



## Utah Certified Public Manager® Descriptions and Performance Outcomes by Modules 2014

*Our nationally accredited curriculum helps managers in the public sector develop knowledge and practical experience in leading people, managing work processes and developing professional self-mastery. Eighteen modules cover the essential knowledge and skills for positive and progressive public leadership.*

	MODULE	DESCRIPTION	PERFORMANCE OUTCOME
<b>COURSE 1</b>	<b>Self-Knowledge for Leaders (2 days)</b>	Sound leadership requires continuous personal development. This module introduces students to various leadership styles and helps students become aware of their own styles and behaviors and how they impact subordinates, peers and superiors. Students identify the values that drive their own actions and explore methods to improve personal effectiveness. Students engage in self-assessment and execute a personal plan to acquire or improve a desired leadership behavior.	Using at least two different models, identify your leadership/working style and preferences and how they impact productivity and cooperation.
			Describe leadership power dynamics, including referent, legitimate, expert, reward and coercive power.
			Identify personal belief systems, assumptions, and patterns of behavior in relation to leadership.
			Exercise effective personal management techniques by establishing a personal constitution, purpose or value statement and tracking progress in professional goals and objectives.
			Execute a self-improvement plan to address a desired leadership behavior. (STANDARDIZED ASSIGNMENT)
	<b>Politics and Government in Utah (1 day)</b>	Effective public managers must understand the role of politics in management. In this module students will gain knowledge of how Utah's political structure evolved and what ramifications result from political structures. Students will understand Utah's legislative process and the cascading effects of legislation on other entities. Students will define various governmental bodies, evaluate intergovernmental relations, and describe the effects of interactions with these entities and relationship on their organizations.	Demonstrate an understanding of: Utah's historic and current political topics and trends and how they have formed Utah's political state; Utah's political geography; districting, including demographics and socioeconomics.
			Describe the legislative process, including: interim meetings, what makes a bill, budgets and fiscal notes, boxcar, role of lobbyists vs. educator, etc.
			Define the differences between governmental bodies (county, city, township, etc.): how their governance is structured, what their powers and limitations are, how they vary in operation, permissible taxation and its distribution, etc
			Evaluate the dynamics of relationships between governmental entities and how the federal government, counties, cities, etc., play a part in the overall state of the state.
			Assess and describe the effects that interactions with various governmental bodies and resulting relationships have on the student's own organizations.
	<b>Systems &amp; Strategic Thinking (1 day)</b>	Understanding the relationship and complexity of organizational systems is prerequisite to crafting an effective work unit. This module introduces students to a framework and language that explains the complexity of organizational systems. Using this framework, students analyze a public organization's processes and practices in relationship to internal and external factors in the organization's environment. Students develop an ability to see the organization as a set of interdependent components and are introduced to various tools to navigate an often turbulent environment. Students illustrate an effective strategic planning process to account for these dynamics to bring about meaningful systemic change.	Describe the concept of open systems and demonstrate systems thinking by assessing a specific public sector organization in terms of the following elements: external environments such as politics, technology, economics, social (demographics) global; boundary, purpose, goals, inputs, processes, feedback loops, and outputs.
			Explain the influences on and the impact of organizational culture and climate in a public sector environment. Using Edgar Schein's identification of three levels of culture (artifacts, espoused values, and shared tacit assumptions), describe evidence of each in a public sector organization. Explain the value and limitations of common methods to assess organizational culture. Describe an effective example of cultural change in an organization, including what changed and why it was effective.
Perform an organizational analysis, examining structural, human resource, political, and symbolic/cultural factors, of a public sector organization to determine impacts and opportunities.			
Describe the types of control, power and influence at play in organizations, how to recognize them, determine their impact, and navigate/respond to each.			
Describe historical management philosophies and their impact on current management practices in the public sector. Students should recognize Taylor's Scientific Management, McGregor's Theories X and Y, Lewin's group dynamics, Trist's Sociotechnical Systems, Emery's Open Systems Theory, Juran's Quality theories, and Theory of Constraints.			
Illustrate the strategic planning process, from preparation to implementation. Explain the tools and terms: benchmark analysis, SWOT analysis, communication plan, vision, mission and values.			
<b>Organizational Values &amp; Ethics (1 day)</b>	This module will help students understand and identify personal, organizational, and societal frameworks that influence values-based decisions. Students will examine public codes of ethics and ethics decision-making models. Students will participate in discussions and exercises to explore public service ethics challenges and practice values-based decision models.	Describe how public sector management philosophies and practices impact and define organizational values and standards.	
		Describe pressing ethical public service dilemmas.	
		Name the main points of a Code of Ethics for Government service as defined by the U.S. Congress.	
		Using a public sector case, exercise an ethics decision-making model to think through an issue and determine the most appropriate choice of action to be taken in a given situation.	
		Identify and explain the content of specific agency codes of ethics.	
Describe the code of ethics for your profession/technical field or identify ethics principles that should be in place, if a formal code does not exist.			

