written Project Guidelines.....	16-17
Sample Phase II Review .....	18-21
Phase III Requirements.....	22
Phase III Class Project Guidelines .....	23
Phase III Applied Project Guidelines.....	24-27
Service Learning Guidelines .....	28-29
Appendix: Class Competency Matrix and Descriptions .....	30-34



## WELCOME

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 should answer almost all your questions. If you have questions, please check in the handbook before contacting us.

Although we administer the CPM program, keeping track of your progress in it and making decisions about classes is a shared responsibility. We can provide you with an updated transcript only once a year. Please use the materials you've been given to keep track of any training you receive during a fiscal year, and use that to check the accuracy of the transcript which you'll receive each summer. Use the handbook as well to refresh your memory on program requirements, and compare your progress against those requirements.

If you run into a problem, or, after having looked through the handbook, you still 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, Director  
Hannah Katz, Program Assistant



# ***THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM***

## **Administered by:**

Local Government Education  
702 Langdon Street, Suite 111  
Pyle Center  
Madison, Wisconsin 53703  
Phone: 608-262-4354

<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 state, local and federal government and in tribal and 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 can 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.



# 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 state, county, and municipal 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.

## **BACKGROUND INFORMATION: Frequently Asked Questions**

### **? Why should I enroll in the CPM Program?**

The CPM Program will enhance your administrative, technical, analytical and communication skills. It provides you and your agency with structured training that has the broad perspective necessary for effective management. As a program participant you are a member of statewide and national cadres of professional public managers, learning from and with representatives of other governmental units.

### **? Where will classes be offered? Who will teach?**

CPM classes are primarily offered in Madison, but are also available statewide for individual agencies or government units upon request. You can participate in the program at a site convenient to your workplace. All classes are taught by UW staff or experienced public managers and trainers.

### **? What are the requirements?**

The CPM program consists of 300 hours in three phases. You must complete all phases to be certified. Phase III is open only to those people who have completed Phases I and II.

### **? What is the cost?**

As of the 2021-22 program year, the total cost of certification in our *self-directed, open-enrollment format* is \$6470.00 (excluding travel costs):

- Application fee (\$50), Phase II Review fee (\$50),  
Phase III Applied Project fee (\$75), Phase III Group Project fee (\$75):     \$ 250
- 23 one-day classes in Phases I & II @ \$240 each:                             5,520
- Phase III class fees:   700

### **? How long will it take to become certified?**

On average, it takes 3-4 years to complete the program via the self-directed format; however, it is possible to finish in less than 2 years. Your timeframe will depend upon how frequently you can attend classes. Completing the program in the Colleague Group format takes 2 years.

## **? *How do I register for classes?***

Classes in the “self-directed” format are those open to CPM candidates and the general public; most are held at the Pyle Center on the UW-Madison campus. The registration process for such classes is handled via the Extension Registration Office in the Pyle Center. These open enrollment classes are publicized in periodic brochures as well as via the CPM website ([www.continuingstudies.wisc.edu/certified-public-manager](http://www.continuingstudies.wisc.edu/certified-public-manager)) Registration procedures are outlined in each brochure and on the website.

Registration for Colleague Group classes is done with one form submitted to the Extension Registration Office. Registration forms are forwarded to those accepted into the Colleague Group.

“Contract” classes are those held onsite at a specific agency for its employees. Registration for contract classes is done through the agency’s training/HR office.

## **? *What if I need to cancel from a "self-directed" class?***

Notice of cancellation must be made to CPM Program staff. The CPM cancellation policy states: “If you are unable to attend a class, you are welcome to send a substitute. If you must cancel and do so up to three business days prior to the class, you will receive a full refund minus a \$25 administrative fee. If you cancel less than three business days prior to the program, or do not participate, you are responsible for the entire fee.” Exceptions to this policy are made on a case-by-case basis.

## **? *What classes should I take in the beginning?***

Within six months of acceptance in the self-directed program, you must take the class, “Management Assessment for Personal Planning and Development.” The class is held on Day 1 of the Colleague Group. This session gives you an understanding of your managerial style and an overview of the program. As a part of this class you will complete a professional development plan (see p. 21), to guide you in your management education.

