Professional Capstone Portfolio

Jamie L. Tusing

PAD 6062 – Advanced Concepts and Applications in Public Administration

Spring 2017

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**Career Background and Goals**

Academic and Professional Background

After graduating from high school in 2004 with a full academic scholarship, I decided to attend the local university where I lived in South Georgia at the time.  In August of 2008, I graduated from Valdosta State University with a Bachelor's Degree in Business Administration with a major in Marketing.  Two days after graduating from college, I moved to Memphis, Tennessee and accepted a position performing outside sales and eventually was promoted to Human Resources (HR) Manager.  Five years later, this company relocated to Tampa, Florida but then closed its doors nine months later and thus I became unemployed.

I moved to central Florida where the majority of my family lives and I began seeking employment again.  I felt a strong desire to work in the public sector and was lucky enough to discover an opening posted for a HR Technician with the City of Eustis, Florida.  After testing and interviewing, I was offered the position and began working January 2, 2013.  While working in a professional environment with experienced coworkers, I quickly realized that I would need higher education if I ever wanted to get promoted into a higher role, such as a HR Director.  My supervisor was very supportive of me for desiring to continue my education.  After exploring my options for graduate school, I decided the Masters of Public Administration (MPA) Program at the University of Central Florida (UCF) was the right program for me.  I began the program Spring semester 2014 and I will graduate Spring 2017.

My position as a HR Technician for the City of Eustis is administrative in nature but an extremely responsible position nonetheless.  One of 13 departments in the city, the HR Department is highly productive with only three employees.  The City of Eustis has approximately 210 full-time employees, 40 part-time employees, 20 volunteers, and five

commissioners.  Among many other things, I serve as primary contact for all applicants and new/current employees.

Career Plan and Goals

I intend to continue my career path in the field of HR in the public sector.  Further, I also plan to pursue a higher position within HR either in local or county government.  Due to the size of my current department, there is not much room for advancement.  I plan to continue growing as an HR professional and using the acquired skills, knowledge, and abilities I have obtained to assist me in achieving my long-term goal of promotion to an HR Director position.  Further, I also plan on developing professional relationships to enhance and grow my network.  I will also attend any relevant professional development conferences and workshops.

Expectation about the Importance of MPA to Career Plan

Throughout graduate school, I feel I have grown immensely as a professional.  Due to being employed in the public sector while attending graduate school, I have been able to take the skills I have learned and apply them instantly.  Therefore, I am certain that the MPA degree will have better prepared me for the challenges of working in the dynamic field of HR.  After all the knowledge I have received, I expect to be equipped with the tools necessary to be successful in my profession as well as future positions.  I foresee that the core competencies taught in the MPA program will provide me with a baseline of knowledge for how to conduct myself in the public sector.  For instance, the competency of being able to lead and manage in public agencies will assist me in my pursuit of an HR Director position.  Further, this program has improved my confidence level by building my communication skills which seem to be necessary to interact effectively with a diverse and evolving workforce as described in the NASPAA core competencies.

NASPAA's Universal Required MPA Competencies

| | 1. Ability to lead and manage in public governance | 2. Ability to participate in and contribute to policy process | 3. Ability to analyze, synthesize, think critically, solve problems and make decisions | 4. Ability to articulate and apply a public service perspective | 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry |
|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | R | I | R |
| PAD 6035 Public Administration in the Policy Process | M | M | M | R | R |
| PAD 6700 Research Methods in Public Administration | | R | M | | R |
| PAD 6037 Public Organization Management | M | R | R | I | R |
| PAD 6701 Analytic Techniques for Public Administration | | R | M | | R |
| PAD 6227 Public Budgeting | M | | M | | |
| PAD 6207 Public Financial Management | | R | M | | R |
| PAD 6417 Human Resource Management | | | M | R | M |
| PAD 6335 Strategic Planning and Management | M | R | M | R | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | M | M |

NASPAA Universal Competency 1 *"Ability to lead and manage in public governance"* with UCF MPA Program Learning Objectives

| | 1. Ability to lead and manage in public governance | 1a. Develop expertise on local government | 1b. Develop an ability to lead and manage within multiple networks of stakeholders | 1c. Reinforce democratic principles and practice | 1d. Produce consensus or consent among diverse stakeholder | 1e. Model the skills and power of leadership (including transformational, transactional, and servant) and utilize principles of public management |
|---|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | | I | I | I | I |
| PAD 6035 Public Administration in the Policy Process | M | I | | R | M | |
| PAD 6700 Research Methods for Public Administration | | | | | | |
| PAD 6037 Public Organization Management | M | R | M | I | R | M |
| PAD 6701 Analytic Techniques for Public Administration | | | | | | |
| PAD 6227 Public Budgeting | M | M | I | | I | |
| PAD 6207 Public Financial Management | | | | | | |
| PAD 6417 Human Resource Management | | | | | | |
| PAD 6335 Strategic Planning and Management | M | M | R | R | M | R |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | | M | R | M | M |

**Grading Rubric for Competency 1**

| 1 | *Ability to lead and manage in public governance* | *(1) Novice* | *(2) Developing* | *(3) Proficient* | *(4) Accomplished* |
|---|---|---|---|---|---|
| 1a | *Develop expertise on local government* | Does possess limited capacity in understanding local government operations. Does not demonstrate a clear understanding of what distinguishes government from businesses and nonprofits. | Can provide a basic articulation of how different social sectors are governed; Can explain in basic terms what governance is and why it is important to local government. | Can illustrate how governance dynamics as they unfold within specific social sectors and across social sectors play a role in the execution of public policies in particular cases and local government contexts. | Is able to evaluate the trade-offs and synergies that persist within sectors and across sectors; Can make recommendation for the design of new governance arrangements for local government. |
| 1b | *Develop an ability to lead and manage within multiple networks of stakeholders* | Does not understand the basic operations of systems and networks; Cannot explain why understanding PA cases and contexts in terms of networks is important. | Can provide a basic overview of what network structures are and illustrate how they are evident in particular cases and contexts. | Is able to undertake an analysis of a complex public administration issue, problem or context using basic network frameworks. | Can apply network frameworks to existing cases and contexts to derive working solutions or feasible alternatives to pressing administrative and policy problems. |
| 1c | *Reinforce democratic principles and practices* | Does not demonstrate an understanding of the relationship between democratic principles in Public Administration. | Is able to explain in simple terms why accountability in public administration is important to democratic systems. | Can illustrate how accountability in public administration in a democratic society persists within particular cases and contexts. | Is able to critique the extent to which a robust accountability framework in public administration is evident in particular cases and contexts. |
| 1d | *Produce consensus or consent among diverse stakeholders* | Cannot provide explanations for why and how collaboration and conflict persists within individual organizations and between organizations in public service settings. | Is able to provide a set of examples of where collaboration and conflict persist within single organizations and between organizations. | Can illustrate how collaboration and conflicts arises within organizations and between organizations, ascertaining how they come about and what may be done to improve the effectiveness of collaborations and/or overcome conflicts in particular cases and contexts. | Cannot only illustrate the drivers of collaboration or conflict in specific contexts and cases, but can also prescribe solutions for conflict and/or avenues to foster deeper collaboration by using negotiations, for example. |
| 1e | *Model the skills and power of leadership (including transformational, transactional, and servant) and utilize principles of public management* | Cannot distinguish between command and control structures from horizontally arranged administrative structures; Cannot generalize why one form of leadership is better than another. | Can distinguish between types of leadership and surmise, which types of authority is working in particular cases and contexts. | Can illustrate how leadership persists within specific cases and contexts and level critiques as to the efficacy of particular administrative arrangements. | Cannot only illustrative how leadership plays itself out in specific cases and contexts, but can offer alternatives to those arrangements perceived to be less effective or efficient. |

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (1b)**

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Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Building Resilient Communities: A Study of Leadership Competencies (Research Paper)

Type of Evidence:

   Course assignment:

   PAD 6439 Leadership in Public Service

Competency/Capacity addressed:

   *1b. Develop an ability to lead and manage within multiple networks of stakeholders*

Self-Assessment:

   Score:   4 – Accomplished

Criteria you have met:

   Can apply network frameworks to existing cases and contexts to derive working solutions
   or feasible alternatives to pressing administrative and policy problems.

