**UVM MPA COMPETENCIES --- 2015**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Public Governance | (1)  Does not meet standard | (2)  Approaches the standard | (3)  Meets the standard | (4)  Exceeds the standard |
| 1a | **Capacity to understand accountability and democratic theory** | Does not demonstrate an understanding of the relationship between democracy and accountability | Is able to explain in simple terms why accountability is important to democratic systems | Can illustrate how accountability in a democratic society persists within particular cases and contexts | Is able to critique the extent to which a robust accountability framework is evident in particular cases and contexts |
| 1b | **Capacity to manage the lines of authority for public, private and non-profit collaboration, and to address sectorial differences to overcome obstacles.** | Cannot distinguish public sector organizations from business or nonprofits. Cannot explain why governance is important to understand.  Cannot explain how vertical command and control structures differ from horizontally arranged ones. Cannot explain the value of collaboration for orchestrating public administration in diverse settings. | Can explain in basic terms what governance is and why it is important to PA practice  Is able to provide a set of examples of where collaboration and conflict persist within single organizations and between organizations | Can illustrate how effective collaboration within and between organizations play a  role in the execution of public policies  Can illustrate how administrative authority exists within a collaborative structure  Can describe conflicting needs and interests inherent to public, private, and nonprofit collaboration | Can illustrate the key drivers of quality collaboration, and/or identify conflict management systems for optimal collaboration and can apply them to new or existing cases |
| 1c | **Capacity to apply knowledge of system dynamics and network structures in PA practice** | Does not understand the basic operations of systems and networks; Cannot explain why understanding PA cases and contexts in terms of systems and networks is important | Can provide a basic overview of what systems dynamics and 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 system dynamics and network frameworks | Can apply system dynamics and network frameworks to existing cases and contexts to derive working solutions or feasible alternatives to pressing administrative and policy problems |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2 | Policy Process | (1)  Does not meet the standard | (2)  Approaches the standard | (3)  Meets the standard | (4)  Exceeds the standard |
| 2a | **Capacity to carry out effective policy implementation** | Possesses limited capacity to systematically evaluate the effectiveness of specific policy | 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. |
| 2b | **Capacity to apply policy streams, cycles, systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration** | Possesses limited capacity to utilize policy streams and policy stage heuristics model to describe observed phenomena. Can isolate simple problems from solutions, but has difficultly separating ill structured problems from solutions. | Possesses some capacity to utilize policy streams and to describe policy stage heuristics model observed phenomena. Possesses some capacity to define how problems are framed by different policy actors. | Employs a policy streams or policy stage heuristics model approach to the study of observed phenomena.  Can demonstrate how problem definition is defined within specific policy contexts and deconstruct the relationship between problem definitions and solutions. | Employs a policy streams or policy stage heuristics model approach to the diagnoses of a problem raised in real life policy dilemmas. Can articulate how conflicts over problem definition contribute to wicked policy problems. |
| 2c | **Capacity to conduct policy analysis/evaluation** | 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 conduct 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. |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | Analyze, synthesize, think critically, solve problems and make decisions | (1)  Does not meet the standard | (2)  Approaches the standard | (3)  Meets the standard | (4)  Exceeds the standard |
| 3a | **Capacity to employ quantitative and qualitative research methods for program evaluation and action research** | Possesses a limited capacity to employ survey, interview or other social research methods to a focus area. Can explain why it is important to undertake program or project evaluation, but possesses limited capacity to actually carrying it out | Demonstrates a capacity to employ survey, interview or other social research methods to a focus area and an understanding of how such data and analysis is useful in administrative practice. Can provide a rationale for undertaking program/project evaluation and explain what the possible goals and outcomes of such an evaluation might be. | Can provide a piece of original analysis of an observed phenomena employing one qualitative or quantitative methodology effectively. Possesses capacity to commission a piece of original research. Can provide a detailed account for how a program or project evaluation project should be structured within the context of a specific program or project. | Demonstrates the capacity to undertake an independent research agenda through employing one or more social research methods around a topic of study of importance to public administration. This research generates new knowledge about the topical area. Can demonstrate the successful execution of a program or project evaluation or the successful utilization of a program or project evaluation to improve administrative practice |
