

**The National Certified Public Manager® (CPM) Program: A Model for Public and Nonprofit
Leaders and Managers around the World**

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**Presented at the European Group for Public Administration
(EGPA) Conference
Milan, Italy
August 30, 2017**

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**ABSTRACT
PREPARED FOR THE 2017 CONFERENCE OF THE
EUROPEAN GROUP FOR PUBLIC ADMINISTRATION (EGPA)
PSG IX: Teaching Public Administration
MILANO, ITALY
AUGUST 27 – SEPTEMBER 1, 2017**

ABSTRACT

This abstract builds on a series of papers about the Certified Public Manager® (CPM) Program. The papers were delivered at previous IASIA Conferences in Paris, France, Lake Como, Italy, Warsaw, Poland & Rome, Italy. The papers generated significant interest in how public management certification programs could provide a vehicle for the professional development and education of the public and nonprofit sector workforces around the world

Leiden University in The Hague, Netherlands has been accepted as the first international member of the National Certified Public Manager (CPM) Consortium, the mechanisms are in place for Certified Public Manager® (CPM) Programs to be established in more countries around the world. One of the goals of the authors of this paper is to review the potential of the National Certified Public Manager® (CPM) Consortium and the progress made to provide high quality professional development and educational services (using CPM Programs) for EGPA's international practitioner and academic members.

One of the objectives of this paper is to **discuss the activities of Leiden University at The Hague, Netherlands in which public managers & educators are currently being enrolled in a program leading to the internationally recognized designation of “Certified Public Manager®”**. Also discussed in this paper is Texas State University’s William P. Hobby Center for Public Service delivery of a “pilot” CPM Program in Sweden and to a small number public managers & educators in 4 European countries to find out which parts of the US CPM Program are applicable to countries in Europe and which would need to be replaced by European Union and other public management educational resources. This paper will review the lessons learned from these pilot projects and discuss how this effort may lead to the establishment of additional CPM Programs around the world.

In addition to the objectives mentioned in the preceding paragraphs, the authors will **examine in detail the concepts and the curriculum of the Certified Public Manager® (CPM) Program throughout the U.S. with a special emphasis on the CPM Program offered in the State of Texas**. An additional objective of this paper is to **identify and discuss the major organizational units of CPM such as the National Certified Public Manager® Consortium**.

Information about the Certified Public Manager® (CPM) Program is available on the following websites.

The National Certified Public Manager® (CPM) Consortium www.cpmconsortium.org/

The Texas Certified Public Manager® (CPM) Program www.txstate.edu/cpm

The Netherlands Certified Public Manager® (CPM) Program <https://www.cpm-program.nl>

HISTORY OF THE CERTIFIED PUBLIC MANAGER® (CPM) PROGRAM IN THE UNITED STATES

The National Certified Public Manager® (CPM) Program has been operating in the United States for about 40 years. The Program began in 1979 in Georgia as a certification program for public managers in Georgia’s State Government Office of Personnel Management. Gradually it spread throughout the Southern States (i.e. Louisiana, Mississippi, Arkansas etc.) and eventually became available throughout the U.S.

By 1995 the CPM Program had not only expanded throughout the US (i.e. New Jersey, Texas, Arizona, Washington DC, etc.) but it also encompassed local, federal and not-for profit (NGO) employees. By 1996, the Graduate School of the US Department of Agriculture (USDA) was delivering a CPM Program to federal employees and the Texas CPM Program was training significant numbers of local government employees, in addition to serving state, federal and not-for-profit employees. By 2015 thirty-eight (38) CPM Programs were a part of the National CPM Consortium in the United States. In addition, several pilot CPM Programs had been conducted around the world.

THE NATIONAL CERTIFIED PUBLIC MANAGER® (CPM) PROGRAM

The Certified Public Manager® (CPM) Program today in the United States is a nationally recognized professional development program for supervisors and managers in federal, state, and local government. The skills, knowledge and competencies taught through the CPM Program also apply for managers and supervisors in the “Not for Profit” Sector. The CPM Program is a 300-hour instructor led and facilitated comprehensive course of study by which public managers can acquire and apply the best practices and theory to their management behaviors and strategies using prescribed sets of professional standards in accordance with accepted competencies. The curriculum uses theory as the foundation and applies it to practical problems facing the participant, their agency/department, and citizens. Those who complete the professional development and education program earn a national trademark designation of Certified Public Manager® (CPM).

THE NATIONAL CERTIFIED PUBLIC MANAGER® CONSORTIUM

Certified Public Manager® Programs in the United States operate under the umbrella of the National Certified Public Manager® (CPM) Consortium. Formed in 1979, the National Certified Public Manager® Consortium establishes and preserves standards for the Certified Public Manager® designation. The National Certified Public Manager Consortium also monitors and accredits all CPM programs in the US. Only accredited programs are authorized to award the CPM designation which is trademarked to the National CPM Consortium and its member Programs.

The purpose of the National CPM Consortium is to promote CPM programs by providing and monitoring accreditation standards, facilitating program development and encouraging innovation and developing linkages with programs and organizations with similar goals & objectives.

The National CPM Consortium Council is currently made up of about 38 persons. Each state CPM program designates one voting representative to the CPM Consortium Council. The voting representative is usually the Director of the CPM Program. The CPM Program Director normally designates a second representative from his/her CPM Program to be an alternate member of the National CPM Consortium Council.

Each year at the Annual National CPM Conference, an election is held by CPM Council members and officers (Chair, Vice-Chair, Secretary, Treasurer and at large Board Members) Twelve members serve on the CPM Executive Council (which includes the CPM Administrator) which is the governing body for the Consortium. The Consortium has a staff person which operates as the CPM Administrator.