Instructor Assessment:

   Score: _____

Check list:

   o  Written assessment follows completed rubric

   o  Evidence is located in Appendix 2, Competency 1, Evidence 1.1, Page 55

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting an accomplished ability to develop an ability to lead and manage within multiple networks of stakeholders is a research paper which studied the effectiveness of the leadership involved in Orlando during the Pulse Nightclub Shooting, which occurred in June 2016.  Throughout this paper, we examined many elements including: effective crisis leadership, collaborative leadership, and community resilience.  We discovered that effective crisis leadership is recognized in the literature and by emergency management practitioners as an integral component of successful emergency management.  Further, we looked at two dimensions of effective crisis leadership for resilient community building, traits, and behaviors.  Building on existing crisis leadership literature, through research and interviews with community leaders from the public and nonprofit sectors in the wake of the Pulse Nightclub Shooting, we identified key leadership competencies and explore the role of collaborative crisis leadership.  Our findings indicated that resilient communities depend on how well organizations collaborate with others and how well leaders use key competencies and apply those in crisis situations.  Further, our findings suggested that community resilience strategies need to begin prior to crisis and continue well into the recovery phase of crisis.  This study emphasizes how important it is to build and maintain favorable cross-sectoral relationships in an effort to share information and resources to better prepare for tragedy and to rebuild and support communities in the event that a crisis occurs.  This study also highlights the crucial role collaborative leadership plays in rebuilding communities.

**Relationship to Measures**

This research paper demonstrates my ability to critically analyze an existing case which involved leadership within multiple networks of stakeholders.  Among others, one of the

purposes of the research was to examine whether collaborative leadership before, during, and after a crisis occurs will lead to a more resilient community. One aspect of our research consisted of interviews with public leaders in vital emergency manager roles and non-profit managers who were all involved in the case. Another aspect of our research was to discover and interpret existing frameworks on the topics as well as developing our own. A community resilience factors framework was created to simply show the relationship between effective crisis leadership, leadership competencies, collaborative leadership, and resilient communities. In other words, we hypothesized that the utilization of key leadership competences and collaborative leadership will maximize the probability of resilient communities as an outcome of crisis. All of these elements align perfectly with the measure selected.

**Suggestions for Improvement**

Overall, this paper/evidence was a great research paper. However, considering the time constraints of the semester, this paper/evidence could be enhanced by having structured, face-to-face interviews with the stakeholders. Many of the interviews needed to be conducted via email in order to meet the deadlines of the course. Therefore, if I could rewrite this paper, meeting with stakeholders face-to-face or via Skype would be a better option because it would foster the environment for a two-way conversation versus only answering the few questions asked. I think this would strengthen the paper tremendously and may even help change the existing qualitative data or even create new hypotheses.

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (1d)**

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Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Reading Brief 3 (Summary of 6 articles)

Type of Evidence:

   Course assignment:

   PAD 6825 Cross-Sectoral Governance

Competency/Capacity addressed:

   *1d. Produce consensus or consent among diverse stakeholders*

Self-Assessment:

   Score:   3 – Proficient

Criteria you have met:

   Can illustrate how collaboration and conflicts arises within organizations and between
   organizations, ascertaining how they come about and what may be done to improve the
   effectiveness of collaborations and/or overcome conflicts in particular cases and contexts.

Instructor Assessment:

   Score:  _____

Check list:

   o   Written assessment follows completed rubric

   o   Evidence is located in Appendix 2, Competency 1, Evidence 1.2, Page 85

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting a proficient ability to produce consensus or consent among diverse stakeholders is a reading brief about the relationships between community governance and faith-based organizations.  Although the actual assignment itself was brief, the amount of knowledge I gained while reading the over eighty pages of content for the brief was vast.  During this assignment, we were tasked with finding any possible crosscutting themes recognized, make a determination on whether or not I agreed with the conclusions drawn by the authors, and list any remaining questions I still have about the topics discussed.  The articles reviewed seemed to all relate and build upon each other.

There were several crosscutting themes I recognized throughout the readings.  First, faith-based organizations generally offer services that can help people to transform their lives which makes them powerful community partners to a government entity.  Many of the articles discussed the relationships between faith-based organizations and "secular" agencies.  Further, one article in particular described the impact faith-based organizations have on involving the disenfranchised groups within the emerging neighborhood council system.  Particularly, throughout the paper, I described how I noticed throughout all of the readings that it seems adding faith-based organizations to the equation seems to only complicate the situation of helping to provide social services to people because of the religion factor.  However, working together seems to be necessary to accomplish success.  In fact, one study found that one-fifth of the faith-based organizations that have social service programs collaborate in some fashion with a government agency.

**Relationship to Measures**

This reading brief demonstrates my ability illustrate how collaboration and conflicts arises within organizations and between organizations, ascertaining how they come about and what may be done to improve the effectiveness of collaborations and/or overcome conflicts in particular cases and contexts.  Further, this assignment is directly related to the measure selected because it allowed me to examine two different organizations collaborating together on how to provide social services to the public.  The government entity wants the services to reach the public and the faith-based organization wants to provide those services to the public.  The reason conflict arises is because of the different missions of the two organizations.

**Suggestions for Improvement**

Overall, this reading brief was good.  Due to the brevity of the assignment, it was not possible to fully explore all outcomes of how these organizations actually overcome these conflicts in the real world.  These assigned articles were introductory in the sense that they only introduced the concept that conflict exists between different organizations sectors.  This information would be useful for completing the discussion on this topic.  Although, it was apparent that collaboration among the sectors is necessary to achieve a common goal.  Reading this paper again, I do not feel I was able to get into a good discussion on the topic of relationships between community governance and faith-based organizations.  After reading all the articles, it was pretty challenging to condense all the material into just one page or less.  Further, I incorporated a lot of what I learned in a prior course (PAD 6439 – Leadership in Public Service) into this reading brief as well.  Therefore, I was not able to really learn anything new.

NASPAA's Universal Required MPA Competencies

| | 1. Ability to lead and manage in public governance | 2. Ability to participate in and contribute to policy process | 3. Ability to analyze, synthesize, think critically, solve problems and make decisions | 4. Ability to articulate and apply a public service perspective | 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry |
|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | R | I | R |
| PAD 6035 Public Administration in the Policy Process | M | M | M | R | R |
| PAD 6700 Research Methods in Public Administration | | R | M | | R |
| PAD 6037 Public Organization Management | M | R | R | I | R |
| PAD 6701 Analytic Techniques for Public Administration | | R | M | | R |
| PAD 6227 Public Budgeting | M | | M | | |
| PAD 6207 Public Financial Management | | R | M | | R |
| PAD 6417 Human Resource Management | | | M | R | M |
| PAD 6335 Strategic Planning and Management | M | R | M | R | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | M | M |

NASPAA Universal Competency 2 *"Ability to participate in and contribute to policy process"* with UCF MPA Program Learning Objectives

| | 2. Ability to participate in and contribute to policy process | 2a. Develop capacity to analyze political theory, policy process, and implementation. | 2b. Analyze policy issues/problems using different methodologies. | 2c. Identify and evaluate interests from multiple stakeholders in policy formation, and communicate evidence-based policy information as a foundation for collaborative negotiations with diverse stakeholders. | 2d. Assess the political, legal, economic, institutional, and social environment and operation of public administration in the policy process (including concepts, theories, approaches, models, techniques, formulation, implementation, evaluation, and institutions). | 2e. Design policy implementation methodology and actively engage with public sector employees and citizens to develop goals and strategies |
|---|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | | I | I | I |
| PAD 6035 Public Administration in the Policy Process | M | R | I | R | M | I |
| PAD 6700 Research Methods for Public Administration | R | R | I | I | I | I |
| PAD 6037 Public Organization Management | R | | | R | R | |
| PAD 6701 Analytic Techniques for Public Administration | R | R | R | R | R | R |
| PAD 6227 Public Budgeting | | | | | | |
| PAD 6207 Public Financial Management | R | | R | R | R | |
| PAD 6417 Human Resource Management | | | | | | |
| PAD 6335 Strategic Planning and Management | R | | R | R | R | R |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | R | R | M | R | R |

