

Public Policy Final Exam Project

This culminating project is designed to encapsulate the following curricular aims:

Enduring Understandings

- Responsible citizenship requires continuous engagement in clarifying issues, honoring multiple intelligences, and contributing to the greater good.
- Empowered individuals can make a difference.
- Humans are political animals ... relationships matter.
- Implementing a proactive problem-solving process can produce solutions that enhance society.
- Government is an essential institution facilitating life, liberty, and the pursuit of happiness.

Enrichment

“Virtually nothing on earth can stop a person with a positive attitude who has his goal clearly in sight.”

– Denis Waitley

Standard 5.4

The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Standard 5.3

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Standard 5.2

The state and federal governments established by the Constitution of the U.S. and NYS embody civic values, principals, and practices and establish a system of shared and limited government.

Standard 5.1

The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Essential Questions

- Can one person really make a difference?
- Is citizenship free?
- Citizenship, what is it good for?
- Do people only do something if it benefits them?
- Is government useful?
- Does every problem have a solution?

For the purposes of this project, a Public Policy Issue is:

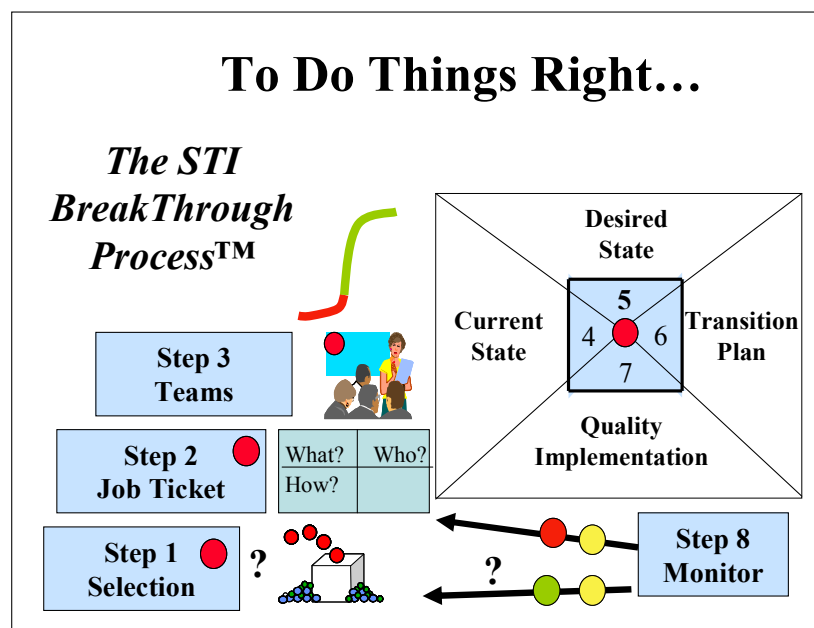
- ❖ *A Government Action (School, Local, State, National, or International)*
- ❖ *Affecting a significant number of people (community members; citizens)*
- ❖ *About which there is controversy (not everyone agrees)*
- ❖ *And contains identifiable current and desired states (social, political, & economic impacts).*

Public Policy Projects shall include:

- Researching the problem using printed publications, Internet resources, audio-visual presentations (videos, tapes, and television programs).
- Completing a survey about the issue to determine the current state.
- Conducting appropriate interviews with those who can contribute significant information to establishing the current and desired states.
- Drafting and gaining approval of a transition plan that when implemented, resourced, and executed with excellence will result in an improvement from the current state to the desired state.
- Presenting the plan to the class and/or appropriate decision makers and seeking feedback for approval and future implementation of the plan.
- A final reflective essay documenting your personal growth during the participation in the process.
- Completing the project requirements in a timely manner.

Public Policy Projects Sequence of Events:

1. Review, discussion, and exploration of the *Doing the Right Things...Right* approach to solving problems through a continuous pursuit of excellence.
2. Brainstorming of potential public policy issues.
3. Selection of the *Vital Few* through the use of a priority matrix.
4. Presentation & work with *Doing the Right Things...Right Speaker*
5. Implementation of The Breakthrough Process



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What am I producing/making/doing with this project?

- You are researching an issue you found to be of importance. You are determining how a policy is working, identifying a desired state or more effective policy, and then proposing a plan for improvement; in the form of a written report.

