

Certified Public Manager[®] Program of Illinois



Handbook for
Candidates and their Agencies



UNIVERSITY OF ILLINOIS at SPRINGFIELD

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WELCOME

To

The Certified Public Manager Program of Illinois Handbook

You will find in the handbook most of the answers to your questions about CPMPI. If after you have reviewed the handbook your questions have not been answered, please contact the CPMPI Office and we are here to help you use the program to your best advantage.

Although we administer the CPM Program, keeping track of your progress in it and making decisions about classes is a shared responsibility. We can only provide you with an updated transcript 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, policies, and compare your progress against those requirements.

We hope your experience with the Certified Public Manager Program energizes you and enhances your ability to be successful.

Lorena Johnson, M.A., M.P.A.
Program Director



THE CERTIFIED PUBLIC MANAGER PROGRAM OF ILLINOIS

Administered by:

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- The Certified Public Manager Program of Illinois (CPMPI) is a 300 hour nationally accredited comprehensive management development program specifically for managers in non-profit organizations, state, local, and federal government.
- CPMPI 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.
- CPMPI program is targeted at directors, 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 CPMPI. This designation is recognized throughout the United States.



THE CERTIFIED PUBLIC MANAGER® PROGRAM OF ILLINOIS

MISSION

The mission of the Certified Public Manager Program of Illinois is to contribute to the effectiveness of the public services in the State of Illinois by offering a professional development program that provides public manager professionals with the essential knowledge, skills, and attitudes needed to manage in the public sector of the 21st century.

The Certified Public Manager® Program of Illinois Objectives:

- Supporting the unique professional development needs of Illinois public managers in the 21st Century;
- Promoting leadership development in the practice of public management through high educational and ethical standards;
- Providing a dynamic learning environment that facilitates the emergence of new and innovative ideas, approaches, and practices in the field of public administration;
- Building collaborative partnerships across the nonprofit organizations, state, local and federal government agencies and organizations;
- Serving as the resource for professional development training and education for the public sector in the State of Illinois.





FREQUENTLY ASKED QUESTIONS

What is the Certified Public Manager ® Program?

The Certified Public Manager® Program of Illinois (CPMPI) is a nationally-accredited comprehensive statewide management development program specifically for managers in federal, state, and local government. The CPMPI program consists of three levels, totaling 300 hours of training. Like CPM programs in other states, it recognizes the public management profession and its unique demands and challenges as well as your professional commitment and achievement. The program is administered by the University of Illinois at Springfield.

Who can enroll in CPMPI classes?

Supervisors, directors, administrators, and managers working at any level of government or non-profit management can participate in courses. It is not necessary to enroll in the CPMPI program to attend classes. Most are one-day or ten-hour classes.

Where will classes be offered?

CPM participants now have the option of obtaining the CPM Certification online. In addition, CPM trainings are also held throughout the State of Illinois and on the UIS campus. We are also excited to announce the availability of CPM web conferencing. Most of the CPMPI courses have web conferencing availability. With Elluminate *Live!*, our web conferencing system, participants are connected online to a live CPMPI training. Elluminate allows users with different Internet connection speeds to collaborate online. Elluminate's software is especially useful in providing audio exchanges, the sharing of desktop computer applications, text-based chatting, and interactive whiteboards. For more information about CPM courses via Elluminate please contact Lorena Johnson at (217) 206 - 6079 or ljohn04s@uis.edu .

CPMPI classes also can be offered for individual agencies or government units upon request.



Who will teach?

All classes are taught by University of Illinois faculty or experienced public manager practitioners.

What are the requirements for certification?

The CPMPI program consists of 300 hours in three levels. You must complete all levels to be certified. Level III is open only to those people who have completed Levels I and II. The requirements are:

Level I: Effective Supervision (58 hours or 6 Training Days). Begin with the class 100 Leadership and Management: A Self Assessment, which must be taken during the first year after enrollment. This class gives you both an understanding of your strengths as a manager and an overview of the program. Complete a professional development plan to guide you in your management training. Provide evidence of at least 40 hours of supervisory training. If you have not completed this, you must do so before beginning Level III. Upon completion of Level I you will receive a certificate in Effective Supervision.

Level II: Core Competencies: Effective Management Training (70 Hours or 7 Training Days) - Complete seven required core competency area trainings and Level II Core Competency Electives (140 or 14 Training Days).

Level III: Leadership Seminar (12 hours or 1 Training Days) - Use knowledge gained from previous training in an applied project and a leadership seminar. Capstone Project (16 hours) – Use knowledge gained in the CPM training to develop a project that can improve a problem or issue in your community or organization.

Why should I enroll in the program?

- Opportunity to explore the knowledge and skills of effective and successful management practices with practitioners and experts in the field of public management;
- Enhancing leadership abilities by identifying your areas of strength and areas of growth and development;
- Networking and exploring what works with other professional public managers and learning from and with representatives of other nonprofit and governmental agencies across the state and nationally;
- Applying to your work the latest ideas and best practices in the field of public administration;
- Advancing your professional growth and development by having access to University of Illinois at Springfield's rich resources and leading experts in the field of public administration.



What is the total cost of the program?

For CPMPI candidates the cost for attending each training is \$170.00. However, if you are not a candidate for the CPM Certificate the cost for each training is \$200.00.

There is a one time \$50.00 application fee to apply as a candidate for the CPM Certification. The total cost of the 300 hour program, including the application and project fees, is approximately \$4950.00.

How long does it take to become certified?

On average, it takes 18 – 24 months to complete the program. You can work at your own rate, taking classes as your work and personal schedules permit. Some students finish in as short a period as 15 months; others have taken three or more years. The program requires that you make progress every year, but there is no limit on the time necessary to complete the program.

What are the benefits of getting a CPM?

Candidates in the CPMPI program report that they receive useful, work-based tools, skills and knowledge from the CPM classes. They also report that they meet and talk to a variety of public managers, and learn from them. The real benefit of participating is that, if you apply what you learn in the classroom, you will become a better manager, have a more satisfying work-life, and a more productive and happier workforce.

How do I begin?

To begin, complete the application and return it to the CPMPI office. The application can be downloaded from the CPMPI website <http://cspl.uis.edu/ILAPS/CPMPI/> or you may reproduce the form that appears on pages 35 – 37 of this handbook. Once the application is approved, you will be notified of your acceptance and guided on the next steps to take.

How do I register for classes?

Open enrollment classes are those open to CPMPI candidates and the general public. The registration process for such classes is through the CPMPI Office. Open enrollment classes are publicized in periodic brochures as well as the CPMPI website <http://cspl.uis.edu/illaps/CPMPI/index.htm>. Registration procedures are outlined in each brochure and on the website.



What if I need to withdraw from a class?

Notice of withdrawal must be made to the CPMPPI Program Office. The CPMPPI withdraw 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 ten business days prior to the class, you will receive a full refund minus a \$30 administrative fee. If you cancel less than ten business days prior to the class, or do not participate, you are responsible for the entire fee. Exceptions to this policy are made by CPMPPI staff on a case-by-case basis.

What classes should I take to start the CPMPPI Program?

Within one year of applying for the program, you must take CPM 100 Leadership and Management: A Self-Assessment. This class gives you an understanding of your strengths as a manager and an overview of the program. As a part of this class you will complete a professional development plan ([see pages 45-51](#)), to guide you in your professional development education.

