

Why Do Change Efforts Fail?

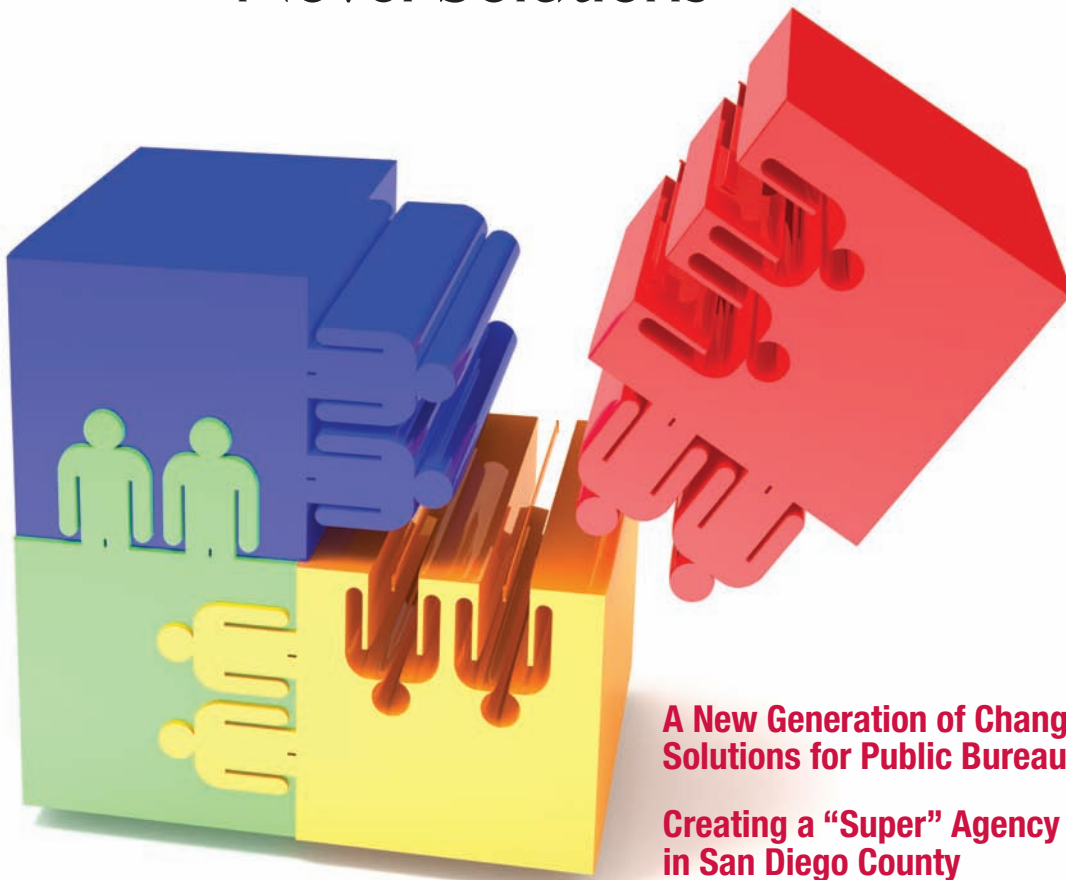
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Novel Solutions



**A New Generation of Change
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**Creating a “Super” Agency
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**Transforming the
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The National CPM Program

by Howard R. Balanoff
and Marilyn K. Balanoff

Expansion of a model certification program in Texas and across the United States holds promise for public-sector workforces around the world.

The Certified Public Manager (CPM) program in the United States is a nationally recognized professional development program. It is designed for federal, state, and local government managers, but the skills, knowledge, and competencies taught are also relevant for managers and supervisors in the nonprofit sector.

The CPM program's primary goal is to improve the performance of public-sector managers and the organizational performance of federal, state, and local government employees. It is a comprehensive course of study through which public managers can acquire and apply the best practices and theory to their management behaviors and strategies using prescribed sets of professional standards, often referred to as "competencies."