COURSE 1

<b>Personal Communication (1 day)</b>	Communicating to subordinates, peers and superiors is crucial to affecting healthy professional relationships and productivity. This module introduces students to effective listening behaviors, behavior-specific feedback, and negotiation. Students engage in interactive exercises and select a specific personal communication pattern to address.	Exercise various active listening behaviors.
		Solicit effective feedback from an employee regarding a specific management issue.
		Deliver behavior-specific feedback to a colleague, superior or subordinate.
		Exercise the components of an effective negotiation process.
		Identify and describe various networking tools and methods, and assess their personal value in the internal and external professional environment.
<b>Facilitation &amp; Meeting Management (1 day)</b>	Meetings are essential to effective management. Therefore, maximizing meeting efficiency and productivity is a vital skill for managers to possess. In this module, students learn to select appropriate meeting structures, prepare meeting agendas, and identify and address common meeting behaviors. Students participate in a participatory decision-making process, exercise facilitation skills, and evaluate various aspects of a meeting.	Identify and describe types of meetings (problem-solving, decision-making, planning, status reporting & information sharing, feedback or evaluating), meeting structures, roles and responsibilities (including facilitator, time-keeper, minute-taker).
		Identify when parliamentary procedure is appropriate and helpful. Demonstrate understanding of key elements of Robert's Rules of Order.
		Identify and describe blocking and facilitating meeting behaviors.
		Prepare and use an effective meeting agenda.
		Employ various tools to manage and facilitate effective meeting behaviors.
		Evaluate a meeting's structure and facilitation and making corrective recommendations.
		Exercise facilitation skills in a participatory decision-making process.
		<b>Work Contracting (2 days)</b>
Prepare for a work contracting meeting where you will use the 8 elements of the delegating process. 1: Select Appropriate Person, 2: Prepare for Work Contracting Meeting, 3: Establish Rapport, 4: Establish Product or Service Being Requested, 5: Establish Employee Needs, 6: Establish Evaluation & Reporting Procedures, 7: Finalize Understanding & Commitment, 8: Empower the Employee.		
Demonstrate an effective work contracting/delegation process using the 12 step work contracting meeting agenda. 1. Establish rapport, 2. Achieve an understanding of the purpose of the meeting, 3. Achieve agreement on the meeting's agenda, 4. Achieve agreement on guidelines for the meeting, 5. Achieve agreement on task being assigned, 6. Achieve an understanding of the benefits of the task, 7. Achieve agreement on the parameters of the task, 8. Achieve agreement on the monitoring process, 9. Affirm contract understanding, 10. Affirm commitment to accomplishing the task, 11. Schedule next meeting, 12. Assess meeting.		
Evaluate a work contracting/delegation process and results and make improvement recommendations.		
<b>Managing Conflict (1 day)</b>	Understanding the dynamics of conflict and using resolution strategies enables managers to transform dysfunctional energy into positive outcomes. In this module, students learn to identify sources of conflict and employ techniques to manage it. Students participate in case studies, exercises, discussions and/or simulations to select appropriate strategies to resolve a conflict.	Explain various conflict response styles such as withdrawal, surrender, force, persuasion and compromise and how they can be managed effectively.
		Explain positive and negative aspects of conflict and when to use conflict resolution or conflict management.
		Demonstrate effective conflict source identification and employment of resolution process techniques.
		Evaluate a conflict resolution process and make improvement recommendations.
<b>Developing Workforce Capacity (1 day)</b>	Effective managers recognize the relationship between performance management, professional development and performance results. In this module students are introduced to theories and concepts of motivation, preparing students to analyze and design or select tools and methods that build commitment, increase productivity and achieve quality outcomes. Students are introduced to learning styles and explore various methods of developing employees to increase performance. Students exercise assessment tools to determine appropriate development approaches, design an effective teaching/learning activity, and evaluate a development process to make improvement.	Evaluate effectiveness and weakness of various performance management/assessment tools and methods relative to motivational theories (Maslow, Law of Effect, Herzberg, Goal setting theory, Expectancy theory, Equity theory, Pygmalion Effect ) and administrative factors.
		Identify key human motivators, various ways to identify them in employees, and possible strategies to maintain/increase performance through these motivators.
		Identify and evaluate various practices of recognition and rewards.
		Describe various terms and methods used to carry out employee development, and pros and cons of each.
		Assess different employees to determine appropriate development approaches.
		Illustrate an employee development method modified to accommodate the diversity of the individuals involved.
		Design and present an effective teaching/learning activity for adult learners of various learning styles.
		Evaluate an employee development process and make improvement recommendations.
<b>Fundamentals of Supervision (online module)</b>	Students will develop an understanding of the relevant state and federal laws and the rules and practices that affect the supervisor / employee relationship in government.	Be familiar with legal standards for the Americans with Disabilities Act, the Family and Medical Leave Act, and the Fair Labor Standards Act.
		Review State of Utah HR rules and practices for disciplinary actions and performance improvement plans.
		Identify supervisor roles for preventing harassment in the workplace and management practices to help avoid employee-related litigation.