How do I move to Level II?

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

1. CPM 100 Leadership and Management Self-Assessment
2. 40 hours of prior Professional Development Training in the area of Supervision can be accepted into the CPM program and/or count for hours towards a Certificate of Completion in Effective Supervision. Prior approval is required and/or;
3. CPM 101 Introduction to Effective Supervision: A Seminar 10hrs x 2 days
4. CPM 110 Team Building and Team Management
5. CPM 120 Succession/Orientation Planning, and Mentoring
6. CPM 130 Conflict Management

What are the requirements for Level II?

Level II consists of 210 training hours: seven required core trainings and fourteen elective courses.

Elective courses are chosen from the categories of the core competency areas:

- CPM 200 Leadership: Ethics, Values, and the Public Manager



- CPM 210 Cultural Competency and the Public Sector Workplace of the 21st Century.
- CPM 240 Human Resources Development and Management
- CPM 230 Organizational Development and Management
- CPM 220 Outcome Based Program/Project Management
- CPM 250 Building Effective Partnership in the Public Sector
- CPM 260 Public Policy and Administration

What is Level III?

Level III is 32 hours or 1 training days and applied work, using the knowledge you have gained from previous training. Level III consists of the following:

- Leadership Seminar (1 days or 12 hours)
- Capstone Project (20 hours)

What about other professional development training I have received?

Up to 40 hours of training in Supervision received outside of the CPMPI program can be counted toward CPMPI required 300 hours. Other training you have received may allow you to waive certain core classes, but you will need to take other classes to make up those hours. The request for Approval of Professional Development Elective Hours appears on [page 38](#).

Are all classes in Springfield?

No, the CPMPI can provide the program at any site and we are eager to offer the program in other places if there is sufficient interest. CPM courses are also available online. Visit the CPMPI website for more information and let the CPMPI Office know of your interest in completing the program online.

How do I get more information?

Please contact:

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 Springfield, IL 62703-5407
 Phone: 217 206-6079
 Fax: 217 206-7397

Web site: <http://cspl.uis.edu/illaps/CPMPI/index.htm>



Certified Public Manager ® Program of Illinois Model Competency-Based Learning

Increasingly, public manager professionals operate in an ever changing multidisciplinary work environment, where they are required to work across a variety of tasks and situations, and expected to perform numerous roles. In this knowledge and skill intensive environment, human capital is recognized in the form of competencies.

The Certified Public Manager ® Program of Illinois (CPMPI) uses a Competency-Based approach to teaching and learning. This approach to professional development is designed to provide the public manager professional with the essential and core knowledge, skills, and attitudes needed to a successful public manager in the 21st century.

What is Competency-Based Learning (CBL)?

Competency-Based Learning or CBL is a learner-centered approach to professional development training focusing on the standards of performance crucial to being an effective manager in the public sector workplace. CPMPI Competency-Based Learning is guided by four basic principles:

- **Validation:** Central to CBL is the inclusion of existing knowledge and skill sets emerging and seasoned public managers bring to the learning process and environment.
- **Preparation:** CBL focuses on those knowledge, skills and attitudes core to the public manager professional of the 21st century.
- **Reflection:** CBL facilitates the active process of witnessing one's own learning process in order to learn from and through the experience.
- **Integration:** CBL captures and connects learning to authentic work experiences, creating usable and relevant knowledge that is a resource for growth and development both in the classroom and throughout professional life.

What are the CPMPI Core Content Competency Areas?

The CPMPI has eight core competency areas. They are as follows:

- **Ethics and Leadership:** The knowledge, skills and attitudes regarding: the importance of reflective practice in leadership development; understanding the importance of leadership in the development and articulation of organizational vision; understanding the role of leadership in the development of an ethical organizational climate and culture; the importance of ethical standards in leadership; the nature of effective leadership in the public sector; public sector leadership in the 21st Century.



- **Effective Supervision:** The knowledge, skills and attitudes regarding: Staff's understanding of what is expected of them; staff performing their work effectively and efficiently; staff understanding how their role contributes to the overall performance and success of their organization; staff understanding the policies and procedures that govern their employment position and the workplace; access to systems and resources that support staff in their work; ensuring staff are treated fairly and equitably; building a cohesive, productive and effective work team.
- **Cultural Competency:** The knowledge, skills, and attitudes regarding: the integration of cultural knowledge into the practice methods of a system, agency, or its professionals; ways staff can work effectively in cross cultural teams and situations; the integration of cultural knowledge about individuals and groups of people into specific practices and policies applied to appropriate cultural settings and situations; the creation of a culturally inclusive workplace environment.
- **Building Effective Partnerships:** The knowledge, skills, and attitudes regarding: Methods and strategies of building effective partnerships internally and externally; the importance of a shared vision for the partnership and setting clear expectations for what both partners want to achieve; understanding the process and structure of collaboration; and, the development of systems to monitor the progress of the partnerships relative to organizational objectives.
- **Human Resource Management: Productivity and Quality Improvement:** The knowledge, skills, and attitudes regarding: Relationship between the value an organization's places upon its human capital/resources to the results an organization is working to achieve; aligning the primary functions of HR: recruiting/hiring and training the best employees, productivity and performance issues, personnel and management practices connection with various regulations, to organizational vision, mission, and success.
- **Program/Project Management: Problem Analysis and Problem Solving** The knowledge, skills and attitudes regarding: Planning, organizing, staffing, managing, and leading programs or projects from start to finish; program design and development; the development of program/project budgets and the ways costs are tracked for programs and specific projects; how to use indicators and established instruments to document program performance and outcomes.
- **Organizational Management** The knowledge, skills and attitudes regarding: Processes, methods and structures that improve organizational effectiveness and capability; understanding the relationship among organizational vision, mission and purpose, organizational climate, culture



and values, strategic planning, employee performance, and productivity to organizational success.

- **Public Policy and Administration:** The knowledge, skills and attitudes regarding: body of laws, regulations, decisions and actions of government that impact a public sector organization's mission, purpose, and function; understanding the meaning and purpose of government, bureaucracy, budgets, governance, and public affairs.

The core competencies areas exemplify the recognized knowledge, skills, and standards of performance essential to be an effective manager in the public sector workplace. These core competencies are the cornerstones for the CPMPI course curriculum. All course offerings have identified competency areas that inform the development of the learning objectives for each course. Course performance is evaluated and assessed relative to the identified knowledge, skills, and attitudes of each core competency, making explicit the standards for achievement.

What are the benefits to CPMPI Competency-Based Learning?

The CPMPI Competency-Based Learning is a tool that enables you to do the following:

- Enables you to evaluate your knowledge and skill levels for each of the core competency areas;
- Partner with your instructors to identify their learning outcomes;
- Provide reflective analysis of their learning process, by actively assessing and evaluating their progress and identifying areas for improvement and development;
- Transfer and apply new skills and knowledge acquired in the classroom to authentic work situations and environments;
- Build confidence and skills as they succeed in mastering specific learning competencies;
- Produce a tangible product that contains the accumulation and synthesis of their coursework and professional experience, which they can then use as a life long resource for professional growth and development;
- Create their own connection to knowledge out of the rich materials of their coursework and professional work;
- Gather and present evidence of what they have learned, demonstrate growth and development overtime, and document how they have used what they have learned to strengthen their professional work and life.

