PA 518: Leading Public Organizations

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Appointments made at convenience of students

Overview of Course:

“in servitute rei publicae vitam dedicavit”

Much has changed since the early years of the American republic when there was no higher epitaph than “a life devoted to the service of the community”. Ongoing efforts over the last 40 years to “reinvent government” have called into question the value of public service as public administrators have been challenged to “make government run like a business”, contract out government functions, and to transfer public functions to both the private and nonprofit sectors. These efforts have called into question the appropriate role of the public sector vis-a-vis the private and nonprofit sectors and the role of career administrators in carrying out their stewardship responsibilities. The goal of this course is to understand the forces of change that have brought about this transformation and their implications for leading public organizations. In seeking to understand the factors contributing to the current state of affairs, we will examine the various roles that public administrators have been called on to perform since the adoption of the U.S. Constitution in 1787.

This course serves as a complement to PA 517, which focuses on the development of competencies to lead individuals and groups. PA 518 focuses on leading public organizations within the larger context of the changing forces in the socio-political and economic environment.

Course Objectives:

The course is organized to achieve the following four learning objectives:

1. To understand the historical role that the career public service has played in the American political system.
2. To understand the role, function and interdependence of the public, private, nonprofit and special district sectors.
3. To understand the various administrative leadership models that have emerged from America’s political history.
4. To be able to apply appropriate leadership models to improve administrative practice.

Key Competencies: (Program Competencies with degree of emphasis in PA 518)

Executive MPA Mission Specific Competencies:

A. Demonstrate what is required to lead at and across the individual, group/team, organizations and community levels. High
B. Demonstrate what is required to lead within a variety of different structures of authority, including the local government, nonprofit, state government, and national and international contexts. **High**

C. Demonstrate creativity in using a variety of leadership approaches to match different types of leadership challenges. **High**

**General Public Administration Division Competencies:**

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. **High**

2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy. **High**

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest. **Medium**

4. Identify and engage with the key elements of the public policy process. **Low**

5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use. **Low**

6. Create and manage systems and processes to assess and improve organizational performance. **Low**

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenge in public policy, leadership and management. **High**

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services. **Medium**

9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society. **Medium**

10. Think critically and self-reflectively about emerging issues concerning public service management and policy. **High**

**Course Assumptions:**

The course is constructed around the following core assumptions:

1. **Personal Responsibility:** Students will take proactive responsibility for their own learning throughout the course. The course provides extensive opportunities for you to selectively choose areas of interest that are especially aligned with your professional development learning goals. In choosing these areas among the many provided throughout the course, your personal responsibility includes: reading the assigned and supplemental materials for the areas you have chosen to focus upon; actively participating in all class sessions, and completing assigned writing assignments.

2. **The “Thirty-One Flavors” Dilemma:** Like “Thirty-One Flavors”, there are too many learning choices for you to enjoy during our time together. That is why the syllabus is so long: it provides lots of options for what you can choose to read and write. **While you are**
not expected to read all of the material, you are expected to read all of the material for at least one class session for each of the three course units.

3. **Need for Flexibility:** The course assumes that participants are adults and mature professionals who occasionally may need flexibility in scheduling and completion of assignments to maximize their learning. You are encouraged to take the initiative to ensure that this assumption is met.

4. **Confidentiality:** To maximize the learning and the free exchange of experience, what is said in the classroom, stays in the classroom. By that we simply mean that we do not make attributions outside the classroom setting. This “rule of engagement” is important to encourage the candid exchange of experience and information.

5. **Learning by Doing:** The Executive MPA program uses the *performance-learning approach* which is based on a Confucian adage that:

   - What I hear, I forget…
   - What I see, I remember…
   - What I do, I understand…

The performance learning approach begins with the assumption that practitioners possess a rich repertoire of knowledge and skills, which forms a necessary building block to the learning process. To be useful, this experience must be shared with others, reflected upon and then put back into practice. Sometimes this is called “double-loop” learning, where practice informs theory and theory in return informs practice. This process of “double-loop learning requires a willingness to share your experience with others, to be reflective and self-critical and to be open to rethinking what works and why.