For additional information about the CPM Consortium including officers, standards, accreditation proceedings etc. go to the CPM website which is www.cpmconsortium.org

THE TEXAS CERTIFIED PUBLIC MANAGER® (CPM) PROGRAM

Introduction and History

In July 1995, The Public Service Academy, a division of the Continuing Education Program at Texas State University began offering the Texas Certified Public Manager® (CPM) Program for Texas' state/local government and non-profit sector employees. The Texas CPM Program also accepted members of the federal government and in some cases persons from the private sector into its CPM courses.

Texas State University began offering the Texas CPM Program for Texas after receiving authorization in April 1995 from the National Certified Public Manager® (CPM) Consortium. The CPM Consortium approved the Texas State University Public Service Academy as the delivery mechanism for the Texas CPM Program in at the Consortium's 1995 annual conference which was held in Little Rock Arkansas. Approval was granted when a delegation from Texas State University brought a signed letter from the Governor of Texas authorizing Texas State University to serve as the lead CPM delivery organization in Texas. The National CPM Consortium, which has been in operation for almost 40 years, authorizes only one lead organization in each state to deliver the national CPM Program within its jurisdiction.

On May 18, 1996, the CPM Program for Texas received full accreditation at the 1996 annual meeting of the National Consortium of Certified Public Managers. The meeting was held in Lexington, KY. Accreditation came after a report recommending accreditation was made by an accreditation team which visited Texas State University in March 1996.

On April 30, 1998, Texas State University's Public Service Academy received a \$1 million endowment from former Texas Lt. Governor, William P. Hobby. The name of the Public Service Academy was changed to the William P. Hobby Center for Public Service. In addition to providing support for the Center's operation, the endowment established a professorship in Governor Hobby's name. The current holder of the professorship is Dr. Howard R. Balanoff, who also serves as the Director of Texas State University's William P. Hobby Center for Public Service.

The Texas CPM Program was reaccredited by the CPM Consortium in 2001, 2006, 2011 and 2015. All CPM Programs in the US must be reaccredited every 5-6 years.

CPM PROGRAM LINKAGES TO NATIONAL AND TEXAS STATE ASSOCIATIONS

The Texas CPM Program was designed to conform to the skills, knowledge, abilities and competencies that are specified by the National CPM Consortium and the International City/County Management Association (ICMA).

The Texas CPM Program was designed to link with and complement other established public-sector Texas associations and organizations such as the Texas Municipal League, the Texas Association of Counties, and the Texas Municipal Human Resources Association.

ORGANIZATIONS LINKED WITH CERTIFIED PUBLIC MANAGER PROGRAMS

The American Society for Public Administration (ASPA)

The Texas CPM Program is endorsed by the Centex Chapter of the American Society for Public Administration (ASPA) and linked in several ways to the national American Society for Public Administration (ASPA). For example, the Texas Chapters of ASPA and the Texas CPM Program hold an annual joint Texas CPM & ASPA Conference each year. This Conference is one of the largest regional ASPA Conferences in the US.

The website for the National Office of ASPA is [http:// www.aspanet.org](http://www.aspanet.org)

The website for the Central Texas (CENTEX) chapter of ASPA is www.centexaspa.com

The website for ASPA's Section for Public Management is <http://www.aspaonline.org/global/index.html>

The International City/County Management Association (ICMA)

The CPM Program for Texas has been developed to meet the professional development and education standards of the International City/County Management Association (ICMA). CPM courses for Texas are developed that meet the 8 essential training areas identified by ICMA. These areas are: Staff Effectiveness, Policy Facilitation, Service Delivery Management, Strategic Leadership, Democratic Responsiveness, Organizational Planning and Management, Communication and Integrity. Texas CPM participants may be provided student membership in ICMA.

The website for ICMA is <http://www.icma.org>

The Texas Municipal League & Texas City Management Association

The Texas CPM Program closely coordinates its training with the Texas Municipal League and its affiliates such as the Texas City Manager Association (TCMA), and the Texas Municipal Personnel Association (TMPA). Two CPM scholarships are awarded annually to members of TCMA.

The website for TML is www.tml.org

The website for the Texas City Management Association is www.tcma.org

Additional Features of the Texas CPM Program

1. Individualized Assessment--An assessment of the participants' individual supervisory and management skills is conducted. Diagnostic tools used include the Myers Briggs. Assessment instruments are multi-rater feedback instruments which allow managers to compare themselves with other managers.

2. University Benefits--Texas CPM Members are eligible for Texas State University Benefits such as library cards and computer accounts on the Texas State University mainframe. Texas CPM graduates are also considered as Texas State University CPM Program alumni and are entitled to all rights and privileges of alumni.

3. National CPM Association Linkages--Membership in the Texas CPM Program ties a participant into membership in several related CPM organizations. The Texas Society for Certified Public managers was

created in 1997. The Association holds a statewide conference in cooperation with the American Society for Public Administration (ASPA) at least once per year.

EUROPEAN CPM PILOT PROJECT

In July 2014, the Texas CPM Program initiated a pilot CPM Program with 12 managers and educators in Europe. The entire Program is being delivered over the Internet using the TRACS Internet Platform of Texas State University. Participants in the EU CPM Pilot Project were given online assignments every two weeks. At the end of each two-week period the CPM participants place their completed assignments in a Drop Box on TRACS Internet platform. Only 2 participants completed the European Pilot Project. The major difficulty for the CPM participants was to find the time to complete the required assignments. The 2 participants that completed the CPM Program graduated with the CPM Designation at the December 2015 graduation which was held at the Texas State Capitol in Austin, Texas.