| 3b | **Capacity to initiate strategic planning, and apply organizational learning & development principles** | Possesses a limited capacity to describe how strategic planning processes work and are used as a feature of administrative practice. Is cognizant that organizational cultures exist, but cannot employ analytical lens to describe and analyze how organizational culture impacts an organization’s capacity to learn. | Can diagnose when a strategic planning process would be useful and begin to outline the rationale for doing so. Has been exposed to the concept of organizational learning and can explain why it is important to examine the relationship between organizational learning and developmental principles and practices. However, capacity to apply these concepts to real situations is limited. | Can demonstrate a knowledge of one or more strategic planning processes or techniques along with an explanation for how, where and why they should be used. Can conduct an analysis of an organization’s culture and can identify opportunity for development and promotion of organizational learning opportunities via re-engineered performance evaluations, ongoing professional development, and evolved uses of information technology and meeting protocols. | Have experience in leading or contributing to a strategic planning process at the design and implementation phases. Can demonstrate the how he/she has applied organizational learning and development concepts to real situations. |
| 3c | **Capacity to apply sound performance measurement & management 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 evaluate 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. |
| 3d | **Capacity to apply sound financial planning & fiscal responsibility** | Can identify why 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 fiscal planning and budgeting practices for a particular situation or context, but has limited capacity to evaluate the effectiveness of a financial management system. | Can identify and analyze financial management systems, needs and emerging opportunities within a specific organization or network. | Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and budgeting scenarios. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4 | Public Service Perspective | (1)  Does not meet the standard | (2)  Approaches the standard | (3)  Meets the standard | (4)  Exceeds the standard |
| 4a | **Capacity to understand the value of authentic citizen participation in PA practice** | 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 she/he has played a role in facilitating citizen participation in public administration. |
| 4b | **Capacity to understand the value of social & economic equity in PA practices** | 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 she/he has facilitated the improvement of inequitable situations through action. |
| 4c | **Capacity to lead in an ethical and reflective manner** | Can explain why it 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 leadership and leadership theory within PA contexts, but cannot apply concepts to specific cases with any level of depth and insight. Can express both orally and in writing why she/he is pursuing an MPA and describe how the degree will help him/her achieve goals. 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 apply leadership theories and frameworks to specific situations and contexts. Is able to articulate how she/he views leadership as a professional competency. Can express both orally and in writing how course concepts and learning competencies synthesize with his/her own life experiences.  Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she/he views ethics as a professional competency. | Can demonstrate how she/he has lead in an effective, reflective and ethical manner in a PA context. |
| 4d | **Capacity to achieve cooperation through participatory practices** | Can explain why it is important for public administrators to be open and responsive practitioners 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 demonstrated or failed to demonstrate inclusive practices. | Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices | Can orchestrate any of the following: coalition building, effective teamwork, and/or conflict management |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | Communicate and interact with a diverse and changing workforce and citizenry | (1)  Does not meet the standard | (2)  Approaches the standard | (3)  Meets the standard | (4)  Exceeds the standard |
| 5a | **Capacity to undertake high quality oral, written and electronically mediated communication and utilize information systems and media to advance objectives** | Demonstrates some ability to express ideas verbally and in writing. Lacks consistent capacity to present and write. 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 explain why media and public relations is important to contemporary workplaces and public administration environments. Possesses limited capacity to demonstrate how media framing impacts PA practice. | 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.  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 instances in specific contexts where media or public relations tools and technique were successfully or unsuccessfully employed. Possesses limited capacity to apply media and public relations techniques in real world settings. | Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences.  Can identify how IT impacts workplaces and public policy.  Can diagnose problems associated with IT tools, procedures and uses. Can articulate how the role of the media and public relations informs PA practice. Can envision media and public relation strategies in specific cases and contexts. | Can demonstrate some instances in which verbal and written communication has persuaded others to take action.  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.  Can demonstrate evidence of leading or supporting public relations campaigns on behalf of a public or nonprofit sector organization. |
| 5b | **Capacity to appreciate the value of pluralism, multiculturalism & cultural diversity** | 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. | Demonstrates a capacity to be aware of own behavior and its impacts on others, a capacity to understand how discrimination impacts contemporary workplace environments, and a capacity to draw on diverse groups to solve complex problems. |
| 5c | **Capacity to carry out effective 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 he/she has lead or initiated projects or systems designed to improve human resource management practices within a specific setting. |