CPMPI Competency-Based Learning places you in the driver's seat, guiding and managing your achievement and success.



CERTIFIED PUBLIC MANAGER PROGRAM OF ILLINOIS OVERVIEW EXAMPLE

Level I: Effective Supervision (62 Hours or 6 Training Days)	Number of Training Hours	Number of Training Days	300 Hours
100 Leadership and Management Self-Assessment	6	1	6
Professional Development Paper	2	0	2
40 hours of prior Professional Development Training can be accepted into the CPM program. Prior approval is required.			
101 Introduction to Effective Supervision: A Seminar 10hrs x 2 days	20	2	20
110 Team Building and Team Management	10	1	10
120 Succession/Orientation Planning, and Mentoring	10	1	10
130 Conflict Management	10	1	10
Level I Total Hours: 58hrs 6 Days 58hrs.			
At the end of Level I participants can receive a certificate of completion in Effective Supervision			
Level II Core Competencies: Effective Management (70hrs. or 7 Training Days)	Number of Training Hours	Number of Training Days	Hours
200 Leadership: Ethics, Values, and the Public Manager	10hrs.	1	68
210 Cultural Competency and the Public Sector Workplace of the 21 st Century	10hrs.	1	78
220 Program/Project Management: Problem Analysis and Problem Solving	10hrs.	1	88
230 Organizational Management and Effectiveness: The Strategic Planning Process and Achieving Goals	10hrs.	1	98
240 Human Resources Management: Productivity and Quality Improvement	10hrs.	1	108
250 Building Effective Partnerships in the Public Sector	10hrs.	1	118
260 Contemporary Issues in Public Policy and the Public Manager	10hrs	1	128
Level II Core Training Total Hours: 70hrs. 7 Days 128			
Total Program Hours and Days: 132 hrs. 13 Days Total Hours			
Level II: Core Competency Electives (144 hrs. or 14 Days of Training): 2 Trainings in each of the core areas	Number of Hours	Number of Training Days	Total Hours
Leadership and Ethics in the Public Sector			
201 Models of Ethical and Effective Leadership in the Public Sector: Building Organizational Trust	10hrs	1	138
202 Leadership in Times of Change	10hrs	1	148
Building Successful Partnerships			
252 Presenting Yourself to One or Many	10hrs	1	158
253 Community Engagement	10hrs	1	168
Cultural Competency and the Public Sector Workplace of the 21st Century			
212 Learning Styles and Culture: Creating Effective Work Teams	10hrs	1	178



215 Strategic Approach to Creating a Cultural Inclusive Organization	10hrs	1	188
Human Resources Management: Productivity and Quality Improvement			
241 Employee Engagement	10hrs	1	198
242 Employee Performance Appraisal and Evaluation	10hrs	1	208
Organizational Management and Effectiveness: The Strategic Planning Process and Achieving Goals			
235 Annual Reports	10	1	
236 Board Development and Management	10hrs	1	218
237 Strategic Planning	10hrs	1	228
Program/Project Management: Problem Analysis and Problem Solving			
223 Program Evaluation	10hrs	1	238
224 Program Budget	10hrs	1	248
227 Grant Management for Managers			
Public Policy and The Public Manager			
261 The Illinois Legislative Process			
262 Policy Analysis for Non-Analysts	10hrs	1	258
264 Advocacy in the Public Sector	10hrs	1	268
	Level II Elective Training Total Hours:	140 hrs.	14 Days
	Total Program Hours and Days:	268 hrs.	27 Days
			268 Total Hours
	Level III: 24 hours or 2 Training Days	Number of Hours	Number of Training Days
			Total Hours
300 Capstone Project	20hrs	0	288
310 Leadership Seminar	12hrs	1	300
	Level III Elective Training Total Hours:	32 hrs.	1 Days
	Total Program Hours and Days:	300 hrs.	28 Days
			300hrs.





CPM Training Descriptions

Professional Development Calendar

Online

CPM 100 Leadership and Management: A Self- Assessment

Reflection and self evaluation is central to effective management. Through a series of reflective and self-assessment activities completed prior to the class, you will discover how your learning style, leadership style, and interaction style influences the way you manage. In this class, you will develop strategies to enhance areas of strength and identify areas for growth and development.

Learning Objectives:

1. Orientation to the CPMPPI Program,
2. Identify and explain the scope of the public manager's role in the field of public management and the core competencies critical to effective public management in the 21st Century,
3. Explain and describe reflective practice and its importance in the development of effective leadership qualities and characteristics,
4. Explain the concept of vision and explore effective methods of visionary leaders, in the private and public sectors, identifying specific strategies for communicating a vision,
5. Assess and evaluate your learning style, leadership style, management style, interaction styles or preference,
6. Describe how your learning style, leadership style, management style, interaction styles or preference shapes and influence the way you manage,
7. Analyze and assess areas of leadership strengths and weaknesses,
8. Create a Professional Development Plan with specific goals and a timeline.

Cost: Certificate Candidate **\$170** Individual **\$200**



CPM 101 Introduction to Effective Supervision: A Two-Day Seminar

The special skills needed to supervise in the public sector workplace are the focus of this training. In this two day seminar you will learn various models and principles of effective supervision, basic interactive techniques, resources, and tools to effectively communicate with the work team, employee motivation, and the application of effective supervisory principles and practices to public sector workplace issues.

Learning Outcomes:

1. Identify and describe the models, strategies, and best practices for effective supervision;
2. Identify and describe your role and responsibilities as a supervisor within the context of a public sector organization;
3. Identify and describe the role of supervision in developing effective collaborative and productive relationships among staff in a public sector workplace;
4. Explain the role and relationship of appropriate performance standards to strengthening staff and program/organizational capacity and performance;
5. Identify key human motivators, the various ways to identify them in employees, and possible strategies to maintain/increase performance through these motivators;
6. Describe the importance of building a management team, and the key elements in building and maintaining that team;
7. Identify particular tactics for building trust among staff.

Cost: Certificate Candidate **\$340** Individual **\$600**

CPM 110 Team Building and Team Management

In every workplace, people talk about the importance of team building, but few understand how to create the experience of team work or how to develop an effective team. In this training you will learn basic principles, techniques, and strategies for team building, tools for improving employee motivation, communication techniques, and problem-solving strategies that support team development and productivity.



Learning Outcomes:

1. Understand the role of an effective team in achieving program and organizational outcomes;
2. Understand the basic principles of team development and empowerment and its relationship to productivity;
3. Identify the stages of team development;
4. Learn effective communication strategies for building team cohesion and minimizing negative interactions within a team;
5. Learn technique and strategies to assess team performance and identify opportunities for performance improvement;
6. Develop an effective approach for problem solving and decision making with teams.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 120 Succession-Orientation Planning and Mentoring

When one third of your workforce retires, who will replace these valuable, experienced employees? Downsizing has reduced the number of internal candidates, and when you consider normal attrition rates and the tight labor market; you can see your Human Resources department is going to be very busy. This is the current workforce trend in the public sector. Succession-planning ensures that there are highly qualified people in all positions, not just for today, but for the future. This training can help you focus on a particular step in the succession-planning process, by providing you with tools to help you develop an effective plan.

