MPA Mission

The mission of the Master of Public Administration program is to prepare individuals for management and leadership positions in public service organizations (such as government, nonprofit, and health care and to do this in a responsible, accountable and transparent manner. The program is committed to improving the management and leadership of public service organizations.

Most students come from the Western New York region.

The program mission is accomplished by providing students with the opportunity to gain the core competencies required for an MPA degree as determined by NASPAA, our accrediting agency, which are as follows:

1. **To lead and manage in public governance**
2. **To participate in and contribute to the public policy process**
3. **To analyze, synthesize, think critically, solve problems and make decisions**
4. **To articulate and apply a public service perspective**
5. **To communicate and interact productively with a diverse and changing workforce and citizenry**

Competency chosen for review: To lead and manage in public governance

All students shall learn to:
1.682/685 appraise the organizational environment, both internal and external as well as the culture, politics, and institutional setting
1.685 lead, manage, and serve a diverse workplace and citizenry

Emphasis in General Public Administration students shall also learn to:
1.641 understand the relationships between public policy, whether proposed or enacted, and leadership and management implementation in the field of public administration
1.681 learn the opportunities and challenges faced by real organizations in the field of public administration

Emphasis in Health Care Management students shall also learn to:
1.619 appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting in Health Care Management
1.681 learn the opportunities and challenges faced by real organizations in Health Care Management

Emphasis in Non-Profit Management students shall also learn to:
1.641 understand the relationships between public policy, whether proposed or enacted, and leadership and management implementation in Non-Profit Management
1.678 appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting in Non-Profit Management

**Methodology**

Evidence was gathered using two methods, as per the department’s Plan for Continuous Improvement Logic Model (See Appendix 1 Plan for Continuous Improvement Logic Model).

The first method was to gather relevant course data. To do this faculty matched class assignments to all 5 NASPAA core competencies (See Appendix 2 Core Competencies Map) and then collected student learning outcome measures (i.e. performance on class assignments) that measured the core competency, to lead and manage in public governance (See Appendix 3 NASPAA Core Competencies Data Collection). This was completed at the beginning of the Spring 2011 semester.

The second method was to review student portfolios containing reflective statements by students completing their course of study. This was completed at the end of the Spring 2011 semester (See Appendix 4 Portfolio Reviews).

**Analysis**

**Analysis of Course Data**

This was a two step process. First, was to match class assignments with the NASPAA core competencies. A worksheet was used for each course to match course assignments to core competencies and to provide a rationale in the form of a more specific and measurable competency that defined “to lead and manage in public governance” for our program. The worksheet results were compared and discussed in faculty meetings throughout the latter half of the Fall 2010 semester. Secondly, after the more specific and measurable competencies were defined and agreed on the grades for the assignments that measured that competency were collected and aggregated. This data was discussed in faculty meetings and resulted in some curricular changes as discussed in the next section.

**Analysis of Student Portfolios**

Seven student portfolios were reviewed by three faculty members over the intersession between the Fall 2010 and Spring 2011 semesters. This analysis was guided by two questions: (1) How do the reflective statements indicate that the author’s competence to lead and manage in public governance has been enhanced and (2) Do the reflective statements suggest curricular changes that might have further enhanced the author’s competence to lead and manage in public governance? The results of this analysis was discussed at faculty meetings during the Spring 2011 semester and resulted in some curricular changes as discussed in the next section.

**Resulting Curriculum Changes**

1. PAD 696 The Project Paper/Portfolio (Common Core Requirement) revised to a portfolio only based on the NASPAA Core Competencies.
2. PAD 640 Financial Management added to the Common Core Requirements.
3. PAD 694 Internship (Elective Course) revised to meet NASPAA Core Competencies.
4. PAD 684 Budgeting replaced with PAD 640 Financial Management (Common Core Requirement) as a required course in the General Emphasis.
5. PAD 680 Public Policy replaced with PAD 641 Foundations of Public Administration as a required course in the General Emphasis.
6. The Emphasis in Public Safety was suspended due to insufficient course offerings with needed content.

