

**University of North Texas at Dallas  
Spring Semester 2020 (8w2 Remote)  
SYLLABUS**

**PADM 5020: Leading and Managing Public Organizations  
3 Credit Hours**

**03/15/2021-05/08/2021**

<b>Department of</b>	<b>Public Leadership</b>	<b>School of</b>	<b>Liberal Arts and Sciences</b>
<b>Instructor Name:</b>	Dr. James Korku Agbodzakey		
<b>Office Location:</b>	Founders Hall (FH) 262		
<b>Office Phone:</b>	(972) 338-1590		
<b>Email Address:</b>	James.Agbodzakey@untdallas.edu		
<b>Office Hours:</b>	Monday- 3:00-5:00 p.m. Thursday-2:00-4:00 p.m. and by appointment		
<b>Virtual Office Hours:</b>	Thursday-4:00-5:00 p.m.		
<b>Turnaround:</b>	I will endeavor to respond to e-mails within 24 to 72 hours and/or as contingencies allow		
<b>Classroom Location:</b>	Remote/Online/Virtual		
<b>Class Meeting Days &amp; Times:</b>	Saturdays from 9:00 a.m.-10:30 a.m.		
<b>Course Catalog Description:</b>	Survey of contemporary theories and applications of managing high performance public organizations. Focus on leadership approaches, strategy, decision making, change management, networks and collaboration, privatization, and groups and teams.		
<b>Prerequisites:</b>	<b>Admission to the MS in Public Leadership program.</b>		
<b>Co-requisites:</b>	n/a		
<b>Required Text:</b>	<ol style="list-style-type: none"> <li>1. Luke, J.S. (1998). <i>Catalytic leadership</i>. San Francisco, CA: Jossey-Bass</li> <li>2. Epstien, P.D., Coates, P.M., and Wray L.D. (2006). <i>Results that matter: Improving communities by engaging citizens, measuring performance, and getting things done</i>. San Francisco, CA: Jossey-Bass.</li> </ol>		
<b>Recommended Text and References:</b>	Additional readings will be assigned via Canvas as needed.		
<b>Access to Learning Resources:</b>	<p><b>UNT Dallas Library:</b> phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a></p> <p><b>UNT Dallas Bookstore:</b> phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a></p>		
<b>Supported Browsers:</b> Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11	<b>Getting Help with Canvas:</b>		
<b>Supported Devices:</b> iPhone	<p><b>Canvas 24/7 Phone Support for Students: 1-833-668-8634</b></p> <p><b>Canvas Help Resources:</b> <b>Web:</b> <a href="#">Canvas Student Guide</a></p> <p><b>For additional assistance, contact Student Assistance (Distance Learning):</b> Founders Hall, Rm 124 phone: (972)338-5580</p>		

Android Chromebook (Tablet users can use the Canvas app)  <b>Screen Readers:</b> VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) Note: There is no screen reader support for Canvas in Chrome	email: <a href="mailto:distancelearning@untDallas.edu">distancelearning@untDallas.edu</a>  <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i>  <i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i>
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<b>Course Goals or Overview:</b>	
	The goal of this course is to provide students with an understanding of the interconnected nature of public problems and the leadership strategies needed to address them within public organizations. Students will be expected to understand both theoretical and conceptual foundations of the profession, while also exhibiting a mastery of applying them in a practical manner.

<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	Understand the interconnected nature of public problems, their characteristics, and the role public organizations and their leaders play in providing solutions.
2	Distinguish between the five (5) citizen roles in citizen engagement and develop community-based solutions grounded in each role.
3	Understand and apply the Effective Community Governance Model to a real public organizational problem.
4	Identify the components of the Issue Attention Cycle and apply catalytic strategies to move a public problem to a Priority Issue status within a community.
5	Differentiate between the different components of the results-driven performance feedback cycle and apply them to a public organization's mission.
6	Evaluate a community's stakeholders for the purpose of developing engagement strategies around an identified public issue or problem.
7	Understand the Cycle of Resident Leadership and determine how citizens and other community stakeholders might contribute to solving a public problem.
8	Apply the three (3) essential tasks in the strategy development process in order to create viable strategies for the solution of a public problem by identified public organizations and citizens.
9	Identify the indicators of a successful implementation of strategies and common barriers that might hinder the solution of a public problem by a public organization or its community.
10	Understand and apply the various components of Thinking and Acting Strategically in order to provide a comprehensive solution to a public problem.
11	Understand and develop strategies for communities and public organizations to govern for results.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and via Canvas.

