University of North Texas at Dallas Spring Semester 2019
SYLLABUS
PLDR 5320: Public Service and Society 3 Credit Hours
01/14/2019– 05/11/2019

12/15/2018

Department of
Management
School of
Liberal Arts and Sciences

Instructor Name:
Dr. James Korku Agbodzakey
Office Location:
Founders Hall (FH) 262
Office Phone:
(972) 338–1590
Email Address:
James.Agbodzakey@untdallas.edu

Office Hours:
Monday– 3:00–5:50
 Thursday–3:00–4:00 p.m. and by appointment

Virtual Office Hours:
Thursday–4:00–5:00 p.m.

Classroom Location:
 Founders Hall (FH) 306
Class Meeting Days & Times:
 Mondays from 6: 00 p.m.–8:50 p.m.

Course Catalog Description:
Examination of the political, institutional, organizational, ethical,
social, legal and economic environments in which public servants and
community leaders operate.

Prerequisites:
Admission to the MS in Public Leadership program.
Co–requisites:
n/a

Required Text:
1. Moore, M.H. (1995). Creating Public Value: Strategic Management in
Government.
Cambridge, MA: Harvard University Press.

2. Rainey, H.G. (2014). Understanding and Managing Public Organizations (5th eds.). San Francisco, CA: Jossey-Bass.

Recommended Text and References:
Additional readings will be assigned via Blackboard.

Access to Learning Resources:

UNT Dallas Library:
phone: (972) 780-1616
web: http://www.untdallas.edu/library
email: library@untdallas.edu

UNT Dallas Bookstore:
phone: (972) 780-3652
web: http://www.untdallas.edu/bookstore
e-mail: untdallas@bkstr.com
Supported Browsers:
Chrome 67 & 68
Firefox 60 & 61
Flash 29, 30 (for audio/video)
Internet Explorer 11
Edge 41, 42
Respondus Lockdown Browser
Safari 10, 11

Supported Devices:
iPhone
Android
Chromebook
(Tablet users can use the Canvas app)

Screen Readers:
VoiceOver (Safari)
JAWS (Internet Explorer)
NVDA (Firefox)
Note: There is no screen reader support for Canvas in Chrome
Getting Help with Canvas:

Canvas 24/7 Phone Support for Students: 1-833-668-8634

Canvas Help Resources:
Web: Canvas Student Guide

For additional assistance, contact Student Assistance
(Distance Learning):
Founders Hall, Rm 124

phone: (972)338-5580
email: distancelearning@untdallas.edu

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.

Course Goals or Overview:

The goal of this course is to provide students with an understanding of the nature of public service from an individual, organizational, community, and democratic perspective. 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.

Learning Objectives/Outcomes: At the end of this course, the student will
1
Be able to identify public service concepts, supporting evidence, and apply them in a practical setting (CEA framework).
2
Describe the role the U.S. Constitution, democratic values, and the social environment play in public service.
3
Understand the distinctive nature of public organizations and explain the role of the ìcitizenshipî in public service.
4
Distinguish between various theories and concepts related to ethical behavior in public service.
5
Understand the political nature of public budgeting and how it impacts an organizationís goals and

effectiveness.
6
Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership.
7
Differentiate between various forms of public service performance management.
8
Identify peer reviewed journal articles and compose a literature review.

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
Course   Introduction: Public Value, Governance and Leadership

* Article: Bryson, et al., Public Value Governance: Moving beyond traditional public administration and the New Public Management, Public Administration Review, vol. 47 (4), 2014; pp. 445–456

* Article: Moynihan, D. & Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenge of leaders. Public Administration Review, 73(4), 553–565.