Learning Outcomes:

1. Understand the purpose and function of succession planning in the public sector workplace;
2. Identify competencies and clarify values for both planning and managing a succession program;
3. Identify methods to evaluate succession management;
4. Develop a succession plan;
5. Understand the relationship between succession management and an employee orientation plan;



6. Explore models for employee mentoring;
7. Learn how to develop a mentoring program.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 130 Conflict Management and Resolution

Conflict can easily assume the sort of proportions which overshadow everything else in the workplace. It impacts productivity, hindering relationships, causing absenteeism, prompting resignation, making recruitment difficult and preventing creative thinking. In short, conflict wastes energy, time, and money. In this training you will learn to recognize the signs of conflict and to practice new ways of dealing with potential conflict leading to better outcomes and improving relationships with others.

Learning Outcomes:

1. Understand the difference between constructive conflict and destructive conflict and how a healthy and productive level of conflict can be encouraged in an department and organization;
2. Learn to recognize the signs and symptoms of destructive conflict;
3. Identify the stages of conflict escalation and points of effective intervention;
4. Identify difficult personality types and employee types and methods to deal with them;
5. Identify different types of conflict at work and know your preferred method of dealing with conflict;
6. Use communication strategies and techniques, such as body language, active listening and oral communication to resolve conflict;
7. Identify how conflict affects team morale, progress, and the workplace;
8. Learn methods and strategies to build positive relationships.

Cost: Certificate Candidate **\$170** Individual **\$200**



CPM 201 Models of Ethical and Effective Leadership in the Public Sector

Because public managers oversee the day-to-day work of employees they play an important role in the ethical life of an organization, promoting and representing an organization's ethical and legal standards and culture. This course examines the manager's responsibility to lead by example, and it provides models and guidelines for fostering an ethical workplace culture.

1. Understand how being able to make ethical decisions can make one a more effective
2. Apply ethical decision making framework
3. Understand how to build organizational trust;
4. Review and analyze different models of ethical leadership and their impact on the public sector workplace;
5. Diagram paradoxical ethical dilemmas within organizational settings;
6. Recognize, analyze and resolve complex problems produced by unethical behavior in the management of public programs and services.
7. Describe what constitutes unethical behavior on the part of public managers as opposed to what constitutes illegal or immoral conduct on the part of public officials and employees.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 202 Leadership in Times of Change

The public sector is going through substantial change. Whether managers in the public sector approve or not of the underlying factors that have brought about such change, or of the specific organizational changes introduced, nonetheless they are responsible for dealing with these changes at an organizational level. This course is about how managers understand and implement organizational change, thereby helping them to fulfill their responsibilities

Learning Objectives:

1. Assess and describe your approach to change and how your approach affects the way you manage change in your organization;
2. Understand and describe the psychology of change;
3. Distinguish different levels of and approaches to organizational change;



4. Understand and describe the structure and qualities of a resilient organization;
5. Apply different techniques of managing change to processes of change in your own organization;
6. Learn the components of an effective change management plan.

Cost: Certificate Candidate \$170 Individual \$200

CPM 210 Cultural Competency and Public Sector Workplace of the 21st Century

Public manager professionals require a clear understanding of the importance of cultural competency for the future of their organization in an emerging 21st Century. In this class, participants will explore changing demographics and its impact on the public sector workplace. Participants will examine the scope and importance of building a culturally competent organization and workplace environment and its relationship to organizational effectiveness. You will learn models and tools for diversity initiatives including organizational assessment methods.

Learning Outcomes:

1. Identify U.S. and Illinois changing demographics and explain the ways it will impact and influence the public sector workplace of the 21st Century;
2. Define and describe cultural competency;
3. Recognize the importance cultural competence as a public manager and its importance in the public sector workplace of the 21st Century;
4. Analyze the cultural demographic changes and evaluate its impact on the following areas of the public sector workplace: public relations concerns, resource allocation, workplace dynamics and culture, and organizational capacity;
5. Explain how cultural diversity is a comprehensive managerial and organizational process;
6. Identify and describe effective models, tools, and strategies for managing and capitalizing on diversity in a public sector organization and how these approaches can maximize diversity's benefits and minimize cultural conflict in the public sector workplace.

Cost: Certificate Candidate Individual \$200



CPM 212 Learning Styles: Building Effective Cross Cultural Teams

Today's manager increasingly has to work in culturally diverse work environments. In addition to the normal pressures of management, managers are now required to deal with challenges, friction and misunderstandings emanating from cross cultural differences. Effective management in the modern environment necessitates cross cultural competency in order to get the best out of a multicultural team. Understanding how learning styles influences staff approaches work and their work in teams can be an essential tool in the development effective and productive work teams. In this training you will learn to use the Kolb Learning Style Inventory Tool to build on the strengths of your staff and to create effective and productive work teams.

Learning Objectives:

- Learn the Kolb's Learning Style Inventory Tool.
- Identify your learning style and how its influences your approach to management.
- Understand the relationship between Learning Styles and Culture.
- Learn to use learning styles to build team cohesion
- Learn to use learning styles to enhance team effectiveness and productivity.
- Learn to use learning styles to support staff development

Cost: Certificate Candidate Individual **\$200**

CPM 220 Outcome Based Program/Project Management

Program or project management is both an art and a science. Public manager professionals with the ability to effectively master the skill of program/project management can improve accountability, efficiency and productivity. In this class, you will learn the basic principles and practical application of program/project management. As a participant, you are encouraged to bring a current project to the training for hands-on, project-based learning, ensuring that you will not only learn "about" project management, but the "how-to" through hands-on application.



Learning Outcomes:

1. Identify and explain the basic principles and best practices of program/project management;
2. Identify and describe the different models for program/project design planning, and implementation;
3. Identify and explore effective planning tools, including technology software for program/project management;
4. Learn how to develop a logic model;
5. Prepare a clear, thorough written plan for a project.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 223 Budgeting and Financial Management

Public managers understand that one of their main priorities is to be responsible stewards of the funds entrusted to them. Fiscal responsibility builds public trust. Yet, when one talks about trust, one must talk about accountability. Accountability means that you, as a public manager, have an obligation to continually strive for excellence in financial management, ensuring compliance with complex reporting and accounting requirements and regulations, and providing proof resources are being used to achieve the mission and goals of the organization.

Learning Outcomes:

1. Learn how to prepare an effective budget;
2. Learn how to analyze a budget;
3. Learn to use the budget to strengthen program and organizational effectiveness;
4. Learn analytical techniques and tools such as cost benefit analysis, revenue forecasting, costing of public services, input, output, and outcome oriented budgeting techniques.

Cost: Certificate Candidate **\$170** Individual **\$200**



CPM 224 Program Evaluation

In a climate of shrinking and limited resources, funders are asking, “How do you know if your program is working?” This course presents a framework for understanding program evaluation and facilitating integration of evaluation throughout your program or organization. In this course, you will develop skills in: forming good evaluation questions; designing evaluations and selecting samples; planning for data collection and developing effective measures; analyzing evaluation results and program costs; reporting and communicating evaluation results to target audiences; and developing sensitivities to ethical and political issues involved in evaluation. Participants will develop their evaluation skills through case study, in-class discussions, and activities.

Learning Objectives:

1. Recognize and understand the major evaluation terms and concepts
2. Identify the benefits of program evaluation;
3. Develop skills in developing both formative and summative evaluation plans;
4. Design a reasonable assessment or evaluation plan for your program
5. Develop an initial evaluation plan;
6. Understand how evaluation results can be used to improve program decision-making;
7. Present the evaluation findings using presentation software;
8. Review and critique the design, implementation, and findings of an evaluation.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 230 Organizational Development and Effectiveness:

Organizational Development (OD) is a conscious, planned process of developing an organization’s capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Through the process of OD, we attempt to bring about successful change efforts in individual employees, groups and teams, inter-groups, and organizations as well.