TOPICS	DATE
<b>Leadership and Solving Community Problems</b> <ul style="list-style-type: none"> <li>• Luke Chapters 1: Interconnected Nature of Public Problems</li> <li>• Luke Chapter 2 : Defining Public Leadership</li> <li>• Epstein et al., Chapter 1: Engaging Citizens, Measuring Results....</li> <li>• Epstein at al., Chapter 2: Citizens' Many Roles in Community Problem....</li> </ul> <b>Synopsis/Thinkpiece 1 due</b>	Saturday, March 20, 2021  Week 1  <b>Online engagement</b>
<b>The Catalytic Tasks of Public Leadership</b> <ul style="list-style-type: none"> <li>• Luke Chapter 3: Raising Awareness: Focusing Public Attention on the Issue</li> <li>• Luke Chapter 4: Forming Working Groups: Bringing People Together....</li> <li>• Luke Chapter 5: Creating Strategies: Stimulating Multiple Strategies....</li> <li>• Luke Chapter 6: Sustaining Action: Implementing Strategies and ....</li> </ul> <b>Public Service Leadership Model Research Paper Outline</b> <b>Synopsis/Thinkpiece 2 due</b> <b>Need Oriented Intervention Case Analysis I (Individual)</b>	Saturday, March 27, 2021  Week 2  <b>Online engagement</b>

<p><b>The Foundational Skills for Catalytic Leaders</b></p> <ul style="list-style-type: none"> <li>• Luke Chapter 7: Thinking and Acting Strategically</li> <li>• Luke Chapter 8: Facilitating Productive Working Groups</li> <li>• Luke Chapter 9: Leading from Personal Passion and Strength of Character</li> </ul> <p><b>Synopsis/Thinkpiece 3 due</b>  <b>Need Oriented Intervention Case Analysis II (Individual)</b></p>	<p>Saturday, April 3, 2021</p> <p>Week 3</p> <p><b>Online engagement</b></p>
<p><b>Managing and Reaching for Results</b></p> <p>Reading for April 22:</p> <ul style="list-style-type: none"> <li>• Epstein et al., Chapter 3: Organizations Managing for Results</li> <li>• Epstein et al., Chapter 4: Citizens Reaching for Results I: Key Ideas....</li> <li>• Epstein et al., Chapter 5: Citizens Reaching for Results II: To Improve....</li> </ul> <p><b>Synopsis/Thinkpiece 4 due</b>  <b>Discussion I</b></p>	<p>Saturday, April 10, 2021</p> <p>Week 4</p> <p><b>Online engagement</b></p>
<p><b>Governing for Results</b></p> <ul style="list-style-type: none"> <li>• Epstein et al., Chapter 6: Communities Governing for Results I: An Intro....</li> <li>• Epstein et al., Chapter 7: Communities Governing for Results II: Local....</li> <li>• Epstein et al., Chapter 8: Communities Governing for Results III: Citizens...</li> </ul> <p><b>Synopsis/Thinkpiece 5 due</b>  <b>Discussion II</b></p>	<p>Saturday, April 17, 2021</p> <p>Week 5</p> <p><b>Online engagement</b></p>
<p><b>Discussion III</b>  <b>Need Oriented Intervention Case Analysis III (Individual)</b></p>	<p>Saturday, April 24, 2021</p> <p>Week 6</p> <p><b>Online engagement</b></p>
<p><b>Public Service Leadership Model Research Paper Updates</b></p>	<p>Saturday, May 1, 2021</p> <p>Week 7</p> <p><b>Online engagement</b></p>
<p><b>Public Service Leadership Model Research Paper/Project due</b>  <b>Public Service Leadership Model Research Paper Presentation due</b>  <b>Need Oriented Intervention Case Analysis IV (Individual)</b></p>	<p>Saturday, 8, 2021</p> <p>Week 8</p> <p><b>Online Engagement</b></p>

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### SYNOPSIS/THINKPIECE (25%)

