

PA 518: Leading Public Organizations

Instructor: Dr. Douglas Morgan morgandf@pdx.edu
Appointments made at convenience of students

Office Location: Urban 670N
503/725-8216

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. This course serves as a complement to PA 517, which focuses on individual and group leadership. 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.

Course Assumptions:

The following assumptions are integral to the success of an Executive MPA program built around experience and the desire to share what we learn to improve professional practice.

1. **Personal Responsibility:** Students are expected to take responsibility for their own learning throughout the course. The minimum requirements include: reading assigned and

supplemental materials; actively participating in all class sessions, and completing assigned writing assignments.

2. **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.
3. **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.
4. **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. Whatever, it is called, it 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 class preparation, class participation and writing assignments. All activities are designed to integrate classroom discussions and readings with your work experience as an accomplished practitioner.

Blackboard Study Questions: 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 and case exercises. To help accomplish this goal we will be using a web-based learning system, called “Blackboard”. PARTICIPANTS ARE REQUIRED TO SUBMIT A MINIMUM OF FOUR BLACKBOARD POSTINGS FOR THE COURSE OUT OF THE 27 LISTED IN THE COURSE SYLLABUS. IN ADDITION TO DOING FOUR ONE PAGE POSTINGS, YOU ARE ASKED TO RESPOND TO AT LEAST 4 POSTINGS SUBMITTED BY OTHERS. THESE “REPOSE POSTINGS” SHOULD NOT BE MORE THAN ONE PAGE, SINGLE SPACED, IN LENGTH. THESE POSTINGS ARE DUE PRIOR TO THE CLASS SESSION WHERE THE MATERIAL IS LISTED FOR DISCUSSION. You may do more postings and responses than the minimum of four each that are required. As long as the minimum postings are met, the Blackboard discussions will be used to help advance your grade, especially if your other written work is on the margins between grades (i.e., A to A- or B+ to A-). In short,

Blackboard 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 Blackboard use, 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 pages in length or one short paper and a longer case study paper of approximately 12-15 pages in length. These options are described in greater detail in the two sections that follow.

1. **Guidelines for Short Paper Options** - The short papers can be selected from 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. Don't write all of your papers on just one Unit, unless you have a compelling educational reason to do so. If you have such a reason, consult first with instructor.

There are no hard deadlines for submission of your short papers, but there are two goals. The student goal is to give each of you ample time to benefit from classroom and Blackboard discussions before you write your short paper, but to pressure you to complete the writing while the material is fresh. As adult learners, the instructor assumes you know best when a paper is "ripe" for submission. **THE INSTRUCTOR WILL ASSUME THAT YOU WILL SUBMIT 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, but less important, goal for the instructor is to spread the papers out as evenly as possible over the term to avoid the "madness" of a grading frenzy.

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 innovation that poses leadership challenges. Using this case example, 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 illustrate how the central course themes and tensions would have been answered in different periods and by different representatives of exemplary points of view.
- (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.

<u>List A</u>	<u>List B</u>
The Federalists	Kouzes and Posner (for those enrolled in PA 517)
Carl Friedrich de Tocqueville	The Populists
Gaebler & Osborne	Herman Finer
The Progressives	The Antifederalists

Grading

All papers, including the short essays, will be evaluated as reflective essays using the following 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?

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. If you are unhappy with the grade you receive on any of your short papers, you are encouraged to rewrite your first assignment without prejudice. Before you turn in a written assignment, please proofread it carefully for grammar, punctuation and form.

Summary of Course Grading Options

Option I:

- | | |
|---|-----|
| 1. One short essay on one of the paper topics assigned for Unit I ----- | 20% |
| 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. Blackboard Discussions and class participation ----- | 40% |

Option II:

- | | |
|---|-----|
| 1. One short essay on one of the paper topics assigned for Unit I ----- | 25% |
| 2. One final paper on a case study of your own choosing ----- | 35% |
| 3. Blackboard Discussions and class participation ----- | 40% |

Overview of Course Schedule:

May 31, Saturday (9:00 to 12:30 pm): Urban Center Building, Room 270 (506 SW Mill St.)