Conclusion

The changes listed above were arrived at by the implementation of the Plan for Continuous Improvement Logic Model. In the Fall 2011 semester the assessment cycle described above will be implemented for another core competency to be selected by the faculty.
Appendix 1 Plan for Continuous Improvement Logic Model

The mission of the Master of Public Administration program is to prepare individuals for management and leadership positions in public service organizations such as government, nonprofit, and health care and to do this in a responsible, accountable, and transparent manner. The program is committed to improving the management and leadership of public service organizations. Most students come from the Western New York region.

The program mission is accomplished by providing students with the opportunity to gain the core competencies required for an MPA degree as determined by NASPAA, our accrediting agency, which are as follows:

To lead and manage in public governance
To participate in and contribute to the public policy process
To analyze, synthesize, think critically, solve problems and make decisions
To articulate and apply a public service perspective
To communicate and interact productively with a diverse and changing workforce and citizenry
## Appendix 2 Core Competencies Map

<table>
<thead>
<tr>
<th>PA Course Map w/ NASPAA Core Competencies</th>
<th>613</th>
<th>619</th>
<th>629</th>
<th>640</th>
<th>641</th>
<th>644</th>
<th>646 NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>HE</td>
<td>HE</td>
<td>H,NE</td>
<td>6/3/2011</td>
<td>GE- General; HE- Health; NE- Non-Profit</td>
<td></td>
<td></td>
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1. To lead and manage in public governance: x x x x x

2. To participate in and contribute to the public policy process: x x x x x

3. To analyze, synthesize, think critically, solve problems and make decisions: x x x x x x

4. To articulate and apply a public service perspective: x x x x

5. To communicate and interact productively with a diverse and changing workforce and citizenry: x x x x x x

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<th>661</th>
<th>664</th>
<th>666</th>
<th>678 NE</th>
<th>679</th>
<th>680 G,NE</th>
</tr>
</thead>
</table>

1. To lead and manage in public governance: x x x x x x

2. To participate in and contribute to the public policy process: x x x x

3. To analyze, synthesize, think critically, solve problems and make decisions: x x x x x x x

4. To articulate and apply a public service perspective: x x x x

5. To communicate and interact productively with a diverse and changing workforce and citizenry: x x x x x x x
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<th>681 G,HE</th>
<th>682 CC</th>
<th>683 GE</th>
<th>684 GE</th>
<th>685 CC</th>
<th>687 CC</th>
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<tbody>
<tr>
<td>1. To lead and manage in public governance</td>
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<td>2. To participate in and contribute to the public policy process</td>
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<td>3. To analyze, synthesize, think critically, solve problems and make decisions</td>
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<tr>
<td>4. To articulate and apply a public service perspective</td>
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<tr>
<td>5. To communicate and interact productively with a diverse and changing workforce and citizenry</td>
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Appendix 3 NASPAA Core Competencies Data Collection

NASPAA Core Competencies Data Collection
Fall 2010
Goal #1 Manage & Lead

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Quality Points</th>
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<td>392</td>
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<tr>
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<td>19</td>
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<tr>
<td>B</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>B-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Totals:</td>
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<td>631.74</td>
</tr>
</tbody>
</table>

Assignment Average: 3.72

Percentage Distribution

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<thead>
<tr>
<th>Grade</th>
<th>Cum Dn</th>
</tr>
</thead>
<tbody>
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<td>58%</td>
</tr>
<tr>
<td>A-</td>
<td>24%</td>
</tr>
<tr>
<td>B+</td>
<td>11%</td>
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<tr>
<td>B-</td>
<td>0%</td>
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<tr>
<td>C</td>
<td>1%</td>
</tr>
<tr>
<td>E</td>
<td>2%</td>
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</tbody>
</table>
Appendix 4 Portfolio Reviews

Department of Public Administration
Portfolio Reviews Done in the Spring 2011 Semester

MPA Program’s Portfolio Review
Drafts 1 and 2
By Gerard Caillier

Below is the portfolio review of Drafts 1 and 2, which is organized around two questions, proposed by the MPA Chair, Ed Downey.