**Course Requirements:** Your final evaluation will be based on a combination of preparation of the course readings, class participation and writing assignments. All activities are designed to integrate class-room discussions and readings with your work experience as an accomplished practitioner.

**Desire to Learn (D2L) Study Question postings: Class Preparation**

Each class session presupposes that you have carefully read the required assignments and that you arrive at class prepared to engage in active discussion. To help accomplish this goal we will be using a web-based learning system, called “Desire to Learn (D2L)”.

**ORIGINAL POSTINGS #1:** Participants are required to submit a minimum of THREE DESIRE TO LEARN (D2L) ORIGINAL POSTINGS for the course out of the 30 listed in the course syllabus. These postings are due prior to the class session where the material is listed for discussion. At least one posting is expected for each of the three units of the course. Following are the criteria for measuring a “good original posting”:

- Demonstrates an accurate and insightful understanding of the assigned readings.
- Uses professional experience to illuminate and add additional insight to the course readings.
Posting should be no more than 500 words.

RESPONSE POSTINGS #2: IN AN ADDITION TO THREE ORIGINAL POSTINGS, YOU ARE EXPECTED TO DO THREE RESPONSE POSTINGS to originals submitted by others. These “RESPONSE POSTINGS” should not be more than 500 words in length. Following are the criteria for measuring a “good response posting”:

- Demonstrates insightful understanding of the original posting.
- Adds learning to the original posting by drawing from professional experience.
- Adds learning to the original posting by drawing from course readings to provide alternative perspectives/insights or to deepen and broaden the understanding of the original posting.

You may do more postings and responses than the minimum three original and three response postings. As long as the minimum posting requirements are met, the additional Desire to Learn (D2L) postings will be used to help advance your grade, especially if your other written work falls on the margins between grades (i.e., A to A- or B+ to A-). In short, Desire to Learn (D2L) postings and responses will only be used to raise a person’s grade in the course as long as the minimum number of postings are completed.

The instructor will monitor the frequency and quality of Desire to Learn (D2L) postings, but will not assign letter grades to individual postings. However, the instructor will keep track of both the quantity and quality of the postings.

Writing Assignments: You have an option of completing three short papers of approximately 4-6 (1500 words maximum pages in length or one short paper and a longer case study paper of approximately 12-15 pages in length (3,500 maximum). These options are described in greater detail in the sections that follow.

1. Guidelines for Short Paper Options - The short papers can be selected form the topics listed for each class session. There are a total of 20 choices listed in the course syllabus. If you choose the short paper option, select a paper topic for each of the three course Units. Do not write all of your papers on just one Unit, unless you have a compelling educational reason to do so and you first consult with the course instructor.

There are no hard deadlines for submission of your short papers, but there are two goals. The first goal is to give each of you ample time to benefit from classroom and Desire to Learn (D2L) discussions before you write your short paper, but to pressure you to complete the writing while the material is fresh. As adult learners, the instructors assumes you know best when a paper is “ripe” for submission. THE INSTRUCTOR WILL ASSUME THAT YOU WILL SUMBIT A SHORT PAPER ON THE PREVIOUS UNIT BEFORE STARTING READING AND DISCUSSION OF MATERIAL FOR THE NEXT UNIT. IF YOU CAN NOT MEET THIS SCHEDULE, LET THE INSTRUCTOR KNOW. A second for the course submission deadlines is to spread the papers out as evenly as possible over the term to avoid the “madness” of a grading frenzy for the instructor and writing frenzies for the students.
2. Guidelines for Final Integrative Case Paper

The purpose of the Integrative Case Paper Option is to provide students with the opportunity to use an applied case problem of particular interest in their work setting as the bases for integrating the materials in the course. Normally these cases involve some current administrative issue that poses leadership challenges. Using the case example you have chosen, write a 12-15 page paper which accomplishes the following objectives:

1. Clearly illustrates the central tensions and themes upon which the course rests. This can usually be accomplished by simply presenting a summary description of the case example with an explanation of why it poses a difficulty for the administrator in deciding among multiple, if not conflicting, sources of authority and standards for measuring success.

2. Draws on the history of public administration to shed light on both the analysis of the challenge as well as leadership strategies for ameliorating the challenge.