Overview and Public Leadership Framework

- Icebreaker with Introductions and Expectations
- Challenges of Public Sector Leadership
- Overview of PA 518, including the Public Leadership Framework

June 16, Monday (8:15am – 5:00pm): School of Business, Room 190 (615 SW Harrison St.)

- **Institute: “Trends That Impact Personal and Organizational Leadership”** - Special Institute for ExMPA cohort and Oregon Performance Interns
- Unit I: Current Challenges
- “Drivers of Change” in the Public Sector
- Consequences of Trends for Public Sector Leadership
- Instructors include George Beard, Douglas Morgan and Marcus Ingle

June 17, Tuesday (10:00am – 5:00pm): School of Business, Room 130 (615 SW Harrison St.)

Impact of Trends on Personal and Organizational Leadership

- AM – Strengths Finder Assessment and Applications (George Beard and Marcus Ingle)
- PM – Making Sense Out of Role Ambiguity: Leadership Implications for Executives (Douglas Morgan and Marcus Ingle)

June 18, Wednesday (12:30 to 5:00 PM): School of Business, Room 130 (615 SW Harrison St.)

“Public Leadership and Leading in a Power-Shared World”

- Unit II: Some Leadership Models to Guide Us
- Leading When No One is in Charge

August 9, Saturday (9:00am – 5:00pm): School of Business, Room 140 (615 SW Harrison St.)

“The Future of Public Service: Where are the Drivers of Change Taking Us?”

- How Far Can Reinvention Take Us?
- Unit III: What Lessons From History Should Guide Us?
- Case Presentations, Course Summary and Evaluations

Required Course Texts:

Morgan, et. al. *Foundations of Public Service*. ME. Sharpe (forthcoming) – select chapters available on Library Reserve:

<http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>. Use morgan as the password to access these chapters.

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

The Federalist Papers (1987). New York: Penguin Books. Edited by Isaac Kramnick

The above required readings will be supplemented by other articles and documents assigned throughout the course, all of which will be available electronically by the first day of class.

Unless otherwise noted, the additional readings will be available on Library Reserve:

<http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>. You will need a password to access these chapters. A password will be emailed to all students before the start of class.

During the first class session, the instructor will hand out (and post on the Blackboard system) a list of session-by-session reading and preparation assignments. Students who would like to get a head start on course readings should begin with the Foundations of Public Service text, located at the URL listed above.

Choose one of the following:

Smith, Steven and Michael Lipsky (1993). *Nonprofits for Hire*. Boston: Harvard Univ. Press.

Osborne, David and Ted Gaebler (1992). *Reinventing Government*. New York: Plume.

Salamon, Lester M. (1994) *America's Nonprofit Sector*. New York: Foundation Center.

You will select your choice of text during the first course session (May 31st), and it will be delivered to you at the start of the second course session (June 16th). For those choosing, Osborne and Gaebler, the text will be mailed so that you can do some pre-reading prior to the June 16th session.

Office hours and appointments:

The instructors prefer to arrange meetings that will best accommodate your working schedule. The preferred method for corresponding is through e-mail at morgandf@pdx.edu.

Dr. Douglas Morgan is a Professor of Public Administration and Director of the Executive Leadership Institute in the Mark O. Hatfield School of Government at Portland State University. 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. His current co-authored book, *The Foundations of Public Service*, is 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 Role Responsibility of Career Administrators

May 31, 2008

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 1-2; chapter 4, pp. 162-169. <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Wildavsky, "Ubiquitous Anomie: Public Service in an Era of Ideological Disensus", *PAR* (July/August, 1988). <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Blackboard 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 Gaebler/Osborne, and 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.

May 31, 2008

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:

Morgan, et. al. *Foundations of Public Service*, Chapter 3.