*How do the reflective statements indicate that the author’s competence to lead and manage in public governance has been enhanced?*

After carefully reading Draft 1, I found many instances that indicated the MPA program enhanced the student’s ability to lead and manage in public organizations. However, this review will only focus on three of the most salient components of this NASPAA competency found in the Draft—communication, motivation, and planning. Following are each component, along with actual reflective statements that demonstrate elevated mastery in these areas.

Communication: The student indicated that they gained a greater understanding of just how important effective communication was to the successful implementation of programs, while taking **Intergovernmental Relations**. Further mastery of this concept was exemplified when the student explained the pitfalls of communication in intergovernmental relations, stating that a “failure of communication at any level of government … could result in a failure of policy implementation or a misinterpretation of that policy resulting in a waste of taxpayer’s money, government workers time, etc.”

Motivation: The student seems to have acquired an understanding of motivation and its antecedents. For instance, the reflection states that **Organizational Behavior** gave him/her a better understanding of “why a certain department works one way or another and what motivates them or makes them unmotivated to complete their task.” The student was also able to elaborate on this statement by using their employer—Toyota—as a case in point.

Planning and Innovation: The author of Draft 2 came to the realization that, after taking **Strategic Management**, planning and innovation are not mutually exclusive. For instance, the student wrote, “I learned it is necessary for leaders to innovate and keep their organizations ahead of the curve. Creating a workplace culture open to change and innovation will implement effective planning and help to consider all of the political aspects of implementing any kind of policy.”

Similar to Draft 1, the author of Draft 2 indicated that their understanding, knowledge, and ability to lead and manage in public organizations were enhanced by the program. In particular, this section will hone in on three concepts—planning, decision-making, and organizational change—as evidence of mastering this NASPAA requirement.
Strategic Planning: The author of Draft 2 clearly gained important insights regarding strategic planning in the course entitled Strategic Planning. As support, the author stated “The concept of strategic planning and management will be very valuable to me in the future as I look towards running an EMS agency. As governments look to consolidate and save money, nonprofit and municipal services are becoming vulnerable targets, in favor of for-profit privately owned services. At face value, it is a cost-cutting measure for government, but there are certainly trade-offs, often with quality of equipment and service. An agency must plan for the eventuality that government funding may be drastically reduced or eliminated entirely, or the possibility that they may have to compete for the very service area that they thought they were guaranteed to serve in perpetuity. The service must create a plan that takes into account these possibilities, and also looks towards ways to expand and improve services and potentially service area in such a way to keep the agency relevant for many years to come.”

Decision-making skills: The author discusses what was learned from an assignment where he/she examined an EMS agency in Nonprofit Management and how it emerged from the brink of bankruptcy. The author goes on to state that this acquired knowledge will help him/her better manage an EMS agency. For example the author wrote, “As I work with more agencies and make some of the important decisions for those agencies, the assignment, and the class in general, gives me much insight into “best practices” for nonprofit managers and the things that need to be done to prevent an agency from going the way CES very nearly did – towards extinction.”

Organizational change: In Draft 2, the author clearly demonstrates a knowledge/understanding of this facet of leading and managing public organizations when he/she elaborated on an assignment in Organizational Behavior where change was related to a real-world example in their organization. For instance, the author wrote, “My employer underwent a major physical change in the form of a move approximately six months before I wrote this paper. A discussion about how this affected both field providers and office employees, including managers and billing personnel, was included in the paper. It was something that had to be adapted to, and as a future manager, it is something that I need to ensure I keep in mind.”

To recapitulate, authors in both Drafts were able to demonstrate mastery of concepts related to leading and managing public organizations. As evidence, they were able to relate the concepts to their current employers. They also included normative statements that demonstrate how these components should affect leading and managing in public governance. Finally, the strongest support for mastering this requirement was taken from Nonprofit Management, Strategic Management, Strategic Planning, Intergovernmental Relations, and Organizational Behavior, suggesting the material in these courses are more aligned to fulfilling the NASPAA standard, leading and managing in public organizations.

Do the reflective statements suggest curricular changes that might have further enhanced the author’s competence to lead and manage in public governance?