The Final Product

- **Is a typed report-standard formatting**
- **Must share your findings with the class.**
- **Your paper should discuss the Current State, the Desired State and your Transition plan.**
- **Include all necessary charts, graph, and images to support your proposal.**
- **List all sources**
- **Include an explanation of work completed by every member of your group.**

ORAL PRESENTATION

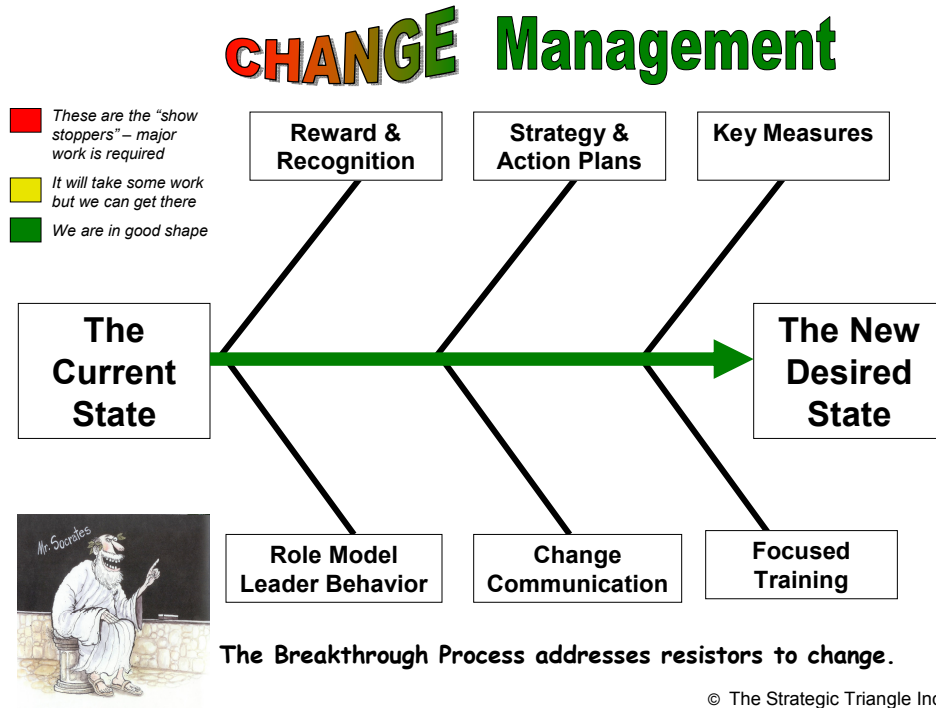
- 1.) The presentation reflected a thorough knowledge of all aspects of the topic. 10 9 8 7 6 5 4 3 2 1
- 2.) The presentation dealt with the important concepts involved in the topic, not just isolated facts. 10 9 8 7 6 5 4 3 2 1
- 3.) The presentation was well-organized, and clearly and fully explained. 10 9 8 7 6 5 4 3 2 1
- 4.) A clear proposal was persuasively presented by the group. 10 9 8 7 6 5 4 3 2 1
- 5.) The ramifications of the proposal were adequately dealt with. 10 9 8 7 6 5 4 3 2 1
- 6.) Each member of the group was involved in the presentation. 10 9 8 7 6 5 4 3 2 1
- 7.) Audio-visual resources were incorporated and effectively used in the presentation including survey results. 10 9 8 7 6 5 4 3 2 1
- 8.) The group responded effectively to questions posed by the audience. 10 9 8 7 6 5 4 3 2 1

Oral Presentation:

Grade Earned _____

Final Exam Score Total Earned _____

6. Each transition plan created will consider the Change Management process.



The goal is to work through the fishbone to create a plan that when implemented, resourced, and executed with excellence will account for all factors in the change management process and lead to the new desired state.

7. Presentation of Plans at a “Community Meeting.” All relevant decision-makers will be invited to review your plan with the intent that the process will have produced a process where your plan will be approved and implemented by the appropriate organization.

Appendix A: A Proven Successful Change Approach

An effective approach to change implementation and adoption requires that each element of resistance be assessed and then countered. The following paragraphs provide insight to each of the resistance elements.

Current and Desired States. If a discontinuous or breakthrough change, or even evolutionary change is to be successful, the current state must be clearly portrayed as being undesirable (the uglier the better). The desired state after the change must be clearly portrayed as beautiful and the ideal pace to be. Thus a driving force away from today and toward the future initiated.

Each of the organizational “resistance system” elements must be assessed, addressed and converted to elements that are fully supportive of the change. Specifically:

Reward and Recognition. Plans must be put in place to provide a positive reward and visible recognition for those who support the needed transition and who travel the change journey with enthusiasm. The intent is to incent others to do likewise. The leaders must provide positive answers to the common question, “What’s in it for me?” If required, negative motivation may also be applied. That is, by highlighting that there is a level of pain associated with nonconformance to the desired state, leaders can reduce the level of comfort with the status quo.

