

RETHINKING CITIZENSHIP

Public Leadership Styles: The student will evaluate different styles of public leadership.	
Level 1	Level 2
<p>Title. Facilitating Group Dynamics Summary. Watch an episode of two different popular television shows featuring public officials, paying particular attention to the group dynamics throughout the episode</p>	<p>Title. Me for Office? Why not! Summary. Sell yourself as a candidate to the Florida Democratic or Republican Party</p>
<p>Title. Race to the Top Summary. Choose four presidents from the past 30 years and create a detailed profile of that president's route to candidacy</p>	<p>Title. Tweet Like Cory Summary. Conduct a content analysis of the social media presence of two public leaders in similar positions (e.g. two mayors, two state representatives) over the course of one week</p>



Challenge	Level
Facilitating Group Dynamics	1

Just like an athletic team or student organization, a local governing body is subject to group dynamics. For this Challenge, you will review models or theories of group dynamics and reflect on the leader's role in maintaining or facilitating those dynamics. You will also watch an episode of two different popular television shows featuring public officials, paying particular attention to the group dynamics throughout the episode. Finally, you will reflect on the group dynamics observed based on the readings, focusing on the role the group's leader played.

PREPARATION

- Review the [Introduction](#) to Group Dynamics chapter provided, as well as the resources on [Tuckman's](#) and [Peck's](#) models for group dynamics and community building.
- Think about a team or organization of which you have been a member and answer the following three questions:
 - How did your group function, based on the readings? Consider attributes such as group formation, cohesion, structure, power, performance, decision-making, leadership, and conflict.
 - How did the leader of that group impact the group dynamics?
 - What role did he or she play in facilitating those dynamics?

ACTION

- Select one episode of two different television shows that feature public officials as central characters. Potential shows include: The West Wing, Spin City, Boss, Veep, Parks and Recreation, House of Cards, and Commander in Chief.
- View the two episodes, paying careful attention to the group dynamics among the public officials throughout the episode. If the episode does not feature the public officials working together prominently, please select an alternate episode. List the television shows, seasons, and episode names.
- Answer the following question: What did you observe about group dynamics among the public officials throughout both episodes? Consider the same attributes as above: group formation, cohesion, structure, power, performance, decision-making, leadership, and conflict.

REFLECTION

- How did the leader in each episode impact the group dynamics?
- What role did he or she play in facilitating those dynamics?
- What similarities and differences did you observe in terms of leadership styles from both episodes?
- What recommendations would you have for the leaders to strengthen the group dynamics in each episode?

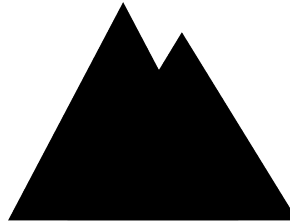
Title	Introduction to Group Dynamics
URL	http://www.cengagebrain.com.mx/content/forsyth68220_0534368220_02.01_chapter01.pdf
Annotation	This resource provides an overview of group dynamics, including several models and applications that will be useful for you.

Title	Tuckman Stages of Group Development
URL	http://coral.wcupa.edu/tuckmanstages.htm
Annotation	This resource provides an overview of Tuckman's stages of group development, including observable behaviors, team needs, and leadership required.

Title	Peck's Stages of Community Building
URL	http://fce-community.org/stages-of-cb/
Annotation	This resource provides an overview of Peck's stages of community building.

	No credit	Below expectations	Meets expectations
Personal Group Reflection	For the 3 questions, the student appears to simply answer the question and does not provide evidence of thoughtful reflection; OR the student does not respond to 1 or more of the questions.	The student responds to all 3 questions, but some of the responses are not fully developed and appear to be lacking detail or thoughtful reflection.	For each of the 3 questions, the student provides complete and thoughtful responses.
Observation	The student does not provide information about 1 or more television episodes or does not respond to the observation question.	The student provides information about both television episodes and responds to the observation question, but the response is	The student provides information about both television episodes and responds to the observation

		lacking in some detail.	question completely and thoughtfully.
Reflection	For the 4 questions, the student appears to simply answer the question and does not provide evidence of thoughtful reflection; OR the student does not respond to 1 or more of the questions.	The student responds to all 4 questions, but some of the responses are not fully developed and appear to be lacking detail or thoughtful reflection.	For each of the 4 questions, the student provides complete and thoughtful responses.