<http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Federalist Papers #10

DeTocqueville (Mansfield edition), Volume/Book I, Part II: chapter 4; Volume/Book II/, Part II: chapters 1-11, 13-14, Part III: chapters 19-20, 22, Part IV: chapter 3.

Morgan and Vizzini, "Transforming Customers into Citizens: Some Preliminary Lessons from the Field", <http://eli.pdx.edu/erc/morgan/CIVICS.html>

Osborne and Gaebler, Chapter 2.

Blackboard 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?

May 31, 2008

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:

Morgan, et. al. Chapters 1-2, Chapter 4, 109-118 and 162-169.

Located on Library Reserve

Morgan, et. al. ["What Middle Managers Do in Local Government: Stewardship of the Public Trust and the Limits of Reinventing Government"](#), Public Administration Review (July/August, 1996), pp. 359-366.

<http://www.eli.pdx.edu/erc/morgan/MAN1.html>

Levine, “Citizenship and Service Delivery: The Promise of Coproduction,” Public Administration Review (March 1984), pp. 178-187. **Located on Library Reserve.**

Blackboard 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?

Paper Topic:

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

June 16, 2006

Day-Long Institute on “Drivers of Change”**Learning Objectives:**

- Understand the multiple agendas inherent in the “reinvention of government” movement, including: privatization, devolution, government efficiency, customer satisfaction, and output measurement.
- Understand the implications of the new emphasis on performance leadership for the role responsibilities of career administrators.

Readings:

Osborne and Gaebler, *Reinventing Government*.

Morgan and Shinn, “Public Service Leadership Legacies”

<http://eli.pdx.edu/erc/morgan/leadershipmodels.PDF>

Morgan et. al., *Foundations of Public Service*, Chapter 14, pp. 676–693. **Located on Library Reserve.**

Blackboard 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?

June 17, 2006

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 (see Federalists Papers, p. 529).

Morgan, *Foundations of Public Service*, Chapters 3 and Chap. 4, 109-122. <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Blackboard 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.

June 17, 2006

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:

deTocqueville: Volume/Book I, Part I: chapter 6, especially on general ideas of administration; Volume/Book II, Part I: chapters 1-9, Part III: chapters 1, 11-13, Part IV: chapters 3-7.

Morgan, et.al. *Foundations of Public Service*, Chapter 3, especially pp. 93-end.

<http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Blackboard 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. 119-127) that may be most appropriate for your agency/organization in dealing with the challenges it faces.

June 17, 2006

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 4, pp. 122-129, 152-156.
<http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Salamon, Chaps. 1, 2, 4, 5-10.

Smith and Lipsky, *Nonprofits for Hire*, chapters 1-2.

Blackboard 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?

August 9, 2008

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:

Morgan, et. al., *Foundations of Public Service*, Chapter 4, pp. 129-145. <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Review Smith and Lipsky, Chapters 10-12.

Review Osborne and Gaebler, Chaps. 1-2.

Blackboard 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

August 9, 2008

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:

Morgan, et. al. *Foundations of Public Service*, Chapter 4, pp. 145-162. <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

14

Salamon (Those who have selected this book as their “Choice Option” will take responsibility for presenting a summary of the authors’ argument and findings.)

Smith and Lipsky, Chapters 10-12. (Those who have selected this book as their “Choice Option” will take responsibility for presenting a summary of the authors’ argument and findings.)

Blackboard 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.

August 9, 2008

Session 9 –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:

Morgan, et. al. *Foundations of Public Service*, Chapter 14, especially pp. 695-707.
Chapter 5, especially pp. 184-233. <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Friedrich, "Public Policy and the Nature of Administrative Responsibility" in Public Policy (Harvard Univ. Press, 1940). <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Finer, "Administrative Responsibility in Democratic Government" in PAR (summer, 1941). <http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?&page=search>.

Blackboard 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 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 challenges it faces.