Given the magnitude of change taking place at the beginning of the 21st century, it is important for public manager professionals to examine the theories and models, and methods and processes related to organizational development. In



this training, we will focus on those methods, models, and processes specifically related to diagnosing and planning and ensuring the sustainability of an organization.

Learning Outcomes:

1. Define organizational development
2. Understand the importance of organizational development in achieving organizational goals
3. Understand the impact of organizational culture and climate on employee productivity and performance
4. Understand the role of leadership and management in organizational development

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 237 Strategic Planning

In the current climate public sector organizations are focusing on resources, systems, structures, and processes that impact organizational effectiveness and efficiency. Organizations are utilizing the strategic planning process to guide decisions critical to organizational success in the future and turning to public manager professionals to facilitate the achievement of their organizational goals and outcomes. In this class you will learn the anatomy of the strategic planning process and how to apply it as an effective management tool that can help organization's achieve their mission, goals, and outcomes.

Learning Objectives:

1. Understand leadership's role in the strategic planning process.
2. Describe the basic elements of and rationale for evaluating the performance of public agencies and work units and its importance in the strategic planning process.
3. Learn how the strategic planning process in the public sector can build organizational capacity and sustainability
4. Understand how strategic planning enables long-term organizational success
5. Learn a framework for the strategic planning process
6. Evaluate and assess a strategic plan

Cost: Certificate Candidate **\$170** Individual **\$200**



CPM 240 Human Resource Development and Management

Effective Human Resource Management is a challenge. It is a constant balancing act between efficiency and effectiveness, and between cost reduction and quality delivery of service. In addition, Human Resources Management in the 21st Century includes managerial responsibilities, such as managing and motivating a diverse workforce and fostering ethics and accountability in the workplace. In this class you will learn the role and scope of human resource management in the public sector and methods to optimum performance through the strategic management of human resources. This class provides you with tools to make administrative decisions regarding personnel in public and nonprofit settings and includes human resource planning, recruiting, coordinating, development, compensation, and evaluation.

Learning Outcomes:

1. Explain and describe the function, the purpose, and the scope of Human Resource Management in a public sector organization;
2. Describe the role of Human Resource Management in productivity, service, quality, and cost;
3. Describe the relationship between productivity, service, quality and cost;
4. Describe the different Human Resource Management models for the developing service delivery quality and productivity;
5. Identify and use several tools for measuring quality and productivity;
6. Describe Human Resource Management's and labor's role in improving productivity and quality of service delivery.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 241 Employee Engagement

The majority of employees are working hard, but new harsh work realities are taking their toll: longer hours, fewer resources, more time in the reactive firefighting mode rather than thinking strategically and celebrating success, seemingly arbitrary constant change and on-going uncertainty is having an adverse affect on today's workforce. It's easy to believe that your employees are engaged when they work long hours, and you have low turnover. However,



people often put in long hours begrudgingly and stay in their jobs for reasons other than being fully engaged.

Learning Objectives:

1. Define employee engagement and why it is important to organizational sustainability in this new economic reality
2. Learn a framework for employee engagement
3. Understand the relationship among employee engagement, employee and organizational performance
4. Understand how employee engagement shapes and influences organizational culture and climates
5. Understand how effective supervision is essential to employee engagement strategies and plans
6. Learn how to evaluate employee engagement
7. Create an employee engagement plan

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 242 Employee Performance Evaluation/Appraisal

Most managers and employees view the ritual of the annual employee performance evaluation as a tedious yet required chore manufactured by HR that must be completed by an assigned date, no matter what. And as such, the evaluation process consists merely of checking off boxes, assigning vague and non-measurable goals, and often involves little or no feedback between the supervision and the employee. No wonder a recent study found that most employees view their annual performance review as a waste of time. Your employees represent one of your organization's most valuable assets. Your organization's productivity depends on making sure every person in your organization is working up to his or her full potential. That's why a solid performance evaluation process is absolutely critical to the ongoing success of your organization.

Learning Objectives:

1. Understand the purpose and function of employee performance evaluations
2. Understand the importance of aligning employee performance evaluations with the organization's mission, values, vision and goals.
3. Understand the role effective supervision plays in the employee performance evaluation process



4. Understand the structure and process of effective employee performance evaluation

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 250 Building Effective Partnerships in the Public Sector

The widespread pursuit of partnerships and collaborative relationships is one of the most significant trends the public sector. However, bringing partners to the table is only the first step in the collaborative process. Equally important is how the partnership will be structured once it is formed. In this class you will learn the role of the public manager in building collaborative partnerships in the public sector. You will learn how building collaborative partnerships can be a strategy to strengthen organizational effectiveness, efficiency, and survival.

Learning Outcomes:

1. Identify and describe the various models and principles of effective interagency and intra-agency relationship building;
2. Identify your role as a public manager in developing collaborative partnerships;
3. Identify and name potential working partners (e.g. program users, community, stakeholders, etc.);
4. Identify issues related to the interests of these identified parties and create a plan to facilitate a process to find common ground;
5. Design a collaborative agreement to link with other agencies, including: ways to overcome barriers to partnering that include the following components: the definition of roles and responsibilities, areas of independence, interdependence and evaluation criteria.

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 252 Presenting Yourself To One and To Many

Today presentation skills are required in every field. Whether you are a student, a manager, a supervisor or an executive, you will have to make a presentation at one time or other. In order to deliver captivating presentations a lot of work is needed. In this training you will learn the following:



Learning Objectives:

1. Understand the role of effective introductions.
2. Learn how to structure a dynamic and successful presentation
3. Learn how to effectively facilitate presentation group discussions and interactions
4. Understand how to use audiovisual aids appropriately and effectively to support a presentation.
5. Learn how to use power point to effectively enhance your presentations

Cost: Certificate Candidate **\$170** Individual **\$200**

**CPM 260 Contemporary Issues in Public Policy
and the Professional Public Manager**

Increasingly, public manager professionals operate in an ever-changing multidisciplinary work environment, where they are required to work across a variety of tasks and situations, and are expected to perform numerous roles. This training explores the central issues, values, controversies, and trends facing the contemporary public manager. In this class, you will explore the historical, social, and political influences that have shaped the field of public management and the emerging trends that are shaping the public management field of the 21st Century.

Learning Outcomes:

1. Describe the historical influences that have shaped the field of public management and the emerging trends that are shaping the public management field of the 21st Century;
2. Develop a Trend Analysis and analyze and evaluate the implications of emerging trends on the public sector workplace and organization;
3. Identify and explore the core competencies needed as a public manager professional in the public sector of the 21st Century;
4. Compare public and private management; describe characteristics which are common to all public managers' jobs, and identify the issues or conditions which complicate the job of a public manager;
5. Define the roles and skills needed by a public manager in shaping an organization in a rapidly changing environment.

Cost: Certificate Candidate **\$170** Individual **\$200**



CPM 261 Illinois Legislative Process

It is important as a citizen to understand the inner workings of the Illinois state legislature, as a manager or staff in a state agency or organization, it is essential. Participants will learn how a law gets made in Illinois and how to work effectively in and around the General Assembly. You will receive basic information on Illinois politics and General Assembly operations, and more advanced information on the budget process, lobbying, legislative resources, and more.