CHALLENGE

Challenge	Level
Race to the Top	1

The formal qualifications for being the President of the United States, as listed in the Constitution, are few and simple. But what about the informal qualifications: popular appeal; experience; academic, social, and economic backgrounds; family structure; religious background; and social networks can all contribute to the success of a presidential candidate. For this Challenge, you will choose four presidents from the past 30 years and create a detailed profile of that president's route to candidacy.

PREPARATION

- Pick your presidents: Think about some American presidents that interest you. [Here's a list](#). Pick four of those guys.

ACTION

- Create a profile for each of the 4 presidents you selected by completing the table below. To create your presidential profiles, use the multimedia resources below to research your presidents' pre-presidential life. Focus on each candidate's:
 - Academic Background (Where did they go to school? What did they study? What degrees do they have?)
 - Professional and Political Experience (What have they done to prepare themselves for the presidency?)
 - Social Background (What are their identities in terms of gender, race, ethnicity, etc.? What are their family structures?)
 - Family Economic Background (How wealthy are their families? How did their families make their money?)

REFLECTION

- Did you see any similarities between the presidents in terms of their pre-presidential lives? Did they have similar backgrounds? After researching do you think there are any unspoken qualifications that past presidents seem to share? Explain.
- What about differences? Did you see any changes in presidential profiles over time? Were there any patterns worth mentioning? If not, there any ways in which you think there should be a change in these patterns? Explain.
- How did you see each president's background reflected in his leadership style and presidential agenda?

Title	The Presidents, The White House.
URL	http://www.whitehouse.gov/about/presidents

Annotation	Here you can find out specific information about the presidents you choose to research. You should keep in mind that the White House has edited all of the information on the site.
-------------------	---

Title	American President: A Reference Resource, University of Virginia Miller Center Institute
URL	http://millercenter.org/president
Annotation	The Miller Center is a non-governmental, non-partisan institute that seeks to expand understanding of the presidency, policy, and political history. The site offers expansive resources on each president, including researched essays on life before the presidency. You should use this to complement and/or complicate information you find in official White House documents.

Title	Ipl2: Presidents of the United States Portal, Drexel University College of Information Science and Technology
URL	http://www.ipl.org/div/potus/
Annotation	The ipl2 portal, funded by Drexel College and Florida State University, catalogues reputable internet sources in order to help you find trustworthy information while researching. The site's "Presidents of the United States Portal" catalogues crucial information about each U.S. president and his presidential term. Additionally, site coordinators have chosen between 4-5 multimedia biography sources for each president. You should use this to complement and/or complicate information you find in official White House documents.

Title	The United States Constitution
URL	http://www.archives.gov/exhibits/charters/constitution_transcript.html
Annotation	Students can use this resource to explore the basic, formal requirements for presidential eligibility. Specifically, they could refer to Article II.

	No credit	Below expectations	Meets expectations
Presidential Profiles	The student completes profiles for less than 3 presidents AND/OR each profile does not discuss at least 5 out of 6 suggested biographical themes.	The student completes profiles for less than 4 presidents AND/OR the profiles are incomplete. Though the student discusses each suggested biographical topic, some of the areas are lacking in detail.	The student completes all 4 profiles for less and discusses each suggested biographical topic. Each biographical topic is discussed in sufficient detail, reflecting thoughtful attention to key areas of biographical importance to each president's success.
Reflection	For the three reflection prompts, the student appears to simply answer the question and does provide evidence of thoughtful reflection OR the student does not respond to one or more of the reflection prompts.	The student responds to all three reflection prompts, but some of the responses are not fully developed and appear to be lacking detail or thoughtful reflection.	For each of the three reflection prompts, the student provides complete and thoughtful responses.