## Grading Rubric for Competency 2

| 2 | To participate in and contribute to the policy process | (1) Novice | (2) Developing | (3) Proficient | (4) Accomplished |
|---|---|---|---|---|---|
| 2a | *Develop capacity to analyze political theory, policy process, and implementation* | Possesses limited capacity to utilize any political theory, policy process, implementation and/or practice to explain observed phenomena. | Possesses some capacity to utilize any political theory, policy process, implementation and/or practice to describe observed phenomena. | Employs political theory, policy process, implementation and past experiences to describe and evaluate observed phenomena. Employs this analysis to seek solutions. | Can demonstrate a mastery over more than one political theory, policy process, implementation or political experience and it capable of applying these frameworks to study and/or transform an existing situation. |
| 2b | *Analyze policy issues/problems using different methodologies* | Possesses limited capacity to systematically evaluate the effectiveness of specific policy tools or interventions. | Have some exposure to carrying out policy analysis/evaluation, employing simple evaluation methods and approaches. | Can undertake an independent piece of policy analysis, successfully rendering new insights and applicable findings for policy makers. | Can employ sophisticated analytical techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers. |
| 2c | *Identify and evaluate interests from multiple stakeholders in policy formation, and communicate evidence-based policy information as a foundation for collaborative negotiations with diverse stakeholders* | Can isolate simple problems from solutions, but has difficultly identifying ill structured problems. | Possesses some capacity to define how problems are framed by different policy actors. | Can demonstrate how problems are defined within specific policy contexts by multiple stakeholders and deconstruct the relationship between problem definitions and solutions. | Can articulate how conflicts over problem definition contribute to complex/wicked policy problems and their solutions in a networked environment. |
| 2d | *Assess the political, legal, economic, institutional, and social environment and operation of public administration in the policy process (including concepts, theories, approaches, models, techniques, formulation, implementation, evaluation, and institutions)* | Possesses limited capacity to utilize any political theory and/or practice to describe observed phenomena. Possesses limited capacity to utilize policy process to describe observed phenomena. | Possesses some capacity to utilize any political theory and/or practice to describe observed phenomena. Possesses some capacity to utilize policy process to describe observed phenomena. | Employs political theory and past experiences to describe and evaluate observed phenomena. Employs this analysis to seek solutions. Employs a policy process approach to the study of observed phenomena. | Can demonstrate a mastery over more than one political theory or political experience and it capable of applying these frameworks to study and/or transform an existing situation. Employs a policy process approach to the diagnoses of a problem raised in real life policy dilemmas. |
| 2e | *Design policy implementation methodology and actively engage with public sector employees and citizens to develop goals and strategies* | Possesses limited capacity to distinguish between policy creation and policy implementation phases of the policy cycle. | Possesses a rudimentary understanding of policy implementation processes within specific contexts. | Can undertake a detailed assessment of policy implementation within specific contexts. | Is capable of comparing policy implementation processes across different policy domains, and decipher challenges to effective policy implementation processes. |

| MPA Capstone Learning and Professional Development Portfolio<br>Piece of Evidence Cover Sheet (2a) |
|---|

Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Policy Issue: Long-Term Effects Contact Sports have on the Brain (Module Posting)

Type of Evidence:

   Course assignment:

   PAD 6035 Public Administration in the Policy Process

Competency/Capacity addressed:

   *2a. Develop capacity to analyze political theory, policy process, and implementation*

Self-Assessment:

   Score:   2 – Developing

Criteria you have met:

   Possesses some capacity to utilize any political theory, policy process, implementation
   and/or practice to describe observed phenomena.

Instructor Assessment:

   Score:  _____

Check list:

   o   Written assessment follows completed rubric

   o   Evidence is located in Appendix 3, Competency 2, Evidence 2.1, Page 87

**Written Self-Assessment**

**Summary of Paper**

   The evidence supporting a developing ability to possess some capacity to utilize any political theory, policy process, implementation and/or practice to describe observed phenomena is a module posting which described and analyzed the policy issue of long-term effects that contact sports have on the human brain.  We were tasked with discussing any public policy that we believed needed action (local, state, or federal), but for which no action is being taken, either because there is no political support or because the legislative process is gridlocked.  My approach to this module posting was to critically analyze available research and studies that have been conducted on the topic.  During my research, I was unable to find any evidence supporting the Federal Government's regulatory involvement for any of the U.S. national sports leagues.  However, several states had enacted laws to help protect youth players from head injuries caused by the contact during the sport.  The major issue is the repeated injuries.

   One study conducted by researchers from Boston University and the Department of Veterans Affairs discussed in the posting studied the effects of concussion on the brain by examining brains of deceased National Football League (NFL) players.  Out of the 91 former NFL players examined, 87 of them (96%) had Chronic Traumatic Encephalopathy, a degenerative brain disease.  During the posting, I used this study and other facts to explain why I felt government intervention was necessary for this issue.  Further, I explained how it will be challenging to make any headway on this issue due to American's obsession with the sport and the revenue it generates.  Children grow up idolizing these NFL players and want to be just like them when they grow up.  The NFL is making sure to capitalize on that by investing millions of dollars to sponsor tackle football for children.

**Relationship to Measures**

This module posting demonstrates my ability to utilize a political theory, policy process, implementation, and current practice to describe the observed phenomena of the public safety concerns revolving around the issue of contact sports. I was able to take a real issue and critically analyze available data and research on the topic and explain why it is important that the federal government get involved. During this module posting, I also discussed whether or not representative democracy could successfully address this issue. Further, I determined whether or not deliberative democracy could work as a process to address this issue and whether or not this issue could be addressed through rational analysis.

**Suggestions for Improvement**

At the time, I felt this module assignment/evidence was a good post. I was able to successfully complete the requirements of the assignment by finding a real issue, providing statistical data and an available study on the reasons why this is an issue, and identifying potential ways the democratic process could work to implement change. However, considering the constraints of the posting itself, this could be a great topic to explore further in a full research paper. Further, after rereading the post, some issues discovered involved the conflicting value of government action (or intervention) being a concept of personal liberty. People freely choose to play sports and therefore the consequences are theirs. A representative democracy would be a challenging way to implement this change because many people in the U.S. do not exercise their right to vote; therefore, we could end up with about 25% of the pubic making a decision to cover 100% of the population. Which would not be helpful in this case. I feel this competency could only be matched with evidences from PAD 6035 (Public Administration in the Policy Process) because I did not really explore policy issues in any other class to the extent I did in this course.

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (2b)**

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Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Sustainably Reducing the Poverty Rate in the State of Florida (Research/Policy Paper)

Type of Evidence:

   Course assignment:

   PAD 6035 Public Administration in the Policy Process


Competency/Capacity addressed:

   *2b. Analyze policy issues/problems using different methodologies*

Self-Assessment:

   Score:   3 – Proficient

Criteria you have met:

   Can undertake an independent piece of policy analysis, successfully rendering new
   insights and applicable findings for policy makers.

Instructor Assessment:

   Score: _____

Check list:

   o   Written assessment follows completed rubric

   o   Evidence is located in Appendix 3, Competency 2, Evidence 2.2, Page 91

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting a proficient ability to analyze policy issues/problems using different methodologies is a research paper which examined and analyzed the policy issue of sustainably reducing the poverty rate in Florida. Throughout this paper, I analyzed alternatives to an initiative that was a purposed policy for the November 2016 ballot. This initiative would give legislators an opportunity to examine existing policies in place to combat poverty and determine if the current structure is the most beneficial to low-income residents in Florida. This purposed initiative would have increased minimum wage in Florida to $12.50/hour. Minimum wage was originally established to reduce poverty. At the time, 16.5% of Floridians lived below the poverty threshold in Florida, which is more than 3.2 million people.

During my research, I discovered that Florida legislators do not publish an ideal "goal" poverty rate but ideally, the rate should never exceed 10%. The purpose of my research paper was to explore all possible alternatives to reducing the poverty rate in Florida. Alternatives to purposed initiative included: expanding the U.S. Earned Income Tax Credit, implementing training programs for minimum wage earners, implementing guaranteed based income policy; and changing the programs available to assist low-income families/individuals. The recommendation for the poverty reduction issue in Florida was to increase the minimum wage. In this particular analysis, this alternative was found to be the most beneficial to the residents of the state and to help them overcome poverty in the most economical way.

**Relationship to Measures**

This research paper demonstrates my ability to analyze policy issues/problems using different methodologies by fully examining five major alternatives to sustainably reduce the poverty rate in Florida. I was able to take a real issue and critically analyze available research on

the topic and conduct a cost-benefit analysis for the alternatives.  During this research paper, I

also developed a table to express the likely opinions of stakeholders involved.  After completing

this policy analysis, I wrote a professional letter to the agency official who would be most

interested in this topic.  This letter to Jesse Panuccio, Executive Director of the Florida

Department of Economic Opportunity, described the particulars of the analysis as well as the

findings on how to sustainably reduce poverty in Florida.