<b>COURSE 2</b>	<b>Managing Differences in the Workplace (1 day)</b>	Workplace behaviors are influenced by culture—a shared framework of meanings, norms and values collected from life experiences. Managers must understand the dynamics of their own personal behavior patterns and perceptions and how these help or hinder workplace productivity. Students will engage in exercises and discussions as they identify values and behavior patterns around them, and learn strategies and tools to maximize benefits while minimizing difficulty of differences in the workplace.	Identify types of diversity in the workplace, including differences based on primary factors (such as sex, age, religion, national origin, color, physical ability) and secondary factors (which include education, socio-economics, domestic composition, professional identity, and regional differences).
			Identify personal behaviors and perceptions using an evaluation instrument, and analyze actual and potential effects on a work unit.
			Assess the impact of management policies and practices on workplace culture and behaviors. Explain positive and negative impacts of each.
			Differentiate between “culture-specific” and “culture-general” and describe value orientations and patterns of the latter that affect workplace behavior.
			Employ management strategies to capitalize on different personal values and styles.
			Employ management strategies to capitalize on individuals’ workplace strengths to create an effective work unit.
			Exercise skills to address cultural and value-driven behavioral patterns that are disruptive to workplace productivity.
	<b>Group Dynamics &amp; Team Development (2 days)</b>	Managers who understand and correctly utilize teams are capable of superior business results. This module introduces students to elements of group dynamics, functions of teams, and stages of team development. Students experience the team building process, and practice various team roles and responsibilities. Students learn to recognize and apply appropriate leadership styles to stages of team development. Students will create and evaluate a team project proposal. Students engage in structuring and facilitating meetings, managing task and process, facilitating collaborative decision-making, addressing emotions, managing conflict, and giving and receiving feedback.	Describe characteristics of teams versus groups.
			Name and describe types of teams such as project teams, functional teams, committees, task forces, etc, and identify appropriate uses for each type.
			Describe stages of team development (including Tuckman’s forming, storming, norming, and performing) and appropriate ways of providing team direction in each stage using situational leadership theory.
			Recognize and resolve group/team issues such as groupthink, groupshift, false consensus, Abilene Paradox, Gunsmoke Phenomeneon, etc.
			Understand how to create, organize, maintain and be a member of a high performance team. Demonstrate different team member roles such as facilitator, team leader, team member, recorder, time keeper, and minute taker.
			Apply appropriate leadership approaches in various stages of a team’s development.
			Observe and assess stages of team development and team maturity in a real team environment and make improvement recommendations.
			Describe team management tools and techniques to establish roles and responsibilities, define activities, develop schedules, manage resources, track progress, and evaluate results.
			Create a complete team project proposal including: write a team charter, a mission, goals and objectives, code of conduct, opportunity/risk analysis, timelines and budget/funding information.
Identify various group/team decision-making methods, their advantages and disadvantages, and exercise selection and application of a variety of methods appropriate to given situations.			
<b>Data Gathering and Decision-Making (3 days)</b>	Wise managers utilize teams and proper project management tools, gather appropriate data, and exercise sound decision-making skills. This module familiarizes students with tools, techniques and instruments to use in complex decision-making and problem solving, and introduces students to principles, processes and tools of project planning and management. Students will exercise workflow assessment tools and use a formal process to address a complex issue facing a public sector organization.	Apply workflow assessment and data gathering tools such as flow charts, workflow diagram, fish bone diagram, process analysis, mapping, mind mapping, brainstorming, surveys, etc., to design a process improvement plan in a public sector organization.	
		Apply common analysis and decision-making tools including: multi-voting, rule of reduction, rank ordering, nominal group technique, pie chart, bar chart, force field analysis, pareto chart, histogram, and scatter plot diagram.	
		Apply various tools, techniques and instruments in complex decision making/problem solving processes for idea generation, prioritization, data gathering, analysis, and selection (GPAS model.)	
		Identify obstacles to effective decision making and problem solving and solutions for them.	
		Solve problems using a problem solving process which includes the steps of: Select A Problem, Select The Root Cause, Select a Solution(s), Test the Solution(s), Implement the Solution, and Track Effectiveness	
		Describe project management tools and techniques to establish roles and responsibilities, define activities, develop schedules, manage resources, track progress, and evaluate results.	
		Illustrate project proposal and project management tools, and decision making and problem solving processes using the GPAS model, by addressing a real or fictional problem. (STANDARDIZED ASSIGNMENT)	
<b>Customer Relations (1 day)</b>	Public managers are responsible for establishing an environment of exceptional service to stakeholders and citizens. This module presents students with principles that create and maintain desired relationships with customers. Students exercise tools to identify customer needs and explain how to plan for continuous service evaluation and improvement.	Describe who your “Customers” are, the difference between customer service and customer relations, and why each is important in a public service organization.	
		Describe the process of creating and maintaining a relationship with customers.	
		Exercise various tools to identify customer needs and expectations.	
		Explain the pros and cons of surveys, what factors contribute to successful surveys (including statistical relevance), when to use a survey, and alternatives to surveys.	
		Explain how to use customer information for continuous service improvement and evaluation.	
		Demonstrate the ability to construct a survey instrument, execute the survey, and analyze the survey, survey process and results. (STANDARDIZED ASSIGNMENT)	

COURSE 2	<b>Financial Planning &amp; Management (1 day)</b>	In this module, students will develop a general understanding of public finance terms, principles, processes, funding sources, and requirements. Students examine budget statements or reports from a public organization, drawing conclusions and interpreting impacts or potential impacts for them. Students conduct a simple cost-benefit analysis for a recommended decision.	Describe the phases of a budget cycle (including preparation, review, fund appropriation, auditing, etc.) for a specific public sector organization.
			Explain major accounting and budget terms and principles used in a public sector organization.
			Describe the political nature of public sector budgetary decision making, being prepared to give concrete examples drawn from real experiences or from conversations with administrators.
			Compare and contrast the major revenue sources available to public sector organizations (tax revenue including dedicated taxes, grants and contracts, fees for service, etc.) and identify principal arguments for and against the use of each.
			Explain the differences among the three major alternative processes available for government budgeting (object budgeting, program budgeting, zero base budgeting), and the strengths and weaknesses for each.
			Present conclusions/interpretations from a public sector organization's financial statements and reports.
	<b>Presentation &amp; Promotion (2 days)</b>	Managers must be able to effectively deliver informal and formal presentations that are clear, concise and capture attention. In this module, students will explore the principles of effective oral delivery and matters of public relations. Students will create an effective promotion plan for a public sector service or event and practice spontaneous and prepared business presentations.	Apply a simple cost-benefit analysis to a budgetary decision making issue to recommend a decision.
			Describe the process of creating, delivering, and evaluating an effective presentation.
			Create an effective marketing/promotion plan for a public sector service/event.
<b>Project Management (Online Course)</b>	This module exposes students to many project management principles and tools.	Demonstrate the ability to create and deliver quick or spontaneous informal presentations to various individuals, organizations, and/or media.	
		Explain the principles of effective public relations relative to representing a public agency.	
COURSE 3	<b>CAPSTONE PROJECT (100 hours)</b>	Creating clear direction, efficiency, timely response, and quality outcomes are necessary competencies for project managers. In this capstone module students apply comprehensive knowledge and skills by participating in a team-based process improvement project chartered by a public organization. Students utilize the processes and principles of project planning and management, and exercise tools and techniques to establish roles and responsibilities, define activities, develop schedules, manage resources, track progress, and evaluate results. Students employ problem-solving and data-gathering methods to help an organization identify viable change strategies. Students examine change and transition issues impacting organizational structures and culture. Students compile publishable documentation and conduct a formal presentation on project results.	Conduct an effective business presentation.
			Describe the five project management processes of initiate, plan, execute, monitor and control, and close.
			Identify various project management tools, techniques and instruments and their use.
			Create a complete project proposal and prepare a project management plan for a specific project in a public sector organization.
			Exercise project management tools and techniques to establish roles and responsibilities, define activities, develop schedules, manage resources, track progress, and evaluate results.
			Prepare a comprehensive strategy for managing a planned organizational change in a public sector organization.
			Employ problem-solving, data-gathering, and group/team decision-making methods to help an organization identify viable change strategies. Data and evaluation should be sound and defensible.
			Execute an organizational change initiative (following phases of a problem-solving or organization development model such as chartering/contracting, assessment and feedback, action planning, intervention, evaluation, and exit) in a public sector organization.
Demonstrate skill in influencing groups toward change strategies, norms, traditions, etc.			
Describe methods and explain pros and cons of major organizational improvement tools (including strategic planning, reengineering, total quality management, benchmarking, teams, and privatization).			