3. Indicates how you would personally respond to the central tensions and themes of your case, providing persuasive evidence and arguments from the various course readings to support your analysis.

4. Evaluates your analysis and conclusions from the perspective of at least one consultant from List A and one consultant from List B. **Be certain to indicate where the consultants you have selected agree/disagree.**

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<thead>
<tr>
<th>List A</th>
<th>List B</th>
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<tbody>
<tr>
<td>The Federalists</td>
<td>Jacksonian democracy</td>
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<tr>
<td>Carl Friedrich</td>
<td>The Populists</td>
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<td>de Tocqueville</td>
<td>Herman Finer</td>
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<td>Reinvention of Government</td>
<td>Antifederalists</td>
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<td>The Progressives</td>
<td>The Optional Book You Selected for the Course</td>
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Grading

All papers, including the short essays, will be evaluated as reflective essays using the following rubric or guiding questions:

1. How well does the paper answer the assigned/chosen question?
2. Is the paper well organized?
3. Is the paper well written?
4. Does the paper manifest a good understanding of the course readings and class discussions?
5. Does the paper demonstrate the capacity to integrate course readings and discussions into administrative practice?

Since good writing cannot easily be separated from good thinking, no special effort will be made to judge the content of your paper separately from the form. Your grade on each assignment will thus reflect a composite judgment of how well your paper addresses the above questions as a whole.
First Paper Assignment: Writing to Standard - Your first paper will not be given a final grade until it is written to a standard that you are willing to accept, and no less than a B grade, which is the minimum for graduate level work. Since this is the first course you are taking in the EMPA program, this “write to standard” approach will enable everyone to hone their critical thinking and writing skills without any penalty for multiple submissions. This process also provides a benchmark for the kind of critical thinking and writings skills for proceeding successfully through the program.

Summary of Course Grading Options

Option I:
1. One short essay on one of the paper topics assigned for Unit I -------------- 30%
2. One short essay on one of the paper topics assigned for Unit II -------------- 20%
3. One short essay on one of the paper topics assigned for Unit III -------------- 20%
4. Desire to Learn (D2L) Discussions and class participation -------------- 30%

Option II:
1. One short essay on one of the paper topics assigned for Unit I -------------- 30%
2. One final paper on a case study of your own choosing ------------------ 40%
3. Desire to Learn (D2L) Discussions and class participation ------------------ 30%

Overview of Course Schedule:

September 14 Saturday (9:00 to 5:00 pm):
Overview and Public Leadership Framework
- The Challenges and Opportunities of Public Sector Leadership
- Individual, group, organization and community-centered leadership
- Public Service Leadership Frameworks

September 28, Saturday (9:00 am – 5:00pm):
Current Challenges
- “Drivers of Change” in the Public Sector
- Consequences of Trends for Public Sector Leadership

October 26, Saturday (9:00am – 5:00pm):
“The Future of Public Service: Where are the Drivers of Change Taking Us?”
- How Far Can Reinvention and Performance-Centered Management Take Us?
- What Lessons From History Should Guide Us?
• Case Presentations, Course Summary and Evaluations
• Making Sense Out of Role Ambiguity: Leadership Implications for Executives

**Required Course Texts:**

de Tocqueville, Alexis (2000). *Democracy in America*. Chicago: The University of
Chicago Press. Edited by Harvey C. Mansfield & Debra Winthrop.


**Choose one of the following:** These books will be the focus of attention in the last class
session.

- Koliba, Christopher, Jack Meek and Asim Zia. (2011) *Governance Networks in Public
  Administration and Public Policy*. CRC Press/ Taylor Francis Group.
  Capitalism*. Alfred A. Knopf.
- Salamon, Lester M. (1994). *America’s Nonprofit Sector: A Primer*
  Norton & Co.

The above required readings will be supplemented by other articles and documents assigned
throughout the course, all of which are available on Library Reserve: [http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search](http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search). You will need your Odin Account to
access this sight. If you are asked for a password to access the materials, type in the word
“morgan”. Some additional materials may be available on the course website discussed below.