This assignment requires each student to **read and review** the various assigned readings (articles, book chapters, etc.) per class session and write a synopsis of the readings. The rationale for this type of assignment is to promote conceptual understanding, critical thinking, and practical application. A good synopsis encompasses an overview and synthesis of the key concepts, themes and/or issues in the readings and explication of those key concepts and/or issues. Logical presentation of the concepts and/or issues is expected. Each synopsis should end with some implications/applications for policy and practice at a local, state or national context. Basically, the structure should consist of an overview paragraph that embraces all the themes and concepts in the readings. The subsequent paragraphs will expatiate on the identified themes and concepts (synthesis is key). There should be a concluding paragraph which summarizes your take on the readings and it should be followed by another paragraph-which is implications/applications to a local, state, national and/or international context(s). At least, a page and half (single-space).

### **DISCUSSION BOARD POSTS (9%)**

Given the hybrid format of this course, students will still be expected to engage with their classmates in the online setting. As such, three (3) discussion board posts will be required. Each student is expected to respond to queries based on different formats as posted on Canvas and comment on, at least, a post by one of your colleagues (in response to the instructor's query) for a full participation grade. Responses must be analytical in nature and draw upon your interpretation of the material and concepts you learned about in the course module; they are also intended for you to interact productively with your colleagues during weeks we are not in class. Each should be constructive and professionally done.

### **PUBLIC SERVICE LEADERSHIP MODEL RESEARCH PAPER (28%)**

This assignment requires students to develop a research paper focusing on a preferred leadership model relative to public service. There are so many models on leadership and many are covered in the textbooks. Thus, students could select one of the models in the textbooks or any other leadership model that they find on their own. The research surrounding the model should be in-depth and from scholarly sources i.e. articles, books, government documents, and other peer reviewed publications. All the relevant components/elements of the model should be covered and the experience of, at least, one outstanding public servant should be used as an example relative to the selected/chosen model and attendant analysis. In essence, the paper will be evaluated based on thorough description of the background or context of the research topic, well developed thesis statement, logical development of the argument, use of important supporting evidence and associated explanation, unique and interesting perspective on the topic, analysis that reflects thorough understanding of the topic, integration of course readings and discussions, integration of strengths and weaknesses of the topic within the context of public administration and leadership, identification of ethical issues relative to the model, no apparent factual errors, few spelling and grammatical errors, proper citation of references/sources, well organized, well written and formatted paper among others.

### **PUBLIC SERVICE LEADERSHIP MODEL RESEARCH PAPER PRESENTATION (3%)**

Each group is expected to present their project. The presentation should consist of all relevant information in the paper. The presentation will be graded based on delivery of information, interpersonal interaction, design, finesse and content. Thus, each group has to be creative with their presentation.

### **NEED ORIENTED INTERVENTION CASE ANALYSIS 4 (Individual 4 ) 20%**

The instructor will identify/create cases for students to analyze and propose workable interventions based on established best practices. Essentially, students are expected to formulate solutions to social policy issues/problems within local/state government federal government context. The proposed intervention should include optional courses of action/recommendations and an optimal course of action/recommendation. Overall, the analysis should be sound and cogent, thus help the reader to know what the problem is, what possibly caused it and what can be done to resolve the problem. The best analysis assumes some conceptual perspective with attendant practical application. **The analysis should be 2-3 pages (double-space). The author/title page and references do not count as number of pages.** Two (2) of the cases will be in-class group exercise/activity while the other two will be individual and expected to be submitted via Canvas.

### **CLASS ATTENDANCE AND PARTICIPATION (EVALUATION 15%)**

A healthy class experience is dependent upon not only the instructor, but also instructor- student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects "real-world" exercises that allow students to put theory into practice. As such, it is imperative that students not only attend class and/or engage constructively with colleagues online (promptly, of course), but be prepared to engage in MEANINGFUL discussions that add to every individual's knowledge—including the instructor's (and/or participate in online activities as expected). As you will see, class participation is representative of roughly **13%** of the final grade and **2%** would be awarded for completing the end-of-term course evaluations. The class participation grade will be determined in two ways: first, students will be expected to arrive to class and/or online ready to discuss the week's readings, in both small groups, and within the larger classroom setting, and/or complete expected online assignments. Valuable contributions will be based on the readings and/or other RELEVANT information. Please feel free to introduce alternative examples that are reflective of current events. Second, because this class is exercise-intensive, each student will be expected to be prepared for the week's activity. This class is geared toward allowing you to analyze cases/organization/community situations and engage in realistic role plays based on our topic for the week. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