**Suggestions for Improvement**

When I initially wrote this research paper/evidence, I only felt the end product was

mediocre because I felt there were a lot of unknown facts I had to deal with throughout the

writing process.  I was not familiar enough with this topic but chose it because it related to my

work in HR.  My focus unintentionally shifted to the increase in the minimum wage initiative,

which caused me to deprioritize other possible alternatives.  My professor tasked me with

tackling a cost-benefit analysis, which he knew would be challenging.  I decided to take that task

on.  The problem with using a strict cost-benefit analysis is that the guaranteed income is a

political and social nonstarter.  Plus, there were many of these costs that I had to just guess on

because I just did not have the appropriate data.  There was also an issue with the discussion

addressing the public interest.  I indirectly addressed the issue but did not consider the political

leadership and citizenry that may have a value that people should have the opportunity to make a

living wage as a superior value to business independence and profit.  Further, with raising the

minimum wage, only those who work are rewarded and those who do not or cannot work are not.

This only addresses one value about personal responsibility for welfare.  I did not take this into

consideration during my analysis.  If I could rewrite this paper, I would reconsider the topic all

together.

NASPAA's Universal Required MPA Competencies

| | 1. Ability to lead and manage in public governance | 2. Ability to participate in and contribute to policy process | 3. Ability to analyze, synthesize, think critically, solve problems and make decisions | 4. Ability to articulate and apply a public service perspective | 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry |
|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | R | I | R |
| PAD 6035 Public Administration in the Policy Process | M | M | M | R | R |
| PAD 6700 Research Methods in Public Administration | | R | M | | R |
| PAD 6037 Public Organization Management | M | R | R | I | R |
| PAD 6701 Analytic Techniques for Public Administration | | R | M | | R |
| PAD 6227 Public Budgeting | M | | M | | |
| PAD 6207 Public Financial Management | | R | M | | R |
| PAD 6417 Human Resource Management | | | M | R | M |
| PAD 6335 Strategic Planning and Management | M | R | M | R | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | M | M |

NASPAA Competency 3 "*Ability to analyze synthesize, think critically, solve problems and make decisions*" with UCF MPA Program Learning Objectives

| | 3. ability to analyze, synthesize, think critically, solve problems and make decisions | 3a. Develop expertise in techniques used in managing government operations. | 3b. Appraise the concepts of social science research methods, statistical analysis and techniques; apply the skills to analyze public policies and government operations; and formulate a policy or managerial decision. | 3c. Create networked/collaboration solution to complex modern problem | 3d. Identify, evaluate and model best practices. | 3e. Develop professional capacity in basic skills (including writing, speaking, analytical techniques, critical thinking). |
|---|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | R | I | | I | | R |
| PAD 6035 Public Administration in the Policy Process | M | M | | R | | R |
| PAD 6700 Research Methods for Public Administration | M | I | M | | R | M |
| PAD 6037 Public Organization Management | R | R | I | I | R | R |
| PAD 6701 Analytic Techniques for Public Administration | M | | M | | R | R |
| PAD 6227 Public Budgeting | M | M | | | R | R |
| PAD 6207 Public Financial Management | M | M | R | | | R |
| PAD 6417 Human Resource Management | M | M | | | I | R |
| PAD 6335 Strategic Planning and Management | M | R | R | R | M | R |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | R | R | M | R | M |

## Grading Rubric for Competency 3

| To analyze, synthesize, think critically, solve problems and make decisions | (1) Novice | (2) Developing | (3) Proficient | (4) Accomplished |
|---|---|---|---|---|
| 3a | *Develop expertise in techniques used in managing government operations* | Can identify why strategic planning, budgeting, and sound fiscal management practices are important, but cannot analyze how and/or if such practices are being used within specific contexts. | Can identify strategic planning, fiscal planning, and budgeting practices for a particular situation or context, but has limited capacity to evaluate the effectiveness of a management system. | Can identify and analyze strategic planning, financial management systems, needs and emerging opportunities within a specific organization or network. | Can provide new insights into the financial management and strategic planning challenges facing an organization or network, and suggest alternative design and implementation scenarios. |
| 3b | *Appraise the concepts of social science research methods, statistical analysis and techniques; apply the skills to analyze public policies and government operations; and formulate a policy or managerial decision* | Can explain why it is important to undertake program/policy evaluation but possesses limited capacity to actually carrying it out. | Can provide a rationale for undertaking program and policy evaluation and explain what the possible goals and outcomes of such an evaluation might be. | Can provide a detailed account for how a program or policy evaluation should be structured within the specific context. | Can demonstrate the successful execution of a program or policy evaluation or the successful utilization of evidence to improve administrative practice. |
| 3c | *Create networked / collaboration solution to complex modern problems* | Can explain why it is important for public administrators to value coalition and team building in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Can identify instances in specific cases or context where a public administrator successfully or unsuccessfully demonstrated a capacity to build teams or coalitions. Possesses a basic level of understanding of network dynamics. | Demonstrates a capacity for successful participation in a team or coalition environment. Can apply teaming and coalition building concepts to describe the experience. | Can point to example in which they have created and/or lead teams or coalitions. Can apply teaming and coalition building concepts to describe the experience. |
| 3d | *Identify, evaluate and model best practices* | Can provide an explanation of why performance goals and measures are important in public administration, but cannot apply this reasoning to specific contexts. | Can identify the performance management considerations for a particular situation or context, but has limited capacity to recognize the effectiveness of performance management systems. | Can identify and analyze performance management systems, needs and emerging opportunities within a specific organization or network. | Can provide new insights into the performance management challenges facing an organization or network, and suggest alternative design and measurement scenarios. |
| 3e | *Develop professional capacity in basic skills (including writing, speaking, analytical techniques, and critical thinking)* | Demonstrates some ability to express ideas verbally and in writing. Lacks capacity to present and write consistently. | Possesses the capacity to write documents that are free of grammatical error and are organized in a clear and efficient manner. Possesses the capacity to present ideas in a professional manner. Suffers from a lack of consistency in the presentation of material and expression or original ideas and concepts. | Is capable of consistently synthesizing and expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences. | Can demonstrate some instances in which verbal and written communication has persuaded others to take action in solving problems. |

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (3b)**

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Name:

    Jamie L. Tusing

Title/Label of Evidence:

    Stop Beating a Dead Horse: Education Reform in the U.S. Public School System
    (Research Paper)

Type of Evidence:

    Course assignment:

    PAD 6701 Analytic Techniques for Public Administration

Competency/Capacity addressed:

    *3b. Appraise the concepts of social science research methods, statistical analysis and*
    *techniques; apply the skills to analyze public policies and government operations; and*
    *formulate a policy or managerial decision*

Self-Assessment:

    Score:   4 – Accomplished

Criteria you have met:

    Can demonstrate the successful execution of a program or policy evaluation or the
    successful utilization of evidence to improve administrative practice.

Instructor Assessment:

    Score: _____

Check list:

- o  Written assessment follows completed rubric

- o  Evidence is located in Appendix 4, Competency 3, Evidence 3.1, Page 111

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting an accomplished ability to appraise the concepts of social science research methods, statistical analysis and techniques; apply the skills to analyze public policies and government operations; and formulate a policy or managerial decision is a research paper which examined and analyzed the education reform in the U.S. Public School System. Throughout this paper, we examined the effect that teacher salaries, Equity Equalizer Index (EEI) (a term coined by our group), and school choice programs have on student success at the state level. We utilized correlation and regression analysis to determine if any relationships exist between the three variables mentioned previously. This paper was statistical in nature and several different datasets were analyzed during this study. These were derived from several sources, such as the Bureau of Economic Analysis and the National Education Association.

The findings indicated the average spending per pupil was $11,702, the average teacher salary was $35,953, and the average state report card was 78.21 for 2013. During the analysis, we discovered a need to adjust for several factors. The adjusted values for the average spending per pupil of $11,434, the average teacher salary was $35,050, and the average state report card score remained the same. This study implies that school budgeting priorities affect student achievement, especially given that salaries showed a negative relationship to student success, while the adjusted spending per pupil is positive. The findings implied that there is limited evidence to link teacher salary or presence of school choice programs to student success.