SWEDISH NATIONAL DEFENSE COLLEGE (SNDC) CPM PILOT PROJECT

The Texas CPM Program initiated a pilot CPM Program with 8 managers and supervisors associated with the Swedish National Defense College in January 2010. Much of the Program was delivered over the Internet. In addition to Internet training three conferences lasting 2 days each were scheduled in Stockholm over a 1-year period. The Internet portion of the program was placed on the Texas State University Internet platform which is known as TRACS. Participants in the Swedish National Defense CPM Program were given online assignments every two weeks. At the end of each two-week period the CPM participants placed their completed assignments in the TRACS Dropbox on Texas State University Internet platform. In addition to completing regular assignments and receiving “face to face” training in the on-site seminars SNDC CPM participants were also required to complete a “capstone project” related to their work. Adobe Connect software was used to hold a series of online conferences in “real time” between the instructors and the SNDC CPM participants.

SNDC CPM participants received a membership in the American Society for Public Administration (ASPA) and were also given a membership in ASPA’s Section for Certified Public Management and ASPA’s International Chapter. It was anticipated that SNDC CPM participants would take advantage of these memberships to participate in the various activities of ASPA.

Over the one-year period of the project it was determined that the most successful part of the training was the “face to face” seminars and workshops that were held in Stockholm, Sweden. As a rule, SNDC CPM participants tended to fall behind on their regular Internet assignments. Four Swedish CPM participants were awarded an “Honorary” CPM Certification upon completion of the CPM Program Pilot Project.

POTENTIAL FOR THE INTERNATIONAL CERTIFICATION OF PUBLIC MANAGERS

The Certified Public Manager® (CPM) Program continues to grow and expand throughout the US. Throughout its history CPM has served as a valuable companion program to the traditional Master’s in Public Administration (MPA) Program.

The focus of CPM is more applied and less theoretical than the MPA Program. CPM is designed for persons that are either not interested in completing the MPA but are interested in acquiring the skills, knowledge and abilities necessary to become outstanding public servants. CPM can also be of value to persons that have completed a traditional MPA degree several years ago and wish to update their practical skills.

CPM also focuses on values such as improving ethics in the public service. It also sets up a continuing education network of federal, state and local civil servants that can work together to improve the quality and the image of the public service.

CPM APPROVAL OF LEIDEN UNIVERSITY TO DELIVER CPM PROGRAM IN EUROPE

The CPM Program took a major step toward International Certification of European Public-Sector managers with the CPM Consortium’s approval of Leiden University, The Hague, Netherlands as the first International member of the Consortium. The Leiden CPM Program is based on the competencies of the CPM Program in the US but is tailored to meet the needs of European Public Administrators. Leiden was

recently granted “Active Member” status by the CPM Consortium and has been given approval to begin its first CPM class in Europe in September 2017 For additional information about the Leiden University CPM Program go to its website which is <https://www.universiteitleiden.nl/en/governance-and-global-affairs/centre-for-professional-learning/cpm-program>

NEXT STEPS & CHALLENGES TO CPM

In the opinion of the authors, a logical next step is to continue to recruit new International CPM Programs. CPM Programs around the US have shown interest in partnering with other countries with which they already have public administration linkages. These programs could be linked with international public administration associations such as IIAS, IASIA, EGPA and perhaps the United Nations. Hopefully as new International CPM Programs emerge the concept of CPM will take root in many countries around the world.

CHALLENGES TO THE CERTIFIED PUBLIC MANAGER® (CPM) PROGRAM

The current CPM program focuses very much on the issues managers are involved with today. The traditional dilemmas as budget cuts, decision making in a political context, information management and human resources management (HRM). All good themes and necessary. But what is the challenge of CPM in the next ten years?

Society is changing quickly: it’s called “VUCA”. Volatile, Uncertain, Complex and Ambitious. Government cannot stay traditional in a world where values, data and organizations are changing rapidly. If you ask managers to look ahead and question them on the issues that will be at their doorstep in the coming years, a whole new orientation occurs. That orientation looks at global or international trends and the fear that it needs solutions in local and regional level.

The climate crisis will not only change the whole food chain (and with that more emphasis on local production) it will also create new and more migration than ever. Migration is a local problem for integration, welfare and economy. The energy crisis will change the world in a way we have not seen before but with the inevitable disappearance of fossil fuel the storage of gas, new local initiatives for solar and wind energy will change our regional landscape. The greying of the population in the western world and the huge different demography in Africa and Asia will bring new challenges at our doorstep. New social media will change the way we connect with our citizens and voters.

If CPM wants to survive it needs to change. If CPM wants to contribute to a global market of public servants, it should address the challenges and learn public managers to anticipate. And more than that: the anticipation should be exchangeable: the exchange of European, Africa an American ways of anticipation creates the necessary creative pallet of dealing of planning. It only makes sense that if international or global sources of problems results in local or regional challenges that we exchange those ideas, strategies and solutions.

CPM could create the language of the exchange by keeping doing what is does: giving tools to public managers but also opening up to a new responsibility caused by the globalisation of the work of the public manager.

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APPENDIX A

THE NETHERLANDS CERTIFIED PUBLIC MANAGER® CPM PROGRAM

Background

Leiden University in The Netherlands will start its first CPM Program this September 2017. At the NCPMC Annual Meeting in 2016, Leiden University's Centre for Professional Learning has acquired Active Status and the CPM Board unanimously has approved the development and implementation of the Netherlands CPM Program in a European context.

Leiden University was founded in 1575 and is the oldest university in The Netherlands and one of Europe's leading international research-intensive universities. The University positions its research and education programs within a European and an international context and guarantees that the quality of the programs meets internationally accepted standards. Leiden University has around 30.000 students from 110 different countries. Leiden University is a prominent member of the League of European Research Universities (LERU), a partnership of excellent research universities in Europe.