**Desire to Learn (D2L) Course Website.** Except for copyright materials placed on
Library Reserved described in the previous section, all course materials, including syllabus,
electronic discussions and paper submissions will be conducted through the following on-line
course site: [https://d2l.pdx.edu/d2l/lp/homepage/home.d2l?ou=434938](https://d2l.pdx.edu/d2l/lp/homepage/home.d2l?ou=434938) You need to have your
Odin PSU account number and be registered for the course to have electronic access to the
course. Like most websites, navigating the site is intuitive, but some introduction will be
provided at the first class session or you can contact Marcy Newton to answer questions prior to
class: marcy.newton@pdx.edu.
Office hours and appointments:
Appointments will be personally scheduled to accommodate your needs. The preferred method for corresponding is through e-mail: morgandf@pdx.edu

Dr. Douglas Morgan is Professor Emeritus of Public Administration in the Mark O. Hatfield School of Government and University Guest Professor at the University of Lanzhou. Dr. Morgan has extensive applied government experience, including serving as an elected member of the Portland School Board, Chairing the Public Utility Review Board for 7 years and serving on a variety of local government task forces and advisory boards. He has been the President of both the Oregon ASPA Chapter and the Pacific Northwest Political Science Association. He has written extensively on administrative ethics and local government. His article on “What Middle Managers Do in Local Government” received the Brownlow award for the best article published by practitioners in the Public Administration Review for 1996. He is working on local government projects in China, Japan and Vietnam. He is currently authoring or co-authoring four texts, including: the second edition of The Foundations of Public Service, New Public Governance: A Regime-Centered Perspective, The Foundations Local Public Budgeting, and Public Service Leadership: Leading from Where You Sit, all being published by ME Sharpe. Dr. Morgan holds a B.A. in Political Science and Masters and Ph.D. degrees in Political Science from the University of Chicago

COURSE SYLLABUS

The course syllabus is long and detailed, not to scare you away, but to provide you with lots of choices and to give you guidance so that you don’t spend valuable time “chasing rabbits down holes”. The syllabus is divided into the following three units.

- Unit I examines the role and function of career administrators within the American system of democratic governance.
- Unit II explores the historical development of public administration and the implications these developments have for administrative practice.
- Unit III returns to the start of the course to examine how current themes and trends within the external environment and the profession are impacting your work and your view of leadership.

Like most graduate-level syllabi, this one is constructed with the following assumptions in mind:

- There is more reading than you will have time or want to do.
- There is sufficient choice in the readings and assignments to pique the curiosity of almost everyone. For example, each of the Units provides lots of paper topics to choose from, even though you need to write a paper on only one of the assigned topics.
- You can choose to spend lots of time on a few topics or spread your efforts over a broad spectrum of topics. You can do well in the course without reading all of the assigned material or giving equal attention to each session.
Unit I: Current Public Service Challenges and Implications for the Role Responsibility of Career Administrators

September 14, 2013

Session 1 - American Society as an Administrative Environment: The Crisis of Institutional Confidence

Learning Objectives:

- Understand the nature and impact of external forces on contemporary administrative work.
- Understand the competing criteria for measuring “administrative success” and the implications for administrative work.

Readings:

Morgan, et. al, Foundations of Public Service, Preface, Chapters 1-3; chapter 5, pp. 89-94


Desire to Learn (D2L) questions:

1. In what ways is your organization experiencing a crisis of confidence? What are the factors that contribute to this crisis and how do these factors compare to the ones discussed in the course readings?

2. Is the impact of the crisis of confidence experienced by organizations different for public and nonprofit agencies? for special districts versus general purpose jurisdictions? for national and local agencies? for old and new organizations? In short, what is similar and what is different about the way in which the crisis of confidence is experienced by organizations?

Paper Topics:

1. Compare and contrast Wildavsky’s explanation of the crisis of confidence with Morgan, et. al.

2. Drawing from your course readings and experience, assess the factors contributing to the loss of confidence in your agency and the steps that have been taken to off-set these factors.
**September 14, 2013**

**Session 2: American Society as an Administrative Environment: Individualism & Community**

**Learning Objectives:**
- Understand the role individualism plays in the American administrative experience.
- Understand the competing strategies for turning individualism into “a friend” of administrative work.

