

Pre-Recorded Trainings Summary & Response Assignment for Professional Development Hours

CPM Program

One way to earn professional development hours is to watch an approved pre-recorded training and write a summary and response. Approval is based on the whether or not the training fits within one of the seven competencies that the AGM/CPM program requires. Competencies are listed below. APAC CPM participants can earn *up to* two hours of professional development credit by completing the assignment portion and additional hours based on the length of the pre-recorded training. The number of hours you will be given for the pre-recorded training will depend on the length of the training, not including question and answer portions.

Assignment Details:

1. Watch an approved pre-recorded training. Approval is based on whether the presentation fits within one of the seven competencies the AGM/CPM program requires. (See CPM Competencies below)
2. Write a 1-2 paragraph summary of the training (200-400 words)
3. Write a 500-750 word response to the training in which you answer **one** of the following prompts:
 - a. Explain three ways you might use the strategies/skills/ideas from this training to improve your management skills. (Leading People)
 - b. Explain at least two ways that this training may impact your level of self-awareness as a manager. (Developing Self)
 - c. Explain a mistake you made as a manager and how this training might help you avoid similar mistakes in the future. (Developing Self)
 - d. Explain two ways that you think this training influenced your personal and professional commitment to public service. (Public Service)
 - e. Explain at least two ways you think that this training might prepare you for handling future change at your agency or organization.(Change Leadership)
 - f. Detail how this training helped you become more aware of potential ethical problems in your agency or organization. (Personal and Organizational Integrity)
 - g. Think about your own management style. Is it possible to incorporate anything you learned from this training into your own style? Why or why not? (Managing Work)
 - h. Think about the diversity of your workplace. How did this training allow you to change your thinking about diversity? If it did not change your thinking, why not? (Leading People)
 - i. Detail three ways this training may or may not impact how you make decisions. Explain why you think this training would or would not impact your decision making process. (Systemic Integration)

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Formatting:

1. Type your response.
2. Use Times New Roman or Calibri font.
3. Use 12-point font size.
4. Double space.
5. Put your name, your agency, the title of the training, and the words “Pre-Recorded Training Summary & Response Assignment” in the upper left-hand corner of the document.
6. Give clear subtitles for each portion of the assignment. One subtitle should be “Summary” and one subtitle should be “Response.”

Pre-Recorded Training Summary & Response Assignment Rubric			
Summary Portion			
The summary is overly short (less than 1 paragraph) and does not mention major themes/ideas in the training. Does not maintain a neutral tone. May include material that is plagiarized or was not written by the participant. May fail to follow instructions.	The summary is overly short (less than 1-2 paragraphs) and does not cover all the main ideas in the training. Maintains a neutral tone. May fail to follow some instructions, but does follow others.	The summary meets the required length but does not cover all the main ideas in the training. Maintains a neutral tone.	Summary meets the required length or is longer than required and covers all the main ideas in the training. Maintains a neutral tone.
0 hours	0.25 hours	0.5 hours	1 hour
Response Portion			
The response does not address one of the prompts on the assignment sheet, or is less than the required number of words. May include material that is plagiarized or was not written by the participant. May fail to follow instructions.	The response clearly addresses one of the prompts on the assignment sheet, but does not use specific examples to support ideas OR significantly fails to meet the minimum length requirement. May fail to follow some instructions, but does follow others.	The response clearly addresses one of the prompts on the assignment sheet and uses specific examples to support ideas but is perfunctory or overly general. Meets minimum length requirement.	The response clearly addresses one of the prompts on the assignment sheet and uses specific examples to support its ideas. It shows clear, thoughtful consideration of the prompt and offers clear, thoughtful language. Meets or exceeds minimum length requirement.
0 hours	0.25 hours	0.5 hours	1 hour
Does this document fit the assignment formatting requirements? Yes No			
Does this document show clear evidence of editing and spell checking? Yes No			
Pre-Recorded Training Length:			

Summary & Response assignments will be accepted from August 15 to March 15 each year. Assignments turned in after May 15 may not be applied to graduation requirements, depending on the date of graduation.

Writing a Summary Guidelines

1. Do not attempt to retell the entire training. Summaries only include the most important information. Always start with the training's main idea or main argument.
2. Summaries are no longer than 1-2 paragraphs, 200-400 words.
3. Summaries are always impartial and objective in tone. Even if you have very strong feelings about the content of a training, it is important to keep an objective and impartial tone in the summary. You will get to talk about your feelings toward the training in the response portion.
4. Avoid jargon and over-writing. Keep it simple.
5. Summaries should answer the following: Who, what, why and how. This can be approached in multiple ways, depending on the training. One method is listed below.

Method for Who, What, Why and How:

1. Who the training is addressing (audience).
2. What the training hopes to accomplish (main idea).
3. Why the training is important for its audience.
4. How the training appeals to its audience.

CPM Competencies

The National Certified Public Manager® Consortium requires that all CPM programs base their curriculum on seven competencies important for public managers. These competencies enable public managers to effectively lead people, manage work processes and develop self-mastery. Participants are introduced to additional knowledge and skills to expand vision, meet unexpected challenges, increase performance, set and achieve goals, and navigate the changing dynamics in the public sector.

Personal and Organizational Integrity

Increases awareness, builds skills and models behaviors related to identifying potential ethical problems and conflicts of interest; appropriate workplace behavior; and legal and policy compliance.

Managing Work

Meets organizational goals through effective planning, prioritizing, organizing and aligning human, financial, material and information resources. Empowers others by delegating clear job expectations; providing meaningful feedback and coaching, creating a motivational environment and measuring performance. Monitors workload; documents performance. Deals effectively with performance problems.

Leading People

Inspires others to positive action through a clear vision; promotes a diverse workforce. Encourages and facilitates cooperation, pride, trust and group identity; fosters commitment and team spirit. Articulates a vision, ideas and facts in a clear and organized way; effectively manages emotions and impulses.

Developing Self

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

Systemic Integration

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

Public Service Focus

Delivers superior services to the public and internal and external recipients; includes customer/client identification, expectations, needs and the development/implementation of paradigms, processes and procedures that exude positive spirit and climate; demonstrates agency and personal commitment to quality public service.

Change Leadership

Acts as change agent; initiates and supports change within the organization by implementing strategies to help others adapt to changes in the work environment, including personal reactions to change with emphasis on fostering creativity.