Rationale

Public managers in the public sector face an ever more interdependent and demanding environment. Globalization, technological innovations and rapidly changing patterns of power and authority impact on the understanding of government and its roles.

The Netherlands CPM Program aspires to establish pathways and connections for applied learning across and between practitioners, experts and academics, in order to enhance public management quality and to better understand and tackle emerging societal challenges and real public-sector problems together. Bridging theory and practice, we create a stimulating learning environment and our case-based approach guarantees an active learning process. Experienced academics and guest lecturers bring the latest scientific insights and emerging challenges from practice together. Participants are working on real-life cases and experiment with new ways of thinking and acting in action learning sets, simulations and games. This way, participants will be challenged on the frontiers of their capabilities, enriching their own experience and increasing their knowledge. The Netherlands CPM Program aims to add value for individual participants and their organization and to better prepare public managers for change.

The Netherlands CPM Program is demand driven and focuses on the current and emerging needs of public managers and their public service organisations in transition. In order to do so, the programme aims to:

- add public value and contribute to the understanding and professional practice of effective responsible and accountable public management and leadership through research, education, teaching and service-related thinking and actions;
- promote and deliver trans-disciplinary and boundary-spanning initiatives, bridging and linking various disciplines, sectors and cultures;
- pursue the programme with an international focus, embedded in the European tradition of: "United in Diversity".

Target group

The Netherlands Certified Public Manager® Program brings public sector leaders from different sectors and governmental layers together to learn side by side, in the context of real-work experiences and challenges, and to stimulate exploring new ways and support innovative approaches to public leadership problems.

The Netherlands CPM Program welcomes experienced, mid-career public managers, whose work has a dedicated public service focus and who are taking on a role as change agents and change makers.

Approach

The Netherlands CPM Program explores and enhances the following seven CPM core competencies, namely: public service focus, change leadership, personal and organisational integrity, developing self, leading people, managing work and systemic integration.

In designing the Netherlands CPM Program and based upon an *benchmark analyses* of existing management development programmes in The Netherlands and *market research amongst key-stakeholders*, five core elements have been identified, which together give the Netherlands CPM Program its unique signature. These stand-out points are:

- (I) bursting out of your bubble*, i.e. participants focus on (re-)connection with the world outside the sometimes introverted policy bubble they've become a part of. Participants will make a habit of bridging the gap between themselves and the street level, so that they are in touch with the real people and the real problems in society, to get to real solutions;
- (II) navigating politicized seas*, i.e. participants will grow in their role as public leaders who steer a course in a policy environment that is increasingly political and politicized. Participants increase their ability to balance political loyalty, professional values and a well-developed societal antenna;
- (III) cross-national learning*, i.e. participants learn first-hand about the challenges and approaches from across Europe and the USA. In doing so, participants broaden their geographical and substantive scope, which adds another dimension to their understanding of their own context;
- (IV) co-creating the learning experience*, with which we mean that participants, as seasoned experts, will not just consume the programme, they will rather co-shape the programme, by bringing in their experience and insights gained in practice;
- (V) coaching from A-listers*, i.e. participants will work an A-list coach from the Leiden CPM-network, who aides them in signaling current and future challenges, applying the lessons from the programme to their daily practice and growing in their personal and shared leadership roles.

Curriculum

The Netherlands CPM Program is a one-year programme and comprises in total *300 guided learning hours*, which are distributed as follows:

- interactive and group based work at the residentials (180 hours);
- applied learning and instructor based reflective work in practice (60 hours); and
- facilitator based study (case prep, literature) and individual assignments at a distance (60 hours).

The Netherlands CPM Program consists of 5 modules, briefly described in the Table shown below:

Module I: The Challenges – Contextual Challenges and Leadership Implications.

The programme starts in The Hague looking at current and future challenges and their implications for public management and leadership. After two weeks pre-work for the first case-challenge you will be well prepared. You will work with other experienced public managers from different parts of Europe, sharing perspectives, and developing deeper understanding of the challenges at stake. This means having tough conversations about the messy complex issues that lie at its heart; issues like trust, democracy, inclusive society and the very future of public services. Before you leave the residential module you will prepare for the work with your action learning set and identify the real work problems you plan to tackle as you work through the programme (Capstone Project).

Module II: The System – Public Leadership in Systems in Transition

You will work on expanding your knowledge, being exposed to European practice in different contexts and training your sensitivity to contextual issues. This second module is about understanding and connecting the system, the authoritative environment, the key stakeholders and available resources. It is about managing change at multiple levels. The module provides the conceptual frameworks for both inter-institutional and intra-institutional transformation and helps to build a broader understanding of what public value means in concrete terms. You will ground the implications and application of what you are learning by taking action at work and reflecting on this action with other members of your action learning set.

Module III: The Person – *Change Leadership in Critical Times in a European Context*

Reflecting on yourself and your own practice is a powerful and important part of your management development and leadership learning. The focus shifts from the outer to the inner as in this module we focus on the person, and the personal dimension in relation to change, values and diversity. Action is important but reflection is critical to purposeful, inclusive leadership, and the moral dimension of leadership. By now you will be making significant progress on your leadership projects and developing fuller, more nuanced understanding of opportunities for sustainable change.

Module IV: The Action – *Public Leadership in Action*

This module is about putting new approaches to public service management and change leadership in action. We examine how collective leadership can influence and effect the future of public leadership. You will experiment with real-life cases of innovations in governance and reflect on best practices of leading change in a complex context. You will experience how to make the best use of resources (finance, personnel) in a networked environment. You will further develop your management skills and focus in the challenges on getting to results, by managing work and leading people.