* The U.S. Constitution (download from the internet)

  Celebrity Public Servant Presentation—per student 2–3 minutes
Monday, January 14, 2018

Week 1

Celebrity Public Servant Written Assignment due
Monday, January 21, 2019
(Holiday—no class)
Week 2
Assignment due on
Tuesday, January 22nd
Public Administration, Public Value, and Context of Public Organizations

* Rainey Chapter 1: The Challenge of Effective Public Organization and Management
* Rainey Chapter 2: The Study of Public Administration: A Historical Review
* Moore Chapter 1: Managerial Imagination
* Moore Chapter 2: Defining public value

Synopsis/Thinkpiece 1 due
Monday, January 28, 2019
Week 3

Public Administration, Public Value, and Context of Public Organizations

∗ Rainey Chapter 3: What Makes Public Organizations Distinctive
∗ Rainey Chapter 4: Analyzing the Environment of Public Organizations
∗ Moore Chapter 3: Organizational Strategy in the Public Sector
Synopsis/Thinkpiece 2 due

∗ Blackboard: J.L. Perry ñ ìBringing Society In: Toward a Theory of
Public Service Motivationî
 Monday, February 4, 2019
Week 4
Key Dimensions of Organizing and Managing in the Public Sector

∗ Rainey Chapter 5: The Impact of Political Power and Public Policy
∗ Rainey Chapter 7: Formulating and Achieving Purpose: Power, Decision
Making, and Strategy
∗ Moore Chapter 4: Mobilizing Support, Legitimacy, and Coproduction:
The Functions of Political Management
Synopsis/Thinkpiece 3 due
Public Service Case Analysis Outline due

Monday, February 11, 2019
Week 5
Key Dimensions of Organizing and Managing in the Public Sector

∗ Rainey Chapter 6: Organizational Goals and Effectiveness
∗ Rainey Chapter 8: Organizational Structure, Design, Technology,
Information Technology, and Social Media

Synopsis/Thinkpiece 4 due

Monday, February 18, 2019
Week 6

Key Dimensions of Organizing and Managing in the Public Sector

∗ Rainey Chapter 9: Understanding People in Public Organizations—
Motivation and Motivation Theory
∗ Rainey Chapter 10: Understanding People in Public Organizations—
Values, Incentives, and Work Related Attitudes
Synopsis/Thinkpiece 5 due
Public Service Organizational Analysis Outline due

Monday, February 25, 2019
Week 7
Key Dimensions of Organizing and Managing in the Public Sector

∗ Moore Chapter 5: Advocacy, Negotiation, and Leadership: The
Techniques of Political Management
∗ Moore Chapter 6: Reengineering and public sector production

Synopsis/Thinkpiece 6 due

Monday, March 4, 2019
Week 8

Delivering Public Value
∗ Moore Chapter 7: Implementing Strategy: The Techniques of
Operational Management
∗ Agbodzakey, J.K & McCue, C. (2015). Key Enablers for the Adoption of
Lean Thinking by Public Purchasing Departments. Int. Journal of
Procurement Management, 8 (6), 666-687
Synopsis/Thinkpiece 7 due

  Monday, March 11, 2019
Week 9

Assignment could be submitted on Sunday, March 10th
Delivering Public Value- (Career and Research Session computer lab)

∗ Rainey Chapter 12: Teamwork: Understanding Communication and
Conflict in Groups
∗ Rainey Chapter 13: Managing Organizational Change and Development

Synopsis/Thinkpiece 8 due

Monday, March 18, 2019
Week 10
Delivering Public Value (Career and Research Session computer lab)

∗ Rainey Chapter 11: Leadership, Managerial Roles, and Organizational
Culture
∗ Rainey Chapter 14: Advancing Effective Management in the Public
Sector
∗ Moore Conclusion: Acting for a Divided, Uncertain Society

Monday, March 25, 2019
Week 11

Cases & Public Leadership in Action
Monday, April 1, 2019
Week 12

 Public Service Case Analysis Project due (Individual)

Monday, April 8, 2019
Week 13

Cases & Public Leadership in Action

Presentations and Cases (public leadership in action) group assignment
due
Project Week
Monday, April 15, 2019
Week 14

Public Service Organizational Analysis Project and Presentation
(Group) due
Monday, April 22, 2019
Week 15

Cases & Public Leadership in Action
Monday, April 29, 2019
Week 16

   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 (24%)
   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).