The curriculum uses theory as the foundation and applies it to practical problems facing the participants, their agencies and departments, and the citizens. Those who complete the program earn a nationally trademarked designation of CPM.

The CPM program has been operating in the United States since 1979. It began in Georgia as a certification program for public managers in Georgia's state government. Initially, it spread throughout the southern states (Louisiana, Mississippi, and Arkansas) and eventually to all regions in the country.

By 1995, the CPM program had expanded throughout the United States, encompassing federal, local, and nonprofit and non-governmental employees. By 1996, the Graduate School, 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 federal, state, and nonprofit employees. By 2008, thirty-seven CPM programs, including Washington, DC, and the federal government (through the Graduate School, USDA), were operating in the United States. Some of the newest CPM programs are in California and New York.

National CPM Consortium

CPM programs in the United States operate under the umbrella of the National CPM Consortium. Formed in 1979, this consortium establishes and preserves standards for the CPM designation. It monitors and accredits all CPM programs in the United States. Only accredited programs are authorized to award the CPM designation, which is trademarked by the consortium and its member programs. Accredited CPM programs are reviewed and reaccredited every five years for continued compliance with national CPM standards.

The purpose of the consortium is to promote the CPM programs. It provides and monitors accreditation standards, facilitates program development, encourages innovation, and develops linkages with programs and organizations with similar values and interests.

The National CPM Consortium Council comprises seventy-four members. Each CPM program is authorized to send up to two representatives to the council. One of the representatives is the state CPM program director, who designates the state's second member. The consortium is a "loose" confederation of various CPM programs, which allows for variation and creativity in the development of individual programs. The one thing that all programs have in common is that they all conform to the general standards and competencies set by the National CPM Consortium.

The consortium authorizes one organization per state to deliver the accredited CPM program. CPM applicants go through a series of steps to reach full membership in the consortium. The first step for a new member is associate membership, which indicates that the applicant is willing to develop a new CPM program. Active membership is the next step, which occurs when a new member be-

gins to offer a CPM program. The final step is full membership, which occurs after the new member successfully passes a peer review evaluation and is initially accredited by the consortium.

Additional information on the consortium, including officers, standards, and accreditation proceedings, is available on the CPM Web site at www.cpmconsortium.org.

Texas CPM Program

The Texas CPM program is an example of one of the programs under the umbrella of the consortium. Texas State University (TSU) began offering the CPM program for Texas after receiving authorization in April 1995 from the consortium. In July 1995, the Public Service Academy, a division of the Continuing Education Program at TSU, began offering the Texas CPM program for state and local government and nonprofit-sector employees.

The program is approved for continuing education credit for a number of public and nonprofit organizations, including the Peace Officers, Texas Commission on Law Enforcement Standards and Education, and Texas State Board of Public Accountancy. The County Commissioners' Education Committee for Commissioners' Continuing Education Credit has approved it as mandated by the Texas state legislature.

The Texas CPM program, through the William P. Hobby Center for Public Service, offers seminars, workshops, and a variety of field-based projects. The 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 completion of several applied projects, which deal with practical situations.

The seven courses that make up the CPM program in Texas are as follows:

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.

Prior to graduation, all CPM participants are required to complete a major applied project in Track 7, which is the capstone of the program. In Track 7, the student demonstrates the management skills, knowledge, and abilities learned in the previous six tracks.

Howard R. Balanoff is a professor and chair, TSU's William P. Hobby Center for Public Service. He also chairs the ASPA Section on CPM. Marilyn K. Balanoff is a member of the program faculty, Continuing Education, TSU. For additional information on CPM, go to www.cpmconsortium.org or contact the authors at hb02@txstate.edu or mb39@txstate.edu, respectively.

Course Cycles

CPM courses operate in a cycle, normally beginning with Track 1 and ending with Track 7. After Track 7 is completed, the rotation begins again with Track 1. CPM courses in Texas can be taken in any order. In addition to receiving certification credit, academic course credit at no additional cost may be granted to students eligible to receive it. After successfully completing the seven-course sequence, participants receive the designation of Certified Public Manager. For new graduates around the State of Texas, CPM graduation ceremonies are held June and December at the Texas State Capitol in Austin.