Module V: The Impact – *Public Leadership Lessons and Societal Impact*

We bring the programme and the learning full circle by returning to The Hague to reflect upon the impact the programme has had on organisational priorities and public management challenges. Participants share the results of their own inquiry into how challenges are experienced and tackled in local contexts, thereby building a better understanding of the importance of context, and of the impact of change leadership. Sponsors and other stakeholders are invited to join and to share their perspectives on the insights of the participants and the experience they have brought to their respective organisations.

The participants have access to an advanced online learning environment and a community of alumni, in USA and in Europe will be facilitated and enhanced. The Netherlands CPM Program create concrete opportunities for participants to build and expand their networks and to learn from each other about what works in practice.

In partnership

The Netherlands CPM Program closely cooperates with the National CPM Consortium in USA and is supported by its mentors Washington DC and George Washington University.

The Netherlands Certified Public Manager® Program focuses on European challenges and aims to offer cutting edge approaches to public management and change leadership. To this end, Leiden University's CPL has established partnerships with: The University of Manchester, Alliance Manchester Business School, Kaunas University of Technology in Lithuania, Instituto Nacional de Administración Pública (INAP) and Complutense University of Madrid. Our future vision is to contribute to a European network of

universities, governments and public service institutions sharing, comparing, and pulling together to form a strong and sustainable partnership for Certified Public Manager® Programs in a European context.

Research based

The Netherlands Certified Public Manager® Program is shaped by Leiden research on public management and change leadership.

Comparative Research European Public Sector

Leiden University, in particular its Institute of Public Administration, is internationally recognized for the comparative study of public management. This reputation is based on more than 25 years of international and comparative research. More specifically, CPM-relevant research topics in which Leiden scholars have made their mark include comparative civil service systems (Van der Meer, Raadschelders, Van den Berg), representative bureaucracy (Van der Meer, Groeneveld), public leadership and team performance (Groeneveld, Kuipers) public values and ethics (Kerkhoff, Van der Wal), politicization (Van den Berg), Europeanization (Yesilkagit, Van den Berg) and transgovernmental networks (Yesilkagit, Van den Berg).

Learning Leadership Action Research

Based on comparative research involving senior public leaders from The Netherlands and the UK (Grint, Hopman and Murphy, 2012), CPL identified a number challenges to traditional approaches to developing leaders and leadership. Chief among these is ensuring leadership development provides opportunities to make real progress on pressing and often intractable issues, which shift rapidly and change in unpredictable ways. Programmes of learning should expand knowledge and networks, and make better use of public leadership tools on real-life problems. Additionally, the research identified a number of complex, thorny issues, too often avoided in development contexts, which should be integrated into the curriculum through reflection and dialogue. These themes include, for example, lack of trust in institutions, leaders and business; the tension between tight control and increased scrutiny on the one hand and the imperative to be flexible, to innovate and learn from mistakes on the other; truth, justice, ethics and what is right and wrong; and the safeguarding (and the shedding) of experience in the context of current public leadership challenges.

Next Public Leadership Research:

Leiden University's Centre for Professional Learning developed a vision for the development of public management and change leadership (Hopman, in cooperation with Van den Berg, 2015). CPL's seminal report which was originally commissioned by the Dutch Senior Civil Service (ABD), consists of a coherent set of building blocks for public leadership in times of change.

APPENDIX B: TEXAS CPM PROGRAM DESCRIPTION & ORGANIZATION

Introduction

The Texas CPM Program is offered as a series of 7 courses which can be taken in any order of sequence. These courses are: (1) Personnel and Human Resources Administration (2) Managing for Quality (3) Organizational Communication (4) Public Finance and Budgeting (5) Productivity and Program Evaluation (6) Information Systems for Managers (7) Applied Project Practicum

CPM Courses can be taken in any order or sequence. After completing each course, participants receive a Certificate of Continuing Education Credit (CEU's) for management training & education from Texas State University. In addition, academic course credit, at no additional cost, may be granted to those students who register for CPM courses and are eligible to receive academic credit.

The Texas CPM Program: Delivery Formats

One & a Half Days a Month for 14 Months

One Day a Month for 21 Months

The Texas CPM Program, offered by Texas State University, described in the following pages is established in accordance with the Constitution and Bylaws of the National Certified Public Manager Consortium.

In order to meet the needs of working students, as well as those students commuting from long distances, CPM courses are offered in 2 formats; a 1 & ½ day a month format which is offered on Thursday & Friday and a one day a month format which is normally offered one Friday a month.

The CPM Program for Texas developed by Texas State University divides the CPM Program into 7 tracks (courses). Each course consists of 3 days of public management training and education. Completion of the entire Texas CPM Program leading to the nationally recognized Public Manger's Certification takes a minimum of 14 months for a 1 & ½ day a month program and 21 months for a 1 day a month program.

CPM Open and Closed Enrollment Cycles

CPM Courses operate in a "Cycle of Courses) at each location normally beginning with track 1 and ending in track 7. After track 7 is completed the rotation begins again with track 1. Some CPM "Course Cycles" are "Open Enrollment Cycles" that the enrollment is open to all participants from the public and not for profit sector. Some Cycles are "Closed Enrollment Cycles" which means that Texas State University has a direct contract with a city or public-sector organization to deliver the CPM Program to that organization's managers. A CPM course consists of somewhere between 20-30 participants per class.

CPM Curriculum

The Texas CPM Program is offered through the William P. Hobby Center for Public Service. The Texas CPM Program offers seminars, workshops and a variety of field based projects. The CPM Program is designed to enhance the skills and abilities that participants need to deal with "real world" problems and situations.

One of the major features of the Texas CPM Program is the major completion of several applied projects which deal with real world situations. Prior to graduation, all CPM participants are required to complete a major applied project in Track 7, which is the "Capstone" of the CPM Program. Track 7 requires the preparation and presentation of a major applied project, through which the student demonstrates the management skills knowledge, and abilities learned in previous CPM tracks.