## **? *How do I move to Phase II?***

You may take Phase II classes while still a Phase I candidate. However, in order to be considered a Phase II candidate you must complete:

- (1) the “Management Assessment” class;
- (2) your professional development plan; and
- (3) a written project. The written project demonstrates your ability to apply supervisory concepts in a work situation. The guidelines for this project can be found on pages 20-21 of this booklet. Additional guidance is provided during the “Management Assessment” class.

## **? *What are the requirements for Phase II?***

Phase II consists of 132 class hours: eight required (core) classes and fourteen elective classes. At the end of Phase II in the self-directed program, you will complete a take-home review demonstrating what you have learned. Cohort participants complete monthly reflective essays.

The required classes are: The Public Management Profession and Environment; Strategic Thinking, Planning and Organizational Transformation; Productivity and Quality Improvement; Problem Analysis and Problem Solving; Ethics, Values and the Public Manager; Leadership; Presenting Yourself to One or Many; and Executive Writing (a required Public Policy class).

In the self-directed format, elective classes are chosen from the categories of quantitative methods, public policy, organizational management, resource management and personnel management. In the Colleague Group format, select electives are scheduled in the two-year program. A complete list of classes appears on pages 9-11 of this booklet.

## **? *What is the Phase II review like?***

The Phase II review is required of all who complete the program in the self-directed program. It asks you to review what you have learned in your classes and demonstrate that you can apply what you have learned to your work responsibilities. You also review the Professional Development Plan you completed at the start of the program, and write an essay reflecting on the 7 core competencies of the CPM Program. This is a take-home review in which you can use all materials provided to you during the CPM program. A sample copy of the review appears on pages 22-23 of this booklet. In the Colleague Group format, candidates complete monthly reflective essays in lieu of the Phase II Review.

## **? *What is Phase III?***

Phase III is 65 hours of training and applied work, using the knowledge you have gained from previous training. Phase III consists of four days of case studies, an applied project, a class project, and a capstone leadership seminar. More information on Phase III, including the guidelines for the applied project, appears on pages 24-30.

## **? *What about other training I have received?***

The CPM program recognizes that most middle managers have completed significant training in basic supervision. Up to 60 hours of this type of training can be credited to your Phase I requirements.

Up to 18 hours of other management training recently received outside of the CPM program can be counted toward the Professional Development Electives requirement. Other training you have received may allow you to waive a core class, but you will need to take another elective class to make up those hours. The Request for Approval of Professional Development Elective Hours appears on page 17.



## COMPETENCIES OF THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM

The Wisconsin CPM Program is a competency-based program reflecting the requirements of the National Certified Public Manager Consortium, the accrediting body of all CPM programs. The 7 Core Competencies of the CPM Program are described below. Training in these competencies is included in core and elective classes. A matrix identifying the core competency of each CPM class can be found on pp. 30-31. **Detailed descriptions of the corresponding competencies follow on pp. 32-35.** Achieving competency in all areas requires you to practice and apply the skills and knowledge taught in each class. You will be required to discuss these competencies in Part C of the Phase II Review (p. 23).

In the required Phase I class, *Management Assessment for Personal Planning and Development*, candidates complete a Management Competency Assessment that identifies the competencies required in management, and helps them evaluate their current competency in those management areas and develop a professional development plan to address areas in which they are deficient.

- **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.

- **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.

- **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.

- **Developing Self**

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.

- **Systemic Integration**

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.

- **Public Service Focus**

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.

- **Change Leadership**

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.

## WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM OVERVIEW

(requirements as of September 1, 2011)

The WCPM program consists of three phases, totaling 300 instructional hours. Phases I and II can be 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 class, "Management Assessment for Personal Planning and Development."

- **Supervisory Training (60 Hours)** Currently, the WCPM Program does not offer supervisory training on a regularly scheduled basis. Classes may be scheduled on request. Most students meet this requirement through university credit or non-credit classes, state-sponsored classes, training offered through governmental units, vocational/technical classes and professional training seminars focused on supervision.

- **Professional Development Plan (2 Hours)**

- **Written Project (4 Hours)** Technical writing: A Supervisory Situation

### PHASE II: MANAGEMENT (138 Hours)

- **Management Core Classes (48 Hours)**

Students are required to take the following eight one-day classes:

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

- **Management Program Elective Classes (84 Hours)**

Students are required to take 14 classes in five categories. These categories are:

Quantitative Methods and Tools (18 Hours) Topics include quantitative decision making, research methods, systems techniques, productivity measurement, and others.