Some of the CPM “course cycles” are “open enrollment cycles,” in that enrollment is open to all participants from the public and nonprofit sectors. Some cycles are “closed enrollment cycles,” which means that TSU has a direct contract with a city or public-sector organization to deliver the CPM program to that organization’s managers. A CPM class consists of between twenty and thirty managers.

To meet the needs of working participants, as well as those commuting from long distances, CPM courses in Texas are offered in two formats: one and one-half days a month and one day a month. Completion of the program takes a minimum of fourteen months for the former and twenty-one months for the latter. In addition to the regular classroom sessions, CPM participants are assigned take-home exams for each day of work in the program. At least thirty hours of outside work per course (graded by the CPM cycle coordinator) is assigned. The total amount of instruction under the direction of the cycle coordinator is at least 160 hours for the entire seven tracks.

Since the CPM program is offered through the TSU Department of Continuing Education, people without a college degree can be accepted. CPM courses can be used for academic credit toward a bachelor’s or a master’s degree at TSU. As mentioned, there is no additional cost for registering for academic credit.

CPM Program Cycle Coordinator

All Texas CPM locations have a “cycle coordinator,” who is responsible for all seven tracks at a specific location. The cycle coordinator, a university faculty member with at least adjunct status, is responsible for organizing and coordinating each of the seven courses that make up a CPM cycle. The cycle coordinator is responsible for designing and implementing the delivery of the CPM courses at a particular location and is the main point of con-

tact with program participants and faculty. The coordinator also designs and grades the take-home exams.

CPM 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 instructors are regular or adjunct faculty of TSU, the University of Texas, and other Texas universities. Practitioners include city or county managers, state agency department heads, and school district administrators from a variety of school districts and city, county, state, and federal agencies. In addition, private professional development and training consultants are part of the faculty mix.

TSU Coordination with Other Texas Universities

The Texas CPM program is run under the auspices of TSU. To facilitate the delivery of the program throughout Texas, TSU has entered into a series of interuniversity contracts with institutions across the state. Current university partners offering the CPM program in Texas include the following:

- ◆ The University of Texas at Arlington
- ◆ Texas Tech University, Lubbock
- ◆ Sam Houston State University, operating programs in Houston
- ◆ Stephen F. Austin State University, Nacogdoches
- ◆ Texas A&M University–Corpus Christi.

Each of the university partners is given a license to offer the CPM program in Texas under the auspices of TSU. TSU provides the curriculum and technical assistance necessary to begin a CPM program. It also conducts all CPM graduations at the Texas Capitol. In exchange for the services provided, the university partners provide an agreed-upon “overhead” back to TSU.

CPM Program Linkages

The CPM program has been designed to link with and complement other established public-sector associations and organizations, such as the American Society for Public Administration (ASPA) and the International City/County Management Association (ICMA). Another related organization is the American Academy of Certified Public Managers (AACPM), an association of CPM alumni.

ASPA

The Texas CPM program is linked in several ways to ASPA. In Texas, for example, CPM participants are provided ASPA membership at no additional cost. In addition, ASPA and the Texas CPM program hold an annual joint Texas CPM/ASPA conference, one of the largest regional ASPA conferences in the United States.

In early 2007, paperwork was filed to initiate a new ASPA section called the Section on Certified Public Management (SCPM). Currently, more than 300 ASPA members are enrolled in the new section. Additional CPM participants and graduates around the country and the world are being encouraged to join both ASPA and the new ASPA SCPM. The SCPM is open to CPM alumni, students, and faculty as well as all ASPA members (whether or not they are affiliated with CPM) interested in the concepts, principles, and practices of certified public management.

The goal of the SCPM is to promote the professional development and training of public and not-for-profit managers in the ethical values and technical competencies associated with outstanding public service. The new section has adopted *The Public Manager*, the premier journal for public administration practitioners, as its journal. *The Public Manager*, along with the SCPM and individual CPM programs, is engaged in a number of cooperative projects, including offering professional development sessions at ASPA and CPM conferences and conducting occasional forums, seminars, and other discussion events around the country throughout the year.