Learning Objectives:

1. Understand the legislative process in Illinois
2. Understand how the Illinois General Assembly works
3. Understand the budget process
4. Understand how a bill becomes law
5. Understand who impacts the legislative process

Cost: Certificate Candidate **\$170** Individual **\$200**

CPM 264 Advocacy In the Pubic Sector

Advocacy means taking action to influence decision-makers on proposed policy solutions and can be a powerful strategy to create positive change for individuals and communities. Organizations, agencies, service providers and practitioners will come into contact with individuals or groups who are advocating on behalf of another person or group of people or themselves need to advocate for policy solutions. Advocacy works best when those involved in advocacy efforts know what advocacy is, and what it can do.

Learning Objectives:

1. Define what is advocacy
2. Understand the role of advocacy in the public sector.
3. Understand the range and scope of advocacy in the public sector
4. Identify and learn advocacy best practices
5. Develop an advocacy plan and approach

Cost: Certificate Candidate **\$170** Individual **\$200**



THE CERTIFIED PUBLIC MANAGER ® PROGRAM OF ILLINOIS POLICIES

ADMISSION AND COURSE REQUIREMENTS

Emerging and seasoned supervisors, administrators, and managers working at any level of government or non-profit management can participate in courses offerings. It is not necessary to enroll in the CPMPI program to attend classes. Most are one-day, six-hour classes.

ATTENDANCE POLICY

Candidates in the Certified Public Manager ® Program of Illinois 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).

EXAMINATION POLICY

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 assignments, project, or other assessments methods.

GRADING AND REPORTING POLICY

All readings, projects, and exams are graded on a satisfactory, improvement needed, and unsatisfactory basis by CPMPI trainers. Participants are notified, by mail, within 60 days from the date a submission is received, whether they have passed. If improvement is needed, participants are given feedback on what areas could be strengthened to obtain a satisfactory grade. If unsatisfactory, participants are asked to resubmit. If unsuccessful on the third attempt, the appropriate courses must be repeated.

All submissions become the property of the CPMPI program office and are not returned to the sender. Participants should keep a copy for their records.

CPMPI will not report exam and assignment results to the candidate's sponsoring organization unless the candidate has given prior written consent to such notification. CPMPI recommends that readings, projects, and exams be sent by certified mail, return receipt requested or by email.



COURSE WAIVER POLICY

Candidates may request a waiver of a Level II required course 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 Program Director.

While a course may be waived, its total hour requirement cannot. Another elective course must be taken to replace the instructional hours.

INACTIVE STATUS POLICY

Candidates in the Certified Public Manager ® Program of Illinois 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. Candidates on Inactive Status who wish to resume participation without starting over in the program may request in writing to the Program Director that they be granted Active Status. Such request must provide reason(s) to regard the individual as current in the subject matter of the CPMP courses s/he has taken. Candidates on Active Status who anticipate personal or professional circumstances which 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 which may assist the participant in remaining current in the CPM curriculum.

GENERAL APPEALS POLICY

All decisions of the Program Director of the Certified Public Manager Program of Illinois 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 Director of The Institute for Legal, Legislative and Policy Studies (ILLAPS). The appeal must be in writing, and should be directed to the Program Director of the Certified Public Managers of Illinois Program. The decision of the Director of the Institute for Legal, legislative and Policy Studies is final.

CONFIDENTIALITY POLICY

In compliance with Section 438 of the General Education Provision Act (as amended) entitled Family Educational Rights and Privacy Act (FERPA) and 5 ILCS 140 Illinois Freedom of Information Act, regarding public records, all materials produced by students in the Certified Public Manager ® Program of Illinois Program, and all records regarding student performance in the Certified Public Manager ® Program of Illinois 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 Illinois at Springfield apply to all student records of participants in the Certified Public Manager ® Program of Illinois. CPMPPI administrative staffs employed by the University of Illinois at Springfield 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

A CPMPPI Candidate must take the CPM 100 Leadership and Management: Self Assessment class within one year of being admitted to the program.

SUPERVISORY TRAINING POLICY

A CPMPPI candidate may count up to 40 hours of Supervisory Training towards Level 1 requirement. CPMPPI candidate must provide evidence that she/he has completed the 40 hours. 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.

ELECTIVE CREDIT POLICY

You may choose CPMPPI courses or courses provided by other approved sources. It is strongly recommended that you arrange prior approval for an elective course not provided by a UIS System campus or governmental unit. Professional Development Electives may be taken at any time during the program.

LEVEL III PROJECT

The Capstone Project is the culminating written work for the CPMPPI program. The purpose of the capstone project is to have the CPMPPI participant demonstrate his or her ability to apply the core competencies knowledge, skills and attitudes acquired in the program of study and to utilize skills of observation and analysis as demonstrated in a formal project paper. It is written by the CPMPPI participant who has completed Level 1 and Level II program requirements. The project paper is written as the course requirement for CPMPPI Certification.



STATEMENT OF PROFESSIONAL RESPONSIBILITY

The Certified Public Manager® Program of Illinois is dedicated to developing competent, professional managers for Illinois's local and state governments and non-profit organizations. 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 5 ILCS 430 Illinois State Officials and Employee Ethics Act 10/19/2003. These statutes provide severe penalties for failure to abide by these standards. Local jurisdictions often adopt ordinances or codes establishing standards of ethical conduct as well. In addition, various professional societies have established standards of ethical conduct for their members; they include national societies established for professions as varied as accounting, city management, engineering, law enforcement, social work and other professions whose members are associated with the Certified Public Manager® Program of Illinois. It is expected that candidates in, as well as graduates of, the Certified Public Manager® Program of Illinois will accept and adhere to the following code of professional responsibility:

- I will become familiar with and adhere to the standards of ethical conduct established by Illinois Statutes for persons holding a position related to or similar to mine.
- I will become familiar with and adhere to the standards of ethical conduct established by each of the professional societies to which I am admitted as a member.
- I will not tolerate unethical conduct on the part of others who claim membership in a professional society of which I am a member; I will take appropriate action to disclose a violation of ethical standards.
- 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 Certified Public Manager® Program of Illinois.





Certified Public Manager® Program of Illinois Candidate Application

Name:	
Position:	
Agency:	
Mailing Address**	
street	
city/state/zip	
Business Phone ()	Home Phone ()
FAX ()	E-mail

** If State agency, please list *both* Inter-departmental address *and* USPS address.

- Check here if you **DO NOT** want your name and address printed in the CPMPPI Program Directory

Supervisory Experience

- I currently hold a supervisory position.
 I previously held (a) supervisory position(s).

Previous Positions

If you are unable to check either box, your supervisor must complete additional recommendation on back of form.

Other Public Sector Oriented Experiences (e.g., work in non-profits, participation in political or special interest groups, volunteer work, etc.):

Educational Institution	Name and Location	Degree/Diploma Major/Specialization	Year



SEX:

- Female
- Male

BIRTHDATE:	Month:	Day:	Year:
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HERITAGE:

- American Indian
- Asian/Pacific Islander
- African American
- Hispanic
- White or Other

EXPERIENTIAL LEARNING EXPERIENCES. (This section should be as detailed as possible. Feel free to attach additional sheets to this form).