Challenge	Level
Me, for Office? Why Not?	2

In order to stage a successful Congressional campaign at any level, it is important to have party backing. Parties (either at the state or national level) provide their support in various ways: their brand name, their human resources, their consultants, and most importantly, their financial resources. Given the 2012 success of the Democratic Party in retaining the presidency and key voter constituencies—blacks, women, Hispanics—the GOP is seriously reconsidering which type of candidate it should be endorsing and promoting for congressional offices. The Democrats, on the other hand, are more and more expected to support progressive issues, such as marriage equality and marijuana legalization. For this Challenge, you must sell yourself as a candidate to the Florida Democratic or Republican Party. You will prepare a 3- to 5-minute video to convince the Committee that you are a serious candidate, that you know the district you are running for, and that you deserve their endorsement and full support for the upcoming Florida House elections. You can choose any Florida State House district.

PREPARATION

- Research the following information, which you will use in your video:
 - Candidate Presentation: What is this campaign about? Who are you and what you believe in?
 - District and Issue Presentation: Is it an open seat, is there an incumbent to beat, do you need to go through a primary or try to scare off any possible opponent? What does the district care about?
 - Targeting – Coalition Groups: Which are the key voter groups in the district? Who will be more likely to support you and why? Who is the least likely to support you and why? Can you win without them?
 - Fundraising and Campaign Operation: How much do you believe you need to raise for this race? How are you spending it to target your prospective voters?
 - Voter Base Build up: How viable are you at this moment? How will your background (education, clubs, associations, work) get you instant support because they know you personally?
 - Sum up and Final Pitch: What is it that you are asking for and why? Why is the Party's endorsement and resources so important and how will they help you win the race? Also, is there a big picture (gaining majority in the House if you win, etc.)?

ACTION

- Create your 3- to 5-minute video that contains all of the information above.

REFLECTION

- Answer the following question in a 5-sentence paragraph: How likely are you to ever seriously consider running for public office?

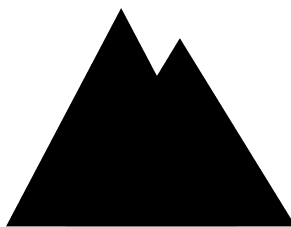
Title	Florida Division of Elections
URL	http://www.sayfiereview.com/
Annotation	The Sayfie Review consists of news articles, blogs, press releases, political links that are all about Florida politics; the issues, the debates, the legislative sessions. State-specific issues, in combination with national issues usually shape the candidates' platform even at the state district level. The Pew Center offers great reports on the impact of key national issues (economy, hyper-partisanship, presidential approval) on public opinion.

Title	Florida Division of Elections Campaign Finance Database
URL	http://election.dos.state.fl.us/campaign-finance/contrib.asp
Annotation	Candidates and incumbents are very careful when setting fundraising goals, depending on previous elections' spending from the candidates of both parties. The Florida Division of Elections Campaign Finance Database documents the candidates' fundraising operations per quarter. This is also a great resource of what type of donors give money to which candidate based on party.

Title	New York Times "The Election Unit"
URL	http://learning.blogs.nytimes.com/2012/08/27/our-election-2012-unit-an-overview/
Annotation	The New York Times blog did an overview of the 2012 elections in 4 parts, from candidate presentation to campaign strategy, to "who do you think should win" overview. The candidates' personal background, financial capabilities, endorsements, campaign strategies and issue platforms are evaluated in order to determine which one is "the best fit". Such summaries can be critical reminders when one is trying to pitch for a candidacy by using his/hers most strong points.

Title	"The Changing Face of Political Campaigns"
URL	http://library.thinkquest.org/07aug/00103/strategies.htm
Annotation	There is no such thing as a perfect recipe to run a successful campaign, as there is no such thing as the perfect campaign operation in terms of human and financial resources. It all depends on the candidate's character, his/her team, the opponent, as well as the district itself. Candidates use different strategies to reach different voter groups; young voters prefer the Internet over newspaper editorials or television for example. Low budget campaigns invest in door-to-door operations depending on the layout of the district, and the availability of time and people.

