**Certified Public Manager Program**

**Florida Center For Public**

**Management**

**The Florida State University**

**CPM LEVEL 2 EXAM**

Name

Submitted on (Date)

Email Address

Work Phone:

**2023**

**Exam Procedures**

This exam is a “double loop learning opportunity” that provides you a chance to drill deeper into what you learned in class and apply it to your work and personal life. Your response should demonstrate that you have integrated the material into your thinking.

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| **Suggested Approach** | |
| Gather your materials | *Use CPM notebooks, notes, books* |
| Review your materials | *Study material and class notes* |
| Choose your ONE question to answer | *Answer should reflect application of material* |
| Think about your response | *Organize your thoughts* |
| Write your response | *Submit a minimum of 1,200 words* |
| Use your own experiences | *Discussion with peers acceptable* |

**Upon completion, please submit your exam through our website:**

<https://students.fcpm.fsu.edu/fcpm_partlogin_000.cfm>

1. Log-on with the email address and password you gave us when you registered.
2. Click on “Submit Exam or Assignment” for the exam you want to submit.
3. Click “Browse” and locate the file on your hard drive, then click “Open.”
4. Once the file is listed in the menu, click “Submit File.”

Your submission will be automatically entered into the database. It will show on your transcript as “Submitted.” You will also receive an automated email notifying you that it has been added to your transcript.

**Once your exam is graded,** you will receive an automated email saying that it has been “Completed” or an email asking you to resubmit additional work to pass. Your work will be graded within 60 days or sooner. Exams are graded on a Pass-Fail basis.

You should keep a copy of your exam for future reference. Your work is considered confidential, and the CPM Program will not share or discuss it with anyone, other than you.

**If you encounter problems** submitting your exam, please contact Dan Vicker first, the CPM Student Liaison, at dvicker@fsu.edu, or the CPM office at CPM@admin.fsu.edu.

1. Groups may become dysfunctional because of certain pathologies, two of which are Groupthink and the Abilene Paradox. Choose one group dysfunction and address it in this question.
2. Explain why the dysfunction you have chosen is not desirable and how it manifests itself.
3. Think about a group to which you belong and list some of the antecedents and symptoms that you see setting up your group for this dysfunction. Please describe them.
4. Describe what you would recommend to prevent and cure this dysfunction in the future.
5. Conflict is to be expected in any group and, if managed properly, can lead to creative ideas and solutions. If managed incorrectly, however, as in the Blue-Green exercise, it can destroy a group and its performance.
6. Specifically describe the lessons you learned from the Blue-Green exercise about conflict and competition within organizations.
7. How do you see the Blue-Green exercise playing out in real life within your own organization?
8. What can you or any other person do about this problem, with or without authority?
9. You completed the Thomas-Kilmann Conflict Mode Instrument and participated in the Blue-Green exercise during level 2. As you consider the class’s response to this game of choosing Blue or Green, reflect on your personal contribution to your group’s choices.
10. Did you see the big picture, or not, and how did that influence your recommendations to your group on whether to play Blue or Green?
11. From your scores on the Thomas-Kilmann Conflict Mode Instrument, what is your preferred style? What is your backup style?
12. How well does your mode of handling conflict work? What changes would you like to make in how you manage conflict? Provide examples.
13. As a manager, what strategies will you employ to manage both your own conflict style and the conflict styles of your team members, as a result of what you have learned?

1. During Level 2, you experienced a number of team activities including: the Desert Survival Situation, Blue-Green, the Marshmallow Challenge, and the tennis ball games.
2. List the team activities your class completed and describe what insights about team dynamics you learned from each one. Discuss similarities and differences.
3. Describe how those learnings apply to your real-life work group. Be specific, for example, Desert Survival was a lesson on synergy. How might you apply the Desert Survival “Synergistic Problem-solving Model” to strengthen decision making in your work team? Be sure to discuss lessons from each of the activities you listed above.
4. Conclude with your views about the best way to build a high-performing team using the various models discussed in class.
5. The transformational leadership movement has fueled the rise of process improvement teams-- whether those initiatives were called TQM, ISO 9000, Sterling, Baldrige, Lean, or Six Sigma. In all these approaches, the purpose has been to improve performance and customer satisfaction.
6. Reflecting on your agency’s experience with process improvement teams, critique your agency’s commitment and implementation of process improvement using a team approach.
7. Describe how process improvement teams are applied, or misapplied, in your organization?
8. Describe your prediction on how your organization will use, or not, use process improvement teams to improve your organization’s performance. Will teams be a formal or informal part of your organization’s overall strategy of Performance Management?
9. After each activity in Level 2, we spent time in teams, and as a class, critiquing performance. We learned how and why critiquing performance is a critical step in the development of a team and addressed Tuckman’s Stages of Group Development model.
10. Begin by explaining the value of team critique and describe what you believe to be essential elements of any critique process.
11. Describe a process for critique you believe would be advantageous to your team’s development.
12. Explain how this critique approach would meet both process and task maintenance needs of your group. Provide a detailed explanation of how you would implement this critique process in your organization

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1. Team facilitation skills are essential for managers today. Level 2 was a laboratory of team facilitation insight.
2. Drawing on your Level 2 experience collaborating with your team, describe what you learned that may make you a better team facilitator. Be sure to discuss the Task and Process Dimensions of a team.
3. What do you see as the difference in the role of team leader versus facilitator?
4. How will you balance Task Roles, Process Roles, and curtail Dysfunctional Behaviors while empowering your team?
5. Many public sector leaders are managing a remote or hybrid team, where some members work in-office while some work from home. If you lead a remote or hybrid team, consider the following questions.
6. How many employees are engaged in remote work on your team? Discuss and explain the makeup of your remote or hybrid team in terms of their strengths and weaknesses, interests, motivation, production, technical skills etc.
7. What are the benefits for you, the employee and your organization when it comes to remote/ hybrid teams?
8. What typical challenges do you face as a leader of remote/hybrid employees and how do you overcome them?
9. Some people believe managing remote/hybrid workers is that it requires an entirely different management skillset. Do you agree? Explain.
10. Reflect on past small-group or team meetings you have facilitated.
11. Using the Critical Points in the Small Group Meetings handout, outline some real-life examples of a few of those critical points and how you managed each point for success.
12. With hindsight, outline how you could have managed a few of these critical points better in a few less than successful experiences.
13. What would be your advice to a leader who is responsible for leading meetings?   
    Incorporate the knowledge gained from a review of some notebook material like Strategies to Maintain Control of Dysfunctional Behaviors. Strategies to Encourage Participation of People, and Questioning Techniques To Aid The Meeting Leader.