Professional Development Training: May include correspondence, seminars, conferences, workshops, continuing education, formal military training, clinics, television/radio trainings and courses, etc taken within the last 3 years. AB

- A. _____
- B. _____
- C. _____

Job/Work/Experience. . Include position or title, length of time in position, acquired skills.

- A. _____
- B. _____
- C. _____

Volunteer Experience: Church, community, politics, schools, include length of time and duties/skills acquired.

- A. _____
- B. _____
- C. _____

Independent Learning: Independent research, projects, (e.g. Self-taught computer skills, extensive reading, public writing and/or speaking, foreign languages, business owner/operator, include length of time, and skills acquired.

- A. _____
- B. _____
- C. _____



Recreational Activities: (e.g., Acting, theater production, music performance, travel/tours, coaching, organized sports, including acquired knowledge.

- A. _____
- B. _____
- C. _____

Related Licenses or Certificates

- A. _____
- B. _____
- C. _____

Membership in Related Organizations

- A. _____
- B. _____
- C. _____

Please submit the following with your application:

CURRENT RESUME

AUTOBIOGRAPHY or personal description (2-4 pp.)

- Describe the important career and life events which have shaped your leadership and management style and approaches. Describe in detail the knowledge and skills acquired.

DOCUMENTATION (may include the following):

- Awards/Honors
- Certificates
- Licenses

WORK SAMPLES

- Articles
- Slides/Photos
- Drawings/Designs
- Miscellaneous

Please submit this form and attachment with a \$50.00 check payable to *UIS* to:

Certified Public Manager® Program of Illinois
1 University Plaza
MS PAC 451
Springfield, IL 62703



**CERTIFIED PUBLIC MANAGER® PROGRAM OF ILLINOIS
REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT
ELECTIVE HOURS**

Name:	
Mailing Address:	

Please consider the following as meeting the requirements for Effective Supervision Elective Hours in the Certified Public Manager® Program of Illinois. The following course was taken while I was a candidate in the CPMPPI 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 or Stated Learning Objectives (Please list 2 – 5):

Please attach copy of agenda or meeting announcement



**CERTIFIED PUBLIC MANAGER® PROGRAM OF ILLINOIS
COURSE WORKSHEET**

Phase	Focus	Hours required
<u>Level 1</u>	Effective Supervision	58 hours
<u>Level 2</u>	Management	210 hours
<u>Level 3</u>	Advanced Management	32 hours
	Total Hours:	300 hours

LEVEL I 58 Hours

Focuses on supervisory training and assessment of managerial skills; it concludes with a written project.

Coursework and Activities	Date Completed	Hours
101 Introduction to Effective Supervision: A Seminar 10hrs x 2 days		
110 Team Building and Team Management		
120 Succession/Orientation Planning, and Mentoring		
130 Conflict Management		
Total Number of Hours		

LEVEL II 210 Hours

Complete seven required **core** courses and fifteen **elective** courses. Complete a take-home review demonstrating what you have learned.

Required Core Courses	Date Completed	Hours
200 Leadership: Ethics, Values, and the Public Manager		
210 Cultural Competency and the Public Sector Workplace of the 21 st Century.		
220 Program/Project Management: Problem Analysis and Problem Solving		
230 Organizational Management and Effectiveness: The Strategic Planning Process and Achieving Goals		
240 Human Resources Management: Productivity and Quality Improvement		
250 Building Effective Partnerships in the Public Sector		
260 Contemporary Issues in Public Policy and the Public Manager		
Total Number of Hours		



Management Electives

[20 hours (two 10 hour trainings) in *each* category]

Leadership: Ethics, Values, and the Public Manager (Course Numbers) (20 Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Cultural Competency (20 Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Building Effective Partnerships (20 Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Public Policy (Course Numbers) (20 Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Organizational Management (20 Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Human Resource Management (20Hours)

Course	Date Completed	Hours
1.		
2.		
Total Number of Hours		

Project/Program Management (20 Hours)

Course	Dated Completed	Hours
1.		
2.		
Total Number of Hours		



LEVEL III 32 Hours

Brings together training from the previous phases in case studies, a simulation, an applied project and leadership seminar

Required Courses and Activities	Date Completed	Hours
Capstone Project (20 Hours)		
Leadership Seminar (12 Hours)		
Total Number of Hours		

Professional Development Elective (PDE) Hours [40 hours]

Course	Date attended	Number of hours
Total Number of Hours		



CERTIFIED PUBLIC MANAGER PROGRAM OF ILLINOIS WRITTEN PROJECT GUIDELINES

Personal Professional Development Plan

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 identified competencies, skills or effectiveness characteristics which they believe are needed in order to be a better public manager.

In Level I every candidate must prepare a personal professional development plan. This allows the candidate to focus on what he or she need to emphasize in their time in the program. See Professional Plan Guide on pages 47 - 51.

Leadership Seminar

In this two-day seminar candidates present their projects. The conference also includes discussion of critical issues in public administration. The conference concludes with a public graduation ceremony.

Level III: CPMPI Capstone Project

The Level III Capstone Project is the culminating written work for the CPMPI program. The purpose of the capstone project is to have the CPMPI participant demonstrate his or her ability to apply the knowledge, skills and attitudes acquired in the program of study and to utilize skills of observation and analysis as demonstrated in a formal project paper. It is written by the CPMPI participant who has completed Level 1 and Level II program requirements. The project paper is written as the course requirement for CPMPI Certification.

Capstone Project Format

Here are three possible formats for the Capstone Project. Participants may:

- 1) Conduct a program evaluation on some aspect of a project, program, or agency operation.
- 2) Participants may do the evaluation on an aspect of their own organization, if they wish; however, the student must commit to remaining objective. The agency must be a public or nonprofit organization. Moreover, students are advised that the content of a capstone paper is a public document; therefore, should an agency wish to receive a copy, they may request one.
- 3) Conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis of a project, program or agency.



- 4) Participants can submit their own Capstone Project Format. All proposals must be approved by the CPMPI Program.
- 5) Written Project Guidelines:
 - 20 - 25 typed pages, double spaced
 - Title abstract
 - Table of Contents
 - Main body of the 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 problem, and a description of the outcome of the project or solution recommended and project outcomes.

Capstone Project Evaluation

Send the written project paper to the CPMPI office at least six weeks before final session/graduation.

The CPMPI office will review the project paper using the following evaluation guidelines:

1. Is the project paper well organized?
2. Is a problem or the need for the approach/method clearly identified?
3. Are appropriate analytical tools used? Is the analysis complete? Using approaches and methods obtained in the CPMPI classes, are appropriate management/leadership principles exhibited?
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 approach as presented clear and understandable?
6. Is the project presented well? Does the writing meet acceptable professional standards?

You will be informed if your project is accepted or if modification or corrections are required. The CPMPI 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 guidance only. Your presentation will not be evaluated by the CPM office or by instructional staff.

There are three choices of assigned marks: “satisfactory”, “improvement desired”, or “unsatisfactory” If the project is not completed within the semester in which it is commenced, then the participant is given an “In Progress (IP)” and is notified that **the project must be completed within two semesters.**



**Level III Capstone Project
Approval Request**

From:_____.

Proposed Title of Project:_____.

Brief description of the project including key areas of concern which to be addressed.

Process by which you will conduct your project and management practices which you expect to use in the process.