For additional information about the Texas SCPM, visit www.aspaonline.org/scpm/.

ICMA

The CPM program for Texas has been developed to meet the professional development and education standards of ICMA. CPM courses for Texas are developed to meet the eight essential training areas identified by ICMA: staff effectiveness, policy facilitation, service delivery management, strategic leadership, democratic responsiveness, organizational planning and management, communication, and integrity. ICMA's home page is located at www.icma.org.

AACPM

AACPM, a companion organization to the National CPM Consortium, is the national organization made up of the alumni of CPM programs throughout the coun-

try. Each state also establishes state CPM alumni societies. Each year, the AACPM holds an annual conference, which is attended by CPM alumni and program directors throughout the country. The National CPM Consortium meeting is held in conjunction with the annual AACPM conference. For additional information, go to the AACPM Web site: www.cpmacademy.org/.

A Model for Worldwide Public-Sector Workforces

The CPM program continues to grow and expand throughout the United States. Throughout its history, CPM has served as a valuable companion program to the traditional master of public administration (MPA) program. CPM is more applied and less theoretical than the MPA program. It is designed for those less interested in completing all requirements of the MPA program than in acquiring the skills, knowledge, and abilities necessary to become outstanding public servants. CPM also can be of value to those who have completed a traditional MPA degree and wish to update their practical skills. CPM focuses on values, such as improving ethics in the public service. It sets up a continuing education network of federal, state, and local civil servants, who can work together to improve the quality and the image of the public service.

The next logical step is to take CPM to the international level. Over the last few years, the authors have delivered a series of papers at international conferences around the world. The purpose of these papers was to provide additional information about CPM to public administration educators and practitioners worldwide. In July 2005, the concept of CPM was initially presented at the International Association of Schools and Institutes of Administration Conference in Lake Como, Italy. In May 2007, the authors presented a paper focusing on the value of CPM as a certification designation for public and non-profit-sector employees at a conference in Kiev, Ukraine. We also presented related papers on the value of CPM as an international public manager designation at conferences in Warsaw, Poland, and Moscow, Russia.

The CPM concept garnered a great deal of interest and comment at the international conferences where it was presented. We hope that the seeds of the CPM program planted at these conferences ultimately will take root in a number of countries around the world.



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MANAGEMENT/DEVELOPMENT: TAPPING THE POWER OF YOUR PEOPLE

Re-Emphasizing Employee Development in PA 3

“Let the public service be a proud and lively career.” These words, spoken by President Kennedy in his first State of the Union Address in January 1961 set a tone for public administration that should ring as true today. But unfortunately, it all too often doesn’t.—David Allen Hines

Tuition Reimbursement: Don’t Throw Your Investment Away 4

Tuition reimbursement, at face value, makes good business sense. For the employer, there is the promise of a more skilled workforce. For the worker there is the promise of a better future.—Brandy Urbine

Alert Managers—Positive Employee Results 5

In an order to facilitate a working relationship between managers and their employees, it is important for both to understand that the success of the business or organization depends on knowledge, motivation, and organizational skills.—Traci Foster, David Milen

The ASPA, CPM Connection: Delivering Quality Professional Development Programs and Educational Services to the Public Sector 6

Recently the National CPM Consortium and ASPA are recognizing the benefit of collaboration and cooperation between these two organizations.—Howard R. Balanoff

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ASPA TIMES

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Rudolph G. Penner and John L. Palmer, co-chairs of the committee that wrote “Choosing the Nation’s Fiscal Future” discuss the report during a recent press conference. Photo courtesy of the National Academy of Sciences.

Report Offers Ways to Stabilize National Debt

Delaying Action Will Cause Greater Fiscal Pain and Economic Risks

Washington, DC—A new joint report from the National Research Council and the National Academy of Public Administration offers U.S. leaders ways to address the nation’s fiscal problems and confront its rapidly growing debt—a burden that if unchecked will inevitably limit the nation’s future wealth and risk a dis-

ruptive fiscal crisis that could lead to a severe recession.