Regarding the MPA program, these statements do not indicate that wholesale changes are needed. Instead, they further substantiate the program’s effectiveness in preparing students to manage and lead in public governance. However, in many instances the students only provided
cursory explanations, indicating that there is a need on our part to reinforce the importance of details. This could simply involve narrowing assignments so as to focus on quality in lieu of quantity. It could also involve devoting more classroom time to teaching them how to write reflective statements in each course. In sum, students understand the broad meaning of concepts but seem to lack an understanding of the detailed rationale behind the concepts.

DRAFTS 3, 4, & 5
Ed Downey
February 14, 2011

EXECUTIVE SUMMARY

Questions:

How do the reflective statements indicate that the author’s competence to lead and manage in public governance has been enhanced?

Do the reflective statements suggest curricular changes that might have further enhanced the author’s competence to lead and manage in public governance?

An overview of the 3 drafts:

Draft 3 was written by a person with substantial management and leadership experience and tended to reflect on course work in relation to past experiences. Draft 4 was written by a person just beginning a career and tended to reflect on future management and leadership behaviors he might engage in as his career progresses. Draft 5 was written by a clinician (Dietician) and did not reflect on leadership or management to anywhere near the extent of the other two drafts. This draft tended to reflect more on understanding the organizational and policy milieu of health care.

All the authors gained considerably from this reflective exercise and all of them reflected on management and leadership. The authors of Drafts 3 and 4 gave considerable weight to leadership and management and made it a major theme. The author of Draft 5 differed considerably in that management and leadership was one of many contextual understandings considered.

Bullet lists of management and leadership concepts considered follow for each draft:

DRAFT 3 Bullets

- This draft reflects on managing and leading in 6 out of the 10 areas selected.
- The portfolio introduction stressed that developing leadership abilities was an important goal.
- Statements suggest profound influences on leadership abilities.
- The paper relates HRM to ethics and leadership and as such indicates a sophisticated understanding of concepts.
- Statements show a developing understanding of leadership and management.
• The paper shows the development of normative positions on leadership and management.
• A clear work related impact is suggested.
• The paper indicates a clear understanding of participation and leadership.
• Statements indicate some higher order thinking about the relationship between organizational change and leadership.

Draft 4 Bullets

• This draft reflects on managing and leading in 6 out of the 10 areas selected.
• The student was able to contrast and compare leadership and management in nonprofit and private organizations. The differences in approach were not specified in this analysis.
• While the quote may be true it is not clear how a manager would go about portraying the physical side of culture. How the manager portrays, “the office space, art work and decorations, dress attire and how the employees interact with each other…” is not specified or analyzed.
• The importance of being able to understand financial statements is clear here. However the goal of deciding “how to spend their excess money…” may be less than ideal unless productivity improvement is somehow implied.
• The relationship of ethics to management is clearly delineated.
• The relationship between negotiation and management is developed here.
• Team building is related to Conformity, Responsibility, and Leadership.
• Two important insights here are the relationship of leadership to 1) understanding financial data and 2) and definitions of good and great leadership.
• This is a complicated insight that relates leadership to self motivation and organizational control mechanisms.
• This indicates the development of a relationship among management, continuous improvement, and the acceptance of critical analysis.
• The idea that analyzing data can lead to an understanding of the varying responses from different clientele groups and that this can be the basis of management decisions is developed here.

Draft 5 Bullets

• Very little relating directly to management and leadership is found in the reflective statements. Only 2 of 10 statements discuss management and leadership. Much of the reflection was oriented toward gaining a better understanding of the professional environment that this dietician finds herself in.
• An understanding of some of the legal limits of management discretion is in evidence.
• A clear understanding of the need to stay up with management literature is shown.

ANALYSIS
Analysis Summary

- This draft reflects on managing and leading in 6 out of the 10 areas selected.
- The portfolio introduction stressed that developing leadership abilities was an important goal.
- Statements suggest profound influences on leadership abilities.
- The paper relates HRM to ethics and leadership and as such indicates a sophisticated understanding of concepts.
- Statements show a developing understanding of leadership and management.
- The paper shows the development of normative positions on leadership and management.
- A clear work related impact is suggested.
- The paper indicates a clear understanding of participation and leadership.
- Statements indicate some higher order thinking about the relationship between organizational change and leadership.