How will you/your agency use the project in you work or unit? (Please be specific in your response.)



CERTIFIED PUBLIC MANAGER® PROGRAM OF ILLINOIS

Personal Professional Development Plan

For professional development to be effective, it is important to have a structured plan. Development plans will, by their nature, be subject to continual review in the light of changing circumstances. Most importantly, they should be written down, as this will help you feel committed to your goals. Creating your development plan, and working towards achieving your aims, can be divided into a few easy steps.

1. Identify your goals

Managing your professional development is just like managing any other project. To achieve your objectives you need to set specific targets. Consider medium and long-term goals but concentrate on short-term goals, which should normally be more detailed. Resist the temptation to set vague goals. Follow the S.M.A.R.T. method. Focus on developing specific competences relevant to your current job and future aspirations.

2. Determine the skills you need

Once you have decided your goals, think about the [competences](#) you will need to achieve them. This will help you identify skills you need and understand *what* you need to include in your plan.

3. Focus your learning

Identifying your goals may produce a long list of skills you wish to develop. However, it is important to focus on a small number of areas at any given time. It should be easy to decide on which areas to develop initially, as natural priorities will appear from your planning.

4. Plan to achieve

To help you achieve your goals, you should draw up your own [development action plan](#). Your plan need not be rigid.



If unforeseen difficulties arise, you may have to deviate from your intended route. You will also find unexpected opportunities along the way, and it is important you take them. Just adjust your plan as needed.

At this stage it would be useful to consider the resources you will need to help you reach your goals, and the various ways of learning, and which suits you best.

5. Record Your Learning

Various tools are available for you to use. You may find that your employer offers the most suitable recording mechanism, but if not, The CPMPI has some suggested forms on pages 47 - 51.

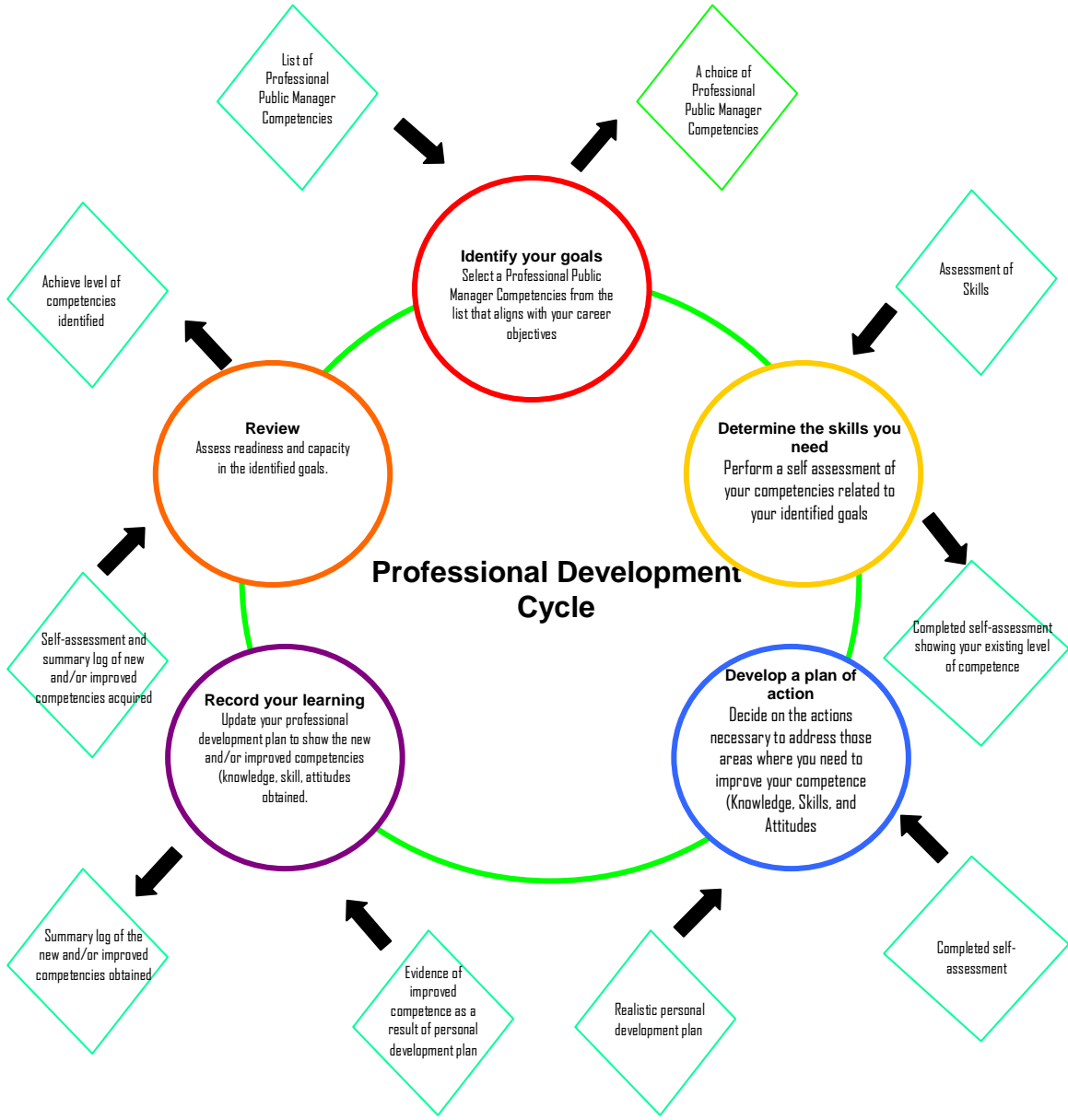
Remember it is useful to keep records of what you have done, but it is even more useful to record *what* you have learnt. Do not limit yourself to recording formal learning - try to capture all your experiences which contribute to your learning and improving competence.

6. Review

It is essential to review your progress regularly! Will you achieve your goals? If not, what action must be taken to get back on track? Perhaps your interests or goals have changed, if so, a review of your development action plan is needed so you can accomplish your new goals.

Remember: The development cycle is a continuing process!





CPMPI Worksheet for Personal Professional Development Plan

Date: _____.

Name:	
Current Position/Job Title:	

Years in Current Position:

- Less than 3 Years
- 3 to 7 Years
- 7 to 10 Years
- 10 to 20 Years
- + 20 Years

Education Level:

- High School
- Some College
- Associates Degree
- Bachelor's Degree
- Masters Degree
- Doctorate Degree

Briefly List or Describe Your Job Responsibilities, Tasks, and Programs Plans:

--

Career Goal Statement:

--



Short and Long Term Career Goals:

Identify 2 – 4 short and long term professional development goals to focus your professional development activities on in the next year that will support your ICPM program plans and career goals.

Short Term		Date of Completion
1.		
2.		
3.		
4.		
Long Term		Date of Completion
1.		
2.		
3.		
4.		

Professional Development Goals and Core Competency Areas:

Identify 2-3 core competency areas to support your short and long term goals outcomes and focus your professional development activities and learning.

Short Term Goal 1:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Short Term Goal 2:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			



Short Term Goal 3:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Short Term Goal 4:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Long Term Goal 1:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			



Long Term Goal 2:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Long Term Goal 3:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Long Term Goal 4:			
Core Competency Area	Knowledge	Skills	Attitudes
Action Plan			

Date to Review Professional Development Plan: _____.