“The report is unflinching in its assessment of the fiscal challenges we face, but it is far from disheartening,” said Jennifer L. Dorn, president and CEO of the National Academy

See **STABILIZE DEBT**, pg. 2

State Income Taxes Push Many Families Deeper Into Poverty

Working-poor Hit Hardest According to Report

Washington, DC—Sixteen states taxed working-poor families deeper into poverty last year, according to a new report from the Center on Budget and Policy Priorities. Income tax bills on poor families in those 16 states ranged from a few dollars to several hundred dollars, which is a significant amount for a family struggling to make ends meet, the report said.

“Undermining families’ efforts to work their way out of poverty is never a good idea,” said Phil Oliff, the report’s co-author. “But it’s especially harmful in the current recession, when people are already struggling just to get by.”

The report measures the “tax threshold” in

See **INCOME TAXES**, pg. 4

State, Local Governments Cut Personnel and Benefits

But Struggle to Fill Some Critical Positions

Washington, DC—Hiring freezes, pay freezes, layoffs, and furloughs top the list of ways that local and state governments are cutting costs, according to an online survey of government managers by the Center for State

and Local Government Excellence.

States and local governments also have made significant changes in their benefit offerings.

See **PERSONNEL CUTS** pg. 10

Liou Wins ASPA Election!



For more information see page 17.

The PA TIMES Are A-Changin’

Paul Posner

I want to take this time to inform you of a major change in *PA TIMES* this year. We are going to be transforming the publication from an entirely paper product to a form that mixes paper and online distribution.

See **PA TIMES** pg. 8

MANAGEMENT/DEVELOPMENT: TAPPING THE POWER OF YOUR PEOPLE

The ASPA, CPM Connection: Delivering Quality Professional Development Programs and Educational Services to the Public Sector

Howard R. Balanoff

The purpose of this article is to identify and discuss the history, structure and function of the National Certified Public Manager (CPM) Consortium. Over a period of 30 + years, the National CPM Consortium has provided quality professional development and educational programs to the public and not for profit sectors. Recently the National CPM Consortium and ASPA are recognizing the benefit of collaboration and cooperation between these two organizations.

An additional goal of this article is to illustrate how ASPA and CPM collaboration and cooperation occurring in Texas is quickly becoming the “cooperative” model for ASPA and CPM Programs across the United States.

The National Certified Public Manager (CPM) Program

The National Certified Public Manager

(CPM) Program has been operating in the United States for about 30 years. The Program began in 1979 in Georgia as a certification program for public managers in Georgia’s State Government. Initially it spread throughout the Southern States (i.e. Louisiana, Mississippi, and Arkansas) and eventually to all regions in the United States.

By 1995, the CPM Program had not only expanded throughout the United States (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 2009 about forty (40) Programs including the City of Washington, DC, and the

U.S. Federal Government (though the Graduate School) were all operating CPM Programs. The CPM Program had also spread to California, Massachusetts and New York.

The Certified Public Manager (CPM) Program is a nationally recognized professional development program for supervisors and managers in both government and the nonprofit sector.

The Certified Public Manager (CPM) Program is a nationally recognized professional development program for supervisors and managers in both government and the nonprofit sector.

The CPM program is designed for federal, state and local government managers. The skills, knowledge and competencies taught through the CPM Program also are relevant for managers and supervisors in the nonprofit sector.

The CPM Program’s primary goal is to improve the performance of public sector managers and the organizational performance of state, local and federal government employees. It is a 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 which are often referred to as “competencies.” The curriculum uses theory as the foundation and applies it to practical problems facing the participant, their agency/department, and the citizens. Those who complete the program earn a

See CPM, pg. 12

MPA Programs Need to Integrate Leadership and Team-building Skills

From DEVELOPMENT, pg. 3

ing enough to call forth our greatest efforts. It must be interesting enough to retain their services. It must be satisfying enough to inspire single-minded loyalty and dedication. It must be important enough to each individual to call forth reserves of energy and enthusiasm.”