Portfolio Introduction

Developing leadership abilities is indicated as a goal this student had for taking courses in the program. Developing critical thinking skills was also specified. This will help the student to advance in his/her career in healthcare. This student indicates a relatively long employment history. Excerpts follow:

“…give me the best advantage and opportunity to develop leadership qualities.”
“…I will be more diverse and strategic in my critical thinking skills.”
“…an advanced degree will further leverage me in the healthcare industry should I choose to continue my career outside of the organization I am currently employed by.”

1.12 Knowledge of Social Environments

Regarding the PAD 613 Health Care in America midterm the reflective statement makes the following statements regarding Leadership:

“I have now learned that socioeconomic factors of the mother are the biggest factor. Knowing and understanding this helps me in my role as a leader in the organization. I have had several opportunities to teach my staff the concept of tolerance and understanding of patients’ needs and expectations.”

“I now have more confidence challenging the physicians I work with to order fewer tests and have more confidence in their own abilities to order tests strictly to rule out a diagnosis. A physician should not need to worry about malpractice as a threat to either order or not order a test. My role as a leader is to assist the providers in making sound business decisions that are truly in the best interest of the patient.”

Both statements suggest profound influences.

1.22 Awareness of Ethical Guidelines
Regarding the PAD 685 HRM midterm the following statements were made regarding leadership:

“Good leaders should have a broad scope of knowledge related to human resource issues and how they can assist their staff to navigate through problems, as human resource issues are a part of the daily scope of work operations.”

“This assignment allowed me to read, learn and apply different laws to my daily operations and confirm that the decisions I make as a leader are based on fact and ultimately allow me to function utilizing high ethical standards.”

“In my position as a manager, I find myself reviewing resumes, hiring and occasionally terminating employees. This assignment allowed me to read, learn and apply different laws to my daily operations and confirm that the decisions I make as a leader are based on fact and ultimately allow me to function utilizing high ethical standards.”

The second statement relates HRM to ethics and leadership and as such indicates a sophisticated understanding of concepts. The first and third statements show a developing understanding of leadership and management.

1.31 Negotiating Skills

Regarding PAD 612 Negotiation and Conflict Management the student wrote a paper entitled, “A Real World Negotiation: Hiring a Physician.”

The reflective statement included the following:

“Having neutral emotions and being a good negotiator is important in leadership positions.”

“Negotiation should be a win-win situation and how one is perceived during the negotiation process may not be what is reflective of your personal management style. Learning how to portray oneself is important.”

Both statements indicate the development of normative positions on leadership and management.

1.41 Planning Skills

PAD 619 Financial Administration of Health Care, Phase 1 business plan assignment.

The reflective statement included the following:

“I applied each of these skills to my position as a leader in the health system. I developed a much broader ability to plan and forecast.”

A clear work related impact is suggested.
1.53 Personal Presentation Skills

PAD 682 Organizational Behavior, class presentation on “Non-Verbal Communication in the Workplace”.

“…an effective manager knows how to facilitate a discussion.”

An important aspect of management is reinforced here.

1.61 Life Long Learning Skills

PAD 682 Organizational Behavior, paper “Assessing Key Dimensions or Organizational Culture”.

“Effective management and leadership requires a willingness to change and grow. Effective management includes leading your staff to embrace change and to learn how to grow personally and professionally. Organizations that remain stagnant in cultural growth may prove to be successful but are never industry leaders and ultimately loose employees to organizations that allow for change.”

“Ensuring staff that leadership stands behind their decisions further empowers them to grow with the organization.”

“I learned that leading by example and displaying positive characteristics is truly bridging the gap within organizations and moving towards a positive culture.”

These statements indicate some higher order thinking about the relationship between organizational change and leadership.