Public Policy (12 Hours) Topics include policy analysis and implementation, working with elected bodies, media relations, customer/client relations, developing public-private relationships and others.

Organizational Management (18 Hours) Topics include organizational goal setting, leading and managing from the middle, team building, change management, having difficult conversations, and others.

Resource Management (18 Hours) Topics include budgeting, risk management, time and stress management, program evaluation, project management, and others.

Personnel Management (18 Hours) Topics include performance management, conflict management, human resource management, coaching, effective supervision, and others.

## Phase II (continued)

- **Written Review (6 Hours)** Take-home review requiring synthesis and application of material learned in Phase I and Phase II classes - *or* - monthly reflective essays in the Colleague Group

## PHASE III: EXECUTIVE MANAGEMENT (90 Hours)

- **Decision Making Case Studies (24 Hours)** Four days devoted to analyzing and developing cases which synthesize management practices and theory.
- **Class Project (18 Hours)** A group project completed over 6-8 months.
- **Written Project/Case Study (18 Hours)** This is an applied project or case study which can be done as a team or individual project.
- **Leadership: Capstone Seminar (12 Hours)** Presentation of project or case study to other class members, and discussion of current topics such as the future of public management or public management challenges.

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

### Cost of completing the Wisconsin Certified Public Manager Program in the self-directed format

[prices effective July 1, 2021]

Application fee	\$ 50
Phase II Review fee	\$ 50
Phase III Group Project fee	\$ 75
Phase III Applied Project fee	\$ 75
23 one-day classes (Phase I & II) @ \$195	\$5520
2 multiple-day Phase III classes	<u>\$ 700</u>
	\$6470

*Does not include travel costs*

\*\*\*\*\*

### A possible cost breakdown by year

*(NOTE: Assumes the 23 one-day Phase II classes are split somewhat equally across 3 years; an individual student's progress may vary)*

#### Year 1

Application fee	\$ 50	
8 one-day classes	\$ 1560	Year 1 total: \$1920

#### Year 2

8 one-day classes	\$ 1560	Year 2 total: \$1920
-------------------	---------	----------------------

#### Year 3

7 one-day classes	\$ 1365	
Phase II Review	\$ 50	Year 3 total: \$1680

#### Year 4

Phase III classes & fees		
3-day case studies	\$ 400	
2-day capstone	\$ 300	
Applied Project fee	\$ 75	Year 4 total: \$ 850
Group Project fee	\$ 75	

**GRAND TOTAL** \$6470

## WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM CLASSES

<p style="text-align: center;"><b>REQUIRED CORE CLASSES</b></p> <p>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  <i>(also a Public Policy elective)</i></p>	<p style="text-align: center;"><b>QUANTITATIVE METHODS ELECTIVES</b></p> <p>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          209 Measuring Customer Satisfaction in the Public Sector</p>
<p style="text-align: center;"><b>PUBLIC POLICY ELECTIVES</b></p> <p>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 &amp; Commissions (249)          227 Effective Workplace Writing for Public Managers  <i>Core class, required</i>          234 Navigating the Legislative Environment          232 Customer Service as a Strategic Issue in the Public Sector (Also 246)          238 Improving Public Participation</p>	<p style="text-align: center;"><b>ORGANIZATIONAL MANAGEMENT ELECTIVES</b></p> <p>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 &amp; 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</p>
<p style="text-align: center;"><b>RESOURCE MANAGEMENT ELECTIVES</b></p> <p>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</p>	<p style="text-align: center;"><b>PERSONNEL MANAGEMENT ELECTIVES</b></p> <p>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 &amp; Respect in the Public Sector (256)          297 Coaching for Public Managers</p>

all classes 6 hours except \*\* (12 hours) and \* (3 hours)

## **POLICIES OF THE WISCONSIN CERTIFIED PUBLIC MANAGER® 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 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 elective 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 "Executive Writing" as one of the required ("core") 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, revised 4/1/21)

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 January 1, 2014.