Linkages to Professional Associations

In addition to taking the 7-track sequence, students signing up for CPM Certification are encouraged to join a professional public administration society such as the American Society for Public Administration (ASPA) and the International City/County Management Association (ICMA). In some cases, the CPM participants' membership fees to ASPA or ICMA may be paid for by the Texas CPM Program. CPM participants are

encouraged to attend professional conferences and use print and web based resources which are made available to them through the Texas CPM Program.

Professional Assignments & Take-Home Exams

In addition to the regular classroom sessions, CPM participants are assigned take-home exams for each day of work in the CPM Program. At least 30 hours of outside work per course (which is graded by the CPM "Cycle Coordinator") is assigned for each CPM Course. The total amount of instruction under the direction of the "Coordinator" is at least 300 hours total for the entire 7 track CPM Program.

As a part of their professional growth & development CPM participants are encouraged to focus on their independent studies which can include internet studies, regular academic classes, workshops and seminars put on by state and local professional associations such as the Texas Professional Educators Association, the Texas Municipal League and the Texas Association of Counties. Video and web based training and other forms of electronic instruction are also encouraged.

Graduation from the Texas CPM Program

After successfully completing the 7 course sequence CPM participants receive the designation of "Certified Public Manager®." A graduation ceremony is held twice each year, in June and December at the Texas State Capitol. The graduation is a very prestigious event which features an outstanding graduation speaker. Two Governors of Texas, a United States Congressman, the City Manager of San Antonio, The Chancellor of the Texas State University System and other dignitaries have been among the graduation speakers over the last 20 years. Since the class graduated in 1995 over 1700 public and nonprofit managers and supervisors have graduated from the CPM Program in Texas.

Admission to the CPM Program

Students can begin the CPM course of study with any of the CPM tracks (except track #7). Participants can seek admission to the CPM Program at any time throughout the year. It is not necessary for a student to take all 7 CPM tracks in a year. It is recommended that those enrolled in the CPM Program take at least 3 tracks per year. There is normally a 5-year time limit for the completion of all 7 tracks.

Students will receive certificates of completion and continuing education units (CEU's) after completing each track. To receive the national CPM Certification, however, students must complete the attendance & written requirements for all 7 tracks.

Persons can take CPM courses for continuing education, (CEU's), CPM and at the San Marcos and Round Rock locations academic credit. Students seeking admission to the Texas CPM Program should be in public sector or not for profit sector jobs. They should have approximately one year of working experience in the public or non-profit sector. Persons without a year of experience are required to contact the Director of the CPM Program concerning admission procedures. In some cases, persons in the private sector that are seeking to learn more about public management can be admitted to the CPM Program on a space available basis.

Since the CPM Program is offered through the Texas State University Office of Distance & Extended Education (ODEL), persons without a college degree may be accepted into the Texas CPM Program. At the San Marcos and Round Rock locations CPM courses can also be taken for academic credit toward a Bachelor's degree or a Master's degree. To obtain academic credit at Texas State University CPM participants must follow the procedures of the University and must also meet the State of Texas requirements for receiving academic credit from a Texas University. Students must also meet the requirements of the Texas State University undergraduate and graduate catalogs which can be found on the University's website at www.txstate.edu

Persons wishing to use academic credit for CPM courses toward degree programs at universities other than Texas State University must gain approval for these courses from their respective academic advisors.

Cooperative Agreements with other Texas State Universities

The Texas CPM Program is run under the auspices of Texas State University. The license to offer the CPM Program in Texas was granted initially in 1995 by the National Certified Public Manager (CPM) Consortium.

In order to deliver the CPM Program throughout Texas, Texas State University has entered into a series of Inter-University Contracts with universities across Texas. Current university partners include the following:

Texas Tech University
The University of Houston
Sam Houston State University
Stephen F. Austin State University
The University of Texas at Rio Grande Valley

Each of these university partners is given a permission by Texas State University to offer the CPM Program in Texas under the auspices of Texas State University. Texas State University provides a model curriculum, and technical assistance necessary to begin a CPM Program. Texas State University also conducts all CPM Graduations at the Texas Capitol. In exchange for services provided by Texas State University, the university partners provide an agreed upon “overhead” (normally 15% of revenues) back to Texas State University’s William P. Hobby Center for Public Service.

CPM Program Faculty

Each of the CPM courses is “team taught” by a combination of academic and practitioner faculty operating under the direction of the “CPM Cycle Coordinator”. Many of the academic faculty are regular or adjunct faculty of Texas State University, University of Texas at Rio Grande Valley, Texas Tech, the University of Houston, Sam Houston State University and Stephen F. Austin State University. Practitioners include city/county managers, state agency department heads, school district administrators etc. and come from a variety of positions in city, county, school districts, state and federal government. In addition, private professional development and training consultants are part of the faculty mix.

The CPM Program Cycle Coordinator (For Each Location)

All CPM locations will have a CPM “Cycle Coordinator” that is responsible for all 7 tracks at a specific location. Normally, the “Cycle Coordinator” is a university faculty member with regular or adjunct faculty status. He or she is responsible for organizing and coordinating each of the 7 courses that make up a CPM Cycle of Courses. The CPM “Cycle Coordinator” is responsible for designing and implementing the delivery of the CPM Courses at a location. He or she is the main point of contact with the CPM participants and the other faculty in the CPM Program. The “Coordinator” also designs and grades the assignments, projects & exams for their respective CPM Program location.

Additional responsibilities of the CPM Cycle Coordinator include the responsibility for choosing and scheduling the additional academic and practitioner faculty that are assigned to develop and conduct presentations for each track.