Several limitations to this study were identified. First, resources available were limited that were required to conduct a full assessment of the variable introduced in this study. Second, the study was limited by time because this was a one semester project. Third, "restricted" data inaccessible to students via websites was also a limitation. Fourth, we had to rely on others for

the datasets so there is a possibility that errors were made by others. Finally, datasets found were discovered to be either too conservative or too liberal, which is why we chose to use adjusted variables such as salaries and spending per pupil utilizing the Bureau of Economic Analysis' value of a dollar as a variable multiplier. We also offered several recommendations for future research on this topic.

**Relationship to Measures**

This research paper demonstrates my ability to appraise the concepts of social science research methods, statistical analysis and techniques, apply the skills to analyze public policies and government operations, and formulate a policy or managerial decision by conducting a full analysis utilizing existing datasets. We were able to take a real issue (how public schools get their funding) and critically analyze available data on the defined variables. During this research paper, we developed a research hypothesis which stated: If the EEI increases, then student success will increase in the public school system (K-12). This hypothesis was ultimately accepted and the relationship between the EEI and student success proved to strongly exist.

**Suggestions for Improvement**

When we wrote this research paper/evidence, I felt the analysis was good. This was a complex analysis with many different elements. If I could rewrite this analysis, I would make improvements in several areas to strengthen the analysis including: literature review and conceptual discussion, research design and methodology, data analysis, and writing quality. Unfortunately, due to the workload in this course in addition to this research paper, there was not enough resources to devote to it. Weekly assignments and exams forbade us from making this research paper the primary focus of the semester. If I could do it again, I would begin the writing process earlier to allow for a strong analysis.

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (3d)**

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Name:

      <u>Jamie L. Tusing</u>

Title/Label of Evidence:

      <u>Lack of Motivation Amongst the Employees of the City of Eustis (Case Study Paper)</u>

Type of Evidence:

      Course assignment:

      <u>PAD 6037 Public Organization Management</u>

Competency/Capacity addressed:

      *3d. Identify, evaluate, and model best practices*

Self-Assessment:

      Score:  <u>4 – Accomplished</u>

Criteria you have met:

      Can provide new insights into the performance management challenges facing an
      organization or network, and suggest alternative design and measurement scenarios.

Instructor Assessment:

      Score:  _____

Check list:

    o  Written assessment follows completed rubric

    o  Evidence is located in Appendix 4, Competency 3, Evidence 3.2, Page 134

**Written Self-Assessment**

**Summary of Paper**

  The evidence supporting an accomplished ability to identify, evaluate, and model best practices is a case study paper which examined motivation amongst the employees at the City of Eustis. Motivation is a complex and multifaceted term. During this case study paper, I analyzed the major managerial issue of a lack of employee motivation to perform at an optimal level for the municipality. This issue is important to resolve because a workforce that is not performing at its optimal level is not providing the citizens with the quality of service in which they deserve.

  This extensive analysis covered many areas including: a detailed organizational background (which included population and demographic information and an analysis of the environment, goals, and stakeholders); a critical analysis; a review of the literature available on the topic; three proposed solutions including a specific final recommendation; and a detailed implementation plan to assist the City's administration to address the issue. Through this critical analysis, it was discovered that the supervisors are not properly trained on motivating their employees. If supervisors do not receive the training to know how to motivate their employees, then there is a high probability that the supervisors are not fully motivating their employees. The review of the literature helped to define major concepts related to employee motivation, such as the performance appraisal system. This was directly linked to the solution selected to help resolve the issue of a lack of motivation. The solution outlined in the recommendation and implementation plan was to revamp the performance appraisal system to incorporate more meaningful performance information and structure, including penalties for supervisors who do not submit reviews on time, a two-way feedback aspect, and an extrinsic reward attached to the reviews in order to improve communication and motivation amongst employees at the City of Eustis. This solution offered both strengths and weaknesses. Further, this solution was

solidified by the public service motivation theory which ultimately can assist the municipality because the theory suggests employees who have a desire to serve the public seek employment with public organizations. Future studies of similar capacities should implement the public service motivation theory. Although a relatively new theory, it is beginning to gain a lot of attention from scholars. Additionally, it was recommended that more specific information regarding individual employee motivators would be useful. For instance, an employee who is motivated by recognition versus merit increases or time off from work.

**Relationship to Measures**

This research paper demonstrates my ability to identify, evaluate, and model best practices by critically analyzing a managerial issue in a local municipality. I was able to make connections amongst the managerial issue, available literature, and theoretical support to develop an all-encompassing, usable plan for the City of Eustis.

**Suggestions for Improvement**

When I wrote this case study paper/evidence, I felt it was a great analysis. However, if I could rewrite it, one area I would improve is the implementation plan. The plan was very detailed regarding the steps of implementation; however, the total costs incurred and timeline may not be totally accurate. I could have improved this by conducting more research on the actual costs/fees for the corporate trainer from the local college instead of just giving an estimated figure for illustrative purposes. Due to easy access to information needed, I chose to write a paper for my employer. To build my professional network, I could have selected to work with a different municipality. Further, I could have learned new things that a different organization was doing that worked and brought them back to my employer.

NASPAA's Universal Required MPA Competencies

| | 1. Ability to lead and manage in public governance | 2. Ability to participate in and contribute to policy process | 3. Ability to analyze, synthesize, think critically, solve problems and make decisions | 4. Ability to articulate and apply a public service perspective | 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry |
|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | R | I | R |
| PAD 6035 Public Administration in the Policy Process | M | M | M | R | R |
| PAD 6700 Research Methods in Public Administration | | R | M | | R |
| PAD 6037 Public Organization Management | M | R | R | I | R |
| PAD 6701 Analytic Techniques for Public Administration | | R | M | | R |
| PAD 6227 Public Budgeting | M | | M | | |
| PAD 6207 Public Financial Management | | R | M | | R |
| PAD 6417 Human Resource Management | | | M | R | M |
| PAD 6335 Strategic Planning and Management | M | R | M | R | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | M | M |

NASPAA Competency 4 *"Ability to articulate and apply a public service perspective"* with UCF MPA Program Learning Objectives

| | 4. Ability to articulate and apply a public service perspective | 4a. Develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit and business communities. | 4b. Value and demonstrate commitment and professionalism and integrity in serving the public. | 4c. Communicate public interest based on ethical reasoning and democratic participation | 4d. Critique instrumental reasoning in order to promote social and economic equity and justice. | 4e. Incorporate and value principles of democracy, public transparency, and consensus building in the workplace when making decisions that directly impact the community. |
|---|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | | I | I | I |
| PAD 6035 Public Administration in the Policy Process | R | R | | R | R | R |
| PAD 6700 Research Methods for Public Administration | | | | | | |
| PAD 6037 Public Organization Management | I | I | I | | | I |
| PAD 6701 Analytic Techniques for Public Administration | | | | | | |
| PAD 6227 Public Budgeting | | | | | | |
| PAD 6207 Public Financial Management | | | | | | |
| PAD 6417 Human Resource Management | R | | R | | | |
| PAD 6335 Strategic Planning and Management | R | R | | R | R | R |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | R | R | R |

## Grading Rubric for Competency 4

| 4 | To articulate and apply a public service perspective | (1) Novice | (2) Developing | (3) Proficient | (4) Accomplished |
|---|---|---|---|---|---|
| 4a | Develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit, and business communities | Can explain why it is important for citizens to be involved in the governance of their society in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Can distinguish between authentic and inauthentic citizen participation in field contexts, but cannot articulate how participation can either become more authentic or be sustained in an authentic way. | Possesses the capacity to describe how citizen participation can be undertaken within an authentic way that improves the democratic accountability of an organization or network. | Can demonstrate how they have played a role in either a.) facilitating the authentic participation of citizens in a public administration context, or b.) played an active role as an engaged citizen. |
| 4b | Value and demonstrate commitment and professionalism and integrity in serving the public | Possesses little to no capacity to think critical about and reflect deeply upon her or his own identify as a present or future public administrator. | Can express both orally and in writing why they is pursuing an MPA and describe how the degree will help them achieve public service goals. | Can express both orally and in writing how course concepts and learning competencies synthesize with their own life experiences in advancing public service. | Can demonstrate own capacity to undertake responsive practice toward the resolution of a real dilemma or toward the achievement of a public service goal in real life settings. |
| 4c | Communicate public interest based on ethical reasoning and democratic participation | Can explain why it is important for public administrators to act ethically in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Possesses a basic comprehension of ethical behavior and decision-making within PA contexts, but cannot apply concepts to specific cases with any level of depth and insight. Can begin to articulate how they think of themselves as an ethical administrator. | Can apply ethical concepts and frameworks to specific situations and contexts. Is able to articulate how they views ethics as a professional competency. | Is able to diagnose an ethical dilemma, apply specific ethical frameworks to study it, and articulate ways of resolving the dilemma. Can clearly articulate their own ethical framework and cite examples of how it applies to past, present or future practice. |
| 4d | Critique instrumental reasoning in order to promote social and economic equity and justice | Can explain why it is important for social and economic equity to flourish in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Can explain why social and economic equity is important to PA and can identify how social and economic equity or inequities persist within a given context, but cannot diagnose why the problem persists or how to address it. | Possesses the capacity to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestion for ways of improving inequitable situations. | Can demonstrate how they has played a role in facilitating the improvement of inequitable situations through indirect or direct action. |
| 4e | Incorporate and value principles of democracy, public transparency, and consensus building in the workplace when making decisions that directly impact the community | Can explain why principles of democracy is important for public administrators to act as effective leaders in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Possesses a basic comprehension of principles of democracy within PA contexts, but cannot apply concepts to specific cases with any level of depth and insight. Can begin to articulate how they think of themselves as a leader. | Can apply principles of democracy to specific situations and contexts. Is able to articulate how they view collaborative leadership as a professional competency. | Is able to apply specific principles of democracy to the study of a particular situation or context. Can clearly articulate their own approach to collaborative leadership capacities and cite examples of how it applies to past, present or future practice. |

| MPA Capstone Learning and Professional Development Portfolio |
| :---: |
| **Piece of Evidence Cover Sheet (4a)** |

Name:

    Jamie L. Tusing

Title/Label of Evidence:

    Reading Brief 2 (Summary of 5 chapters)

Type of Evidence:

    Course assignment:

    PAD 6825 Cross-Sectoral Governance

Competency/Capacity addressed:

    *4a. Develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit, and business communities*

Self-Assessment:

    Score:   3 – Proficient

Criteria you have met:

    Possesses the capacity to describe how citizen participation can be undertaken within an authentic way that improves the democratic accountability of an organization or network.

Instructor Assessment:

    Score: _____

Check list:

    o  Written assessment follows completed rubric

    o  Evidence is located in Appendix 5, Competency 4, Evidence 4.1, Page 169

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting a proficient ability to develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit, and business communities is a reading brief which summarized five chapters introducing the concept of citizen participation through volunteerism.  Although the actual assignment itself was brief, the amount of knowledge I gained while reading the chapters for the brief was vast.  During this assignment, we were tasked with finding any possible crosscutting themes recognized, make a determination on whether or not I agreed with the conclusions drawn by the authors, and list any remaining questions I still have about the topics discussed.  The articles reviewed seemed to all relate and build upon each other.

One overarching theme throughout the chapters is that volunteerism is a valuable tool organizations can utilize to assist in addressing complex problems with creative and effective solutions that expand beyond traditional government services.  Several of the chapters provided us with framework on the topic.  For instance, one chapter introduced the concept of the Impact Volunteering Model.  This model is characterized as mayor-led volunteer strategies that target specific community needs, use best practices in volunteering, and set clear outcomes and measures to gauge progress.  These chapters also provided us with information about the many citizen participation groups that exist in the United States.  Several organized groups were explained and although these groups were different for many reasons, one thing is clear; all groups have a passion for helping others and getting involved.  In the reading brief, I discussed how my background is in Human Resources and expressed an appreciation for one of the chapter's topics – managing risks while managing volunteers.  It was a great thought to implement potential issues so the reader could fully understand what it means to be involved in

managing volunteerism.  I explained my thoughts on the idea to treat volunteers exactly like regular paid employees to prepare for every possibility (i.e. waivers, background checks, applications, evaluations).

**Relationship to Measures**

This reading brief demonstrates my ability to develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit, and business communities.  More specifically, it expressed my understanding and ability to possess the capacity to describe how citizen participation can be undertaken within an authentic way that improves the democratic accountability of an organization or network.  Further, this assignment is directly related to the measure selected because it allowed me to explore one way that citizens can actively engage and participate in society.  I also understand that there are many other ways citizens can participate.  For instance, in local government citizens can participate in the democratic process by attending commission meetings and expressing their individual opinions about things that are happening to them or in their communities that they want an action taken on.  This is a form of citizen participation that many residents unfortunately do not take advantage of.

**Suggestions for Improvement**

Due to the brevity of the assignment, it was not possible to fully explore all interactions with citizens, other governmental entities, nonprofit, and business communities through citizen participation.  These assigned chapters were introductory in the sense that they only previewed the concept of volunteerism as a form of citizen participation.  More information would definitely be useful for completing the discussion on this topic.  I could have also selected an evidence from PAD 6335 (Strategic Planning and Management) for this competency.

> **MPA Capstone Learning and Professional Development Portfolio**
> **Piece of Evidence Cover Sheet (4e)**

Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Financial Analysis – City of Eustis (Case Study Research Paper)

Type of Evidence:

   Course assignment:

   PAD 6207 Public Financial Management


Competency/Capacity addressed:

   *4e. Incorporate and value principles of democracy, public transparency, and consensus*
   *building in the workplace when making decisions that directly impact the community*

Self-Assessment:

   Score:   4 – Accomplished

Criteria you have met:

   Is able to apply specific principles of democracy to the study of a particular situation or
   context. Can clearly articulate their own approach to collaborative leadership capacities
   and cite examples of how it applies to past, present or future practice.

Instructor Assessment:

   Score:  _____

Check list:

   o   Written assessment follows completed rubric

   o   Evidence is located in Appendix 5, Competency 4, Evidence 4.2, Page 171

**Written Self-Assessment**
**Summary of Paper**

The evidence supporting an accomplished ability to incorporate and value principles of democracy, public transparency, and consensus building in the workplace when making decisions that directly impact the community is a case study research paper which analyzed the financial documents of the City of Eustis. This study was a detailed analysis of the financial trends for the municipality utilizing data from the Comprehensive Annual Financial Reports (CAFR) from the previous three fiscal years.

During this analysis, several important aspects of the City of Eustis' financial activities were studied and a comparative evaluation was conducted through the use of local government existing records. The Financial Statement Analysis discovered trend information about the balance sheet, statement of activities, statement of cash flows, statement of functional expenses, use of ratio analysis, and auditor's comments. The Financial Condition Analysis provided a look at the socioeconomic factors, service, budgetary, and debt burden measures. Graphs and detailed statistical comparisons gave a greater understanding of where Eustis' current financial processes stand. Further, through this extensive analysis, we determined many things about the City of Eustis' financial health. First, Eustis seemed to have a high net asset per capita value, which shows strength in the City's liquidity and financial position. Second, the City of Eustis appeared to have a low level of debt per capita, which would give a favorable representation of this their financial condition. Third, Eustis appeared to be within a reasonable per capita range, especially given that Eustis is not the highest value, and less than the average of the comparable cities, at $694.27. Fourth, Eustis had a slightly unfavorable ratio, though the difference of $9.98 between the revenues and expenditures per capita, which equates to a deficit of $191,755.72 when multiplied against the total population of 19,214. Fifth, over the three years examined, 2012 –

2014, the debt burden per capita increased from $520.00 in 2012 to $546.03 in 2013, and decreased to $476.61 in 2014.  The debt burden improved over this time period, which could be attributed to the decrease in unemployment, decrease in overall liabilities, increase in property values, or a similar combination.  Lastly, the City of Eustis showed financial vulnerability as the fund balance shrinks, but did not represent a critical financial environment since the decrease was not drastic and the liabilities were decreasing.

**Relationship to Measures**

This case study research paper demonstrates my ability to incorporate and value principles of democracy, public transparency, and consensus building in the workplace when making decisions that directly impact the community by critically analyzing a financial report for a local municipality.  We were able to develop a complete analysis of the CAFR from an academic perspective for the City of Eustis.  The relationship between this evidence and the measure selected is clear.  Further, budget documents and financial statements such as the CAFR by their very nature provide the public with transparency.  Additionally, they are full of financial decisions made by the City's administrators, which all directly impacts the community

**Suggestions for Improvement**

When I helped write this case study research paper/evidence, I felt it was great.  It was extremely detailed because it covered many elements.  If I could rewrite this paper, I improve it by including a conclusion.  The analysis could be strengthened with an overall summary of financial health or condition of the City of Eustis at the end of the document.  Again, I chose to work with my employer for this analysis versus stepping outside my comfort zone and working with a different municipality.  If I had to do it again, I would chose to work with a different organization in order to learn new things and build my professional network.