## Grading Matrix:

Instrument	Percentages %	Total
Synopsis/Thinkpiece	5	25
Public Service Leadership Model Research Paper	1	28
Public Service Leadership Model Research Paper	1	3
Need Oriented Intervention Case Analysis	4 assignments at 5	20
Attendance and Participation (evaluation)	(13 +2=15 )	15
Discussions	3	9
<b>Total:</b>		<b>100</b>

### Grade Determination:

- A = 100-90 pts; i.e. 90% or better
- B = 89-80 pts; i.e. 89 – 80 %
- C = 79-70 pts; i.e. 79 – 70 %
- D = 69 – 60 pts; i.e. 69 – 60 %
- F = 59 pts or below; i.e. less than 60%

## University Policies and Procedures

### Students with Disabilities (ADA Compliance):

#### Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untdallas.edu](mailto:UNTDisability@untdallas.edu) or at Building 2, room 204.

#### Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used.

[Canvas Instructure Accessibility Statement is also provided.](#)

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

### Assignment Policy:

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name

- Margins should be 1.25 inches (Top, Bottom, Left, and Right). Most MS Word programs have 1.25 inches as a default.

**Late Policy:**

Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work will receive a grade penalty of 15% deduction regardless of cause or will receive no credit at all. Late submission is strongly discouraged and it is in everyone's interest to meet the stipulated deadlines for the various assignments.

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

**Classroom Policies**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class (ground and/or online). The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes as necessary, if they are absent

**Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Online "Netiquette":**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written

communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Assistance:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)

**Use of Cell Phones & Other Electronic Gadgets in the Classroom**

Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a “No Cell Phone” policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

**Incompletes:**

A semester grade of incomplete will be given only under extreme and unusual situations. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester’s end. An incomplete is not a substitute for a poor grade.

**IV. Public Service Leadership Model Research Rubric**

<b>TITLE OF RUBRIC:</b> Public Service Leadership Model Research Rubric (1 of 3)	<b>Course:</b> PADM 5020
<b>LEARNING OUTCOMES:</b> Identify the components of the Issue Attention Cycle and apply catalytic strategies to move a public problem to a Priority Issue status within a community; Differentiate between the different components of the results-driven performance feedback cycle and apply them to a public organization’s mission; Evaluate a community’s stakeholders for the purpose of developing engagement strategies around an identified public issue or problem; Understand the Cycle of Resident Leadership and determine how citizens and other community stakeholders might contribute to solving a public problem; Apply the three (3) essential tasks in the strategy development process in order to create viable strategies for the solution of a public problem by identified public organizations and citizens; Identify the indicators of a successful implementation of strategies and common barriers that might hinder the solution of a public problem by a public organization or its community; Understand and apply the various components of Thinking and Acting Strategically in order to provide a comprehensive solution to a public problem; Understand and develop strategies for communities and public organizations to govern for results	<b>Date:</b>
<b>PURPOSE:</b> Develop public service leadership strategies	<b>Name of Student:</b>
<b>VALIDITY:</b> Public leadership best practices	<b>Name of Faculty:</b>
<b>COMPANION DOCUMENTS:</b> Assignment Instructions, APA Style Manual, References	

**Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.  
Earning MAXIMUM points in a column equals an overall rating of that column**

<<<<<<<<<< less quality ..... more quality >>>>>>>>>>

Performance Criteria	Basic ( points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
<b>Identify &amp; explain key issues associated with the model</b>	Does not identify & explain issues	Attempts to identify & explain issues	Generally identifies and explains issues	Substantially identifies & explain issues	Effectively identifies the issues & explain	
<b>Integrate relevant literature and analysis</b>	Does not integrate relevant literature& analysis	Attempts to integrate relevant literature& analysis	Generally integrate relevant literature& analysis	Substantially integrate relevant literature& analysis	Effectively integrate relevant literature& analysis	
<b>Identify ethical issues</b>	Does not identify ethical issues	Attempts to identify ethical issues	Identifies some key ethical issues	Identifies most key ethical issues	Effectively identifies all ethical issues	
<b>Analyze strengths and weaknesses of the model</b>	Does not analyze strengths and weaknesses of the model	Attempts to analyze strengths and weaknesses of the model	Generally analyzes strengths and weaknesses of the model	Substantially in concise detail analyzes strengths and weaknesses of the model	Effectively in concise detail analyzes strengths and weaknesses of the model	
©Rubric developed by J. Agbodzakey			<b>Subtotal Page One (16 total points possible):</b>			