STATEMENT OF PROFESSIONAL AND ETHICAL RESPONSIBILITY (Adopted 10/27/92;  
Revised 10/6/06)

The Wisconsin Certified Public Manager® Program is dedicated to developing ethical, competent and professional managers for Wisconsin's state and local governments. Candidates in, as well as graduates of, the program are expected to abide by the highest professional standards of ethical conduct.

Minimum standards of acceptable conduct for state and local government officials are established by Wisconsin state laws and provide civil and criminal penalties for failure to abide by these standards. Many local jurisdictions have adopted ordinances or codes of conduct establishing standards of ethical and professional conduct as well. In addition, various professional associations have established standards of ethical conduct for their members including national and international associations established for professions as varied as accounting, human resources, city management, engineering, law enforcement, public administration, social work and other professions whose members are associated with the Wisconsin Certified Public Manager Program. Also, the American Academy of Certified Public Managers has a Code of Ethics.

Wisconsin Certified Public Manager Program candidates, graduates, teachers and program policy board members are expected to accept and adhere to the following code of professional and ethical responsibility:

- I will become familiar with and adhere to the standards of ethical conduct established by Wisconsin Statutes or local ordinance for persons holding a position related to or similar to mine. I am committed to adhering not only to the letter of the law, but to their spirit as well.
- I will become familiar with and adhere to the standards of ethical conduct established by each of the professional societies or associations to which I am admitted as a member as well as the American Academy of Certified Public Managers®.
- I will question pending individual and group actions when necessary to ensure that decisions are ethical and are implemented in an ethical manner.”
- I will maintain the highest standards of professional competence and of personal and professional conduct.
- I will support the Wisconsin Certified Public Manager Program’s goals and objectives for developing the public sector professional and the public’s understanding of the role of the public sector in our society.
- I will respect the dignity of all individuals and respect the rights of others to fair and equitable treatment in all aspects of employment without regard to race, gender, religion, age, national origin, disability, and sexual orientation and to promote affirmative action.
- I will encourage, mentor, and counsel individuals pursuing a career in the public sector.
- I will not compromise, for personal gain or benefit or special privilege, my integrity or that of my employer, and I will avoid all conflicts of interest.
- I will uphold both the letter and the spirit of all federal, state and local laws, ordinances and regulations, and endeavor to instill in the public a sense of confidence and trust about the conduct and actions of my employer and myself.
- I recognize that unethical conduct on my part or failure to meet my professional responsibilities as a public manager may result in termination of my affiliation with the Wisconsin Certified Public Manager Program.

<b>For Office Use Only</b>
# 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.**

Questions: Email Daniel Foth at <a href="mailto:Daniel.foth@wisc.edu">Daniel.foth@wisc.edu</a>
--



# WISCONSIN CERTIFIED PUBLIC MANAGER PROGRAM

## Planning & Progress Worksheet

This form is provided as a worksheet for you to keep track of your progress in the program. A computer-generated transcript from the CPM Program database is mailed to each candidate at least once a year.

**Name:** \_\_\_\_\_

### **PHASE I**

(date completed)

\_\_\_\_\_ Management Assessment for Personal Planning & Development

\_\_\_\_\_ Supervisory Training (60 hours)

\_\_\_\_\_ Professional Development Plan

\_\_\_\_\_ Written Project

### **PHASE II**

#### **Core Classes**

\_\_\_\_\_ The Public Management Profession & Environment

\_\_\_\_\_ Presenting to Influence in the Public Sector

\_\_\_\_\_ Strategic Thinking and Planning for Public Managers

\_\_\_\_\_ Productivity & Quality Improvement

\_\_\_\_\_ Problem Analysis & Problem Solving

\_\_\_\_\_ Ethics, Values and the Public Manager

\_\_\_\_\_ Leadership for Public Managers

\_\_\_\_\_ Professional Writing (required as one of 3 Public Policy electives)

#### **Management Electives** [12-18 hours (two/three 6-hour classes) in *each* category]

Quantitative Methods (Classes #200-219) **3** classes required

Classes & dates:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Public Policy (Classes #220-239) **2** classes required in addition to Professional Writing (above)

Classes & dates:

\_\_\_\_\_  
\_\_\_\_\_

Organizational Management (Classes #240-259) **3** classes required

Classes & dates:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

Resource Management (Classes #260-279) 3 classes required

Classes & dates:

---

---

---

Personnel Management (Classes #280-299) 3 classes required

Classes & dates:

---

---

---

\_\_\_\_\_ Phase II Take-home Review

***PHASE III***

- \_\_\_\_\_ Case Studies (4 days)
- \_\_\_\_\_ Class Project
- \_\_\_\_\_ Written Project
- \_\_\_\_\_ Leadership/Capstone Seminar (2 days)

**Professional Development Elective (PDE) Hours [18 hours needed]**

Class	Date attended	# hrs.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**THESE ARE THE GUIDELINES FOR THE PHASE I PAPER. PLEASE CALL 608-262-4354 TO REQUEST THE FULL PROJECT PACKET WHEN YOU ARE READY TO BEGIN. KEEP IN MIND THAT ONCE YOU REQUEST THE PACKET YOU ARE GIVEN ONE MONTH TO COMPLETE THE PROJECT PAPER.**

## PHASE I WRITTEN PROJECT

The final requirement of Phase I of the Wisconsin Certified Public Manager Program is a written project or report. There are **two** alternatives:

**(1) Description of a supervisory situation in which you were involved.** This should be written from your point of view as a supervisor, and should focus on an issue related to the management and direction of one or more individuals. If you choose this alternative, your report should have the following sections:

- a) Introduction of the Problem or Situation
- b) Description of the Problem or Situation: What happened?
- c) Description of Supervisory Action Taken: What did you do?
- d) Description of Results: What happened as a result of what you did?
- e) Reflections/Evaluation: If you had to do it over, would you do things the same, or differently? Why? How would you change?

**-OR-**

**(2) A reflection on effective supervisory practices.** Describe three supervisory situations, where you have either been the supervisor or have been supervised, and what you have learned about effective supervision from those experiences. The paper must reflect an understanding of what are "best" supervisory practices as generally understood in current practice. The paper should not be a description of (or diatribe about) ineffective supervisory practices. If ineffective practice is mentioned, the writer *must* discuss a more effective technique that could have been used.

For either report you can consider such things as: a performance appraisal you conducted, or in which you participated; a disciplinary action you took; the delegation of responsibility; the incorporation of planning strategies into your work unit; how a disruptive or difficult employee was handled; how a service delivery problem was solved; or how productivity was improved in your work unit.

**When you are ready to begin the project, you must request the full project packet**, which includes a guide which will help you in writing a better report. Even if you regularly write reports, you should read this guide, if only to refresh your memory on important points. 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. The guide does suggest the details we will be looking for in reviewing your report.

Some technical details:

- Your report must be typed. Assume that this report is being given to your superior, and present it as you would to that person.
- Your report must have a cover page which identifies who you are (name and agency). However, in the report itself you should not use the name of your agency, or the name of any individual. When we receive your report, we will remove the cover page from it; henceforth, the agency and individuals within the report will only be identifiable if you provide the details which would let an outsider do so. Create an agency name and staff it with imaginary people. While we hold all projects in confidence, we are aware of the weaknesses of organizations, systems, and individuals, and we want to protect you by assuring that what you write will never come back to haunt you.
- Your report should be approximately 10 pages long. This is only a general guideline. If you find your report is much longer or much shorter, read again through the guidelines and the manual for the report, to be sure that you have covered what needs to be presented, in a clear, coherent and concise manner.

Your report also should be sure to:

- Identify whether you are choosing Alternative 1 or Alternative 2
- Identify purpose or audience
- Use appropriate structure and presentation
- Follow accepted rules for paragraphs, sentences, word usage and basic grammar.

DO NOT feel that you must describe a moment of glory, or demonstrate what a good supervisor you were, especially 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 a mature person.

AGAIN, we caution you against including anything in your report which identifies you, your agency, or any individual. 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.

We recommend you call us before beginning the report to check that the subject you have chosen is appropriate. We also encourage you to call if you have any questions during the writing of the report.

When you submit your report, we will read it for content and form. If either do not meet standards, we will return the report with our comments and notes. You cannot "fail" the report-writing portion of Phase I. We will work with you until you have written an acceptable report. In some rare cases we may recommend that you take a more extensive writing class, either at your local technical college or through a university.

Projects that meet standards of form and content will not be returned, but will be retained in the CPM Program Office. We recommend you make a copy of your report, either for future reference, or in the event that the report is lost in the mail or misplaced.

## **PERSONAL PROFESSIONAL DEVELOPMENT PLAN**

Important Note: Leadership for Public Managers includes an Individual Leadership Development Plan. Candidates who have taken this class may submit their ILDP to CPM staff in lieu of the Professional Development Plan.

For candidates who took Leadership before 2021:

In the Management Assessment class, candidates have the opportunity to assess their strengths and weaknesses in a variety of areas, both personal and professional. In addition, they may have at other times have identified competencies, skills or effectiveness characteristics which they believe are needed in order to be a better public manager.

In Phase I every candidate must prepare a personal professional development plan. This allows the candidate to focus on what he or she needs to emphasize in a career strategy. The plan need not be long, but it should reflect some thought and it should provide the CPM Program with guidance as we develop classes and events to meet candidates' needs. The plan should identify (1) a long-range goal; (2) current strengths and development needs; (3) resources required to address those needs [e.g., specific classes, departmental programs, mentors, identified activities, professional events] and (4) how the plan will be evaluated.

There is no specific deadline for submission of the Personal Professional Development Plan; however, this Phase I requirement must be completed before a candidate may request the Phase II take-home exam (Phase II Review).

## **WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM PHASE II REVIEW**

Background: The National Certified Public Manager Consortium® requires that programs evaluate whether candidates have learned the material taught in the program. This can be accomplished through written or oral projects, tests, or other assessments. Some states require up to six written examinations. In Wisconsin we have chosen to use both projects and examinations as a way to evaluate candidate learning. We hope this minimizes “test anxiety” and strengthens the teaching-learning process.

Phase I and Phase III have written projects as their candidate evaluation methods. Information on those projects is provided to candidates when they have completed the necessary course work. Phase II has a three-part take-home review. The remainder of this document provides general directions and specific details about this review.

### **DIRECTIONS FOR PHASE II REVIEW**

There are three parts to the Phase II review. You must complete all parts.

- *Part A* is an eight-question short essay test for the Phase I Management Assessment class and the Phase II required (core) courses. You may respond to each question after you have completed the associated class or you may wait until you have completed all the classes, then answer the eight questions. Either way, please submit all of your responses at one time.
- *Part B* is a review of the professional development plan you developed in Phase I of the CPM program, incorporating what you have learned from all of your courses.
- *Part C* gives you an opportunity to use the information you learned from the courses you took to demonstrate your understanding of the core competencies of the CPM program.

Please read the following directions carefully:

- Submit all documents electronically.
- You must submit Parts A, B, and C no later than 2 months after your Phase III group is convened (see your group schedule for exact date).
- You may send all 3 parts at the same time, or you may send them separately as you complete them.
- Send all responses for each part as a single document. Do not send fragments of each part; we will return them without review.
- The first page of each document should be a cover sheet with your name, address, phone number, and email address.

**Submit an electronic copy of your completed review via email to:**

[daniel.foth@wisc.edu](mailto:daniel.foth@wisc.edu)

A \$50 reading fee is included in the cost of the Phase III cohort.

If you have any questions, please email Daniel Foth at [daniel.foth@wisc.edu](mailto:daniel.foth@wisc.edu).

## **Phase II Review, Part A**

### **Short Essay Test**

The following eight questions provide you an opportunity to synthesize and apply what you learned in the Phase I Management Assessment course and the required (core) courses of Phase II. Read each question carefully.

There is a two-page limit per question. Please double-space. We will not read anything after page two of your response to any question.

You may use notes, handouts, books, or written materials to answer the questions. You may not discuss responses with other public administrators or CPM candidates. We hope you will respect the honor system on which the CPM Program operates.

We will provide a brief overall critique of your review, as well as specific comments on your responses. If some or all of your answers do not satisfactorily demonstrate your knowledge of course content, we will provide specific feedback for revisions. You then can rewrite those responses and resubmit.

#### **PHASE II REVIEW, PART A**

Management Assessment. Review self-assessments you completed in the Management Assessment class. Identify what these instruments taught you about yourself as an individual and as a supervisor. Describe one or more specific examples. In what ways have you used or applied what you learned?

Ethics, Values, and the Public Manager. Based on class discussions and readings, and your personal experience and reflections, what do you see as the key ethical problem(s) for your profession or your agency? Why is this a problem? What factors shape the ethical environment and what is your role in relation to the problem(s) you identified?