**Readings:**
- *Federalist Papers*, #10
- Morgan and Vizzini, “Transforming Customers into Citizens: Some Preliminary Lessons from the Field”,

**Desire to Learn (D2L) questions:**
1. Reflecting on your own experience and those of the clients you serve, to what extent would you agree with critics who argue that we are currently plagued by the problem of “excessive individualism”? To what extent and how does it affect your managerial responsibilities?
2. To what extent does “civic republicanism” provide career administrators with a better starting point in dealing with the problems of “excessive individualism” than de Tocqueville’s principle of “enlightened self-interest”?

**Suggested Paper Topics:**
1. Compare and contrast “civic republicanism” with de Tocqueville’s principle of “enlightened self-interest”.
2. How do the excesses of individualism adversely impact your administrative responsibilities? To what extent do the principles of “civic republicanism” and/or de Tocqueville “enlightened self-interest” provide a corrective for these excesses?

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**September 14, 2013**

**Session 3: Administrative Ambiguity and Role Conflict**

**Learning Objectives:**
- Understand the following models for determining what constitutes “good administrative work”: administration as science, administration as interest balancing, administration as community building, administration as “window of opportunity”, and administration as constitutional balancewheel.
Understand competing strategies for dealing with “administrative role ambiguity” in the workplace.

Readings:


(Osborne and Gaebler, *Reinventing Government*)

Desire to Learn (D2L) questions:

1. What do you regard as the chief functions served by professional career administrators? Under what conditions would you try to get your clients involved in shaping the policy-making and implementation decisions of your organization? What strategies would you use to bring about this involvement?

2. What does Morgan, et. al. mean by the distinction between instrumental and constitutive administrative roles?

3. To what extent does Levine’s process of “co-production” provide a salutary solution for the problem of role ambiguity faced by career administrators?

4. How important has the emphasis on performance accountability become in your organization and what has your organization/jurisdiction done to meet these increased citizen expectations?

5. What are the major barriers to increasing performance accountability in your organization and what steps would you recommend for overcoming these barriers?

Paper Topic:

Which administrative roles discussed in the readings are most conducive to restoring the trust of citizens in governance institutions?

Morgan et. al., *Foundations of Public Service*, Chapter 14, pp. 676–693.
Desire to Learn (D2L) questions:

1. How important has the emphasis on performance accountability become in your organization and what has your organization/jurisdiction done to meet these increased citizen expectations?

2. What are the major barriers to increasing performance accountability in your organization and what steps would you recommend for overcoming these barriers?

Paper Topic:

Assess the impact of “drivers of change” in your organization and how these drivers compare to the ones faced by other public service organizations.

Unit II: The History and Traditions of American Public Service: What are the Lessons to be Learned?

September 28, 2013

Session 4: Our National Founding Debates: Competence – Tyranny, Majority Faction & the Federalist Solution to the Problem of Democratic Governance

Learning Objectives:

- Understand the Federalist model of democracy and its implications for administrative work.
- Understand how the “Federalist” view of democratic governance continues to play a major role in shaping our understanding of the role administration should play within our system of democratic government.

Readings:

The Federalist Papers: # 10, 14, 23, 37, 41, 51, 57, 63, 67, 69, 70, 71.

The Constitution of the United States of America

Morgan, Foundations of Public Service, Chapters 3 and Chap. 4, 43-50.

Desire to Learn (D2L) questions:

1. What are the multiple problems of democratic governance the Federalists wished to solve in establishing the American system of governance and how did they resolve the complex trade-offs implied?

2. To what extent do you think there is a need for us to still be as concerned with the problem of "majority tyranny" as were the Federalists? How, if at all, does this problem express itself administratively within your organization?

3. What does Publius mean in Federalist #51 when he claims that our system of separation of powers and checks and balances relies on a "policy of supplying, by opposite and rival interests, the defect of better motives"? Give some examples of how this principle might be applied at the administrative level to achieve successful administrative outcomes?
Paper Topic:
Use a case study from your administrative experience to assess the adequacy of the Federalist assumptions and principles underlying our system of democratic governance.