<b>TITLE OF RUBRIC:</b> Public Service Leadership Model Research Rubric (2 of 3)	<b>Course:</b> PADM 5020
<b>LEARNING OUTCOMES:</b> Identify the components of the Issue Attention Cycle and apply catalytic strategies to move a public problem to a Priority Issue status within a community; Differentiate between the different components of the results-driven performance feedback cycle and apply them to a public organization’s mission; Evaluate a community’s stakeholders for the purpose of developing engagement strategies around an identified public issue or problem; Understand the Cycle of Resident Leadership and determine how citizens and other community stakeholders might contribute to solving a public problem; Apply the three (3) essential tasks in the strategy development process in order to create viable strategies for the solution of a public problem by identified public organizations and citizens; Identify the indicators of a successful implementation of strategies and common barriers that might hinder the solution of a public problem by a public organization or its community; Understand and apply the various components of Thinking and Acting Strategically in order to provide a comprehensive solution to a public problem; Understand and develop strategies for communities and public organizations to govern for results	<b>Date:</b>
<b>PURPOSE:</b> Develop public service leadership strategies	<b>Name of Student:</b>
<b>VALIDITY:</b> Public leadership best practices	<b>Name of Faculty:</b>
<b>COMPANION DOCUMENTS:</b> Assignment Instructions, APA Style Manual, References	

**Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.  
Earning MAXIMUM points in a column equals an overall rating of that column**

**<<<<<<<<< less quality ..... more quality >>>>>>>>**

<b>Performance Criteria</b>	<b>Basic (0 points)</b>	<b>Developing (1 point)</b>	<b>Proficient (2 points)</b>	<b>Accomplished (3 points)</b>	<b>Exemplary (4 points)</b>	<b>Score</b>
<b>Integrate how model enable effective public service</b>	Does not Integrate how model enable effective public service	Attempts to Integrate how model enable effective public service	Generally Integrate how model enable effective public service	Substantially Integrate how model enable effective public service	Effectively Integrate how model enable effective public service	
<b>Identify and use relevant example(s), evidence etc.</b>	Does not relevant evidence, examples	Attempts to use relevant evidence, examples	Generally use relevant evidence, examples and provides rationale.	Substantially use relevant evidence, examples & provides sound and pragmatic rationale.	Effectively use relevant evidence, examples, and provides sound, cogent, pragmatic rationale.	

**Subtotal Page Two (8 total points possible):**

<b>TITLE OF RUBRIC:</b> Public Service Leadership Model Research Rubric (3 of 3)	<b>Course:</b> PADM 5020
<b>LEARNING OUTCOMES:</b> Identify the components of the Issue Attention Cycle and apply catalytic strategies to move a public problem to a Priority Issue status within a community; Differentiate between the different components of the results-driven performance feedback cycle and apply them to a public organization's mission; Evaluate a community's stakeholders for the purpose of developing engagement strategies around an identified public issue or problem; Understand the Cycle of Resident Leadership and determine how citizens and other community stakeholders might contribute to solving a public problem; Apply the three (3) essential tasks in the strategy development process in order to create viable strategies for the solution of a public problem by identified public organizations and citizens; Identify the indicators of a successful implementation of strategies and common barriers that might hinder the solution of a public problem by a public organization or its community; Understand and apply the various components of Thinking and Acting Strategically in order to provide a comprehensive solution to a public problem; Understand and develop strategies for communities and public organizations to govern for results	<b>Date:</b>
<b>PURPOSE:</b> Develop public service leadership strategies	<b>Name of Student:</b>
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<b>COMPANION DOCUMENTS:</b> Assignment Instructions, APA Style Manual, References	

**Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.  
Earning MAXIMUM points in a column equals an overall rating of that column**

<<<<<<<<<< less quality ..... more quality >>>>>>>>>>

<b>Performance Criteria</b>	<b>Basic (0 points)</b>	<b>Developing (1 point)</b>	<b>Proficient (2 points)</b>	<b>Accomplished (3 points)</b>	<b>Exemplary (4 points)</b>	<b>Score</b>
<b>Identify and summarize policy, political and /or social factors related with model implementation</b>	Does not identify and / or summarize a policy.	Attempts to identify and / or summarize a policy/factors.	Generally identifies and summarizes a policy/factors	Identifies and summarizes a policy/factors-in substantial detail	Effectively identifies and summarizes a policy/factors in concise detail	
<b>Articulates concepts</b>	Does not articulate concepts.	Attempts to articulate concepts.	Generally articulates concepts; writes somewhat logically.	Substantially articulates most concepts; communicates logically throughout the majority of the document; provides useful insights.	Effectively articulates relevant concepts; communicates logically and in an organized way throughout the entire document; Provides interesting and useful insights.	
<b>Write effectively at the graduate level</b>	Does not write using appropriate grammar, spelling, punctuation, and sentence structure (numerous major errors). Does not use APA Style.	Does not write clearly; attempts to write using appropriate grammar, spelling, punctuation, sentence structure (several major errors). Attempts to use APA Style (frequent errors).	Writes using appropriate grammar, spelling, punctuation, and sentence structure (a few major and minor errors) Uses APA Style (few errors).	Writes clearly using appropriate grammar, spelling, punctuation, and sentence structure (some minor errors). Uses APA Style (slight errors).	Effectively and clearly writes using appropriate grammar, spelling, punctuation, and sentence structure throughout the document (no errors). Uses APA Style effectively.	
<b>Subtotal Page Three (12 total points possible):</b>						

<b>TITLE OF RUBRIC:</b> Synopsis/Thinkpiece	<b>Course:</b> PADM 5020
<b>LEARNING OUTCOME/S:</b> Applies to all course outcomes	<b>Date:</b>
<b>PURPOSE:</b> Develops conceptualization and application strategies	<b>Name of Student:</b>
<b>VALIDITY:</b> Represents best practices in higher education.	<b>Name of Faculty:</b>
<b>COMPANION DOCUMENTS:</b> Refer to class discussion and syllabus for explanation of 'Think Piece'	

**'PROFICIENT' column meets minimal standard.**

<<<<<<<<<<<< less quality . . . . . more quality >>>>>>>>>>>>

Performance Criteria	Basic (0 points)	Developing (1 points)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
<b>Demonstrate learning and contribute to learning</b>  <b>(Address: Purpose; Problem/issue; Assumptions; Point of view; Evidence; Concepts; Conclusions; Implications; Applications).</b>	Does not demonstrate or contribute much. Does not communicate clearly and/or demonstrate or apply key concepts.	Minimally demonstrates a few key concepts. Can communicate in a clear and logical manner.	Generally demonstrates in timely and relevant manner. Demonstrates and applies key concepts. Communicates clearly and logically.	Contributes substantially. Demonstrates and applies most key concepts in a strategic manner. Almost always communicates clearly and logically.	Demonstrates learning with effective quality and quantity of information. Demonstrates and applies all key concepts by strategically integrating them with core concepts. Communicates very effectively.	

**OVERALL GRADE: (4 total possible points)**

**Comments:**

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<b>TITLE OF RUBRIC:</b> Public Service Leadership Model Research Paper Presentation		<b>Course:</b> PADM 5020	
<b>LEARNING OUTCOME/S:</b> Communicates effectively at the graduate level (a) interpersonally, (b) in writing and (c) verbally.	<b>Date:</b>		<b>Course Section:</b>
	<b>Student Name:</b>		
	<b>Circle specialization:</b>		
<b>PURPOSE:</b> Develop effective presentation strategies in the nonprofit management context.			<b>Faculty Name:</b>
<b>VALIDITY:</b> Presentation best practices.		<b>COMPANION DOCUMENTS:</b> Assignment instructions, APA Style Manual	

**Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.**

<<<<<<<<<< less quality ..... more quality >>>>>>>>>>>>>

Performance Criteria	Basic (0 points)	Developing (1 points)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
<b>Deliver information professionally (e.g., appearance, volume, tonality, posture, gestures, enunciation, rate, length of presentation, gears to target audience)</b>	Does not deliver designated information.	Attempts to deliver designated information.	Delivers designated information.	Substantially delivers designated information.	Effectively delivers designated information.	
<b>Interacts interpersonally with target audience</b>	Does not interact with the target audience.	Attempts to interact with target audience.	Interacts with target audience	Substantially engages and interacts with most members of the target audience	Effectively engages and interacts with all members of the target audience in a way that enhances the presentation / contribution	
<b>Design (e.g., images and formats) and organize (e.g., overview, transitions) visual presentation</b>	Does not design and/or organize presentation.	Attempts to design and organize presentation	Designs and organizes presentation	Substantially designs and organizes presentation	Effectively and clearly designs and organizes presentation in a way that enhances the oral presentation	
<b>Writes at the graduate level (e.g., PPT Slides)</b>  <b>NOTE: Student will be awarded zero points for intellectual dishonesty and risks failing course and other sanctions.</b>	Does not write using appropriate grammar, spelling, sentence structure, referencing and format (numerous major errors).	Attempts to write using appropriate grammar, spelling, sentence structure, referencing and format (several major errors).	Writes clearly; using appropriate grammar, spelling, sentence structure, referencing and format (a few major and minor errors).	Generally writes using appropriate grammar, spelling, sentence structure, referencing and format (some minor errors).	Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure, referencing and format (very few minor or no errors).	

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**OVERALL GRADE (16 total possible points)**

**Comments:**

<b>TITLE OF RUBRIC:</b> Intervention Case Analysis	<b>Course:</b> PADM 5020
<b>LEARNING OUTCOME/S:</b> Identify the components of the Issue Attention Cycle and apply catalytic strategies to move a public problem to a Priority Issue status within a community; Differentiate between the different components of the results-driven performance feedback cycle and apply them to a public organization’s mission; Evaluate a community’s stakeholders for the purpose of developing engagement strategies around an identified public issue or problem; Understand the Cycle of Resident Leadership and determine how citizens and other community stakeholders might contribute to solving a public problem; Apply the three (3) essential tasks in the strategy development process in order to create viable strategies for the solution of a public problem by identified public organizations and citizens; Identify the indicators of a successful implementation of strategies and common barriers that might hinder the solution of a public problem by a public organization or its community; Understand and apply the various components of Thinking and Acting Strategically in order to provide a comprehensive solution to a public problem; Understand and develop strategies for communities and public organizations to govern for results.	<b>Date:</b>
<b>PURPOSE:</b> Develop decision making and problem solving strategies	<b>Name of Student:</b>
<b>VALIDITY:</b> Public administration analysis best practices	<b>Name of Faculty:</b> J. Agbodzakey, PhD
<b>COMPANION DOCUMENTS:</b> Case, Assignment Instructions, Sample Cases, APA Style Manual	

**Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.  
Earning MAXIMUM points in a column equals an overall rating of that column**

<<<<<<<<<< less quality ..... more quality >>>>>>>>>>

<b>Performance Criteria</b>	<b>Basic (0 points)</b>	<b>Developing (1 point)</b>	<b>Proficient (2 points)</b>	<b>Accomplished (3 points)</b>	<b>Exemplary (4 points)</b>	<b>Score</b>
<b>Identify context and key issues/problems</b>	Does not identify context and the issues / problems	Attempts to identify context and the issues / problems	Generally identifies context and the issues / problems	Substantially identifies context and the issues / problems	Effectively identifies the context and the issues / problems	
<b>Determine recommendations / courses of action</b>	Does not determine recommendations / courses of action	Attempts to determine recommendations / courses of action	Determines recommendations / courses of action; provides acceptable rationale	Substantially determines recommendations / courses of action, and provides sound and pragmatic rationale.	Effectively determines recommendations / courses of action, and provides sound, cogent, pragmatic rationale.	
<b>Select optimal recommendation / courses of action</b>	Does not recommend optimal solution	Attempts to recommend optimal solution	Recommends optimal solution, and provides acceptable rationale	Substantially recommends optimal solution, and provides sound and pragmatic rationale.	Effectively recommends optimal solution, and provides sound, cogent, pragmatic rationale.	
© Rubric created by J. Agbodzakey			<b>Subtotal Page One (12total points possible):</b>			