

**CERTIFIED PUBLIC MANAGER PROGRAM
FLORIDA CENTER FOR PUBLIC
MANAGEMENT
THE FLORIDA STATE UNIVERSITY**

CPM LEVEL 2 EXAM

January, 2019

Procedures

Upon completion, you should submit this assignment through our website:
https://www.fcpm.fsu.edu/students/fcpm_partlogin_000.cfm

This will bring up a log-on screen. Enter your email address and password, then click "Next Step.". This will take you to your Transcript. Click on "Submit Assignment" for the particular assignment or exam. If you are uploading a Group Assignment, enter the names and email addresses of group members in the drop down menu. Click "Browse" and locate the file on your hard drive (usually in "My Documents"), then click "Open." 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 "Being Graded." You will also receive an automated email notifying you that it has been added to your transcript.

Once your assignment is graded, and if it passed, you will receive an automated email saying that it has been "Completed." If your submission does not pass, you will receive an email telling you to resubmit, and explaining what you need to do to pass. Your work will be graded within 60 days, although CPM instructors typically grade assignments sooner than that.

If you encounter problems submitting your homework, please contact Dan Vicker, the CPM Student Liaison, at dvicker@admin.fsu.edu or the CPM office at CPM@admin.fsu.edu. You can phone our main number at 850-644-6460.

Submissions will not be returned, so you should keep a copy for future reference. Your work is considered confidential and the CPM Program will not share or discuss it with anyone, other than you.
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This is not a traditional examination. Instead it is a “double loop learning opportunity.” Unlike a traditional examination that asks you to regurgitate facts, a double loop learning opportunity is drills deeper into what you learned in class-- so that you learn more by writing the exam. Your response will demonstrate that you have integrated the material into your thinking and your work.

Here is what to do with this learning opportunity:

1. Keep the questions with your materials as you take this Level.
 - Review the questions as you go through this level.
 - Reflect on how the class materials applies to your work situation.
 - Mentally rehearse how you would respond to each question. But don't prepare a complete response too soon. You need to incorporate information from all modules into your thinking and your response.
2. While you are completing this Level, make notes about different questions.
 - Since you may take it home, you may choose when to respond to the question and whether to complete it at one session or to break it up into several sessions.
 - Select ONE question.
 - Please type your response. About 4 to 6 pages for your response is a reasonable amount of writing.

This exam which will be graded on a Pass-Fail basis.

Summary

Gather your materials	Use CPM notebooks, notes, books
Review your materials	Study
Choose your question	Answer should reflect application of material
Think about your response	Organize your thoughts
Write your response	4 to 6 pages for your response
Use your own experiences	Discussion with peers acceptable

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.
 - Explain why the dysfunction you have chosen is not desirable and how it manifests itself.
 - Think about a group to which you belong and write about pressures that may be causing this dysfunction to occur.
 - How can you as a member of this group identify the dysfunction, make your co-members aware of it, and help stop it in the future.

2. Conflict is to be expected in any group and, if managed properly, can actually lead to creative ideas and solutions. If managed incorrectly, however, as in the Blue-Green exercise, it can destroy a group.

What lessons can be drawn from the Blue-Green exercise about conflict and competition within organizations? How do you see the Blue-Green exercise being played out in real life, within your own organization?

Also, give a detailed interpretation of how you personally deal with conflict, based on your scores on the Thomas-Kilmann Conflict Mode Instrument. What is your preferred style? Your backup style? How well does your mode of handling conflict work? What changes, if any, would you like to make in how you handle conflict?

3. 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.

For each of those, what insights about team dynamics did you learn? Describe how you could apply those learnings to your real-life work group. Specifically, how might you apply the Desert Survival “Synergistic Problem-solving Model” to strengthen decision making in your work team?

You might also want to address Tuckman’s Stages of Group Development (Module 2, Section 2) and describe how your own work group has experienced “Forming, Storming, Norming, and Performing.”

Finally, summarize your views about the best way to build a high-performing team.

4. Since the 1990s, the Quality Movement has fueled the rise of Process Improvement Teams-- whether those initiatives were called TQM, ISO 9000, Sterling, Baldrige, or Six Sigma. In all these cases, the purpose has been to improve performance and customer satisfaction.

Reflecting on your agency's experience with process improvement teams, critique your agency's commitment and implementation of those management principles. Outline how the basic principles are being applied, or misapplied, in your organization? Where do you see your agency going in the future with these principles, whether through a formal quality management program or not?

5. Critiquing performance is a critical step in the development of a team. Describe a process for critique you believe would be advantageous to your team's development.

Explain how this critique approach would address both process and task maintenance needs of your group. Provide a detailed explanation of how would you implement this critique process in your organization.

6. Team facilitation skills are essential for managers today. Drawing on your experience in class working 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.

How will you balance Task Roles, Process Roles, and curtail Dysfunctional Behaviors while empowering your team?

7. Consider a time when you experienced a real-life *Meeting in Progress*-- either as the facilitator or a participant. Using the Critical Points in the small group meetings, outline what occurred in your real-life group and how the team leader managed each point.

With hindsight, outline how the facilitator could have handled these critical points better, with better outcomes.

It may be helpful to review Strategies to Maintain Control of Dysfunctional Behaviors (page 2.5.12), Strategies to Encourage Participation of People (page 2.5.14), and Questioning Techniques To Aid The Meeting Leader (page 2.5.15).