Key Measures. The key measures of progress toward the desired state, and measures that reflect the successful achievement of desired performance must be developed and be monitored and regularly displayed in a manner visible to all. The change-tracking mechanism should include measures of progress and highlight any barrier issues. The intent is to move quickly with corrective actions when indicators have or are about to turn “red.” There is a need to ensure that early indicators are available for the things that might go wrong and be damaging.

Focused Communication. A comprehensive communication plan that is designed to inform and encourage all to support the transition to the desired state must be developed and executed. Rumor-fighting flexibility and responsiveness must be included. Supportive changes in each of the fishbone elements should be highlighted. “Say it clearly and often” is the right rule.

Focused Training. Training for all affected personnel, especially those who will be key to the transition should be planned, resourced and executed as needed. “Fool-proof” training methodologies are the goal where, as always, “Simplicity trumps sophistication.”

Strategy and Action Plans. A detailed schedule of chronological events and activities that will lead to the timely launch, execution, and completion of the change transition should be developed and implemented.

Role-Model Leader Behavior. Selected influential individuals and leaders should be impressed with the importance of visible support of the change. They should be given a clear understanding of “post change” behavior. Commitments to the desired-state behavior must be collected.

Appendix B: Team Task Ticket

<p>Statement of the goal / problem or issue to be worked on:</p> <p><u>Develop, and gain approval</u> of a process which when executed with excellence will result in</p>	<p>Key Beneficiary of the Work:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Those who are served <input type="checkbox"/> Those who serve <input type="checkbox"/> Financial Performance <hr/> <p>Approver of plan:</p> <p>Sponsor:</p> <p>Team Leader/Team Members:</p>
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Requirements: Rigorously follow steps 3 - 6 of the 8 Steps of the STI Breakthrough Process as the project is managed.					
Step 3: Activate Team and Leader	Step 4: Determine Current State	Step 5: Determine Desired State	Step 6: Develop & gain approval of a Transition Plan	Step 7: Implement & Execute Plan	Step 8: Measure Resulting New State, Recycle if Required

Team Performance Requirements:

Check off each requirement when completed:

- A. Step 3. Team Start Up:**
Team Leader:
Team Members:

Agree on a disciplined team process. to include but not be limited to:

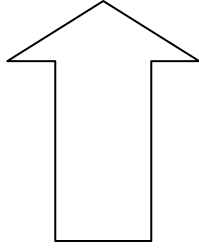
Who will facilitate meetings?
Who will record findings, meeting minutes and progress?
Where will meetings be held?
- B. Step 4. The Current State:**
Measures of success and progress relative to this task.
- C. Step 5 The Desired State:**
The desired level of success and progress relative to this task:

The most effective and efficient way to close the gap between the measured Current State and the Desired State:

- E. Step 6. The Transition Plan:**
- F. Graphic [flow chart]**
- G. Recommendations:**