DRAFT 4

Analysis Summary

- This draft reflects on managing and leading in 6 out of the 10 areas selected.
- The student was able to contrast and compare leadership and management in nonprofit and private organizations. The differences in approach were not specified in this analysis.
• While the quote may be true it is not clear how a manager would go about portraying the physical side of culture. How the manager portrays, “the office space, art work and decorations, dress attire and how the employees interact with each other…” is not specified or analyzed.
• The importance of being able to understand financial statements is clear here. However the goal of deciding “how to spend their excess money…” may be less than ideal unless productivity improvement is somehow implied.
• The relationship of ethics to management is clearly delineated.
• The relationship between negotiation and management is developed here.
• Team building is related to Conformity, Responsibility, and Leadership.
• Two important insights here are the relationship of leadership to 1) understanding financial data and 2) and definitions of good and great leadership.
• This is a complicated insight that relates leadership to self motivation and organizational control mechanisms.
• This indicates the development of a relationship among management, continuous improvement, and the acceptance of critical analysis.
• The idea that analyzing data can lead to an understanding of the varying responses from different clientele groups and that this can be the basis of management decisions is developed here.

Portfolio Introduction

The introduction stresses the importance of developing leadership skills:

“I understand the necessity of good leadership and believe that I have the qualities it takes to be a leader.”

“I am optimistic I have learned the skills necessary to be a great leader as a result of my studies in the MPA program.”

1.11 Knowledge of Political Environments
PAD 681 Strategic Management research paper, “Nonprofit and Private Organizations,” defined both nonprofit and private organizations in order to give the reader a baseline understanding of how the two are different.

“The first insight I gained while writing this research paper was understanding the importance of management in the private and nonprofit sectors. Although I had vaguely known the difference between the two I had never explored the differences in great detail.”

“The second insight I gained while writing “Nonprofit and Private Organizations” is that understanding the relationship of management to other processes such as governance, politics, policy, leadership, and finances is crucial to being a strategic manager.”

“…understanding the relationship of management to other processes such as governance, politics, policy, leadership, and finances is crucial to being a strategic manager.”

The student was able to contrast and compare leadership and management in nonprofit and private organizations. The differences in approach were not specified in this analysis.

1.12 Knowledge of Social Environments

PAD 682 Organizational Behavior, paper assignment: ““The Physical Side of Culture,” I evaluated the physical aspects of organizational culture at Outback Steakhouse, which include the office space, art work and decorations, dress attire and how the employees interact with each other.”

“In my future career, I will become a manager and I will have to portray and pass along the culture of the organization to employees.”

While the quote may be true it is not clear how a manager would go about portraying the physical side of culture. How the manager portrays, “the office space, art work and decorations, dress attire and how the employees interact with each other…” is not specified or analyzed.
1.13 Knowledge of Economic Environments

PAD 640 Financial Management, midterm exam.

“Financial statements provide a lot of information and can often help a manager decide how to spend their excess money. For example, they could help answer if an organization should buy equipment, and if so, which one is best.”

The importance of being able to understand financial statements is clear here. However the goal of deciding “how to spend their excess money…” may be less than ideal unless productivity improvement is somehow implied.

1.22 Awareness of Ethical Guidelines

PAD 653 Ethics in Administration, essay on minimalist ethics.

“When considering my future I know that being in touch with my ethical standards will be important as a manager.”

The relationship of ethics to management is clearly delineated.

1.31 Negotiating Skills

PAD 629 Fund Raising and Development, paper entitled: “From Prospects to Major Givers.”

“As both an employee and a manager, negotiating can be used to determine who will do what assignment and work together to get everything done. In all organizations some tasks are less desirable than others; negotiation can help provide a guide for getting things done fairly.”

The relationship between negotiation and management is developed here.

1.32 Team Building Skills

PAD 682 Organizational Behavior, paper entitled: “Assessing the Key Dimensions of Organizational Culture.”

“If Outback rated low on aspects such as Warmth and Support, Leadership, and Responsibility than (sic) not only would the culture be lacking, but team building would almost be impossible.”

“I will find the culture that works best for my employees and pay attention to dimensions such as Conformity, Responsibility, and Leadership. I will also make sure that the culture of the organization supports the mission of the organization and does not detract from it.”

Team building is related to Conformity, Responsibility, and Leadership.

1.42 Decision Making Skills
PAD 619 Leadership and Financial Management in Health Care, the midterm exam covered chapters one through four in our course textbook, “Good to Great: Why some companies make the leap.... and others don’t,” by Jim Collins.