   CELEBRITY PUBLIC SERVANT PRESENTATION (3%)
   Each student is expected to make a presentation on an exemplary
Public Servant in any locale in America (possibly Dallas
   and/or State of Texas). This individual could be a Bureaucrat,
Career Politician, City Manager/Mayor, Military Personnel,

and President of a College/University, Nonprofit Official, Supreme Court Justice, Non-Elected Community Leader, and Policy
  Entrepreneur etc. The presentation should focus on the personís career, achievements, value created for society, contribution to
  policy and administration, love of country, and any other palpable legacy etc. The presentation should be succinct and cover
  relevant segments of the personís career and life in general. You are expected to be creative in constructing a narrative on the
  person (due, first day of class)
  CELEBRITY PUBLIC SERVANT PAPER (5%)
  Each student is expected to write a 2-page paper on their exemplary Public Servant in any locale in America (possibly Dallas
  and/or State of Texas). The paper should focus on the personís career, achievements, value created for society, contribution to
  policy and administration, love of country, and any other palpable legacy etc. The paper should be succinct and cover
  relevant segments of the personís career and life in general. You are expected to be creative in constructing a narrative on the
  person (due, 2nd Week of class-2pages maximum)

PUBLIC SERVICE CASE ANALYSIS (Individual) 25%
The essence of this assignment is to provide students the opportunity to go beyond problem identification to recommending a practical course of action. Students are expected to identify a policy or societal problem, provide reasons for how the problem occurred, and to offer suggestions for resolving the problem as effectively and efficiently as possible. Students are expected to focus on aspects of decision making that are internal and specific to the targets of the case and may include external factors that influence the targetís decision. It is equally essential to include some ethical deliberations in the analysis. 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. Students are expected to make some workable recommendations with the necessary justification for policy and administration. The best analysis assumes some conceptual perspective with attendant practical application. The analysis should be at least 15 pages (double-space). The author/title page and references do not count as number of pages.

 PUBLIC SERVICE ORGANIZATIONAL ANALYSIS PROJECT (Group) (25%)
  This assignment is geared toward conducting an extensive analysis of an existing organization (nonprofit, local
  government, urban organization etc.). The analysis should contain the following components: a description of mission,
  vision, goals, strategy, impacts, evaluation; a description of governance, leadership, nonprofit-government/private sector
  relations; description of historic and social forces that shape the organization (context, stakeholders, operational and
  geographic areas); an analysis of the organization based on selected

management models/frameworks, approaches and
  techniques (sustainability of finances, HRM, infrastructure,
volunteer management; use of technology/social media); and
  optional/optimal courses of action for the nonprofit organizational
challenges (governance, strategy, relationship-building,
  networking, inspiring key stakeholders and resolving conflicts).
Furthermore, the analysis should include an executive
  summary and a conclusion segment that relates details of the project
and key findings (see assignment rubric for
  details). The paper should be, at least, 15 pages (double-space) and
at most 25 pages.

  PUBLIC SERVICE ORGANIZATIONAL ANALYSIS PRESENTATION (3%)
 Each group is expected to present their Public Service Organizational
Analysis 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.

CLASS PARTICIPATION (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 ìreal-worldî exercises that allow students to put theory in to
practice. As such, it is imperative that students not only attend
class (promptly, of course), but arrive prepared to engage in
MEANINGFUL discussions that add to every individualís knowledge ñ
including the instructorís. As you will see, class participation
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 ready to discuss the weekís
readings, in both small groups, and within the larger classroom
setting. Valuable class 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 come prepared for the weekís activity. This class is
geared toward allowing you to analyze case studies and engage in
realistic role plays based on our leadership 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
Value (points or percentages)
Total %
Synopsis/Thinkpiece

8
24
Celebrity Public Servant Presentation
1
3
Celebrity Public Servant Paper
1
5
Public Service Case Analysis
1
25
Public Service Organizational Analysis
1
25
Public Service Org Analysis Presentation
1
3
Class Participation and Evaluation
1
15

100

Grade Determination
A = 90% or better
B = 80 ñ 89 %
C = 70 ñ 79 %
D = 60 ñ 69 %
F = 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 UNTDdisability@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:
Studentís 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 studentsí 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 everyoneís interest to meet the stipulated deadlines for the various assignments.