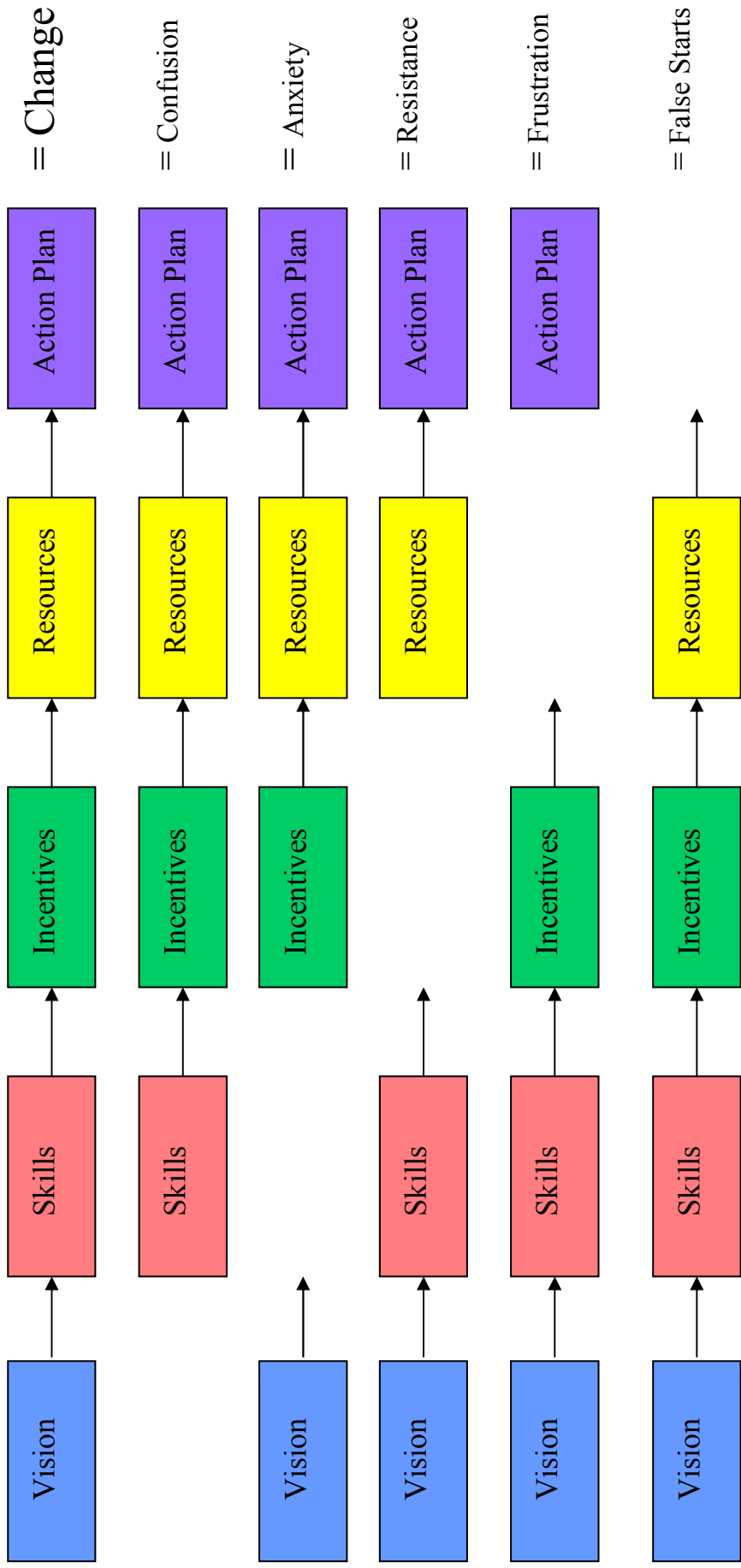
Appendix C: Assessing the Situation (Steps 4 & 5)

Current State



Desired State

Managing Continuous Progress



Adapted from T. Knoster (1991)

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PIG Final Exam Proposal Rubric

	Project Clarification	Constraint Identification	Transition Plan	Recommendation	Professionalism
Great	The project is clarified to adequate depth and breadth. All relevant known information is gathered and organized to explain the current and desired states. Information needed for success is completely determined with accuracy, depth, and breadth.	All relevant obstacles and constraints from the fishbone chart are accurately and thoroughly determined and weighted as to their relative importance in the proposal to a level that shows an in-depth understanding of the transition plan required to move from the current state to the desired state.	Plausible and appealing transition plan determined to address the constraints and obstacles as completely as possible.	Presents a recommendation and provides thorough rationale for it. The recommendation is based on the job ticket goal and all the obstacles and constraints – shows a thorough understanding of the situation and the <i>Breakthrough</i> problem solving process.	The proposal is clearly and tightly identified through the use of a PowerPoint and supporting written documents. The requesting group's needs are effectively identified and met. Constant teamwork ensured quality work and success.
Good	The project is clarified to adequate depth and breadth. The important relevant known information is gathered and organized in a workable fashion to explain the current and desired states. The most important information needed for success is determined with accuracy, depth, and breadth.	Important, relevant obstacles and constraints from the fishbone chart are accurately and thoroughly determined and weighted as to their relative importance in the proposal. Weighting shows some lack of understanding of the transition plan required for success.	Plausible transition plan determined to address the important constraints and obstacles as completely as possible.	Presents a recommendation but provides incomplete, but fairly convincing rationale for it – addressing accurately most of the obstacles and constraints. Shows a functioning understanding of the job ticket goal and the <i>Breakthrough</i> problem solving process.	The proposal is identified through the use of a PowerPoint and supporting written documents. The requesting group's needs are identified and met. Frequent teamwork frequently ensured quality work and success.
Developing	The project is only superficially clarified. Some important relevant information is gathered to explain the current and desired states. Information is poorly organized for task. Some important information needed for success is determined with accuracy, depth, and breadth.	Most important, relevant obstacles and constraints from the fishbone chart are accurately determined. Some irrelevant obstacles and/or constraints may be determined. Weighting as to relative importance in the situation shows lack of understanding of the transition plan required, but an understanding of the process.	A superficial transition plan, unlikely to lead to complete success. Fails to address one or more of the important constraints and obstacles from the fishbone chart.	Presents a recommendation and provides minimal or some irrelevant, or some inaccurate rationale for it – excludes some important obstacles and constraints and/or evidence necessary for support – shows a minimal understanding of the job ticket goal and the <i>Breakthrough</i> problem solving process.	The proposal is vaguely identified through the use of a PowerPoint and some form of supporting written documents. The requesting group's needs are somewhat identified and marginally met. Infrequent teamwork hindered quality work and success.
Emerging	“A” project proposal is identified – but it is not the central issue/problem defined in the current state. And/or the information collected does not explain the current and/or desired states (may contain inaccuracies or may be superficial).	Fails to accurately identify the important obstacles and constraints from the fishbone chart and/or weighting is off enough to imply a lack of understanding of the transition plan required and/or of the process.	The transition plan fails to address the important constraints or obstacles from the fishbone chart and therefore does not appear reasonable or plausible.	Presents a recommendation. The support shows a lack of understanding of the job ticket goal, obstacles and constraints, and the nature of evidence necessary to support position. Some awareness of the <i>Breakthrough</i> problem solving process is shown.	The proposal is not identified through the use of PowerPoint and little or no supporting written documents are created. The requesting group's needs are superficially identified and not met. Unproductive teamwork prohibits quality work and success.
Not Scorable	No relevant project proposal identified.	No relevant obstacles and constraints from the fishbone chart identified.	No workable proposal created.	No support provided.	No proposal provided.