Leadership. Review leadership theories discussed in class. What leadership theory as taught in the CPM Program has been most important to you in the past three years? Why or in what way has it been important? Which practices have you consciously applied to strengthen your leadership?

4. Productivity and Quality Improvement. Identify the principles or key practices of quality and productivity improvement. Which have you seen applied successfully in your work unit, agency or community? Which have you not applied or applied unsuccessfully? What role has management played in these successful or unsuccessful efforts?
5. Problem Analysis and Problem Solving. Identify a current or past problem in your agency or unit. What specific problem-solving method or approaches were used or could have been used in addressing the problem? If this is a past problem, evaluate the effectiveness and appropriateness of the approaches or methods. (Note: Do not describe an individual performance problem.)
6. Presenting for Influence in the Public Sector. Select one of the desired learning outcomes from this class and discuss the way or ways in which you applied what you learned in order to improve your self-presentation. Evaluate those efforts; do you believe that there were benefits as a result of them? Be sure to identify the learning outcome you are discussing.
7. Strategic Thinking and Planning for Public Managers. Identify the critical steps in strategic planning. Discuss the extent to which they have been implemented and used in your work unit, agency or community. What could have been done differently? What would you do to improve the strategic planning effort?
8. The Public Management Profession and Environment\*. How do the public and private sectors differ? Cite at least three differences. What effect do these differences have on management? In what ways have the unique challenges of public management affected your management style and practices?

\* *You may omit this essay if you took the online version of this class with Susan Paddock*

## **Phase II Review, Part B Professional Development Plan Review**

Review the Professional Development Plan (or Individual Leadership Development Plan) that you prepared in Phase I of the CPM program.

- Describe the key features, elements or goals of that plan.
- Discuss to what extent you have been able to meet your development goals. What has aided you in meeting them? What has impeded you from meeting them?
- What new goals do you have for the next three years, based on what you've accomplished to date, your experience in the past three years, and what you've learned about effective management and/or leadership?

Please limit your response to two double-spaced pages.

## Phase II Review, Part C CPM Core Competencies

### Core Competencies

The Wisconsin CPM program, like all other CPM programs nationally, is built around seven core competencies. These competencies are:

- **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.
- **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.
- **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.
- **Developing Self** 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.
- **Systemic Integration** 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.
- **Public Service Focus** 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.
- **Change Leadership** 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.

Please refer to the next page for further detail on these competencies.

**Write an essay (recommended length: 15 pages)** outlining how **you** demonstrate each of the core competencies and how those competencies are **reflected in the work of your agency or organization**. You can write this essay as if you were writing to your supervisor or as if you were writing to a newly-appointed supervisor or manager; please indicate in the beginning of your essay who your audience is. (Note: this is not to be a review of the courses you took, but rather a summary of the competencies required to be an effective public manager in your profession or agency.)



### **PHASE III OF THE WISCONSIN CERTIFIED PUBLIC MANAGER® PROGRAM**

Phase III consists of four parts:

A. 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, so as 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 present and lead the discussion for one case.

B. 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.

C. 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.

D. Leadership Seminar. In this 1-2 day seminar candidates present their projects to others in the class and provide peer feedback. 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:

- The project will contribute to the effectiveness of the organization
- The project will involve the senior management or leadership of the organization
- The project is complex enough to involve all class members
- The project uses the talents, skills and knowledge of all class members
- 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.
- 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. 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:

1. reflect 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.

## 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.).

## APPROVAL REQUEST

FOR: Phase III Individual Applied Project

FROM: \_\_\_\_\_

Proposed Title of 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.***

## **SERVICE-LEARNING: 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 “contract” with the community agency. The CPM Office will assist you in developing this document.
- 6) Provide a copy of the contract to the CPM Office. Be sure to review the guidelines 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: Competencies of the Wisconsin 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 Principle 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. Developing Self

***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. Systemic Integration

***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. Public Service Focus

***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. Change Leadership**

***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
<b>MANAGEMENT CORE CLASSES</b>			
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.
<b>QUANTITATIVE METHODS CLASSES</b>			
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	5.5 Demonstrate the commitment and ability to provide and improve quality public service.

		sponsors.	
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		
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.