NASPAA's Universal Required MPA Competencies

| | 1. Ability to lead and manage in public governance | 2. Ability to participate in and contribute to policy process | 3. Ability to analyze, synthesize, think critically, solve problems and make decisions | 4. Ability to articulate and apply a public service perspective | 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry |
|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | I | I | R | I | R |
| PAD 6035 Public Administration in the Policy Process | M | M | M | R | R |
| PAD 6700 Research Methods in Public Administration | | R | M | | R |
| PAD 6037 Public Organization Management | M | R | R | I | R |
| PAD 6701 Analytic Techniques for Public Administration | | R | M | | R |
| PAD 6227 Public Budgeting | M | | M | | |
| PAD 6207 Public Financial Management | | R | M | | R |
| PAD 6417 Human Resource Management | | | M | R | M |
| PAD 6335 Strategic Planning and Management | M | R | M | R | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | M | M | M |

NASPAA Competency 5 "*Ability to communicate and interact productively with a diverse and changing workforce and citizenry*" with UCF MPA Program Learning Objectives

| 5. Ability to communicate and interact productively with a diverse and changing workforce and citizenry | 5a. Incorporate various communication tools and strategies (including written reports, brochures, emails, PowerPoint, and marketing plans) in the management of public service organizations. | 5b. Incorporate major concepts, skills, process, and policies (including planning, classification, compensation, recruitment, selection, training, performance appraisal, labor relations, equal employment opportunity, and affirmative action) in public service human resource management. | 5c. Develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus or consent. | 5d. Negotiate interest-based resolutions with stakeholders experiencing conflict. | 5e. Critique existing partnerships and promote engagement and interaction with citizens, nonprofit organizations, and collaborative efforts with other entities. |
|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| PAD 6053 Public Administrators in the Governance Process | R | | | R | I | I |
| PAD 6035 Public Administration in the Policy Process | R | R | | R | R | R |
| PAD 6700 Research Methods for Public Administration | R | R | | | | |
| PAD 6037 Public Organization Management | R | I | I | R | R | |
| PAD 6701 Analytic Techniques for Public Administration | R | R | | | | |
| PAD 6227 Public Budgeting | | | | | | |
| PAD 6207 Public Financial Management | R | R | | | | |
| PAD 6417 Human Resource Management | M | | M | R | | |
| PAD 6335 Strategic Planning and Management | M | M | | M | M | M |
| PAD 6062 Advanced Concepts and Applications in Public Administration | M | M | R | M | R | M |

## Grading Rubric for Competency 5

| 5 To communicate and interact productively with a diverse and changing workforce and citizenry | (1) Novice | (2) Developing | (3) Proficient | (4) Accomplished |
|---|---|---|---|---|
| 5a *Incorporate various communication tools and strategies (including written reports, brochures, emails, PowerPoint, and marketing plans) in the management of public service organizations* | Can explain why information technology is important to contemporary workplaces and public administration environments. Possesses direct experience with information technology, but little understanding for how IT informs professional practice. | Can identify instances in specific cases or context where a public administrator successfully or unsuccessfully demonstrated a capacity to use IT to foster innovation, improve services or deepen accountability. Analysis this level is relegated to descriptions and thin analysis. | Can identify how IT impacts workplaces and public policy. Can diagnose problems associated with IT tools, procedures and uses. | Demonstrates a capacity to view IT in terms of systems design. Is capable of working with IT professionals in identifying areas of need for IT upgrades, IT procedures and IT uses in real setting. |
| 5b *Incorporate major concepts, skills, process, policies (including planning, classification, compensation, recruitment, selection, training, performance appraisal, labor relations, equal employment opportunity and affirmative action) in public service human resource management* | Can explain why human resources are valuable to any undertaking. Possesses limited in capacity in describing the critical feature of successful human resource management. | Can identify some of the major features of effective human resource management systems: staffing, performance evaluation, motivations and benefits. Possesses limited capacity analyze the HR issues relative to specific situations and contexts | Demonstrates a capacity to identify and manage the necessary human capital to carry out a task or function within very specific contexts or situations. | Can point to instances in which they have lead or initiated projects or systems designed to improve human resource management practices within a specific setting. |
| 5c *Develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus or consent* | Can explain why it is important for public administrators to be culturally competent in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Is able to demonstrate knowledge of diverse cultures and groups. Can express the value of differences and difference perceptions in the workplace. Demonstrates an ability to openly discuss cultural differences and issues. | Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases for workplace productivity. | Demonstrates a capacity to be aware of own behavior and its impacts on others, a capacity to understand how discrimination impacts for workplace experience and productivity. |
| 5d *Negotiate interest-based resolutions with stakeholders experiencing conflict* | Can explain why it is important for public administrators to value coalition and team building in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts. | Can identify instances in specific cases or context where a public administrator successfully or unsuccessfully demonstrated a capacity to build teams or coalitions. Possesses a basic level of understanding of teamwork dynamics. | Demonstrates a capacity for successful participation in a team or coalition environment. Can apply teaming and coalition building concepts to describe the experience. | Can point to example in which they have created and/or lead teams or coalitions. Can apply teaming and coalition building concepts to describe the experience. |
| 5e *Critique existing partnerships and promote engagement and interaction with citizens, nonprofit organizations, and collaborative efforts with other entities* | Can explain the performance of networks in a vague or abstract way, but cannot provide specific explanations applied to particular contexts. | Can identify instances in specific cases or context where a network is effective or ineffective. | Can formulate possible strategies for network effectiveness. Creates engagement and is able to motivate people from other institutions and backgrounds. | Demonstrates own capacity to analyze and network or take an active role in a partnership. Has an emerging professional network, identifies important stakeholders and builds strategic relationships. |

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**MPA Capstone Learning and Professional Development Portfolio**
**Piece of Evidence Cover Sheet (5b)**

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Name:

   Jamie L. Tusing

Title/Label of Evidence:

   Who Cares if Employees are Well?: A Look into the Growing Trend of Wellness in the
   Workplace (Literature Review/Case Study Paper)

Type of Evidence:

   Course assignment:

   PAD 6417 Human Resource Management


Competency/Capacity addressed:

   *5b. Incorporate major concepts, skills, process, policies (including planning,*
   *classification, compensation, recruitment, selection, training, performance appraisal,*
   *labor relations, equal employment opportunity and affirmative action) in public service*
   *human resource management*

Self-Assessment:

   Score:   4 – Accomplished

Criteria you have met:

   Can point to instances in which they have lead or initiated projects or systems designed to
   improve human resource management practices within a specific setting.

Instructor Assessment:

   Score:  _____

Check list:

   o   Written assessment follows completed rubric

   o   Evidence is located in Appendix 6, Competency 5, Evidence 5.1, Page 207

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting an accomplished ability to incorporate major concepts, skills, process, and policies in public service human resource management is a literature review/case study which examined the growing trend of workplace wellness programs.  This review looked into what wellness programs are and the type of employee who would participate in employer sponsored wellness initiatives or programs, the reasons why employees participate or do not participate, different types of implementations of these programs (on-site employee fitness centers, incentives to participate, health fairs, etc.), the legality surrounding the topic, who benefits from the implementation (company, employees and their families, overall better quality of life, and self-esteem), and how these programs can affect things on a larger scale (health insurance rates and employee health).

The review of the literature provided a definition of the term wellness and wellness programs.  Wellness often refers to the multidimensional interrelationship between the physical, emotional, spiritual, intellectual, interpersonal or social, and environmental aspects of life but can also be defined as a conscious effort to make healthy choices every day that affect the overall quality and well-being of an individual.  Many HR Departments are responsible for administering wellness programs to employees.  For this review, the City of Eustis' wellness program processes and policies were utilized as a case in point.

**Relationship to Measures**

This literature review/case study paper demonstrates my ability to incorporate major concepts, skills, process, and policies in public service human resource management by examining a real municipality's wellness program it is currently utilizing for its human capital.  During this literature review, it was determined that an employee's physical well-being affects

how they perform on the job. With this review I was able to take a HR practice and study it to determine why organizations are implementing these policies and processes into their daily operations as well as the benefits and potential liabilities that go along with the program.