To achieve that, our government managers must be trained to lead, inspire and manage their staffs.

I enjoy undertaking sophisticated financial analysis. I enjoy writing policy papers and communications. One would think in my current position, that is what I spend most of my time doing. But the reality is, that I spend most of each day interacting with my staff. I ensure that everyone knows what they need to do, why, and when, while being careful not to micro-manage. On my wall, I have General George Patton’s oft-quoted remark, “Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.”

When there are problems, I flush them out and we work together to solve them. If unexpected events develop, I plunge in to help. I’m always on the outlook for an interesting article or book to share. I insist on regular team meetings and work hard to ensure everyone participates so that there is a

constant team mindset. I have been pleased to see the results. A group of very diverse, yet all highly educated professional people work well together and respond timely, proactively, with interest, and enthusiasm, and have established credibility. Now that’s not to say you aren’t going to find me hunkered down in my office doing a regression analysis or poring over a budget proposal. But I see my job as more than that.

While there are managers who do a better job than I can, I have seen so many more stumble and fail due to their lack of background in leadership and employee development. I was fortunate that I came to this role having previously gained much experience and interest in building teams and managing and developing staff during my time in elected and appointed office. But I know plenty of folks with MPAs serving in government management positions who have no education in this area. And if they go to seek it, they face obstacles. Approval is easily granted for example to take a training class on advanced budget analysis. But if they ask to take a class on leadership or motivation, they are given a hard time. “Why do you need to take a class on that?” is too often the response.

Integrating education on leadership, motivation, team-building and employee development need to be added as a component of all MPA programs. Furthermore, when hir-

ing managers, government needs to ensure the folks they hire possess these skills as well as the technical skills. And when promoting from within, new managers must be trained in employee development just as much as their rote technical skills. Finally, annual training should include classes that foment team-development and individual motivation as much as updating and enhancing technical skills.

“If your actions inspire others to dream more, learn more, do more and become

more, you are a leader,” President John Quincy Adams once remarked. Step back and see if that is the outcome of your management and also how your staff views you.

ASPA member David Allen Hines is deputy director for budget administration in the Office of Budget and Planning of the Government of the District of Columbia. He previously served as municipal councilmember in Kingston, PA, and town manager for Edwardsville, PA. Email: politics1993@hotmail.com

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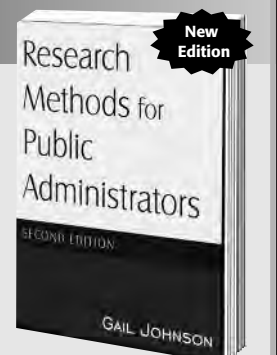
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Certified Public Manager Program Creates Professional Development Opportunities

From CPM, pg. 6

national trademarked designation of “Certified Public Manager.”

The National CPM Consortium

Certified Public Manager Programs in the United States operate under the umbrella of the National Certified Public Manager (CPM) Consortium. 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 CPM Programs are authorized to award the CPM designation which is trademarked to the National CPM Consortium and its member Programs. Accredited CPM Programs are reviewed and re-accredited every 5 years for continued compliance with national CPM standards.

Linking ASPA TO CPM is ASPA’s Section on Certified Public Management

In 2007, ASPA created the Section on Certified Public Management (SCPM) www.aspaonline.org/scpm/ Currently, 500 ASPA members (many are alumni, faculty and students of CPM Programs around the country) are enrolled in ASPA’s CPM Section.

ASPA’s CPM Section is open to CPM alumni, students faculty etc. and to all ASPA members (whether or not they are affiliated with CPM) that are interested in the concepts, principles and practices of certified public management. The goal of the ASPA Section is to promote the professional development and training of public and not for profit managers in the ethical values and technical competencies associated with outstanding public service.