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

Academic Integrity:

Academic integrity is a hallmark of higher education.† You are expected to abide by the Universityís code of Academic Integrity policy. †Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the Universityís 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 instructorís 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 ìNetiquetteî:
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 ìnetiquetteî (i.e., no writing in all caps (usually denotes yelling), no curse words, and no ìflamingî 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 Universityís 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 ìNo Cell Phoneî 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 semesterís end. An incomplete is not a substitute for a poor grade.

APPENDIX

I. Public Service Case Analysis Project
II. Public Service Organizational Analysis Project
III. Public Service Organizational Analysis Presentation

IV. Synopsis/Thinkpiece

TITLE OF RUBRIC: Public Service Case Analysis (Page 1 of 2)
Course: PLDR 5320
LEARNING OUTCOME/S: Be able to identify public service concepts,
supporting evidence, and apply them in a practical setting. Describe
the role the U.S. Constitution, democratic values, and the social
environment play in public service. Understand the distinctive nature
of public organizations and explain the role of the ìcitizenshipî in
public service. Distinguish between various theories and concepts
related to ethical behavior in public service. Understand the
political nature of public budgeting and how it impacts an
organizationís goals and effectiveness. Explain the role civil society
and the nonprofit sector play in the delivery of public services and
community leadership. Differentiate between various forms of public
service performance management.
Date:
PURPOSE: Develop decision making and problem solving strategies
Name of Student:
VALIDITY: Public administration analysis best practices
Name of Faculty: J. Agbodzakey, PhD
COMPANION DOCUMENTS: Case, Assignment Instructions, Sample Cases, APA
Style Manual

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

<<<<<<<<<< less
quality . . . .
more quality >>>>>>>>>
Performance Criteria

Basic
(0 points)
Developing
(1 point)
Proficient
(2 points)
Accomplished
(3 points)
Exemplary
(4 points)
Score
Identify context and key issues/problems

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

Analyze key issues/problems using PA theories / frameworks

Does not analyze issues / problems using PA theories / frameworks
Attempts to analyze some key issues / problems using PA theories / frameworks
Generally analyzes some key issues / problems using PA theories / frameworks
Analyzes key issues/problems using PA theories / frameworks
Insightfully analyzes all relevant issues/problems using PA theories / frameworks

Determine recommendations / courses of action

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.

Select optimal recommendation / courses of action

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.

Identify ethical issues

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

Subtotal Page One (20 total points possible):

TITLE OF RUBRIC: Case Analysis (Page 2 of 2)
Course: PLDR 5320
.
Date:
PURPOSE: Develop decision making and problem solving strategies
Name of Student:
VALIDITY: Public administration analysis best practices
Name of Faculty: J. Agbodzakey, PhD
COMPANION DOCUMENTS: Case, Assignment Instructions, Sample Cases, APA
Style Manual

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

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

Apply ethical principles to issues/problems
Does not apply ethical principles to issues / problems

Attempts to apply ethical principles to issues / problems

Applies ethical principles to issues / problems

Applies key ethical principles to issues / problems

Effectively applies all relevant ethical principles to issues /
problems

Score
Articulates concepts

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.

Write effectively at the graduate level

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.

Subtotal Page One (20 total points possible):

Subtotal Page Two (12 total points possible):

© Rubric created by J. Agbodzakey
OVERALL GRADE (32 total points possible):

Comments:

TITLE OF RUBRIC: Public Service Organizational Analysis (1 of 3)
Course: PLDR 5320
LEARNING OUTCOME/S: Be able to identify public service concepts,
supporting evidence, and apply them in a practical setting. Describe
the role the U.S. Constitution, democratic values, and the social
environment play in public service. Understand the distinctive nature
of public organizations and explain the role of the ìcitizenshipî in
public service. Distinguish between various theories and concepts
related to ethical behavior in public service. Understand the
political nature of public budgeting and how it impacts an
organizationís goals and effectiveness. Explain the role civil society

and the nonprofit sector play in the delivery of public services and
community leadership. Differentiate between various forms of public
service performance management.
Date:
Course Section:

Student Name:

Circle specialization:

Faculty Name: J. Agbodzakey, Ph.D.
PURPOSE: Develop effective public management strategies.
COMPANION DOCUMENTS: Assignment instructions, APA Style Manual
VALIDITY: Public management best practices.

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

<<<<<<<<<< less
quality . . . .
more quality >>>>>>>>>>
Performance Criteria

Basic
(0 points)
Developing
(1 point)
Proficient
(2 points)
Accomplished
(3 points)
Exemplary
(4 points)
Score
Describe nonprofit organization
(mission, vision, goals, strategy, impacts, evaluation)

Does not describe the organization

Attempts to describe the organization
Generally describes the organization
Substantially describes the organization in detail
Effectively describes the organization in concise, meaningful detail

Describe governance, leadership, nonprofit/govít/ private sector
relations

Does not describe governance, leadership, nonprofit/govít/ private sector relations

Attempts to describe governance, leadership, nonprofit/govít/ private sector relations

Generally describes governance, leadership, nonprofit/govít/ private sector relations

Substantially describes governance, leadership, nonprofit/govít/ private sector relations in detail
Effectively describes governance, leadership, nonprofit/govít/ private sector relations in concise, meaningful detail

Describe
historic and social forces that shape the organization
(context, stakeholders, operational and geographic areas)

Does not describe
historic and social forces that shape the organization

Attempts to describe historic and social forces that shape the organization

Generally describes historic and social forces that shape the organization

Substantially describes historic and social forces that shape the organization in detail
Effectively describes historic and social forces that shape the organization
in concise, meaningful detail

Analyze the organization by applying selected management models/ frameworks, approaches and techniques (sustainability of finances, HRM, infrastructure, volunteer management; use of technology/social media)

Does not analyze the organization by applying management models/ frameworks, approaches and techniques
Attempts to analyze the organization by applying management models/ frameworks, approaches and techniques
Generally analyzes the organization by applying management models/ frameworks, approaches and techniques
Substantially analyzes the organization by applying management models/frameworks, approaches and techniques with, sound narrative
Effectively analyzes the organization by applying management models/

frameworks, approaches and techniques with accurate, sound, persuasive narrative

Subtotal Page One (16 total points possible)

TITLE OF RUBRIC: Public Service Organizational Analysis (2 of 3)
Course: PLDR 5320
LEARNING OUTCOME/S: Be able to identify public service concepts, supporting evidence, and apply them in a practical setting. Describe the role the U.S. Constitution, democratic values, and the social environment play in public service. Understand the distinctive nature of public organizations and explain the role of the ìcitizenshipî in public service. Distinguish between various theories and concepts related to ethical behavior in public service. Understand the political nature of public budgeting and how it impacts an organizationís goals and effectiveness. Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership. Differentiate between various forms of public service performance management.
Date:
Course Section:

Student Name:

Circle specialization:

Faculty Name: J. Agbodzakey, Ph.D.
PURPOSE: Public management best practices.
COMPANION DOCUMENTS: Assignment instructions, APA Style Manual
VALIDITY: Public management best practices.

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

<<<<<<<<<< less
quality . . . .
more quality >>>>>>>>>>
Performance Criteria

Basic
(0 points)
Developing
(1 point)
Proficient

(2 points)
Accomplished
(3 points)
Exemplary
(4 points)
Score
Identify (a) legal, (b) ethical and (c) diversity issues

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

Apply (a) legal, (b) ethical and (c) diversity decision-making
principles to nonprofit management challenges

Does not apply principles to issues / problems

Attempts to apply principles to issues / problems

Applies principles to issues / problems

Applies key principles to issues / problems

Effectively applies all relevant principles to issues / problems

Determine optional/optimal courses of action for nonprofit
organizational challenges (governance, strategy, relationship-
building, networking, inspiring key stakeholders and resolving
conflict)

Does not determine optional / optimal courses of action
Attempts to determine optional / optimal courses of action
Generally recommends courses of action based on findings;
provides rationale.

Substantially recommends courses of action based on findings; provides
sound and pragmatic rationale.

Effectively recommends courses of action for policy and practice based
on findings; provides sound, cogent, pragmatic rationale

Summarize findings (executive summary)

Does not summarize case

Attempts to summarize case
Generally summarizes case
Substantially summarizes case
Effectively summarizes case

Subtotal Page One (16 total points possible)

TITLE OF RUBRIC: Public Service Organizational Analysis (3 of 3)
Course: PLDR 5320
LEARNING OUTCOME/S: Be able to identify public service concepts,
supporting evidence, and apply them in a practical setting. Describe
the role the U.S. Constitution, democratic values, and the social
environment play in public service. Understand the distinctive nature
of public organizations and explain the role of the ìcitizenshipî in
public service. Distinguish between various theories and concepts
related to ethical behavior in public service. Understand the
political nature of public budgeting and how it impacts an
organizationís goals and effectiveness. Explain the role civil society
and the nonprofit sector play in the delivery of public services and
community leadership. Differentiate between various forms of public
service performance management.
Date:
Course Section:

Student Name:

Circle specialization:

Faculty Name: J. Agbodzakey, Ph.D.
PURPOSE: Public management best practices.
COMPANION DOCUMENTS: Assignment instructions, APA Style Manual
VALIDITY: Public management best practices.

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

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

Performance Criteria	Basic (0 points)	Developing (1 point)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score

Articulates concepts

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.

Writes at the
Graduate
Level

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.

Subtotal Page One (16 total points possible)

Subtotal Page Two (16 total points possible)

Subtotal Page Three (8 total points possible)

©Rubric developed by J. Agbodzakey
OVERALL GRADE (40 total points possible):

Comments:

TITLE OF RUBRIC: Public Service Organizational Analysis Presentation
Course: PLDR 5320
LEARNING OUTCOME/S: Communicates effectively at the graduate level (a)
interpersonally, (b) in writing and (c) verbally.
Date:
Course Section:

Student Name:

Circle specialization:

Faculty Name: J. Agbodzakey, Ph.D.
PURPOSE: Develop effective presentation strategies in the nonprofit
management context.
COMPANION DOCUMENTS: Assignment instructions, APA Style Manual
VALIDITY: Presentation best practices.

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

<<<<<<<<<< less
quality . . . .
more quality >>>>>>>>>>
Performance Criteria
Basic
(0 points)
Developing
(1 points)
Proficient

(2 points)
Accomplished
(3 points)
Exemplary
(4 points)

Score
Deliver information
professionally
(e.g., appearance, volume, tonality, posture, gestures, enunciation,
rate, length of presentation, gears to target audience)

Does not deliver designated information.
Attempts to deliver designated information.
Delivers designated information.

Substantially delivers designated information.
Effectively delivers designated information.

Interacts interpersonally with target audience

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

Design (e.g., images and formats) and organize (e.g., overview,
transitions) visual presentation

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

Writes at the graduate level
(e.g., PPT Slides)

NOTE: Student will be awarded zero points for intellectual dishonesty
and risks failing course and other sanctions.
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:

Synopsis/Thinkpiece
TITLE OF RUBRIC: Synopsis/Thinkpiece
Course: PUB 5927
LEARNING OUTCOME/S: Applies to all course outcomes
Date:
PURPOSE: Develops conceptualization and application strategies
Name of Student:
VALIDITY: Represents best practices in higher education.
Name of Faculty:
COMPANION DOCUMENTS: Refer to class discussion and syllabus for
explanation of ëThink Pieceí

ëPROFICIENTí 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

Demonstrate learning and contribute to learning

(Address:
Purpose;
Problem/issue;
Assumptions;
Point of view;
Evidence;
Concepts;
Conclusions;
Implications;
Applications).

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:

_____
_____
_____
_____