	No credit	Below expectations	Meets expectations
Research	The student conducts incomplete research that fails to adequately address the research questions in the Preparation section of the Challenge.	The student conducts enough research to superficially address all research questions in the Preparation section of the Challenge.	The student conducts thorough research, thereby addressing all research questions in the Preparation section of the Challenge.
Video pitch	The student made a pitch that is incomplete and unconvincing.	The student made a that is asking for the Party's support, without making a strong case about why it is important to the candidate himself/herself, but also to Florida politics.	The student made a thorough pitch consisting of what type of support the candidate needs; a convincing argument is made as to why the Party should endorse and why this race is important.
Reflection	The student did not complete the Reflection portion of the Challenge.	The student provided a thoughtful response to the prompt that was less than 5 sentences in length.	The student provided a complete and thoughtful response to the prompt that was at least 5 sentences in length.



CHALLENGE

Challenge	Level
Tweet Like Cory	2

Cory Booker, United States Senator from New Jersey and former mayor of Newark, has leveraged social media to engage with his constituency, making headlines for his round-the-clock responses and authentic dialogue. How have other public leaders utilized platforms such as Twitter and Facebook? For this Challenge, you will conduct a content analysis of the social media presence of two public leaders in similar positions (e.g. two mayors, two state representatives) over the course of one week.

PREPARATION

- Review the social media profiles for Senator Booker and answer the following questions:
 1. What stands out to you?
 2. How does he interact with his constituents?
 3. What types of content does he post on Twitter and Facebook?
 4. Why do you think he is seen as a model for public officials using social media?

ACTION

- Select two public leaders who hold similar positions (e.g. two mayors, two state representatives, two members of the United States Congress, etc.) and who have a social media presence. Follow their social media profiles over the course of a week and conduct a content analysis of their posts.
- Be sure to list the two officials, along with the URL's for the social media profiles you are following.
- Conduct your content analysis. Approximately what percentage of posts/tweets fall under the following categories:
 - Policy issues (what types of policies?)
 - Announcements about work schedule, appearances, meetings
 - Other work-related posts, posts about decision-making processes, etc.
 - Commentary about other public officials
 - Promotional posts (promoting self, political party, etc.)
 - Responses to/interaction with constituents
 - Posts about personal life/diversions
 - Other
- Additionally, what is the ratio of text-based posts versus visual posts with photos and/or videos? What is the content of the photos and videos?

REFLECTION

- How were the leadership styles of the two public officials you observed reflected through their social media profiles?
- Based on the model example, as well as the tips provided in the multimedia resources, what were the public officials doing well?
- How could the public officials strengthen their social media presence?

Title	Senator Cory Booker's social media profiles on Facebook and Twitter
--------------	---

URL	https://www.facebook.com/corybooker AND https://twitter.com/corybooker
Annotation	These resources provide the model example of a politician engaging with constituents via social media.

Title	Stelter, B. & Preston, J. (2012). In crisis, public officials embrace social media. <i>The New York Times</i> .
URL	http://www.nytimes.com/2012/11/02/technology/in-crisis-public-officials-embrace-social-media.html
Annotation	This resource provides an overview of ways public officials have utilized social media to engage with their constituents during various crises.

Title	Fifelski, K. (2012). A politician's guide to social media.
URL	http://www.govtech.com/govgirl/A-Politicians-Guide-to-Social-Media.html
Annotation	This video resource provides several tips for politicians to optimize their social media presence.

Title	Government representative listing
URL	http://dliis.dos.state.fl.us/fgils/government.html
Annotation	Find names of local, state, and national representatives affiliated with the State of Florida which you can then search for on social media sites.

	No credit	Below expectations	Meets expectations
Model profiles	For the four questions, the student appears to simply answer the question and does not provide evidence of thoughtful reflection; OR the student does not respond to 1 or more of the questions.	The student responds to all four questions, but some of the responses are not fully developed and appear to be lacking detail or thoughtful reflection.	For each of the four questions, the student provides complete and thoughtful responses.
Content Analysis	The student does not provide a content analysis of social media profiles for one or more public officials.	The student provides a content analysis of social media profiles for both public officials, but the analysis is lacking in detail or some information is missing.	The student provides a complete content analysis of social media profiles for both public officials.
Reflection	For the three questions, the student appears to simply answer the question and does not provide evidence of thoughtful reflection; OR the student does not respond to 1 or more of the questions.	The student responds to all three questions, but some of the responses are not fully developed and appear to be lacking detail or thoughtful reflection.	For each of the three questions, the student provides complete and thoughtful responses.