Registration, Fees, Reimbursements and Payment Options

The registration fees for each CPM course (track) are normally \$695.00. This includes all textbooks and training materials. It does not include any lodging or per-diem costs. The cost for the entire 7 track program is \$4865. Since CPM tracks are often treated as short courses, which are directly related to an individual’s professional development, the courses are often paid for by the participant’s organization. Participants in CPM courses may also be eligible for tuition reimbursement from their organization. In addition, participants enrolled in degree programs at Texas universities, may qualify for university financial aid.

Academic Credit

In addition to acquiring continuing education and certification credit, CPM participants can also take the courses for undergraduate or graduate academic credit. Students taking CPM courses for academic credit will be assessed additional fees to receive undergraduate and graduate academic credit. Academic credit is only available for CPM courses that are offered directly by Texas State University at its San Marcos and Round Texas locations.

Students seeking academic credit through extension at Texas State University can do so without being admitted to an academic degree program. However, before academic course credit can be applied to any

Texas State University academic degree program, the student must first be admitted to that degree program by the university and meet the admission requirements listed in the Undergraduate and Graduate Catalogs. Students seeking to apply academic credit toward universities other than Texas State University must meet the academic transfer rules and regulations of the university in which they are enrolled.

Degree Programs at Texas State University that accept CPM courses for academic credit are listed below.

Master of Science: Interdisciplinary Studies (MSIS)

Master of Public Administration (MPA)

Bachelor of Applied Arts and Sciences (BAAS)

The 7 CPM courses (21 academic hours) are designed to fit into several degree programs, currently offered at Texas State University. These programs include the Master of Science, Interdisciplinary Studies, the Master of Public Administration and the Bachelor of Applied Arts and Sciences.

Master of Science: Interdisciplinary Studies (MSIS), is a 39-hour degree program. Texas State University advisors will work to assist CPM students that live both inside and outside of the Central Texas area, to meet the requirements for completing this degree. Twelve credit hours (4 CPM courses) can be counted toward degree requirements of the MSIS Program.

The Master of Public Administration (MPA) is a 39-hour degree program which is nationally accredited by the National Association of Schools of Public Affairs and Administration. Normally six credit hours (2 CPM courses) can be counted toward electives in the MPA Program.

The Bachelor of Arts and Sciences (BAAS) is a 128-hour degree program that is designed for adult learners who need individualized academic programs that award credit for nontraditional forms of learning. The BAAS degree requires the completion of a 24-hour professional development module. The CPM courses are designed to meet the requirements of the degree's professional development module. Up to 7 undergraduate courses (21 credit hours) can be counted toward the BAAS Degree.

APPENDIX C

TEXAS CPM DESCRIPTION OF COURSES

1. Public Personnel Administration

The purpose of this course is to provide essential information concerning personnel and labor relations to public administrators. Examples of topics covered include recruitment/selection, equal employment opportunity/affirmative action, performance evaluation, discipline/termination, health/safety, collective bargaining, classification, compensation and employee benefits.

2. Managing for Quality

The purpose of this course is to provide essential information concerning the practice of building quality into public and non-profit organizations. The theory and practice of Performance Management & Measurement, Project Management and Strategic Planning is explored in detail. The course also focuses on how a system's thinking approach can help public administrators to understand the way in which organizations can improve their operations.

3. Organizational Communication

The purpose of this course is to provide essential information concerning the flow of communication within the organization. Topics include communicating with governing and oversight bodies, barriers to effective communication and dealing with disagreement, conflict and groupthink. Improving oral and written skills is also covered in this track.

4. Public Finance & Budgeting

The purpose of this course is to provide essential information concerning the practice of public finance and budgeting. The practice of finance, budgeting and public-sector accounting, debt management, and public finance policy issues are explored in detail.

5. Productivity and Program Evaluation

The purpose of this course is to provide essential information how to analyze public policy & planning issues. The tools and techniques of public administration survey research, benchmarking and strategic planning and management are explored. In addition, the basic principles of legal research are covered in this course.

6. Information Systems for Managers

The purpose of this course is to provide essential information about management information systems used by public sector and non-profit sector managers. Tools and systems such as the Internet and on-line data bases will be identified and discussed in detail. Special emphasis is placed on the use and misuse of social networking, cybersecurity and dealing with "disruptive" technologies such as "Uber" and "Airbnb"

7. Applied Projects Practicum

The purpose of this course is to provide students with the opportunity and tools necessary to prepare an applied research project related to their organization or area of interest. This track is the "capstone" of the CPM Program and will incorporate lessons and information learned in the other 6 CPM tracks.

APPENDIX D TEXAS CPM CURRICULUM OBJECTIVES

Required Courses

All CPM participants must complete workshops, tests, exercises and projects from the following seven (7) course sequence.

- Track 1 Public Personnel Administration
- Track 2 Managing for Quality,
- Track 3 Organizational Communication
- Track 4 Public Finance, Accounting & Budgeting
- Track 5 Research, Productivity and Program Evaluation
- Track 6 Information Systems for Managers
- Track 7 Applied Projects Practicum,

CPM Course Competencies

Each of the 7 core tracks (courses) have a list of competencies that are required to be mastered by each of the CPM participants. Examples of course objectives for each of the core courses are listed below. The information in brackets identifies which general areas of the core curriculum in the CPM bylaws are addressed.

Track One - Competencies for Personnel Administration

1. Participants will develop an in-depth knowledge of the laws related to public administration in general and personnel management in particular. Examples of such laws are the Americans for Disabilities Act and the Civil Rights Act of 1991.
2. Participants will develop skills in the use of performance evaluation instruments. The importance of these instruments for employee improvement will be stressed.
3. Participants will develop an understanding of grievance procedures and systems. The differences between the public and private sectors will be explored.
4. Participants will understand the impact of administrative and statutory laws on personal and organizational liability. Techniques on protecting public managers from litigation will be discussed in detail.
5. Participants will understand the principles behind the development of pay and benefit systems and the importance of internal and external equity to good labor and management relations.