ASPA’s Section for Certified Public Management has adopted as its journal the practitioner oriented, *The Public Manager* www.thepublicmanager.org. *The Public Manager* along with ASPA’s CPM Section and the CPM Program are engaged in a number of cooperative projects and programs at ASPA and CPM regional and national conferences.



Texas CPM Graduates at the Texas Capitol on December 7, 2009, with Texas CPM Director Howard Balanoff & CPM Coordinator Marilyn Balanoff. From left to right are Marilyn Balanoff, Carol Butts, Linda Hicks, Gerald Tempton and David Gaines.

A major goal of the CPM Section is to create and encourage professional development and continuing education programs through the activities of the ASPA CPM Section. The CPM Section also encourages cooperation and linkages with and between local ASPA Chapters and CPM Programs throughout the country. Another goal of the CPM Section is to promote the growth and establishment of CPM Programs in states that are not currently members of the CPM Consortium.

The Texas Model of ASPA and CPM Cooperation

The linkages between ASPA and CPM are highly developed in the State of Texas. CPM participants in Texas are provided with ASPA membership while in the CPM Program. ASPA materials and publications are then used as educational materials in the classroom. In addition, CPM participants are encouraged to participate in local ASPA Chapter activities such as “Public Service Recognition Week”. CPM students and alumni are also encouraged to join ASPA Sections that may be of professional interest to them.

Many ASPA members and CPM participants and alumni attend the annual Texas ASPA and CPM Conference and William P.

Hobby Distinguished Lecture which normally brings together about 200 CPM students, alumni and ASPA members. ASPA Chapters from all across Texas participate in preparing and hosting this conference by sponsoring panels and presentations of their members. The next scheduled Texas ASPA/CPM Conference is February 12, 2010. For additional conference information go to www.txstate.edu/cpm

Another example of collaboration and cooperation between ASPA and CPM that started with the June 15, 2009, Texas CPM Graduation was the delivery to the 54 Texas CPM Graduates of a certificate of completion which was signed by ASPA’s Executive Director, the Chair of ASPA’s CPM Section and the Director of the Texas CPM Program. This certificate which was in addition to their regular CPM Graduation Certificate, confirmed their graduation from the Texas CPM Program.

On December 7, 2009, 70 Texas CPM students once again received their CPM graduation diplomas and also received ASPA CPM Certificates which confirmed their graduation from the CPM Program. In Nebraska on December 4th graduates of the Nebraska

CPM Program also received ASPA Certificates confirming their graduation from the State of Nebraska CPM Program.

A benefit of this 2nd (ASPA) certificate meant that ASPA would register and record the CPM Certification designations (State and Date of Graduation) on file in an ASPA database. This is a major benefit for persons that are alumni of CPM Programs that would elect to continue their membership in ASPA and ASPA’s CPM Section. It would allow employers to verify that persons have completed the Certified Public Manager (CPM) Program.

Next Steps for ASPA and CPM

In an effort to promote higher quality professional development and educational services for the public sector, CPM Programs around the country are being encouraged to follow the Texas model and work to more closely tie their state and local CPM Programs into a closer relationship with ASPA. In addition ASPA’s executive leadership is committed to exploring ways in which CPM students, alumni and faculty can be added as ASPA members to help build and strengthen ASPA Chapters and Sections. Both organizations realize that closer ties between ASPA and CPM definitely promote a win-win environment for ASPA, CPM and the public service.

ASPA’s Task Force for Professional Development and Training is currently exploring ways in which CPM and ASPA can cooperate in the future. On Saturday April 10, 2009, ASPA’s Section for Certified Public Management will hold a strategic planning session at the ASPA Annual Conference in San José to promote additional cooperation between ASPA and CPM.

For additional information about CPM go to the National CPM Consortium website which is www.cpmconsortium.com and the Texas CPM website which is www.txstate.edu/cpm You can also contact Howard Balanoff at hb02@txstate.edu

ASPA member Howard Balanoff is professor and chair of The William P. Hobby Center for Public Service at Texas State University. Email: hb02@txstate.edu



Have you visited ASPA’s website lately?

www.aspanet.org