September 28, 2013

Session 5: Diversity, Homogeneity, and Equality: The Antifederalist Reply to the Federalists

Learning Objectives:

- Understand the Antifederalist model of democracy and its implications for administrative work.
- Understand how the “Antifederalist” view of democratic governance continues to play a major role in shaping our understanding of the role of administration should play within our system of democratic government.

Readings:
Morgan, et. al. Foundations of Public Service, Chapter 4, especially pp. 79-87.

Desire to Learn (D2L) questions:

1. What dangers did the Antifederalists fear most about government? What correctives did they recommend for overcoming such dangers?

2. What are the consequences of the Antifederalist view for the administrative function of government? How do these consequences compare with those of the Federalists?

3. Do you agree with de Tocqueville that the passion for equality is greater than the passion for liberty? What examples can you give from your agency experience, which either confirm or deny the truth of de Tocqueville's observations? To what extent do you agree/disagree with de Tocqueville's prescription for solving the problems caused by the passion for equality?

Paper Topics:

1. Use a case study from your administrative experience to assess the adequacy of the Antifederalist assumptions and principles underlying our system of democratic governance.

2. Compare and contrast the Antifederalist view of the role of administrators with the view held by the Federalists.
3. Unit I Synthesis Paper: Using a case example from your own experience, evaluate the various administrative roles (see Foundations of Public Service, pp. 90-94; 118-127) that may be most appropriate for your agency/organization in dealing with the challenges it faces.

September 28, 2013

Session 6: The Tradition of Voluntary Service and the Role of Nonprofit Organizations

Learning Objectives:

➢ Understand the roots of volunteerism and its implications for the role of administrators within our system of democratic government.

➢ Understand the multiple factors that contribute to development of voluntary associations and the implications these factors have for the creation and maintenance of a robust civic infrastructure.

➢ Understand how and why many nonprofit organizations have been transformed into “agents of the state”.

Readings:

Review de Tocqueville; especially Volume II, Part II: chapters 4-9.

Morgan, et. al. Foundations of Public Service, Chapter 5, pp. 97-100

(Salamon, America's Nonprofit Sector, Chaps. 1, 2, 4, 5-10).

(Siriani, Carmen (2009) Investing in Democracy)

Desire to Learn (D2L) questions:

1. What factors account for the development and growth of the nonprofit (voluntary) sector?

2. For those reading Smith/Lipsky or Salamon, to what extent do the reasons they give for the distinctiveness of the nonprofit sector correspond to your own personal experience?

3. According to de Tocqueville, what role does the voluntary sector play in ameliorating the adverse consequences of democracy? To what extent has the voluntary sector lost its capacity to perform this salutary role? What are the implications for administrative work?

Suggested Paper Topics:

1. What role can career administrators play in assisting the voluntary sector to perform the kind of role in democratic governance described by de Tocqueville?

2. How should career administrators exercise their discretion to enable the “third sector” to perform its appropriate social role?
September 28, 2013

Session 7 - The Populist and Progressive Reform Movements

Learning Objectives:

- Understand the moral purposes of the Populist and Progressive Movements and their impact in transforming administration into a profession.
- Understand the administrative consequences of the New Deal.

Readings:


(Review Osborne and Gaebler, Chaps. 1-2).

Desire to Learn (D2L) questions:

1. How do the contributions of the Populist movement to a career civil service compare to the contributions of the Progressives?
2. What are the chief contributions of the New Deal to American public administration?

Paper Topic:

Drawing on your agency experience and/or session writings, analyze and evaluate the contributions of the Populist and Progressive eras to the theory and practice of American Public administration.

Unit III  The Future of American Public Service: The Recovery and Flexible Use Of Past Traditions

October 26, 2013

Session 8: The Emergence of the “Administrative State”: Implications for the Career Public Service

Learning Objectives:

- Understand how the regulatory and welfare needs of modern democracy have contributed to the rise of the “administrative state”.
- Understand how the rise of the administrative state has spawned a “countervailing reaction” that has taken a multitude of forms, including devolution, privatization, “reinvention of government”, and the social capital movement.

Readings:

Optional book selected for the course: Expected to provide summary report to classmates.