**Suggestions for Improvement**

Overall, this literature review/evidence was good. This literature review/case study paper is a great evidence to support this competency. To improve this paper, I would consider exploring more options of how wellness is implemented in other organizations. I chose this topic because I specifically implement this program at the City of Eustis; therefore, it was comfortable for me to write about it. If I had selected a different organization's policy or program to review, I could have learned something new to bring back to our program in order to enhance it.

Further, the legality surrounding the topic of wellness in the workplace continues to litigious. More and more law suits are being filed against employers for imposing these types of programs on employees. This literature review/case study paper could have been more enhanced by exploring these cases further. Additionally, another paper that would make a great evidence under this competency specifically is a paper I wrote in PAD 6037 about lack of employee motivation. This paper has already been discussed in this portfolio under a different competency. It would also work here because I explored performance appraisal systems, which is also a major concept in public service HR management.

| MPA Capstone Learning and Professional Development Portfolio<br>Piece of Evidence Cover Sheet (5c) |
|---|

Name:

Jamie L. Tusing

Title/Label of Evidence:

City of Eustis – Diversity Management (Case Study Paper)

Type of Evidence:

Course assignment:

PAD 6053 Public Administrators in the Governance Process

Competency/Capacity addressed:

*5c. Develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus or consent*

Self-Assessment:

Score:  3 – Proficient

Criteria you have met:

Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases for workplace productivity.

Instructor Assessment:

Score:  _____

Check list:

o   Written assessment follows completed rubric

o   Evidence is located in Appendix 6, Competency 5, Evidence 5.2, Page 221

**Written Self-Assessment**

**Summary of Paper**

The evidence supporting a proficient ability to develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus or consent is a case study paper which examined diversity management practices for the City of Eustis. This paper explains how important diversity management is in the field of Public Administration. Further, diversity management was defined as a program implemented by the HR Department (usually) meant to develop and sustain a positive work environment for the entire organization.

The primary focus of this paper was to dissect the City of Eustis' diversity management program or lack thereof. It was expressed that diversity management programs are important to any workforce because it fosters communication, cooperation and acceptance among all employees. This allows everyone to work together in harmony regardless of an employees' sex, religion, race, background, etc. Diversity management is only part of the problem though. When looking at any organization, the employees had to get there somehow. So, the hiring process is not pertinent to a diversity management program but still important enough to be discussed. While looking into the City of Eustis' programs, a full analysis of objectives and evaluation criteria, current activities and who is involved, any political factors contributing will also be addressed and recommendations for action.

It was determined that a well-defined diversity management program is a necessity for every business but especially local government. It goes much farther than the hiring stage. The City of Eustis' lack of a program can be solved with some time, effort, and focus. Thus far, the focus for the City has been just on Equal Employment Opportunity and Affirmative Action. Training attempts have not been implemented because other situations, issues, and even the day-

to-day operations have taken precedence. The statistics for the representative bureaucracy proved that the City needed to focus its hiring efforts in areas to attract more minorities. The paper is concluded by providing a list of recommendations to the agency in order to improve their diversity management efforts.

**Relationship to Measures**

This research paper demonstrates my ability to develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus or consent by critically analyzing a managerial issue in a local municipality. I was able to explore the issue of a lack of diversity among the employees which exists in the City of Eustis (as well as many other organizations) and research current and past practices. The reason this is important is because developing a cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus is necessary to grow and move forward in any community.

**Suggestions for Improvement**

Overall, this case study paper/evidence was decent. However, for areas of improvement, I would certainly change how I wrote this paper significantly. This was my very first course I took in the MPA program so I did not do anything properly. For instance, I did not even use Times New Roman font for this paper. I would certainly never do that now that I know the expectations for graduate-level papers. Reading this paper again, I would have to say it is pretty weak. There is really no substance to it. Again, I selected an organization's practices that was comfortable for me to write about. Maybe I did not fully understand the assignment at the time. Several other papers written in the program could also be utilized here as evidence. For instance, the paper from PAD 6335 emphasizes diverse groups of stakeholders working together.

**Personal Reflection**

Overall Summary of MPA Learning Assessment

This learning assessment allowed me to evaluate each of the five competencies for UCF's MPA program.  First, I was able to demonstrate at least a proficient ability to lead and manage in public governance.  Under this competency, the two objectives I selected were: 1b. Develop an ability to lead and manage within multiple networks of stakeholders; and 1d. Produce consensus or consent among diverse stakeholders.  Objective 1b was confirmed with a research paper from PAD 6439 (Leadership in Public Service), which examined collaborative (multiple networks of stakeholders) leadership efforts amongst the leadership in Orlando following the Pulse Nightclub Shooting.  Objective 1d was confirmed with a reading brief from PAD 6825 (Cross-Sectoral Governance), which allowed me to explore the relationships between government and faith-based organizations when collaborating and overcoming conflicts that arise.

Second, I was able to demonstrate at least a developing ability to participate in and contribute to the policy process.  Under this competency, the two objectives I selected were: 2a. Develop a capacity to analyze political theory, policy process, and implementation; and 2b. Analyze policy issues/problems using different methodologies.  Objective 2a was confirmed with a module posting from PAD 6035 (PA in the Policy Process), which analyzed the policy issue of long-term effects that contact sports have on the human brain (current phenomena).  Objective 2b was confirmed with a research paper also from PAD 6035, which examined sustainably reducing the poverty rate in Florida.  During this study, I explored many alternatives which illuminated new findings for policymakers to address this policy issue.

Third, I was able to exemplify an accomplished ability to analyze, synthesize, think critically, solve problems, and make decisions.  Under this competency, the two objectives I

selected were: 3b. Appraise the concepts of social science research methods, statistical analysis and techniques; apply the skills to analyze public policies and government operations; and formulate a policy or managerial decision; 3d. Identify, evaluate, and model best practices. Objective 3b was confirmed with a research paper from PAD 6701 (Analytic Techniques for PA), which analyzed the education reform in the U.S. Public School System.  We were attempting to improve policy surrounding allocation of funds (administrative practice). Objective 3d was confirmed with a case study paper from PAD 6037 (Public Organization Management), which examined a lack of motivation amongst employees of the City of Eustis.

Fourth, I was able to demonstrate at least a proficient ability to articulate and apply a public service perspective.  Under this competency, the two objectives I selected were: 4a. Develop a respect and demonstrate methods for authentic interaction with citizens, other governmental entities, nonprofit, and business communities; and 4e. Incorporate and value principles of democracy, public transparency, and consensus building in the workplace when making decisions when making decisions that directly impact the community.  Objective 4a was confirmed with a reading brief from PAD 6825, which examined the concept of citizen participation through volunteerism.  Objective 4e was confirmed with a research paper from PAD 6207 (Public Financial Management), which critically analyzed the financial documents (public transparency tool) of the City of Eustis.

Fifth, I was able to demonstrate at least a proficient ability to communicate and interact productively with a diverse and changing workforce and citizenry.  Under this competency, the two objectives I selected were: 5b. Incorporate major concepts, skills, process, and policies in public service HR management; and 5c. Develop cultural competency and appreciation of diversity for collaborating with diverse stakeholders to produce consensus.  Objective 5b was

confirmed with a literature review from PAD 6417 (HR Management), which examined the trend of wellness (HR process/policy) in the workplace (case study: the City of Eustis). Objective 5c was confirmed with a case study paper from PAD 6053 (PA in the Governance Process), which examined diversity management practices at the City of Eustis and how that impacts the work environment, culture, and productivity. Overall, this assessment and evidences show my ability to work well with others and take an analytical approach to real world issues.

Contribution to Career Development

Overall, I was able to develop an understanding of local government operations because of a combination of my experiences in the core courses as well as my observations while working in HR at the City of Eustis. After beginning graduate school, I began to learn skills that I could actually apply instantly during the work day which allowed me to improve the quality of my work. Further, being able to observe professional Public Administrators firsthand and how they make decisions has really helped me to learn. If I have a similar observed situation arise when I am in a position, such as an HR Director, I will have those experiences to glean from.

I feel that all of the courses in the MPA program have helped me in my career. Some more than others. Many of the papers/projects I have worked on throughout the MPA program have been for the City of Eustis. I chose to work with my employer because much of the information I needed to produce the papers/projects I had direct access to or knew the person who could help me. Although this is probably is not possible for every student but I would recommend all graduate students in the MPA Program work in the Public Sector while attending school. However, attending graduate school and working full-time is no easy task. But reflecting, I am glad I had the opportunity to do both at the same time. It was very beneficial for me.

Appendix

(Located in a separate file)