“All of the material in this class was new to me, so I gained a lot of enhanced knowledge about finances, preparing budgets, understanding FTE’s. This information is important to leadership because it helps to make decisions based on the money and resources available to you as a manager.”

“You must strive to be more than good: instead, strive to be great, to take on the characteristics of a “level five leader”, to hire the right people for the right positions, and to confront even the problems that you wish to avoid.”

Two important insights here are the relationship of leadership to 1) understanding financial data and 2) and definitions of good and great leadership.

1.43 Controlling Skills

PAD 613 Health Care in America, paper entitled: “Patient Overflow in Hospitals.”

“When put into a group, or work team, I have made the initiative to be a leader and take on responsibilities not necessarily meant for me. With the knowledge from this class I have been able to pay more attention to systems of organizational control and understand the organization’s role.”

This is a complicated insight that relates leadership to self motivation and organizational control mechanisms.

1.44 Evaluation Skills

PAD 678 Nonprofit Management, Leadership, and Governance, paper, “An In-Depth Analysis of Unity Health System.”

“The second insight I gained while writing this paper is that no matter how many great managers you have, something can still be improved upon. Although I am not yet a manager I can tell that a manager puts a great deal of work into what they do, and take pride in their work and their organization.”

“Often people do not like to be told they are wrong or are not doing something in the most effective way. As a manager I would hope to constantly be accessing my skills.”

“In the future I would like to take this knowledge and be an open-minded manager who is willing to take suggestions and make changes for the better.”
This indicates the development of a relationship among management, continuous improvement, and the acceptance of critical analysis.

1.51 Facility in Analyzing and Using Information

PAD 687 Statistics for Managers, final project used the Metroburg City Satisfaction Questionnaire (MCSQ) to evaluate responses about police attitudes and whether there is a relationship with neighborhood and race.

“As a manager, I will also keep in mind that it is hard to satisfy everyone, but we must always strive to do better for ourselves and each other.”

The idea that analyzing data can lead to an understanding of the varying responses from different clientele groups and that this can be the basis of management decisions is developed here.

DRAFT 5

Analysis Summary

- Very little relating directly to management and leadership is found in the reflective statements. Only 2 of 10 statements discuss management and leadership. Much of the reflection was oriented toward gaining a better understanding of the professional environment that this dietician finds herself in.
- An understanding of some of the legal limits of management discretion is in evidence.
- A clear understanding of the need to stay up with management literature is shown.

Portfolio Introduction

The introduction emphasizes learning about health care policy and developing critical thinking and writing skills. It suggests that the curriculum is a “springboard” to leadership.

1.42 Decision-Making Skills

PAD 685 Human Resource Management, midterm exam case study, “The Best Candidate.”

“As a manager, I have the responsibility of deciding who I want on my staff, and doing this project was good experience in researching the rules and regulations so that I would not be in violation during an interview and I would get the best candidate for the open position.”

“The simple question about how many children an applicant has could get a hiring manager into a lawsuit. I will always know where to access the most current regulations when I need to hire, or fire anyone.”

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An understanding of some of the legal limits of management discretion is in evidence.

1.52 Facility in Analyzing and Using Information

PAD 688 Research and Program Evaluation, Academic Analysis of Journal Articles.

“As I continue my career as a manager, I will need to read articles that are not of a clinical nature, but more focused on administrative practice. These articles will likely have influence on my practice as a leader and I will have had quality experience in analyzing them.”

A clear understanding of the need to stay up with management literature is shown.
Jim Fatula’s Review
2/23/2011

My review of the two portfolios suggests that we need to do several things. One: we may need to be more clear in the portfolio about what constitutes a reflective essay. Two: more importantly, if we think that reflection is a critical activity for our students, then we need to more consistently structure reflective assignments in all of our courses—and provide feedback at those times to students about their reflections. Three: the “knowledge, skills, and abilities” components that we currently use for the portfolio do not adequately match the important things we want to cover in our courses and that we want students to learn. We need to revise these areas to be more consistent with NASPAA curriculum standards and our learning objectives in our course syllabi.