Desire to Learn (D2L) questions:
1. What has been the impact of “contracting out” for nonprofit organizations?
2. To what extent can the nonprofit sector successfully meet public sector needs as government funding and programs decline?
3. What are some of the implications of the welfare state for the role of career public and nonprofit administrators?
4. To what extent does your experience with the proliferation of local governments and special districts confirm to the account provided by Morgan et. al.?

Paper Topics:
1. Compare and contrast the impact of the welfare state on the role of public administrators with the impact on the role of nonprofit administrators.
2. Drawing on your agency experience or a case example, evaluate Smith and Lipsky’s analysis and prescription for solving some of the administrative problems created by the welfare state.
3. Drawing on your agency experience or a case example, evaluate the proliferation of local governments over the last 50 years.

Session 9: The Current State of Administration: Pressures and Pulses in Administration Today

Learning Objectives:
- Understand the impact of diversity and globalization on the work of public service administrators.
- Understand the importance of networks and conciliatory organizations in accomplishing public work in today’s political economy.
- Understand the importance of civil society in functional governance and the increasing responsibilities public service administrators bear for polity leadership.
- Understand the nature of institutions in a mixed political economy

Readings:
- Reread selected readings: Koliba et al; Helco; Siriani, Salamon as appropriate


**Desire to Learn (D2L) questions:**

1. How has public administration addressed a growing diversity in the people they service and the communities in which they serve?

2. Stepping back from the everyday practices of collaborative governance, what do you see as explaining the rising importance of networks and conciliatory organizations in administrative practice?

3. We use the phrase “polity leadership” with regularity in this course. What does this mean for you? What are the implications of the expectations that arise from this approach to public service leadership?

4. Helco titled his book *On Thinking Institutionally* and starts the book with a story about baseball. What does it mean to think institutionally? What are institutions? How do they enable and constrain the work we do?

**Suggested Paper Topics:**

1. Describe the challenges of creating a representative bureaucracy, one that reflects the diversity of people administrators serve, especially given the constraints of human resource management within public organizations. What suggestions do you have for increasing cultural competency among employees in your organization? This question asks you to address the structural and behavioral aspects of managing for diversity.

2. Describe the vertical and horizontal governance challenges in the setting in which you work. How has the importance of networks and conciliatory organizations changed in this setting? What recommendations do you have to increase the functionality of both your organization and the networks of which they are a part?

3. Write your own description of civil society relative to the work of governments, non-profits, and the private sector. Why is civil society important to public service administration? What responsibility do you have as a leader for the vitality of civil society?

4. The Morgan, Green, Shinn and Robinson textbook has been described by others as having an institutional orientation. Provide a critique of this observation. Do you agree? If so, why? If not, why not? Include your understanding of what an institution is and the function of institutions in society.
Session 10 –The Future of Public Administration: Where Do We Go From Here?

Learning Objectives:

- Understand the major drivers affecting the current and future work of public administrators.
- Understand the competing and multiple claims for measuring the success of the current and future work of career public administrators.
- Understand how the traditions inherent in the practice of public service will affect the way in which the major drivers of change and competing claims will alter future administrative practice.
- Understand the relevance of various administrative models to current challenges and trends.

Readings:


Optional book selected for the course: You are expected to provide a 10 minute summary report to classmates at this class session. The class will be organized into group presentations that use the following presentation protocol:

- Author’s major argument and evidence
- Major implications for course themes
- Major implications for administrative practice.

Desire to Learn (D2L) questions:

1. To what extent has the debate between Friedrich and Finer fundamentally changed by the passage of time? What, if anything, is still relevant?

2. How do you envision the possible unfolding of future public service administrative scenarios in terms of the tensions inherent in the major drivers of change on the horizon?

3. What can and should be the role of administrators in creating and maintaining policy agreement in society?
Suggested Paper Topics:

1. What light does the history of American public administration shed on the quarrel between Friedrich and Finer? How would Morgan, et. al. assess the judgment you have made?

2. Drawing on the various course readings, assess the recommendations made by Gaebler and Osborne to reinvent government. Use one or more case examples to illustrate your assessment.

3. Using a case example from your own experience, evaluate the various administrative roles that may be most appropriate for your agency/organization in dealing with the leadership challenges it faces.