Track Two - Competencies for Managing for Quality

1. Participants will understand the major principles in the field of public management and understand how to apply these principles to their workplaces.
2. Participants will understand the role of ethics in the public sector. National and state laws will be explored and ethical principles will be explained using ethics simulations and role play.
3. Participants will demonstrate mastery of the variety of leadership styles necessary to operate in both traditional organizations and the new environments characterized by reduced resources and downsizing.
4. Participants will have the ability to use a variety of management and planning models such as systems management and strategic planning. They will also understand how to apply these models to their organizations.

5. Participants will understand the principles of how to operate in teams and work groups. Participants will be asked to develop skills that promote teamwork.

Track Three - Competencies for Organizational Communication

1. Participants will understand the tools of communications analysis and how to apply these tools to public sector organizations.

2. Participants will learn techniques that will improve their oral and written communications skills.

3. Participants will understand the importance of the principles of organizational communication and how these principles improve managerial skills.

4. Participants will understand the importance of receiving adequate feedback from employees. Participants will gain experience in the use of communications tools that aid in improving feedback.

5. Participants will understand how conflict affects a public sector organization. Techniques on how to minimize conflict will be explored. Also participants will learn how too much consensus (groupthink) can negatively impact their organization.

Track Four - Objectives for Public Finance and Budgeting

1. Participants will understand the principles of budgeting in the public sector; they will also understand the differences between the public and the private sector. Participants must successfully complete exercises in public sector budgeting.

2. Participants will understand the principles of governmental accounting in the public sector. Exercises in public sector accounting must be successfully mastered by the participants.

3. Participants will understand major strategies of "downsizing" and learn how to apply the techniques of "cut-back" management to their organizations.

4. Budgeting systems used in local, state and federal jurisdictions must be understood by participants.

5. Participants will understand revenue and expenditure concepts and how they relate to local, state and federal governments.

Track Five - Competencies for Research, Productivity, Program Evaluation

1. Principles of program evaluation and change such as benchmarking and strategic planning will be understood by the participants. They will learn how to apply these principles to their organizations.

2. Productivity measures such as benchmarking will be explored. Participants will understand how to apply these measures to their public-sector organizations.

3. Participants will understand basic principles of scholarly research and how to apply these principles to problems within their own public-sector organizations.

4. Participants will acquire skills in developing and using questionnaires to improve their capabilities to satisfy citizens. Participants will also develop skills in interviewing citizens to assess future trends and improve citizen satisfaction.

Track Six - Competencies for Information Systems for Managers

1. Participants will understand and display knowledge of the capabilities, limitations and uses of computers and the Internet. Proficiency in utilizing analysis software such as "Excel" will be displayed on computer terminals.

2. Participants will develop a working knowledge of the issues and problems associated with the use and misuse of social media. They will develop the skill necessary to understand public administration information available on the Internet and from the University's Alkek Research Library. Information on how to research the data bases of the Alkek Library will also be provided.
4. Participants will gain an understanding of a variety of federal, state and local governmental and non-governmental data bases. They will understand how these data bases can be useful to their organizations.
5. Research design tools of analysis such as basic statistics will be understood. Participants must be able to use computer based survey technique (i.e. "Survey Monkey" etc.) for practical projects related to their organizations. Proficiency in the use of online surveys must be demonstrated.

Track Seven - Competencies for Applied Projects Practicum

1. Participants will understand the tools of quantitative and qualitative analysis that are used to develop applied projects.
2. Tools of planning and analysis will be understood by participants. Participants must also be able to apply these tools in their organizational settings.
3. Participants must be able to demonstrate the ability to apply skills, knowledge and abilities learned in the entire CPM Program to a major applied project.
4. Research design tools of analysis such as statistics and regression analysis will be applied to a major research project.
5. Participants will apply the skills learned in developing and using questionnaires and survey research for a major applied research project.
6. Students will demonstrate oral presentation proficiency by delivering a 15-20 minute presentation to their classmates and invited guests from the public and not-for-profit sectors.

APPENDIX E
NATIONAL CPM CORE COMPETENCIES

1. Personal and Organizational Integrity

Increasing awareness, building skills and modeling behaviors related to identifying potential ethical problems and conflicts of interest; appropriate workplace behavior; and legal and policy compliance.

2. Managing Work

Meeting organizational goals through effective planning, prioritizing, organizing and aligning human, financial, material and information resources. Empowering others by delegating clear job expectations; providing meaningful feedback and coaching; creating a motivational environment and measuring performance. Monitoring workloads and documenting performance. Dealing effectively with performance problems.

3. Leading People

Inspiring others to positive action through a clear vision; promotes a diverse workforce. Encouraging and facilitating cooperation, pride, trust and group identity; fostering commitment and team spirit. Articulating a vision, ideas and facts in a clear and organized way; effectively managing emotions and impulses.

4. Developing Self

Demonstrating commitment to continuous learning, self-awareness and individual performance planning through feedback, study and analysis.

5. Systemic Integration

Approaching planning, decision-making and implementation from an enterprise perspective; understanding internal and external relationships that impact the organization.

6. Public Service Focus

Delivering superior services to the public and internal and external recipients; including customer/client identification, expectations, needs and developing and implementing paradigms, processes and procedures that exude positive spirit and climate; demonstrating agency and personal commitment to quality service.

7. Change Leadership

Acting as a change agent; initiating and supporting change within the organization by implementing strategies to help others adapt to changes in the work environment, including personal reactions to change; emphasizing and fostering creativity and innovation; being proactive.