PIG Final Exam Oral Presentation Rubric

Distinguished Quality Work

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Introduction clearly grabs the audience's attention. <input type="checkbox"/> Introduction shows evidence of excellent organization. <input type="checkbox"/> Excellent use of <i>Breakthrough Process</i> to structure presentation. <input type="checkbox"/> Powerful conclusion that summarizes and influences the audience in some way. | <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to time limit – not too long or too short. <input type="checkbox"/> Excellent presence with the audience. <input type="checkbox"/> Excellent eye contact and body language. <input type="checkbox"/> Excellent enunciation and volume. <input type="checkbox"/> Includes quality handouts that are informative and succinct. <input type="checkbox"/> Professional, substantive, and appropriate response to questions posed by audience. |
|---|---|

Comments:

Almost There...

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Introduction interesting and shows evidence of organization. <input type="checkbox"/> Good use of <i>Breakthrough Process</i> to structure presentation. <input type="checkbox"/> Very good conclusion that summarizes and has some effect on the audience. <input type="checkbox"/> Adheres to time limit or only slightly over or under the time limit. | <ul style="list-style-type: none"> <input type="checkbox"/> Very good presence with the audience. <input type="checkbox"/> Very good eye contact and body language. <input type="checkbox"/> Very good enunciation and volume. <input type="checkbox"/> Includes quality handouts that are informative but either too complex or too vague. <input type="checkbox"/> Good substantive response to questions posed by audience. |
|---|---|

Comments:

Getting There...

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Introduction shows an attempt to get audience's attention and evidence of some organization. <input type="checkbox"/> Some use of <i>Breakthrough Process</i> to structure presentation. <input type="checkbox"/> Satisfactory conclusion that summarizes main points without engaging audience. <input type="checkbox"/> Not quiet long enough to fully present quality work. | <ul style="list-style-type: none"> <input type="checkbox"/> Acceptable presence with the audience. <input type="checkbox"/> Acceptable eye contact and body language. <input type="checkbox"/> Usually audible and some problems with clear enunciation of words. <input type="checkbox"/> Includes a handout that is too vague to provide usefulness for the audience. <input type="checkbox"/> Limited response to questions posed by audience. |
|--|--|

Comments:

Just Getting Started...

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> No attempt to engage the audience and disorganized presentation. <input type="checkbox"/> Little or no use of <i>Breakthrough Process</i> to structure presentation. <input type="checkbox"/> Conclusion weak or left out. <input type="checkbox"/> Not quiet long enough to present quality work. | <ul style="list-style-type: none"> <input type="checkbox"/> Out of touch with the audience. <input type="checkbox"/> Distracting movements and flow to presentation. <input type="checkbox"/> Hard to hear and understand. <input type="checkbox"/> Does not include an accompanying handout. <input type="checkbox"/> Does not field questions for clarity from audience. |
|--|---|

Comments:

