Civilian Encroachment at Military Bases Threatens State and Local Economies

Washington, DC—With military-related issues continuing to dominate the national and international landscape, the National Governors Association (NGA) Center for Best Practices released its “State Strategies to Address Encroachment At Military Installations” Issue Brief. The report presents major policy options states can use to address the threat of incompatible land development near military installations, known as “encroachment.” The issue is critical to national security because 80 percent of the nation’s military installations are confronting urban growth at a rate higher than the national average.

Governors across the nation continue to focus on encroachment because of the importance of military bases to state economies, national security and public safety concerns. In the report, NGA identifies five strategies states can use to manage encroachment and related issues:

- Craft legislation that requires compatible land use. A handful of states, including Arizona, California and Oklahoma, are

Study Reveals State of Business Risk Preparedness in United States

Johnston, RI—More than one-third of the nation’s leading companies report they are not sufficiently prepared to protect top revenue sources and have room for improvement, according to the 2003 Protecting Value Study. In addition, one hundred percent of the companies surveyed report a major disruption to a top revenue source would have a negative impact on earnings, with 28 percent stating such an event would threaten business continuity.

The study, conducted by commercial and industrial property insurer FM Global, the Financial Executives Research Foundation and the National Association of Corporate Treasurers (NACT), polled nearly 400 CFOs, treasurers and risk managers at both U.S. and international companies from a broad variety of industries. Among the other findings of the second annual study:

- Eighty percent of companies report no significant shift in their risk management outlook post-September 11, 2001—either strategically or operationally.
- Improper management and employee practices represent the leading hazard affecting top revenue sources.
- Property-related hazards, such as fire and natural disaster, collectively continue to pose the greatest threat to revenue sources.
- Eighty-eight percent of financial executives say non-property-related hazards constitute the greater threat to revenue sources and make sure business continuity planning is sufficiently aligned.

The Greatest Hazards

Overall, 59 percent of the companies participating in the study report the greatest impact on revenue sources would derive from property-related hazards, including fire or explosion, natural disaster, terrorism, theft, mechanical or electrical breakdown, service disruption, a supply shortage, labor strike or cybercrime. However, there are differing views between financial executives, such as CFOs and treasurers, and risk managers as to whether property-or non-property-related hazards constitute the greatest threat to revenues (Exhibit I).

Despite the combined result, a slight majority of financial executives say non-

Exhibit I: Primary Hazards Affecting Top Revenue Sources

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<tr>
<th>All Respondents</th>
<th>Financial Executives</th>
<th>Risk Managers</th>
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<tbody>
<tr>
<td>Property-related hazards</td>
<td>59%</td>
<td>48%</td>
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<tr>
<td>Non-property related hazards</td>
<td>41%</td>
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Governors Association Offers Five Ways to Manage Encroachment

Experiencing rapid development of land near military installations and having passed specific legislation to protect their military installations from encroachment.

- Pass zoning, planning and noise requirements. States can promote compatible land use around military installations by encouraging local governments to anticipate future urban growth patterns. A strategic land-use plan can help prevent encroachment if it establishes and requires disclosure of high-noise and accident-prone areas near military bases, and develops zoning codes that support compatible development of land located within these zones.

- Use statutory language to designate military installations as areas of critical state concern. While several states have existing statutory language that protects these areas, to date, no state has used such language to protect military installations, but NGA considers it a substantive option.

- Acquire property surrounding military installations. Arizona, Florida, Oklahoma and Nevada have purchased or are in the process of purchasing land around some bases. State government can purchase land, partner with conservation groups and exchange or trade land.

- Create state military advisory bodies. States, including Arizona, California, Florida, Georgia, North Carolina and Texas have established military advisory groups. These commissions aim to protect state military installations from closure, most immediately under the next round of federal Base Realignment and Closure (BRAC) Commission recommendations, scheduled for 2005. Encroachment is considered in base closure decisions.

“...As active partners with each entity, we are committed to doing whatever is necessary to sustain and improve their ability to accomplish their mission. Encroachment limits that ability, and we are focused on steps to mitigate that problem.”

At their recent Winter Meeting, the nation’s governors specifically addressed encroachment in their adoption of NGA’s Principles for Better Land Use Policy:

The Governors also believe that the federal government should work together with the states and local governments to reduce potential conflict between expanding development near federal military installations and the activities on the base. Incompatible development, often called encroachment, may threaten public safety as well as the ability of the base to carry out its mission. Governors support states, the Department of Defense, and the military services in taking actions to assist local governments to develop and implement better long-term planning for compatible land uses near military bases, particularly air fields, training facilities, routes, and ranges. The aim is not to prevent growth or limit any state or local authority but to encourage land uses that avoid encroachment and are consistent with both the scope of military activities at a particular base and the needs and safety of the neighboring community.

“The continued expansion of sprawl impacting military bases proves that encroachment needs more attention than ever,” said Joel Hirschhorn, Director of NGA’s Natural Resources Policy Studies Division. “Although NGA has outlined strategies states can use to address the encroachment issue, there is unfortunately no ‘one-size-fits-all’ solution.”

Study Conveys the Overwhelming Importance of Risk Management

Safeguarding Top Revenue Sources

Increasingly, companies are looking beyond insurance to protect their assets. Companies report more than one-third of any additional funding to protect one’s revenue sources would be spent on business continuity planning and contingency planning.

“Risk transfer and loss prevention are recognized as twin priorities at every level of our organization,” offered Ken Smith, Corporate Risk Manager of Dell Computer Corporation. “Understanding the many potential threats, along with effective planning, helps us to mitigate the financial and operational impacts a disruption might cause.”

“The Protecting Value Study is a tool that financial executives and risk managers can use to convey the importance of prudent risk management, and provides a framework for a meaningful dialogue about protecting the value their organizations create,” added Bosman of FM Global.

To download an executive summary of the study, please visit protecting-value.com.

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Developing “Future Government Leaders of America” in Las Vegas

By Hilari Robison and John Tennert

During the 1999 national conference of the American Society for Public Administration, many who were in attendance might remember the throngs of junior high and high school students who were present at their own conference in Orlando, Florida. A conference of the Future Business Leaders of America was taking place and hundreds of students had traveled from all over the country to share their entrepreneurial spirit. At the time, it occurred to many of us that the public administration community, needed a Future Government Leaders of America organization. That same year, the Southern Nevada Water Authority (SNWA) began looking to Southern Nevada’s own future leaders for insight into the issues surrounding water in a desert community.

In 1991, the SNWA was formed through a cooperative agreement between seven local water and wastewater agencies in the greater Las Vegas Valley. Since its inception, the SNWA has worked collaboratively to manage additional water resources on behalf of all its member agencies through a unified, regional voice. A central component of the SNWA policy-making process has involved extensive public outreach and community collaboration.

Beginning in 1999, the SNWA expanded its collaborative outreach to engage young people through the formation of the Youth Advisory Council (YAC). The goal of the YAC is to provide a forum in which the SNWA can receive structured and unstructured input from local youth on issues related to water that they view as pertinent to the community. Each year, the SNWA engages one student from each high school in the region to study water issues and develop recommendations, which they then present to the SNWA Board of Directors (elected officials). Their topics have ranged from identifying long-term water resource solutions to developing water conservation strategies. They have tackled issues of pointsource pollution, water quality and even water taste. In each case, the students’ recommendations have helped shape workable solutions to address the complex challenges associated with water resource issues.

In engaging youth in policy development, the SNWA was aware that young people would likely have a different perspective. They were not aware, however, of the tremendous insight and benefits they would provide the organization. We learned that youth really “think outside the box.” They are not bound by cynicism or entrenchment in traditional boundaries. Our experience has been that they speak their minds regardless of political or organizational restraints. This fresh, often idealistic perspective is coupled with a more extensive view of the future. Young people naturally want to plan for a much longer time horizon than older generations. This is a tremendous advantage for water-related planning agencies like the SNWA which must plan for the long-term as well.

In addition, having grown up in an age of media and technology, today’s youth are sophisticated and creative in their ideas and use of various media and forms of communication. While it is clear that young people tend to be more idealistic in their views and proposed solutions, they are not impractical. On the contrary, the youth we have worked with could be described as “pragmatic idealists.” They understand the realities of public finance issues and the power of public opinion, and factor such understanding into their proposed solutions. In short, today’s youth are a hybrid of extraordinary new ideas, remarkable insight and surprisingly sophisticated understanding.

Involving young people in policy and planning does require significant effort on the part of the sponsoring agency. As our Youth Advisory Council enters its fifth year, we have learned some lessons and gained insights to maximize the effectiveness of this process for both the students and the agency.

First, there is a tremendous need to plan and generate internal support for meaningful use of youth input. We learned that even when the background work of gaining support from senior management and elected officials is done internally, the students doubt the value (or intended use) of their input and participation. We continually reinforce the students’ value and importance by promoting media events about the Youth Advisory Council. We also frequently plan opportunities for the SNWA General Manager, Patricia Mulroy, to interact with the students. As she takes time to listen to their ideas and suggestions, they begin to understand that the organization believes in them individually and as a group. Trust is also gained through relationships among the students, staff and facilitator.

Second, it is important for young people to determine their own area of focus. The SNWA provides a series of educational tours, presentations and discussions to orient youth to local water issues, then allows the council to determine their own specific area of focus, as well as the form and outcome of their recommendations, which range from proposing policy changes to developing outreach materials to planning and implementing community projects. We learned this lesson in our second year, when we asked the students to focus on an issue that was particularly timely for SNWA. Because we did so, the students were less engaged and therefore less creative and dynamic throughout the process. Allowing young people to exercise autonomy in determining their specific focus ensures they are working on something that interests them; this results in better outcomes for both the agency and the students.

Third, a fundamental challenge of public participation with any age group is implementation or use of their recommendations. This challenge is compounded with a group that has to convince their “elders” that they really understand the issues, have something special to offer, and hence should be taken seriously. We truly believe we are able to overcome this challenge with the SNWA Youth Advisory Council, primarily because we avoid superficiality in the analysis of issues. Regardless of the complexity, we support students as they delve deep by providing the resources necessary to ensure complete understanding of all facets and viewpoints. Students then analyze and make hard choices to reach consensus in developing their recommendations. They tackle some difficult and complicated issues, yet their recommendations are taken seriously and many are implemented because their analyses demonstrate significant understanding and insight. The importance of these students’ work cannot be overestimated.

Through effective planning and facilitation of a Youth Advisory Council, the agency, students, and broader community benefit. On one level, the students become lay ambassadors for local water issues, not just at school, but also in their homes and the community. They become stewards of the environment and feel empowered to make a difference. The following quote exemplifies this feeling:

“I had the chance to make a difference in my community and to learn about the water problems we are faced with in Las Vegas.”

“I learned a lot about the water system in Southern Nevada and I felt like I could do something to help change things.”

The students convey their new learning and passion for water issues to friends, family and teachers. The resulting potential for helping to educate the public and to influence decision-making relative to water issues is difficult to measure, but nonetheless real. This influence increases as new members join the council each year and former students move off to college, into civic life and toward future opportunities to become community leaders.

On another level, the Youth Advisory Council students’ projects and policy recommendations have both immediate and long-term impacts on local and regional water challenges. To date, student recommendations have been accepted and implemented in several areas, including some that made major changes to our annual water conservation advertising campaign. They have also brought community attention to the need for water-efficient landscaping through their design and construction of a beautiful desert garden for public and school use. The SNWA has asked young people to help direct Southern Nevada’s water future, and they are accepting that responsibility with vigor. They are not only impacting the future, they are helping to create it.

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Including Young People on Non-profit Boards of Directors

Heather Getha Taylor

Despite a strong tradition of public support, newfound criticism and public scrutiny have permeated the walls of non-profit organizations. A multitude of human services are now provided by private organizations, most of which are non-profits for which government funds have become the principal source of revenue. Stakeholders are interested in learning whether or not non-profits are indeed working to fulfill their mission in an efficient and equitable manner. Part of this scrutiny is directed at representation on non-profit boards of directors. non-profits must have a board of directors to satisfy the legal requirements of tax-exempt 501(c)(3) status. Without such status, the organization cannot provide donors with tax-deductible receipts or receive grants from private foundations and/or the government. Therefore, the board of directors is one of the organization’s most valuable resources. With an abundance of non-profit organizations, it is difficult to attract and retain quality volunteers—especially for an extended commitment, as is the case with board membership. Tapping into previously underutilized groups, such as young people, may be the key for future organizational success. In turn, this also helps develop the leadership skills of motivated young people.

Serving on a non-profit board of directors involves honor, influence and, most of all, responsibility. Besides acting as ambassadors for the organization (and often key financial supporters) board members have the responsibility of envisioning the organization’s future. Board members must work well alongside administrators, staff members and clients to achieve organizational goals. Non-profit board members have ultimate responsibility for the organization—including working toward the mission and vision and ensuring that the organization is operating in a financially sound manner. Despite their many responsibilities, the law prohibits non-profit board members from receiving compensation for their service. In addition, the law specifies that board members may be held personally liable if monies held out for government use (taxes and Social Security obligations) are used under their direction for other financial goals of the organization.

Some of the most prominent roles of non-profit board members include: advocate, committee member, financial supporter, monitor, reporter, policy maker, planer, coordinator and evaluator. Board members must act in an ethical and professional manner—including maintaining confidentiality of board meeting proceedings and making tough organizational policy decisions. Board members are expected to maintain personal objectivity and are not allowed to accept gifts or favors from individuals who do business with the organization. Because of these multiple responsibilities and the inherent complexities of the responsibilities, board membership has typically been delegated to trusted community business leaders—often a homogenous group of individuals that typically excludes the young.

Dimes offers training and mentoring for young adults interested in becoming a part of the March of Dimes mission. Team Youth members assist in strategic planning, lobbying and advocacy efforts as general volunteers as well as non-voting members of chapter boards of directors. Inclusion of young people in the governance of an organization should be a structured learning experience for both the experienced board members and the students. Young board members should have clear responsibilities and an understanding of board policies and procedures. An appointed mentor may help clarify the young person’s role in the organization as well as provide helpful feedback. Boards should remember to listen to young members’ input and implement their ideas when possible to validate the young person’s inclusion. Last, boards that seek to include young members should remember to be flexible to accommodate a busy schedule. Involvement in high-profile events, community recognition and letters of recommendation can boost the value of the young person’s service to the organization.

As noted, young board members can be a great asset, but at the same time, there may be costs associated with nontraditional membership. When considering financial matters, minors may not be able to contribute financially to the organization and cannot be held financially liable for poor fiscal decisions. They may not have the experience necessary to make tough policy decisions. In addition, it may be difficult to sustain their contributions due to competing outside factors.

By inviting the input of nontraditional board members, organizations show the world that they value differing views and opinions. In doing so, they open the doors for new ideas and change. Many young people are very eager to learn and are looking for a way to meaningfully contribute to their community. The first challenge for nonprofits, however, may be to break out of the mold of choosing the same cast year after year for the production known as the “Board of Directors.” By including young people on the board of directors, non-profits risk losing some potential funds and more experienced voices. However, they can benefit from the new experiences and fresh enthusiasm that young board members bring to the table, as well as the potential for developing a group of individuals who will be interested in preserving the organization’s goals for years to come.

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Gaining Interest through Exposure

Tom Sheaffer

With no empirical research indicating the contrary, most would believe the way to entice young people to at least consider a career in a particular profession is to expose them to it. Why not? Would one become a marine microbiologist by accident? Would a high school student who wanted to help revitalize his depressed community know to pursue a career in community and economic development, if there was no professional guidance provided?

Along the same line of reasoning, would one think it likely for young adults to be publicly engaged in their community or government, if they had not been adequately exposed to civics education and American history? Taken together, should it be surprising to those of us in public service that there is a looming crisis that not enough young people are developing an interest in public administration? Today, people in a variety of career fields are realizing that future demographics do not bode well for their professions or industries. They recognize a growing number of job openings—often with increasing qualifications—and an aging-out of incumbents. A few professions are attempting to do something about it, are we?

For example, there is a severe shortage of pharmacists and the general marketplace is not likely to fix it. Acknowledging this reality, several of that profession’s trade associations are embarking on more than a public ad campaign promoting their field; they will be devoting considerable resources that will make lesson plans and materials available for grade school teachers in an attempt to expose young people to pharmacy-related careers. In another instance—the public relations and communications industries through one of its professional societies—have partnered with several high schools’ career academies around the country to expose those students to their profession by providing expertise, writing integrated curriculum, donating equipment, making mentoring opportunities available, involving their society’s student chapters at local colleges with the students and developing an elaborate web page for the schools’ use and interaction with one another. Still another example is the Philadelphia Chapter of the American Institute of Architects which, for its legacy project when it hosted the AIA national conference four years ago, committed itself to creating and operating a Charter School. Today, the Charter High School for Architecture and Design is one of the most successful of the school system’s 46 publicly supported charter schools. Its 360 students are drawn from 49 city zip codes and 15 suburban districts.

For many in the public service profession, the career choice came naturally, almost instinctively. For many, perhaps it was an easy choice. But how many of us actually had the interest developed? Those willing to accept the “natural course” of events may falsely believe that there will be adequate numbers of students who will pursue a public service career, because that’s the way it has occurred in our memorable past. When questioned, they may point to the fast-growing numbers of high schools with community service requirements and service learning opportunities. They may even cite intergenerational data, like this from Millennials Rising: The Next Great Generation, suggesting that today’s youths are “on track to become a powerhouse generation…perhaps destined to dominate the 21st century like today’s fading and emboldened G.I. Generation dominated the 20th” and who might be pre-disposed to entering the public service.

Those who take that position however, may be downplaying too many other tell-tale factors. First, the short-term demand for new people entering our profession is substantial. Over half of those in appointed and civil service positions at all levels of government are within five years of retirement eligibility. Even if several of the positions were contracted, one should wonder by whom the remaining positions will be filled, or how the services will be provided.

Schools of public administration are competing for these talented students, mostly at the graduate level. In economic times such as these, this may be to our profession’s advantage as more students are avoiding the plunge into an inhospitable job market, but we shall all question which post-secondary programs are likely “feeders” to our field, either directly or indirectly. What exposure is there at that level to interest people to pursue the noble calling of public service? At the secondary and elementary level there is probably even less exposure. For those who have not been involved lately with K-12 as either a professional, an interested citizen, or as a parent, these schools “ain’t what they used to be.” Multiple reforms seeking to raise the bar and legislated mandates to implement standards and leave no child behind are imposing tremendous burdens and time limitations on schools’ board members, administrators and teachers. Those individuals are seeking solutions to these and oftentimes, conflicting, demands, while simultaneously dealing with what many observers see as growing numbers of students with social needs.

Admittedly, there has been a wave of community service activities within schools. At many, participation is mandatory; some even equate a grade for the number of hours that are performed and then, place a grade on the students’ transcript. The occasional headline can be found extolling a youth exceeding 1,000 hours, giving some credence to this young generation wanting to make a difference. At other schools, a culminating project such as an oral report or a poster board are required after research into a public or social policy field. But are these endeavors exposure to public service when they are mandatory, squeezed into a teenager’s already active schedule and are essentially manual labor tasks? Moreover, the work sites are predominantly at non-profit organizations, which have been inundated with students seeking to “get their 30 hours.” As far as 1,000 hours, let’s be honest: how many 16 year-olds really perform meaningful community service an average of 20 hours a week and again, is that the exposure that will turn the tide?

It may not be confirmed by research, but it is hard to dispute that the more students exposed to civics education and American history, the more likely a higher number of youth might become interested in public service careers. However, reviving civics in K-12 curriculum is a struggle.

Let’s further acknowledge that by 1990, school curricula had been gutted of civics education and while there may now be existing national standards for application, no two states utilize the same set.

Increasing numbers of national groups are making the case to return civics to the classroom as evidenced by the testimony provided by advocates–of which, a major participant was the National Alliance for Civics Education (NACE), whose founding members include ASPA and the National Career Academy Coalition (NCAC) are founding members–at a White House event in May. But there are far too few Ginger Gerspach’s, of the Norwood School in suburban Philadelphia, who annually take their third grade class to Washington to visit the memorials, tour the sites and who on the way question and learn from each others’ research projects regarding the Vietnam War, the Supreme Court, the draft, Teddy Roosevelt and more. Unfortunately, Ms. Gerspach retires next month.

Or consider that American History is not typically offered in high schools until the senior year. In doing so, we lose sight of the fact that in many urban school systems, nearly 50 percent of entering high school students will have dropped out by then. Is that the exposure we want?

There are efforts underway, NCAC, of which ASPA is a partner, has been trying to assist some two-dozen high school public service career academies across the country. (See their web page at www.nacac.org.) Second, there has been an emergence of Charter Schools which have public service as a focus. Together that means more students will be exposed to governmental structures, administrative practices and American history.

At many of these and related career programs such as public safety, ASPA Chapter members are active participants ensuring there is the desired exposure for students. NCAC attempts to distribute a fairly extensive amount of already-existing lesson plan ideas and materials that can aid teachers and students at all grade levels. Moreover, NCAC is seeking financial support to fully develop and integrate curriculum for these programs–like it has been doing for other career areas.

But the truth is that the numbers of these programs are small, very small. To achieve exposure, they need replication; they need similar efforts at other schools; they need professionals to ensure that students gain exposure to public service.

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Modeling Public Service: The Key to Helping Youths Develop Interest in Public Service

Penelope Furey

Throughout our lives, we are exposed to a wide array of community-based beliefs, norms, and activities. These role models and the exposure to various elements of one’s community serve to either frustrate or foster the development of interest in public service. It comes as no surprise then that positive experiences relating to public and community service through role models and exposure to activities which aid communities can promote greater acceptance of and interest in public service. Knowing this, how specifically can we help youths and young adults to develop such an interest? That has been the focus of many projects across the United States and the keys to success as discovered through such projects are worthy of consideration by all who aim to serve the public. The projects shared in this paper may be reminders for some and perhaps as more eye-opening experiences for others.

Too often we see and hear of adults who experience a sense of powerlessness and elect to remain distant from community issues. There is often a lack of hope and disbelief that any positive outcomes could result from efforts to bring about needed change in the community. If these are the attitudes of the adults—the role models for the young people in our communities—is it any wonder that there would be little interest in public service? While one could present the case that the disbelief and lack of hope developed from previous negative experiences, there is a point in time during which each individual person must make a conscious decision about whether to continue the old way of believing and behaving or to develop a new way of interacting with the people in the world around them.

There are also those people who play active roles in serving the public and have made it an ongoing element of their lives. These may be parents, grandparents, other relatives, teachers, neighbors, community leaders, or other adults. They strive to be decision-makers and promoters of community involvement for the good of the public. When youths are exposed to these types of role models, observe people enjoying their involvement, and see the positive outcomes from such participation, then young people begin to see that there is hope for a better community and they can begin to accept this as a rewarding and highly valued part of life. Frances Moore Lappé and Paul Martin Du Bois make the point of how crucial it is to help people to develop interest in public issues and reconnect with their communities in order to live a true living democracy. It is of utmost importance that public service be a way of life in order for us to actually be living the democratic life. There are many examples of how adults and young people can together engage in public service, but only two such examples will be included here.

To address high dropout rates and a myriad of other school problems, Central Park East Secondary School in New York, an innovative and collaborative approach to education. Their mission was to help children become capable of thinking independently, managing responsibility and making positive contributions to society. To achieve this goal, they committed to having caring relationships with the students and families, small classes, student involvement in designing his or her educational program and ongoing opportunities for questions, critical thinking and collaborative projects. To move the education beyond the doors of the school, students also contribute two hours weekly to serving their community. The result has been an outstanding improvement in the number of high school students who finish within four years. Over 70 percent of students graduate in four years compared to 50 percent in other area schools. In addition, nearly all students in the first graduating class were planning to attend college. Not only were there improvements in the graduation rates, but there were also improvements in decision-making and interest in community service. This was accomplished through role models who embraced the importance of public decision-making, public involvement and exposure to community service.

Another example is Morningside Middle School in Fort Worth, Texas. Citizen involvement proved immensely successful in transforming the performance of the school. Morningside was ranked lowest among the twenty city schools until school leaders and the people of the community joined forces with Allied Communities of Tarrant (ACT). ACT trained some parents to work with teachers in making home visits to students where they discussed with the family the events at school and events with the child, as well as how to reach school representatives. They also offered training for volunteer work at the school. In only three years, Morningside saw a dramatic increase in parental involvement, a significant decrease in need for law enforcement intervention and the school performance climbed to third place. Once again, there were role models who clearly embraced the value of public involvement and public service. As a result, positive outcomes were experienced by students, parents, teachers, the school and ultimately the community as a whole. The community members were able to experience the transformation possible by becoming involved in public issues.

The point to be made here is that young people can be encouraged to develop interest in public service by observing adults embrace the importance of public service. It is important for adults to move beyond talking about it and into the realm of actually doing it. Children live what they learn. If they see people actively engaged in public service, they learn that public service is a treasured part of a genuinely democratic lifestyle. Conversely, if they see people simply talking about it, that is what they learn. The question now is to determine where we as adults stand on this issue and what we can do to bring about a transformation in our own communities. It all starts with an individual willing to make a difference by becoming involved. Choosing and modeling public service helps to promote a living democracy and develop interest among young people. There is no better time than the present to embark on the journey to public service with a young person working alongside to promote a strong sense of community, empowerment and responsibility. With our future resting in the hands of today’s young people, we cannot afford to rest on our laurels and hope that they will somehow discover the value of public involvement. Let us commit to becoming teachers and role models for the young people of our communities.

ASPA member Penelope Furey is a supervisor with the Georgia Department of Labor. E-mail: penmail01@yahoo.com.

Check out the Recruiter Online

www.aspanet.org

ASPA Adopts a New Benefit of Membership

The National Council of ASPA approved a three-year pilot of The Public Manager, The Quarterly for Practitioners as a benefit of membership to be listed in ASPA’s new Publications Discount Program. Under this arrangement, ASPA members may subscribe to the journal for $19 a year. This is 45% off the regular individual subscription rate of $35 for a one-year subscription.

The Journal was Born and Raised in NCAC/ASPA

In 1972, a group of leaders of the National Capital Area Chapter of ASPA decided that there was a need for a lively journal of, by, and for practitioners. NCAC provided the seed capital to publish the first issue of The Bureaucrat, The Journal for Public Managers. After 20 years the name was changed to The Public Manager, The Quarterly for Practitioners.

Our audience is public management practitioners—particularly at the national, state, and local levels of government—both in the U.S. and other countries—and academic professionals, students, and consultants interested in effective performance in the public sector.

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Commentary

Are Technology Managers Well-Suited for Serving as Public Administrators?

Robert J. Sobie

Much has been written about the many roles and requirements for public administrators in federal, state, and local government. The diversity of the discipline creates broad responsibilities requiring a public administrator to assume numerous roles. The International City/County Management publication titled The Effective Local Government Manager reminds us that Henry Mintzberg, an observer of and frequent commentator on managerial roles and behavior, identified three major categories of roles: interpersonal (i.e. leader), informational (i.e. disseminator), and decisional (i.e. negotiator).

A public administrator must also be skilled in capacity building for his/her governing board, for serving as leader, advocating major changes to policy, and community educator to name just a few. When considering a public administrator as leader, you would expect them to be a visionary or “big picture” person, an effective communicator, a life-long learner, a decision maker, and of course a professional and ethical manager. These functions are precisely the reasons why technology managers may be well suited for the role of public administrator.

In recent years, both organizational and departmental demands for sophisticated automated solutions have increased the technology manager’s role in the organization as one that requires a wide spectrum of overall knowledge. The technology manager must understand a variety of organizational influences, such as culture, values, and overall direction for both internal and external business functions. You might conclude from this that the qualifications of technology managers are widening with comparable focus on technical skills, developing knowledge of organizational culture, planning, and leadership.

Technology managers typically possess a detail-oriented foundation of knowledge concerning the production and distribution of public services that can influence an organization’s leadership as they work towards establishing organizational culture and direction. This knowledge is certainly put to the test to establish or refine operational efficiencies. If public administrators spend considerable time addressing broad issues or simply balancing expenses against revenues, are they then lacking substantial detailed information as they manage from behind a desk and far removed from the daily activities of local government departments and agencies?

On the other hand, a technology manager embraces these detail-oriented activities as evidence for defining acceptable solutions to improve efficiency. They find themselves thriving inside the complexities of problem definition and subsequent development of a solution. Public administration as a profession offers abundant cases of complexity that can either energize the administrator or overcome them. Although this can occur within any profession, my point is that some are eager to confront the challenge while others prefer to wish it away.

Local government requirements for today’s technology manager suggest a shift from technical specialist to a broad, issues-based, change agent triggered not just by the constantly changing field of technology but also due to shifts within the organization caused by shifts in community values. Identifying these changes is only part of the process. Acting on them to bring about necessary change is a key role of a technology manager as they continually review operational effectiveness and recommend expansion or wholesale replacement of systems and procedures before reaching critical mass. The role of change agent is critical to the survival of a technology manager who for years has served as a consultant within the organization and is in the business of dealing with change almost daily.

A greater knowledge of how local governments work and how information is needed within the government structure creates a continual process of on-going education for the technology manager. Additionally, it fosters the development of relationships whereby others can gauge your understanding of them and their interests.

Technology managers also build trust and employee satisfaction as they provide solutions to everyday problems. A high level of staff respect can result and be directed towards the technology manager. Some of these same employees may view the public administrator as inaccessible or disinterested in their everyday needs. Some administrators may spend little or no time in the trenches to understand why digging occurs, how deep it should be dug, what types of soil the employees are experiencing to ensure they have the right tools for the job, and in what direction the dirt is thrown and why.

Further evidence linking the responsibilities and expectations that local governments maintain for both disciplines is summarized in the following checklist:

- Visionary
- Understands overall organization and how information is needed
- Effective communicator
- Develops relationships
- Life-long learner
- Decision maker
- Internal consultant or advisor
- Researches emerging issues
- Professional and ethical manager
- Builds trust and employee confidence
- Educator
- Develops comprehensive and long-term budgets
- Identifies best practices and learns from failed attempts
- Strategic planner
- Use to working long hours

Completing the checklist without bias provides considerable linkage between the two disciplines, allowing job requirements to flow freely across a fading boundary of professional separation. Considering just a portion of the checklist, a technology manager must be a visionary (develop long-term strategic plans), a life long learner (constantly changing technology and business requirements), an effective communicator (developing relationships with stakeholders), a decision maker (ability to delegate and contract for services), and a professional and ethical manager (respects the role of citizen and local officials alike, can audit self, staff, and the organization). Of course, there are many tasks that a public administrator addresses like labor-based contract negotiations that a technology manager may not be exposed to. On the other hand, many local governments contract for skilled legal counsel to serve as primary negotiator in such matters.

A technology manager’s acceptance into the discipline of public administration cannot be determined using a simple checklist. Practical experience in non-technical roles, demonstrated ability to engage in high-level decision making, development of relationships with internal and external stakeholders, and diverse education outside the discipline of computer science may qualify a technology manager for consideration.

A final obstacle to overcome might be erasing the stereotypical definition of technology professionals as being impersonal or better connected to machines rather than management principles. However, as local governments consider the appointment of administrators, a title of technology manager should not cause them to be subjectively excluded from consideration. Lyn Brownfield and Braxton Apperson in their March 2003 PA Times article titled “Ethical Government Leadership in Rural Counties” state that “rural counties across the country have increasingly turned to the employment of an administrator as an effective way to deal with the burgeoning complexities of local government administration.” A local government familiar with the evolution of a technology manager as an effective organizational leader who is skilled in addressing complex issues may choose to embrace the unique opportunity presented to them while preserving the right of rejection.

ASPA member Robert J. Sobie, is director of Information Systems for Eaton County, Michigan. E-mail: rsobie@co.eaton.mi.us.
Efficacy of Safety Training and Return-to-work Programs

Lina Parra, Joseph Chavez

Safety training/re-training programs and/or return-to-work programs are an outstanding management option in order to increase workplace safety measures and to reduce the chance of similar injuries occurring again.

In order to understand the literature on safety training programs and return-to-work programs, a review of literature that outlines the history of worker’s compensation, the nature of current claims, the issue of workplace safety, the role of organizations such as OSHA and NIOSH, and the specific elements of safety incentive programs, safety training/retraining program and return-to-work programs should be done first.

History of Worker’s Compensation as a Public Policy

In 1910, New York State enacted what could be viewed as the first modern worker’s compensation law, which provided for the compensation to injured workers and their families without requiring that the workers determine that the company itself was at fault. Between 1910 and 1930, the conceptual point held by both the employers and the injured employees, regarding worker’s compensation, created a varied perspective on the nature of the benefits that would be received.

Between 1970 and 1980, the first nationwide studies of worker’s compensation and the benefits paid for work-related injuries were instigated in the midst of continued debates over employee rights and workplace safety. In 1980, just over 79 million workers were covered under worker’s compensation laws enacted on the state level. Essentially, worker’s compensation provided workers with cash indemnity payments and medical care, and in the cases where individuals die as a result of their injuries, survivors benefited. William J. Nelson, Jr. in his article “Worker’s Compensation: Coverage, Benefits,” provided an overview of worker’s compensation coverage, benefits and costs for 1986. Nelson’s overview assessed the impact of rising worker’s compensation claims and an increasing population of workers who were no longer participating in their jobs because of workplace injuries. The average indemnity cost and the average medical cost associated with these claims continued to increase.

Role of OSHA & NIOSH

OSHA (Occupational Safety and Health Administration), is a federal government organization within the U.S. Department of Labor that oversees compliance with federal guidelines and regulations for safety in the workplace.

OSHA partners with companies that do not have safety and health programs and help them identify health and safety problems with the goal of creating protocols for basic operations and reducing the number of workplace injuries related to unidentified safety issues.

Involvement of employees and union representatives in the partnership efforts and development of safety and health programs should conform to OSHA’s 1989 Safety and Health Program Management Guidelines.

NIOSH (National Institute of Occupational Safety and Health), is a federal government organization that is a part of the Centers for Disease Control. NIOSH is responsible for conducting research and making recommendations for the prevention of work-related disease and injury.

The Specific Elements of Safety Incentive Programs, Safety Training/Retraining Programs and Return-to-Work Programs

Safety Incentive Programs. There are many different types of safety incentive programs developed in an attempt to reduce workers’ injuries and workplace safety hazards while supporting workplace efficiency. Many companies use incentive programs to encourage employees to improve overall occupational safety. Supporters of workplace safety incentive programs suggest that these programs not only help focus workers’ attention on safety, but are also a means of manifesting a company’s commitment towards greater safety at work.

Some safety researchers have proposed safety teams in business organizations as a means of increasing employees’ safety. Critics argue that some safety training programs discourage workers from reporting injuries and workplace safety issues. Return-To-Work Program. In the last 10 years, many changes to corporate return-to-work programs have been introduced. At the same time, it has been argued that the replacement of standard worker’s compensation settlements with return-to-work programs has improved the role of the employer and reduced the problem of lost productivity, which occurs as a result of injuries in the workplace.

This subsidized program pays cash benefits to companies that make strong and definable efforts towards the reintegration of injured employees into the workforce. Effective return-to-work programs educate all employees about the advantages of the program and recovery issues as part of the employee orientation.

Safety Training/Retraining Programs. In order to talk about safety training/retraining programs, it is necessary to talk first about worker’s compensation. Employers have come to the realization that worker’s compensation and often legal costs, are in the long run more expensive than implementing training/retraining or return-to-work programs. Additionally, safety researchers suggest that safety knowledge and safety motivation are important factors in predicting safety compliance.

The current literature reflects three specific areas of the problem in assessing safety training/retraining programs, return-to-work programs and the overall safety of the workplace: the need for a managerial response to safety; a focus on workplace injury prevention; and the specific elements of safety training/retraining programs and return-to-work programs.

The current literature provides a valuable overview of the breadth of the issue of workplace safety and workplace injuries as they can be applied to the concept of safety training/retraining programming and return-to-work programming. In order to address all the defining factors that influence safety training/retraining programs and/or return-to-work programs, it is necessary to consider workplace safety and appropriate accident reporting in compliance with OSHA’s regulations.

Trends in Workplace Safety Management

Increases in both workplace injuries and in the cost of worker’s compensation insurance have elevated workplace safety and improved post-injury workplace training. It has become necessary, for both internal safety and the settlement of worker’s compensation claims, to simultaneously address the safety measures that resulted from particular injuries, as well as reintegration of injured workers into the workplace setting. Some companies provide safety education for post-injury workers or establish safety protocols to prevent recurring injuries.

Worker’s rights representatives argue that the number of preventable injuries or illnesses that occur in the workplace remains high and that management needs to reduce preventable injury by increasing workplace safety. A much larger number of workers file for compensation for injuries related to ergonomic problems or repetitive motion, commonly known as Repetitive Strain Injuries or RSI Injuries, as well as hazardous material exposure, vehicle-related, equipment-based and injuries caused by others.

Many safety incentive programs have been designed specifically to reduce workplace injuries and illness through compliance with OSHA regulations while securing necessary OSHA documentation.

Medical Demographics of Workplace Injury

RSI and related injuries. Janet Willen, in her article Beware of the Evil Twins: Sprains and Strains, mentioned that the most common workplace injuries are related to repetitive motions or ergonomic problems. These injuries affect jobs ranging from production line work to typing. Overextension of muscles is a common cause of these problems and experts have argued that there is a need to consider implementing safety teams in business organizations as a means of increasing employees’ safety.

Exposure to hazardous chemicals. Attempts to reduce injuries and deaths in the manufacturing sector have been defined by acceptance and application of OSHA principles via internal hazardous materials protocols. This is particularly true for the chemical industry, where OSHA standards have decreased workplace injuries by more than 50 percent in the last two years.

Vehicle-related injuries. Many on-the-job injuries occur when workers are using vehicles, either in the workplace setting (e.g., forklifts) or while providing services in off-site locations (e.g., delivering). These types of injuries are perhaps the least regulated area of workplace injury assessment, because the OSHA protocols for vehicle use are not regulated when considering off-site use. Yet OSHA and compliant companies can develop effective strategies for the use of on-site equipment in order to reduce the problems that stem from vehicle-related injuries.

Equipment-based related injuries. Equipment-based injuries, while less prevalent than ergonomic injuries, are one of the primary focuses of OSHA regulations and safety programs in the workplace. These injuries occur because of poor maintenance, defective, or misused equipment and often result in some of the most problematic injuries, ranging from strains or sprains to the loss of limbs or even loss of life.

Safety Auditing and Measures

Many companies question the necessity of safety auditing on a departmental level, though it has been accepted that industrial companies need to address the overall company philosophy in terms of safety as well as the way this philosophy is integrated into the employees’ behavior and systems to maintain a safe workplace.

See SAFETY TRAINING, pg. 12
Howard Messner Named Interim NAPA President

Washington, D.C.—Howard Messner has been named president of the National Academy of Public Administration (NAPA), effective May 2003. Messner is a distinguished public servant who previously served as assistant administrator at the U.S. Environmental Protection Agency, comptroller at the U.S. Department of Energy and executive vice president and chief operating officer of the American Consulting Engineers Council.

Messner replaces Philip M. Burgess, who recently announced his decision to leave the Academy, effective April 30. Burgess, who has served as the president of the Academy since late 2002, will return to his position as president of the Annapolis Institute for Leadership and Technology, located in Annapolis, Maryland.

According to Carl Stenberg, chair of the Academy Board, “We are grateful to Phil Burgess for the energy, vision and practical suggestions he brought to the table and for his introduction of new agendas and approaches that align the Academy with our changing times.”

Burgess, who has been a Fellow of the Academy since 1978, said, “I have greatly enjoyed my time at the helm of the Academy. I look forward to working with the leadership in the months and years ahead to strengthen the role of the Academy on issues of governance and public management, both here and abroad.”

Stenberg said, “As a former senior federal official and association executive, Howard Messner brings a wealth of high level practitioner experience to advance the Academy’s mission of ‘making government work, and work for all.’ As a Fellow since 1979, former member of the Board of Directors and treasurer, he has a solid grasp on the dynamics of the Academy and has demonstrated a commitment to our Fellows, staff and clients.” Messner will serve until the Academy completes a search for a new president.

The Academy, founded in 1967, was chartered by Congress to provide trusted advice on issues of governance and public management to leaders of governing institutions in the United States and internationally.

Academy revenues, staff, projects and advisory services have tripled over the past decade. Recent projects include assessments of the F Fridheim reorganization and new federal strategies to prevent catastrophic forest fires.

Letters to the Editor

Reader Questions Two March PA TIMES Articles

Please note that this letter was sent prior to the conclusion of the war in Iraq.

Dear Editor:

Two articles in the March 2003 PA TIMES leave unanswered major questions concerning the war in Iraq.

Alexander Dawody tells a compelling personal story about suffering experienced under Saddam Hussein’s rule. He states, “Saddam and his lies must go.” However, he contends the way to do it is not through war. What does he suggest? Haven’t we had more than a decade of diplomacy, United Nations speeches and resolutions, inspections and pleas from many humanitarians quarters, all of which have accomplished nothing to alter Saddam’s position? One is reminded of Hitler toysing with the European quarters, all of which have accomplished nothing to alter Saddam’s position. One is reminded of Hitler toysing with the European quarters, all of which have accomplished nothing to alter Saddam’s position.

The majority of people who lived through World War II, Korea, Vietnam, the Gulf War or other military involvements know better.

As a veteran of World War II, and as the grandfather of an Army officer now in harm’s way in Iraq, I deplore the fact that we are at war. However, being at war requires that we support and, not undermine, the service personnel whose lives are on the line. Let us pray for them and for the people of Iraq.

Arnold W. Grushky

DC Thanks ASPA for Opportunity to Participate in National Conference

Dear Editor:

I received [Mary Hamilton’s] letter of appreciation regarding our participation in ASPA’s 64th National Conference. We enjoyed planning for the workshop and are happy that conference participants were able to observe the work the District is implementing to improve the city for residents and visitors.

I wanted to thank you as well, for the opportunity to participate in such a prestigious conference. Not often enough are we able to showcase the hard work that our local public servants are doing to advance this city. Please continue to keep us in mind for future events.

Herbert R. Tillery
Deputy Mayor for Operations
Government of the District of Columbia
Public Administration and Quiet Leadership

Much of what is written about leadership is based on the study of heroic, swashbuckling, culture transforming, business executives—a literature ill-suited to the study or practice of public administration. Comes now, brave reader, an exception, the one book on leadership that should be on every public administrator’s bookshelf: Leading Quietly: An Unorthodox Guide to Doing the Right Thing by Joseph L. Badaracco Jr., published by the Harvard Business School Press.

Because quiet leaders are in it for the long haul they tend to be realists about themselves, about their organizations, and about the contingent nature of the environment in which they work. Quiet leaders tend to move carefully, step-by-step, in a generally agreed-upon direction. They recognize the age-old wisdom of effective planning—that no war plan survives the first battle. Good planning is a deeply contingent process. Plans always change in circumstances involving complex motives (are there any other kind?) Badaracco indicates that the effective leader:

• has a bias for action and does not get bogged down in the morass of motives.
• does not disqualify him or herself because of mixed motives.
• learns to trust competing motives and to recognize the trade-offs involved.
• understands that organizational effectiveness and personal success are usually compatible outcomes.

Time is on the side of the quiet leader. Effective leaders avoid, whenever possible, rushing forward with the answer. Instead they buy time, appoint committees, do studies, and wait until turbulent waters calm and a plausible course of action is evident. Quick fixes are just that. Quiet leaders will practice tactical stalling until a strategic direction is more-or-less clear, then move the organization step-by-step in that direction. While quiet leaders have a bias for action, they recognize that time is almost always their friend.

Quiet leaders think carefully about how they spend and invest their organizational capital. Because leadership always involves risk, the prudent assessment of risk is essential to any important decision. Quiet leaders will tackle tough situations but will not foolishly risk either the organization’s capabilities or all of their own good will. In the literature, leaders are exhorted to “do the right thing.” That is too simple because it calls for courage but says nothing about cost and risk.

The ordinary view of leadership has a generic, disembodied quality to it—as if to suggest that great leaders are able to lead effectively in any setting. Although most of us know this to be nonsense, it is nevertheless the formulaic description of leadership. Badaracco calls such a view of leadership what it is—nonsense—and argues correctly that there can be no great leadership, quiet or otherwise, without a deep substantive knowledge of the technological and bureaucratic characteristics of the specific setting in which leadership is expected. Context matters and the governmental context matters greatly, as any public administrator knows. The senior position in a government agency is no place for neophytes to get on-the-job leadership training. Quiet leaders, as Badaracco puts it, drill down to levels of complexity so they know what they are doing. Organizational matters, particularly in government, are never simple and seldom yield to simple answers.

Public administrators work in world of constitutions, laws, appropriations, regulations, and rules. The common formula in the business literature is that responsible leaders selectively break the rules. Indeed there is a good bit of evidence that too many business executives have believed the nonsense about the efficacy of breaking the rules. Now they will need to tell it to the judge. Taking rules seriously is the safe, smart and responsible thing to do in most public administration cases. When the rules get in the way of acting responsibly or ethically, quiet leaders will patiently find the pathway between the rules.

In the end, what do quiet leaders do? They compromise. Compromise is, of course, not in the vocabulary of those who subscribe to the heroic leader thesis. But, to quiet leaders, compromises are challenges to their imagination and ingenuity and occasions for hard, serious work. They believe that crafting a compromise is often a valuable way to learn and exercise practical wisdom. In their minds, the best compromises have little to do with splitting the difference or sacrificing important values to pragmatic considerations. Instead, they are powerful ways of defending and expressing important values in enduring practical ways. Crafting responsible, workable compromises is not just something that quiet leaders do. It defines who they are.

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When a Team Member Cheats—Catch the Cheater

In the March column “When a team member cheats, who pays the piper?” a case was presented in which a student plagiarized material for a group project. The professor struggled with what to do about it. Should be penalize every member of the project team? Should he launch an investigation to find the culprit and, if successful, then punish him/her with a low grade or worse? Who should be held accountable?

One reader responded as follows. In my undergraduate years I sat on an academic disciplinary review committee, and our position was always that the individual who committed the offense was the one to be held responsible. As a graduate student who is constantly placed in group situations, I have to say my opinion has not changed. To say that the whole group had the opportunity to review the documentation prior to submission, and then conclude that as such they should be held responsible for the act of plagiarism in which they were not complicit is not, in my opinion, fair. By drawing this type of conclusion one is saying that it is the responsibility of each team member to review the report in full, verify the sources (provided) of all the information, and then somehow, make themselves so familiar with the topic that they would be able to identify when information has been plagiarized. Honestly, I don’t even know how professors accomplish this task (though I have much respect for their ability to do so); it is too much to expect that students, already pressed for time, should have to abandon the honor code that exists among a group and check behind one another for inappropriate use of another’s thoughts, findings, and/or conclusions. When one knows who committed the act, that individual should be held responsible; and when one does not know, then the only option is to pass judgment on the entire group (typically, at this point through, the guilty party will come forward or be abandoned by his/her compatriots).

In a work setting, the same should hold true, though I fear I must admit it probably rarely does. Generally, if the act resulted in a favorable outcome for the organization, no one will be penalized and the indiscipline will be overlooked; if it resulted in hardship or an unfavorable outcome, those who may very well not be guilty, but are easily made to look as such, will pay the price in order to help the organization save face.

—name withheld by request

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Training Programs Good for Employers and Employees

From SAFETY TRAINING, pg. 9

It has been recognized that a fundamental part of the best safety programs involves employee training. Through proper workplace engineering the number of work-related injuries can be reduced. Safety incentive programs also have been designed to address issues related to safety and to improve workplace actions that support a culture of safety.

Compensation Claims, the Union and Risk

A common complaint about the worker’s compensation system is the inefficient delivery of benefits to injured workers. One of the common arguments made by businesses when questioning their role in workplace injuries, as well as their reactions when employees are injured is that the increasing cost of worker’s compensation is damaging and damaging that immediate assumption of employer liability has created an environment that does not support safety training programs and/or return-to-work programs. At the same time, the increasing use of lawyers to litigate cases of worker’s compensation has increased costs.

The current literature has reflected the necessity to assess changing views on workplace safety training/retraining programs and/or return-to-work programs over.

Overall, encouragement is suggested to employers and employees to aggressively implement workplace safety training/retraining programs and/or return-to-work programs in order to obtain a more educated workforce. This action will drive down incidents of injuries in the workplace, worker’s compensation costs will drop and a direct effect across the labor force will inevitably be the increase of productivity and profitability for the employers.

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to the reader for information or items of interest related to CAP or performance management/ measurement activities or if you have a related item for the CAP Corner, please contact Denise Wells, CAP Director, 1120 G Street, NW, Suite 700, Washington, DC 20005; (202) 585-4310; dwells@aspaea.org or be sure to check out the “CAP Corner” on ASPA’s web site: www.asqua.org.
National Civic League Announces Finalists For 2003 All-America City Award

30 communities vie for nation’s most prestigious civic award

Denver, CO—The National Civic League announced the 30 Finalist communities for the 2003 All-America City Award, the nation’s premiere civic recognition program.

The All-America City Award encourages and recognizes civic excellence, honoring the communities (neighborhoods, towns, cities, counties and regions) in which community members, government, businesses and non-profit organizations demonstrate successful resolution of critical community issues. Since 1949, more than 4,000 communities have competed and nearly 500 have been designated “All-America Cities.”

The Finalist communities that will be competing for the honor of being designated an All-America City are (listed in alphabetical order):

- Tempe, Arizona
- New Haven, Connecticut
- Stamford, Connecticut
- Deerfield Beach, Florida
- Miami Beach, Florida
- Palm Bay, Florida
- Pembroke Pines, Florida
- Pompano Beach, Florida
- Walton County, Florida
- Des Moines, Iowa
- Evansville, Indiana
- Parsons, Kansas
- Gaithersburg, Maryland
- Grand Rapids, Michigan
- Marquette County, Michigan
- Montevideo, Minnesota
- Red Wing, Minnesota
- Laurinburg, North Carolina
- Thomasville, North Carolina
- Wilson, North Carolina
- Ravenna, Nebraska
- South Sioux City, Nebraska
- Springfield, Ohio
- Fossil, Oregon
- Chester, South Carolina
- Corpus Christi, Texas
- Grand Prairie, Texas
- Killeen, Texas
- Greater Racine Area, Wisconsin
- Philippi, West Virginia

The 30 Finalists will participate in a final round of the All-America City competition in Washington, D.C., June 12-14. A delegation from each Finalist community will present to a 10-member jury their innovative programs and local solutions addressing a wide range of social and community issues, including crime, education, poverty, housing and race relations. The ten 2003 All-America Cities will be named on June 14 during a special awards ceremony at the Hilton Washington & Towers.

For more information about the All-America City Award, please visit the National Civic League web site at www.ncl.org/aac.

Innovations in American Government Awards Given

In May, the Institute for Government Innovation announced the winners of the 16th annual Innovations in American Government Awards. The winners were:

- La Bodega de la Familia, State of New York
- FirstGov.gov, General Services Administration
- Energy Efficiency Utility, State of Vermont
- The Ohio Appalachian Center for Higher Education (OACHE), State of Ohio
- 311 System, City of Chicago, IL


Fullbright Scholar Program Calls for 2004-2005 Award Nominations

The Fulbright Scholar program is offering a number of lecturing, research and lecturing/research awards in public administration for the 2004-2005 academic year. Awards for both faculty and professionals range from two months to an academic year.

While many awards specify project and host institution, there are 153 open “All Disciplines” awards that allow candidates to propose their own project and determine their host institution affiliation. Foreign language skills are needed in some countries, but most Fulbright lecturing assignments are in English.

Application deadline for 2004-2005 awards is: August 1, 2003 for Fulbright traditional lecturing and research grants.

For information, visit www.cies.org, e-mail apprequest@cies.iic.org, or contact: The Council for International Exchange of Scholars, 5007 Tilden Street, NW, Suite 5L, Washington, DC 20008, or phone 202-686-7877.

The Top Seven Intelligent Communities of the Year: A Call for Nominations

The Intelligent Community Forum (ICF) is now accepting nominations for its international listing of the Top Seven Intelligent Communities of the Year. This will be the third in a series of annual lists of communities large and small that are leaders, or are taking the right steps, in using broadband and information technology to stimulate economic development.

ICF’s annual list of the world’s Top Seven Intelligent Communities is based on its framework of Intelligent Community Indicators, which provide the first global framework for understanding how communities and regions can gain a competitive edge today. The Indicators demonstrate that being an Intelligent Community takes more than “being wired.” It takes a combination of:

- Significant deployment of broadband communications to businesses, government facilities and residences, with government providing a catalyst through regulation, e-government initiatives and even network construction when necessary.
- Effective education, training and workforce development that builds a labor force able to perform “knowledge work.”
- Government and private-sector programs to overcome the Digital Divide and ensure that all sectors of society benefit from the broadband and information revolution.
- Innovation in business, technology and the delivery of government services, which attracts funding and creates a local engine of economic growth.
- Effective economic development marketing that leverages the community’s broadband, labor and other assets to attract new employers.

The Top Seven announcement is not an Awards program. The Top Seven are chosen, not because they excel in all of these areas, but because each demonstrates excellence and offers an inspiring example in at least one area. ICF salutes them as pioneers and role models for the development of vibrant Digital Age communities in the 21st Century. In 2002, the Top Seven listed included Bangalore, India; Calgary, Canada; the Florida High Tech Corridor Council; LaGrange, Georgia, USA; Seoul, South Korea; Singapore and Sunderland, United Kingdom.

Nominations

To submit a nomination, which may be for your own community, take the following steps:

1. Check the Criteria for the Intelligent Community of the Year Award. Each year’s Intelligent Community of the Year is selected in the autumn from one of the year’s Top Seven. (http://www.intelligent-community.org/html/award_criteria.html)
2. Submit your nomination by e-mail, fax or postal mail to Louis Zacharilla, director of Global Marketing, e-mail: izacharilla@worlddeleport.org.

The deadline for submission of all nominations is June 16, 2003.
Presenting New Members

ASPA welcomes the following new members in the month of April 2003.

Please note: members rejoining ASPA are not included on this list.
ICMA Selects ASPA Member as New President

Washington, DC—David J. Krings, county administrator, Hamilton County, OH, and long-time ASPA member, was selected by the executive board of the International City/County Management Association (ICMA) to serve as the Association’s 2003-2004 president. Krings will take office at the ICMA Annual Conference in September 2003 and will serve a one-year term as president. He will remain on the executive board as a past president for two years following the year of his presidency. The executive board interviewed three former vice presidents before voting by ballot for the candidate of their choice.

“These are challenging times for city and county governments, and ICMA is committed to helping our members find new solutions to the challenges that lie ahead. Dave brings to ICMA a wealth of experience and a deep

See ICMA, pg. 16

ASPA Praised During PSRW Ceremony

Public employees across the country celebrated Public Service Recognition Week from May 5-11, 2003. The kick-off event for the annual festivities—hosted by the Public Employees Roundtable—was a three-day celebration on the National Mall in Washington, DC.

ASPA Executive Director Mary Hamilton sat on the dais during the Opening Ceremony on the Mall, where event organizers paid tribute to ASPA for its long-standing support of PSRW.

Event emcee Kirke Harper, PSRW chair and Federal Executive Institute Alumni Assoc. representative to the PER Board stated, “ASPA was one of the founding organizations of the Roundtable and is one of the most supportive. ASPA chapters across the country form the foundation for the nationwide celebration of PSRW, with local chapters and members on college campuses organizing local celebrations. Mary and ASPA’s headquarters staff are very helpful to the Roundtable; we couldn’t do all the things we do without the steadfast support of ASPA.”

See PSRW, pg. 17

Political Scientists Rank PAR as the Leading Public Administration Journal

Erik Bergrud

Public Administration Review (PAR), ASPA’s bimonthly journal, promotes itself as the “Public Administration Journal of Record.” A report published in April lends statistical support to that claim.

James C. Garand, Emogene Pliner Distinguished Professor in Louisiana State University’s political science department, and Michael W. Giles, Goodrich C. White professor of political science at Emory University, surveyed political scientists in the United States as to how they evaluate the quality and impact of journals in their discipline. Their article, “Journals in the Discipline: A Report on a New Survey of American Political Scientists,” appeared in the April 2003 issue of PS, journal of the American Political Science Association (APSA).

Across multiple categories, PAR ranked highest among public administration journals. Furthermore, PAR was consistently rated in the top quartile of the 115 journals included in the survey. Most notably, when asked to indicate the journals to which they would submit a “very strong paper” that they had written in their area of expertise, respondents rated PAR 11th highest. PAR also ranked 12th highest on the list of respondents’ preferred reading sources.

Garand and Giles conducted the survey in the spring and summer of 2001, drawing a sample consisting exclusively of APSA members.

In recent years, the PAR editorial team has made a concerted effort to expand readership of the journal and applicability of its contents to interested parties within and outside the public administration community. This process gained momentum in 1999 when the editorial team held focus groups across the country as part of its “Building Bridges” tour.

The journal’s relatively new feature, “The Reflective Practitioner,” provides a forum for government administrators to contemplate issues and challenges facing those in today’s workplace.

Its special issue, published last September, drew wide acclaim for its deliberate approach to evaluating the state of democratic governance on the one-year anniversary of the September 11, 2001 terrorist attacks.

Recent issues have tackled some of the hottest topics in the field today, including information technology, performance measurement and privatization. These latest survey findings demonstrate PAR’s success in reaching out to another community—political scientists.

To learn more about the journal, visit PAR on the web at http://www.aspanet.org/publications/par.

See PSRW, pg. 17
At the ASPA conference in March, I stated to all the members in attendance that my theme for the year would be “A World Without Borders.” I decided upon this theme because it truly represents our future—a future undoubtedly rife with the challenges of managing diversity yet open to the infinite possibilities of inclusion. During my term as president of ASPA, I intend to be an advocate for the preservation and advancement of social, educational and professional initiatives that lead our nation onward and upward. As public administrators, I believe that those are the best coordinates to follow if our aim is to create and implement effective and equitable public policy.

We are the Architects of Our Own Future

I was born into a world which was beholden to ideals that often divided our communities and placed unjust restrictions on the efforts of those striving to improve their quality of life. These institutionalized practices hindered the development of a nation that held itself up to be a bastion of freedom and equality for all. Fortunately, the impact of the civil rights movement shifted the paradigm and, not long after, the progressive policies of the Johnson administration forced our nation to make amends. Laws were changed, new ones were added and then, to an appreciable degree, sentiment followed. However, 2003 finds me wrestling with the notion that the reverse may now be true. Is our collective consciousness reverting to the ways of old—and if so, will this prevailing attitude be increasingly reflected in our nation’s laws?

As the newly inaugurated president of Clark Atlanta University, I find myself closely watching the developments surrounding the University of Michigan’s ongoing battle to defend its admission policies. Michigan’s affirmative action initiatives have become fodder for critics who contend that racial preferences extended to minority applicants amount to reverse discrimination. However, between 1950 and 1970, the University of Michigan Law School graduated 5,573 people. Of these graduates, 5,543 were white, 30 were black, and none were Latino, Asian American, or Native American. These figures stand in stark contrast to the demographics of the 2000 entering class of the University of Michigan Law School which comprises 28 percent minority students (Source: Defend Affirmative Action Party–University of Michigan Chapter). Unfortunately, the University of Michigan does not exist in真空; such disparities have been pervasive in most majority institutions. I commend my colleagues at Michigan for their vision and courage in addressing past inequities and ensuring that future classes will be even more inclusive.

I want to offer a strong word of caution against the resegregation of higher education. If equal opportunity is denied in one social institution, can there be any guarantees that others will not be imperiled? I believe that an adverse ruling in the Michigan case could be the opening salvo in a further effort to turn back the clock—whenever and wherever the opportunity exists. I hope that I am wrong, but I fear that I am not.

Regardless of the capacity in which you serve, as a public administrator you may be faced with a similar quandary. Balancing professional responsibilities and personal ideals is never an easy proposition. However, we can make a difference; our voices can be heard. Within our respective spheres of influence we can advocate for policies that keep our businesses and/or institutions headed in a progressive direction. There is strength in diversity, yet within discrimination lay the seeds of our collective undoing. Do we want to return to the divisive politics which have plagued our society for centuries? I offer that as a rhetorical question, because I am confident of ASPA members’ stance on that issue. I encourage you, become informed on the issues and engage in the debate. We are the architects of our own future; let’s build a world that opens its arms to everyone.

WANTED: public service job with greater responsibility

FIND: places to go and people to see

The Recruiter
WHERE EMPLOYERS AND JOB SEEKERS MEET.
contact the Recruiter at recruiter@aspanet.org or 202-585-4314
If Not Us, Who? If Not Now, When?

The theme of this month’s issue of PA TIMES is “Developing Interest in Public Service Among Young People.” I had the opportunity to read the articles in this special section over the Memorial Day weekend.

I also read David Broder’s op-ed piece in the Sunday (May 25th) Washington Post. In this column, Broder lauds the American people for annually “acknowledging the debt we owe the men and women who serve this nation in uniform.” He goes on to argue that the “ideal of national service, which they represent, should be extended to a much larger part of our population—especially our young people.”

Broder makes the case that most of the young people in our society have been very well treated and thus have “extraordinary opportunities, because this country has decided rightly that they are the very best investment we can make.” Thus, Broder argues, it makes sense to suggest that these very same young people be asked to give back. He cites the long list of unmet needs in our society (e.g., in our hospitals, schools, social service systems), which could be positively affected if young people were to contribute a year of their lives to public service at the beginning of their careers.

In addition, Broder argues that young people would not only contribute ‘incalculably’ to helping with these problems, but would also learn about their government and their responsibilities as citizens. As he puts it “...there is ...a real cost to this country for indulging the notion among those who are entering adulthood that they have no obligation to their country.”

I find Broder’s argument compelling. I feel strongly that we are not only letting our children down with the current series of budget cuts that cruelly impact their schooling, but for many years we have been shortchanging them by not teaching them what it means to be a citizen of this great nation.

So what to do?

Take a look at the article on the Massachusetts ASPA chapter on page 20 of this issue. The president of that chapter, State Senator Richard Moore is quoted as saying “When the nation’s public schools were organized in the 19th century, the study of the nation’s democratic institutions and citizens’ role in maintaining them was a founding principle.” Senator Moore goes on to cite studies that show the result of this inattention to civic duty in our schools: very low voter turnout among young adults; “the decline in attendance and involvement at public meetings where important issues are debated and often decided by a minority of citizens”; and “large numbers of young people are increasingly disconnected from the political process.”

But MassASPA is not just talking about the problems, they are acting. They have produced a book for teachers, curriculum developers and anyone interested in promoting civic education. It is entitled Civis Americanus Sum (I Am An American Citizen)—The Proceedings of the First Massachusetts Summit on Civic Education. (The summit was sponsored by the chapter.) The chapter also supports the local high school public service academy and many other programs and projects that expose young people to their civic duty and to the exciting variety of careers in public service.

The Southern Nevada Water Authority (SNWA) is also doing their part. In their article on page 4 of this issue, “Developing ‘Future Government Leaders of America’ in Las Vegas,” Hilarie Hicks Robison and John Tennert describe SNWA’s Youth Advisory Council (YAC). Through YAC, SNWA engages young people in policy development and planning regarding water issues. By so doing, SNWA is creating informed, involved citizens and potential public employees.

In the article on page 4, “Including Young People on Non-profit Boards of Directors,” Heather Getha Taylor makes a case for involving young people in the governance of non-profit organizations. She cites the benefits to both. Non-profits gain new views and perspectives as well as commitment to their causes. Young people learn leadership skills and have the experience of making a difference in their communities, as well as gaining exposure to career opportunities in the non-profit sector.

Tom Sheaffer makes the point most directly in his article (page 5) “Gaining Interest Through Exposure.” Sheaffer cites the paucity of civics education in our schools and hence the lack of exposure of young people to the responsibilities of citizenship and to public sector careers through the school system. He also cites the efforts underway to correct these deficiencies, but concludes that they are very small. To achieve exposure of large numbers of young people, these programs must be replicated again and again.

With little hope that a program of national service will be adopted in the near future, or that the school systems will suddenly revive civics education, it seems that it is up to those of us who care about the future of the public service to ensure that our young people get positive exposure to the public sector. If young people don’t know about the opportunities in public service, why would they think of a job or career in the public sector? If their only impression of the public sector is from negative media coverage, why would they want to part of such a workforce? If they have never met a public servant they can respect and admire, how are they going to know such people exist?

We are people who care about the public service. It is up to us to find ways to provide this positive exposure to as many young people as possible. If not us, who? If not now, when?

To paraphrase a quote from that great public servant, John Gardner, “Who gave us permission to stand aside?”

As always, I welcome your comments to psrw@aspanet.org.
ASPA In Brief

PSRW Opening Ceremony
Paid Tribute to ASPA’s Long-Standing Support
Public Service Recognition Week (PSRW) on the National Mall took place May 2-5 and kicked off the nationwide celebration of Public Service Recognition Week. ASPA Executive Director Mary Hamilton sat on the dais at the Opening Ceremony, which took place on Friday, May 2. Event organizers paid tribute to ASPA for its long-standing support of PSRW. (See pg. 12 for article.) (Brief from the May 5, 2003. edition of ASPA’s e-newsletter ASPAnet This Week.)

ASPA Council Nominations
Period Began in May
ASPA began accepting candidates for the 2003-2004 National Council and VP election, and will continue accepting nominations until July 15. In balloting to begin this fall, ASPA members will elect a vice president and Council representatives in five electoral districts. Look for a nomination form on the ASPA web site and in the May issue of PA TIMES. ASPA past presidents Mark Holzer, Dan Ahern and Glen Cope, among others, will serve on the 2003-2004 Nominating Committee.

Past Presidents Volunteer to Promote ASPA Membership
During the recent ASPA National Conference, several past presidents offered to distribute ASPA membership materials when speaking to other groups. Please contact Patricia Yearwood at pyearwood@aspanet.org or (202) 585-4309 if you would like to receive some brochures.

ASPA Seeks Volunteers for New National Office Space Action Team
With its current office lease scheduled to expire in 2007, ASPA has established a national Action Team on Moving the ASPA Office to Less Expensive Space. The action team, which will report to ASPA’s Steering Group 3 (Capacity) has been charged with identifying options for new office space for ASPA that meets the following criteria:

- Inexpensive: less expensive, by half if possible, than current space
- Clean and safe
- Provide approximately 4,000-5,000 square feet of space and approximately 200 square feet of storage outside the office area
- Accessible by mass transportation and/or with ample parking
- Considering options in parts of the country that are lower cost than Washington, DC, as well as options in the DC area
- Exploring low- or no-cost leases from federal, state or local agencies or universities. Such arrangements might involve a barter arrangement where ASPA receives space at little or no cost in return for making the organization more visible, enrolling a specified number of their employees, faculty or students as members, etc.

If you are interested in serving on this action team or if you can recommend individuals with expertise in negotiating office leases, please contact Steering Group 3 Chair Janice Flug at jflug@american.edu or (202) 885-2211. (Previous three briefs from the May 1, 2003. edition of ASPA’s e-newsletter Passing the Torch.)

Broom Appoints Students to Key ASPA Leadership Positions
ASPA President-elect Cheryle Broom recently appointed Anne-Marie Wolff to serve as co-vice chair of the Society’s Steering Group 2 (Pride). Wolff, immediate past president of ASPA’s university-based affiliate at the University of Central Florida, will help focus ASPA’s national initiatives related to new professionals services, civic education and public service recognition. Broom also appointed Jasmin Manupid, president of the public administration students association at San Diego State University, as her representative to ASPA’s 2003-2004 Nominating Committee. Manipud was one of four recipients of ASPA’s 2003 Student Conference Grant. (Brief from the April 2003 edition of ASPA’s e-newsletter ASPA-rations.)

ASPA In The News

- The Washington Post interviewed ASPA member Chet Newland for an April 29 article entitled, “Defense Pushes Bill to Free Itself from OPM Personnel Rules.” The Department of Defense has submitted a proposal to Congress that would replace the General Schedule with a pay-for-performance system for Defense civilians. Newland was quoted as saying, “OPM, which is already cut down to where it’s almost a toothless Chihuahua, will really amount to nothing … OPM will be weakened to the point where it will have no central personnel coordination with much ability to facilitate cutting-edge progress in the field.”
- The Christian Science Monitor interviewed past ASPA President Marc Holzer and ASPA 2005 National Conference Co-Chair Donald F. Kettl for an article on government work entitled, “When the boss is Uncle Sam.” To see the article, visit www.csmonitor.com/ 2003/0421/p15s02-mmwo.html.
- Federal Times ran an article titled “SSA, GAO Executives Step Forward in Crises,” which highlighted The National Public Service Awards—given annually by ASPA and our sister organization the National Academy of Public Administration (NAPA)—and two of this year’s recipients: Larry Massanari, regional administrator, SSA and Gene Dodaro, chief operating officer, GAO.
- The Pioneer Press of Minnesota recently quoted ASPA member David Schultz, political scientist and Hamline University law professor, in an article titled, “Trooper Numbers in a Skid.”

Now Available from Other Sources:
Strategic Management for Public and Nonprofit Organizations, by Alan Walter Steiss, published by Marcel Dekker, Inc.
This book includes valuable techniques to identify and improve organizational processes, as well as manage the change that accompanies implementation.

This book is based on a forum held at the Lincoln Institute in April 2001, which brought together practitioners, advocates and academics to explore some promising trends and case studies. As some of the experiments in ad hoc regionalism become more widespread, they may give rise to new institutionalized forms of government.

Regionalism on Purpose, by Kathryn A. Foster, published by the Lincoln Institute.
This book examines the five challenges presented by the politics of regionalism: overcoming a weak sense of regional identity, finding consensus on political strategies for rational change, securing the benefits of a “big tent” coalition without succumbing to the fragility of diverse alliances, overcoming a strategic bias toward relatively uncontroversial issues of economic development and away from knotty equity and land use goals, and responding to often inconsistent federal and state policies.

This book is based on a symposium that brought together academics, planning and design practitioners, citizen planners and others to address questions brought about by the term “smart growth.”
Fisher’s Guides Apply in Cultures Around the World

This is the third in a brief series of pieces on Fred Fisher.

Frank P. Sherwood

The March issue of PA TIMES included an article I wrote about the remarkable accomplishments of Fred Fisher over the last 20 years. In that time Fisher has traveled to all parts of the globe with a strategy for training and development that has worked in all cultures. It has been his ability to transcend cultural differences that has made his work so special. Typically, the experience has been that “made in America” approaches to learning encounter difficulties in other contexts. But Fisher has practiced the craft in so many and such diverse settings that there can be little doubt he has discovered something that works.

Fisher’s ventures are not a one-shot deal. He leaves behind the capacity to continue the undertaking. That means there is a trail of learning materials, not just a memory of Fisher’s attractive personality. Because there are many products in Fisher’s inventory that are available to be shared, I promised in my earlier article that I would write a second. This one, then, is concerned with the tremendous output of learning materials Fisher has developed in two decades. Though they were prepared for use in foreign countries, the great thing is that they are available in English and mostly for free.

Surprisingly, this trove of well-proven, highly useful training and development publications has received little attention in the United States. Yet there is no problem of cultural adaptation here. As I pointed out earlier, they are tried and true approaches which largely originated with our greatest public service trainer, Neely D. Gardner. They were further refined and developed by Fisher and others at the National Training and Development Service for State and Local Governments in the 1980’s. They work.

Most of these materials (a list of which will be provided below) are available on the Internet through the Training and Capacity Building Branch in the United Nations Human Settlements Program of UN-Habitation. The Internet address is: http://www.unhabitat.org/programmes/uef/links/proglinks.htm.

The address can be dialed from virtually any computer; and, depending on the nature of your Internet connection, the various publications can be downloaded in their entirety. Essentially the only cost involved is their photocopying for use in a training and development session.

Over 40 different publications are listed at the UN-Habitat site. If you are not into downloading items from an Internet site, virtually all of them are available as hard copies at various prices. From time to time, a particular publication may be temporarily out of print.

Not available through UN-Habitat are many training manuals, largely focused on local government financial management, developed in Slovakia. These were prepared by Fisher during a lengthy stay there under contract with the International City-County Management Association.

These various publications are not slap-dash jobs. First-rate, written materials are critical in Fisher’s strategy for leaving an organization with capacity to continue at a high-performance level. What he has sought to do is provide every trainer with the resources needed to carry on the enterprise. Thus, it should be possible for any decent American manager to pick them up without difficulty.

Further, there can be confidence that these are materials which have been carefully field-tested. In just about every case, there was an extensive training needs assessment, an initial training of trainers activity with a built-in feedback process and finally, after publication a varying number of training of trainers sessions around the world to make sure that the manuals can be used effectively and easily.

The various manuals are simple and straightforward. Their structure is orderly and easily understood. They are user-friendly. More than anything else, they are fun. Fisher has a great sense of humor, and that is very much reflected in his work.

Though the framework of the manuals does vary somewhat, they are basically composed of two elements: an essay and training tools. The essay provides the conceptual underpinning for the program and the format used is such as to make the communication flow between the trainer and the participants an easy one. The training tools consist of all those elements that facilitate movement in the action-training situation.

There is enough material in each manual to serve as a resource for two to two-and-one-half day workshops.

It is impossible to provide a sense of the content of the many Fisher manuals. Just to offer an illustration of content, therefore, I have chosen one in the Training Materials Series of UN-Habitat, popular over many years. It is the Guide for Managing Change for Urban Managers and Trainers, which is lengthier than most others, comprising 188 rather oversized pages.

The publication is interesting because its first part is a detailed set of instructions for creating and operating an Action Research and Training workshop. Fisher has re-labeled the process Action Research and Planning, but the name is immaterial. This is as good a resource for getting a handle on what is involved in Action Training and Research as can be found.

The key sections he includes—with many visuals, instruments, and exercises—are building a problem-solving relationship, problem identification, analyzing the problem, planning a course of action, and experimentation and redesign, implementation, evaluation.

In contrast to other Fisher publications, which deal with more specific, substantive areas of management and development, this one puts the conceptual aspects of urban management second. You don’t need a lot of theory to deal concretely with the problems you are experiencing. When you have a good idea of what your problems are, you begin to look around for guidance. Thus, Fisher’s sequencing of this manual undoubtedly follows from his theory about how the learning ought to proceed.

What’s fun about this manual, too, is the abundance of aphorisms, sayings and pronouncements that have been included in the text. Here are a few of them: “the man who has ceased to learn ought not to be allowed to wander around loose in these dangerous days,” “no action without research, no research without action,” “one sometimes finds what one is not looking for,” “having many good ideas improves your chances of having a good one,” “after enlightenment-the laundry,” “where there is no vision, the people perish,” “every country has its own version of chicken soup,” “when spider webs unite, they can tie up a lion,” and “the impossible is often the untied.”

Here is the list of UN-Habitat publications, which are free of charge over the Web. It should be noted, too, that Fred Fisher’s name does not appear as author, though the ones that follow are those with his special trademark.

- • A Guide to National Training Needs Assessment: a Competency-based Approach
- • Building Bridges between Citizens and Local Governments: through managing conflict and differences, Parts 1 & 2, and through participatory planning, Parts 1&2
- • Councillor as Guardian of the Environment
- • Manual for Collaborative Organisational Assessment
- • Guide for Managing Change for Urban Managers and Trainers
- • Manual for Training Needs Assessment: a systematic approach to assessing training needs
- • Elected Leadership Series, set of 13 volumes
- • Designing Human Settlements Training, Volumes 1 & 2, published in three versions for African, Asian and European audiences
- • Manual for Evaluating Training Impact
- • Non-Governmental and Community-based Organisations: User’s Guide, Financial Resources Management, parts one and two, Human Resources Management, parts one and two, and Organizational Outreach, parts one and two
- • Total Quality Maintenance in Local Government Operations and Maintenance, set of five manuals

ASPA member Frank Sherwood was ASPA president in 1973-1974.
E-mail: banc12@aol.com
Mass ASPA Chapter Publishes Book on Civic Learning

Boston—Taking a leadership role in efforts to restore civic learning to its former prominence in the American public school curriculum, the Massachusetts Chapter of ASPA has produced a book for teachers, curriculum developers and anyone interested in promoting civic education.

Under the leadership of State Senator Richard T. Moore (D-Uxbridge), who has served as chapter president for the past two years, Civis Americanus Sum (I am an American Citizen) – The Proceedings of the First Massachusetts Summit on Civic Education, has been published by 1st Books Library of Bloomington, Indiana. The book, aimed primarily at those responsible for the education of new teachers and the professional development of experienced teachers, suggests a curriculum to strengthen learning about the values, principles and practice of democracy.

Senator Moore noted, “there is mounting evidence that too many of our young people do not understand the responsibilities, or even the basic governing structure, of American society. At the same time, too many educators fail to understand the civic education mission of our public schools as outlined by the father of public education, Horace Mann, while attending to more pressing demands to improve student achievement in basics such as reading and writing. “When the nation’s public schools were organized in the 19th century, the study of the nation’s democratic institutions and citizens’ role in maintaining them was a founding principle,” he added.

“The lack of attention to civic education in our schools,” Senator Moore contends, “has contributed to the remarkable drop in voting and decline in attendance and involvement at public meetings where important issues are debated and often decided by a minority of citizens. He points to the fact that, “large numbers of young people are increasingly disconnected from the political process.” A recent study by the University of Maryland’s Center for Information and Research on Civic Learning and Engagement found that only one-third of 18- to 25-year-olds cast ballots in the 2000 presidential election, as much as a 15 percent drop from 1972 when 18-year-olds attained the right to vote.

Mass ASPA’s new book contains the proceedings of a State House conference that was sponsored by the chapter on May 15, 2002 for deans and chairs of university level schools and departments of education in Massachusetts colleges and universities.

Keynote speaker at the Civic Education Summit, and lead author of MassASPA’s book, is Derek Bok, president emeritus of Harvard University and author of The Trouble with Government.

Other authors who contributed to the books include Indiana State University’s John Patrick, and Boston University’s Charles S. White and Karen E. Bohlin. They all challenge university-based teacher education to renew American education’s historic role as the incubator of the next generation of citizens involved in their communities and their government. The book also includes a contact list of national and state organizations that provide civic education experiences for young people.

Copies of Civis Americanus Sum will soon be available in fine bookstores and from Amazon.Com as well as from the publisher at 1stbooks.com.

South Florida Chapter Distributes Easter Baskets to Special Needs Kids

Bill Solomon

For a month before Easter, the South Florida Chapter Board collected Easter baskets from fellow members and co-workers throughout Miami-Dade County. We collected 58 baskets which were distributed to the Phoebe Morse Center on the Wednesday before Easter. This marks the 12th year that we have collected Easter baskets for the children that attend the Center. The Chapter Board has made community service an integral part of the annual program of events for the chapter.

The Phoebe Morse Special Needs Day Care Center provides developmentally appropriate education and social activities for children with special needs between the ages of 18 months and five years old. The program plays a crucial role in supporting family integrity and stability by providing time for parents/caregivers to attend to other pressing needs such as their own medical and social service appointments. The Special Needs Day Care program is sensitive to the community’s multicultural children with special medical needs.

ASP A member Bill Solomon is chief of procurement and warehouse management division, Miami-Dade Parks and Recreation.

E-mail: PBS@miamidade.gov

East Tennessee Chapter Presents Conference Scholarships

David H. Folz

The East Tennessee chapter established the Cunningham Scholarship in 1998 to enable any MPA student member in the chapter to apply for the scholarship which helps to cover the costs for attending the Southeastern Conference on Public Administration (SECoPA).

This year, the Council awarded the Cunningham Scholarship to Courtney Altfillisch, an MPA student at the University of Tennessee, Knoxville. Altfillisch holds an MPA from the University of Tennessee department of political science. The first recipient of this award is Lori Riverstone who wishes to present a paper on any topic in public administration at a national or regional conference. The first recipient of this award is Lori Riverstone who holds an MPA from the University of Tennessee, Knoxville. Riverstone is currently enrolled in the Ph.D. program at the University of Tennessee, Knoxville.

ASP A member David Folz is and associate professor and MPA coordinator in the University of Tennessee department of political science.

E-mail: dfolz@utk.edu

Chapter/Section News
Arkansas Chapter Names Butler Administrator of the Year

Carl J. Iannacone

1. Dodd Wilson, administration and university relations chancellor at the University of Arkansas for Medical Sciences (UAMS), was among those honoring Tom S. Butler as he received the Arkansas Administrator of the Year Award for 2003. The Arkansas Chapter of ASPA presented the award to Butler at the Little Rock Club during its annual Spring Banquet in May. Butler, vice chancellor for UAMS, was presented the award for his dedicated service to UAMS and his previous 27 years of service with the Arkansas Health Department.

Each year the Arkansas Chapter of ASPA selects an accomplished public administrator that embodies the characteristics of an ideal public servant to receive this prestigious award. Past recipients include former Secretary of State Sharon Priest and Little Rock City Purchasing Agent Jerry Paul.

The Arkansas Chapter of ASPA meets monthly to promote the art and science of public administration.

Have You Visited ASPA’s Web site Lately?

If you’re not one of the 40,000 monthly visitors to ASPA’s web site, you probably missed these recent additions:

- A PowerPoint presentation featuring highlights of the 2003 ASPA National Conference
- plus a whole lot more

www.aspanet.org

Chapter/Section News

SPALR Hosts Successful Conference on Homeland Security and Public HRM

Jason Fleury, Dahlia Bradshaw Lynn

The largest government restructuring in over a half century is occurring this year. Twenty-two different agencies with 22 different organizational cultures representing more than 100 different offices will be merged into this new entity called the Department of Homeland Security. The protection of American lives and way of life depend upon the successful integration of a myriad of existing government agencies, all with their own cultures and operating procedures. The department would eventually include at least 200,000 employees, representing at least 100 personnel management systems.

Managers at the department would have to negotiate contracts with at least 18 labor unions, including 33,000 members of the American Federation of Government Employees, 12,000 members of the National Treasury Employees Union, and exactly eight members of the International Brotherhood of Police Officers. Among the many controversial elements of this reorganization, the new Secretary has the authority to create a personnel system that is “flexible and contemporary” enabling the design of a new system from scratch.

“The homeland security theme is important to human resources since the new federal department promises to increase managerial flexibility by reducing employees’ civil service protections and union representation,” said Steve Condrey, chair of ASPA’s Section on Personnel Administration and Labor Relations. “We felt it was important to give our members an early start in examining some of the issues they could be facing soon.” Because of this, SPALR decided to sponsor the Conference on the Implications of the Homeland Security Legislation on Public Sector HRM, which brought together more than 100 key scholars and practitioners to talk about this new and unprecedented reorganization. The half-day program featured an opening plenary entitled “Towards ‘Flexible and Contemporary’ Personnel Systems: Real Revolution or Reform at the Margins” and convened by Dahlia Bradshaw Lynn of the University of Southern Maine. This opening plenary was held in the main auditorium of Brookings’ Saban Center for Middle-Eastern Policy and was attended by nearly 90 people, including 6 panelists.

Two concurrent sessions followed the opening plenary. The first, entitled “Workforce Diversity and Employee Partnerships: Implications of the New Homeland Security Department” was also held in the Saban Center’s main auditorium. Approximately 50 persons attended and Kathy Naff of San Francisco State University convened the 5-person panel. The second concurrent session, “Perspectives of HR Practitioners Inside and Outside the Beltway,” was held in a breakout room also at the Saban Center. Around 40 persons attended the panel; Bob Lavigna of CPS Human Resource Services and Al Hyde of The Brookings Institution spoke for a few minutes each and then led a discussion/Q&A session with the panel attendees. Conference attendees and panelists mingled afterwards at a catered reception featuring gourmet hors d’oeuvres and drinks.

The event was co-sponsored by CPS Human Resource Services, with facilities provided by The Brookings Institution. Chief coordinators were Steve Condrey and Jason Fleury of the University of Georgia, Al Hyde of The Brookings Institution, and Dahlia Bradshaw Lynn of the University of Southern Maine.

Because of the success of the Homeland Security symposium, SPALR is planning a similar half-day conference to be held immediately preceding ASPA’s 65th National Conference in Portland, OR, in March 2004. The focus of the symposium will be determined in late 2003 and further information will be available online at http://www.spalr.org.

ASPA member Jason Fleury is a faculty member at the University of Georgia. E-mail: fleury@cviog.uga.edu

ASPA member Dahlia Bradshaw Lynn is a faculty member at the University of Southern Maine. E-mail: dlynn@usm.maine.edu
Iowa State University Public Policy and Administration Program Hosts Conference

Ames, IA—The Public Policy and Administration Program at Iowa State University held its inaugural conference to celebrate National Public Service Recognition Week in May, in the Scheman Building on the Iowa State campus.

Fifty attendees from state and local government agencies and Iowa non-profit organizations attended the daylong conference designed for all levels of Iowa’s state and local public managers.

According to Kurt Thurmaier, professor of political science and director of the Public Policy and Administration Program, the conference, “Governing in the 21st Century—Accountability, Citizen Involvement and Technology,” addressed cutting edge issues in public management of Iowa’s state and local governments.

“This conference is just one of a number of activities in our extension and outreach programs that we have developed this year,” Thurmaier said. “We plan to make this an annual event that celebrates public service, and public servants, in Iowa.”

The conference featured both morning and afternoon panel discussions. The morning session focused on citizen-initiated performance assessment with Robert Layton, Urbandale city manager; James Chrisinger, team leader of the Strategic Planning and Accountability Team with the Iowa Department of Management; and Iowa State political science professors Alfred Ho and Paul Coates.

The afternoon session turned the conference’s attention to E-Government management issues, featuring Michael Armstrong, chief information officer for the City of Des Moines; Dan Combs, former director of Digital Government with the Iowa Information Technology Department; and Yu Che Chen, the newest Iowa State political science professor.

“An emerging theme from the conference discussions in both sessions was the need for better communication,” Thurmaier said. “Many managers expressed frustration at the inability of citizens—and state legislators—to appreciate the achievements of the public agencies.”

Thurmaier said one city manager noted that local governments couldn’t market themselves the same way a business can.

“The conference participants agreed that taxpayers would probably frown on taxes being used for self-promotion, so other avenues should be explored,” he said.

Iowa State alumnus Dwight Ink, who has served every U.S. president from Eisenhower through Reagan was the featured speaker at the conference’s luncheon, which was co-sponsored by the Des Moines chapter of the American Society for Public Administration.

Having had responsibility for organizing past federal departments and agencies, Ink shared his insider’s perspective on the creation of the Homeland Security Department. He noted that it was too big, and was planned in secrecy by people with little organizing experience.

“Failure to give early attention to just how the federal field offices will interact with state and local officials could seriously jeopardize its ability to coordinate a rapid response to terrorist attacks,” Ink said.

Public Service Recognition Week, celebrated the first Monday through Sunday in May since 1985, is a time set aside each year to honor the men and women who serve America as federal, state and local government employees. Throughout the nation and around the world, public employees use the week to educate citizens about the many ways in which government serves the people and how government service makes life better for all of us.
The annual ASPA National Conference through the years has been an opportunity
for practitioners and academics to come together and consider the issues facing pub-
lic administration from a variety of viewpoints. This year in Portland, OR, the con-
ference theme is “Transforming Governance In A World Without Boundaries.”

The public sector faces unprecedented challenges in addressing emerging worldwide
risks and opportunities at a time of widespread public restiveness and anxiety.
Global shifts in the economy, social structure, communications, technology, demo-
graphics, and perception of ethics and equity are testing public institutions, process-
es and managers. The response of public managers is critical to both our day to
day personal security as well as the longer-term socio-economic well being of
future generations.

In Portland, we will seek to answer the pesky question, what are the candidates for
transformation?

• What should we expect the public sector to achieve?
• Which public and private actors should play a role in defining and implementing
  public goals?
• What tools and processes should be used to manage these responsibilities?
• What core values should serve as the foundation for contemporary public
  administration?
• Which international and domestic issues are significant for defining essential pub-
  lic services?

Call for Proposals
The Theme
Transforming Governance In A World Without Boundaries

The Theme

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Proposal Deadline:
June 16, 2003

The Call

ASPA structures the conference to fulfilling professional development goals for
three groups in Public Administration:

❖ Practitioners relatively new to a career in public administration (1-5 years): The
  conference has opportunities to learn about the profession, develop networks with
  peers and attend professional development sessions, such as workshops or training
  programs.

❖ Veteran practitioners (5+ years): The conference facilitates sharing experiences
  about best practices, new practices, innovative program development and attending
  continuing education sessions.

❖ Academics: The conference provides a forum to present research results and
  interact with practitioners and other academics about developments in the applica-
  tion of public administration.

Proposals are being solicited for panels, papers that may be grouped with other pro-
posals to form panels, workshops, training and development sessions, or other pre-
sentations related to the theme of the conference. Proposals are invited from practi-
tioners of public administration, academics, and/or groups including both practition-
ers and academics. While some session proposals may include only academics or
only practitioners, we are looking for a diverse group of academics and practitioners
to serve on panels addressing these themes. Participation on panels and attendance is
encouraged from a broad range of public administration practitioners, scholars,

researchers and observers from all levels of government, private and nonprofit sec-
tors, other nations throughout the world, and academic and research institutions.

You can use ASPA’s sections, the ASPA listserv and the ASPA web site as resources
to help you form panels. You may wish to contact section chairs for assistance in
forming panels on issues covered by those sections. We will create a special area on
the ASPA web site where potential participants will list their areas of interest. We
will also post there submitted proposals and approved panels.

Proposals for panels must address the conference theme as outlined in the major
tracks above. Panel presenters should address important emerging issues of rele-
vance to both public administration theory and practice that relate to one or more of
the topics in tracks. The program committee will also be working with sections to
proactively address certain topics that they believe should be covered in the ASPA
National Conference, if not covered by proposed panels submitted through this call.

Individual paper presentations will be accepted only for roundtable sessions.

Proposals may be submitted online through the ASPA web site, or by mail or fax
using the attached form. Please indicate if you are proposing an individual paper or
presentation or a full session and, if a panel or other session, indicate the type of
session you are proposing and the names and topics of the participants. Please also
include a brief narrative description of your proposed topic and how it relates to the
theme of the conference: Transforming Governance In A World Without Boundaries.

The Details

❖ General Information:
  • Every effort should be made to have a diverse mix of presenters.
  • All program panelists and presenters must register for the conference. However,
    if they are attending the conference only on the day of their panel, they may regis-
    ter for just that day.
  • Only one author may present a paper. Co-authors listed on the final paper
    received by ASPA by the published deadline will be listed in the final conference
    program. Co-authors who attend must register.
  • Panels should include no more than four papers or presentations in order to allow
    time for audience involvement in the session.
  • Participation in the conference program is limited to one concurrent session per
    person regardless of role (moderator, presenter or discussant).
  • Concurrent sessions are 90 minutes long and will be scheduled on Sunday,
    March 28; Monday, March 29; and Tuesday, March 30, 2004.

❖ Deadline: The deadline for submission of proposed presentations is June 16, 2003.

For more information and proposal form go to:

www.aspanet.org
Transforming Governance
In A World Without Boundaries

American Society for Public Administration • 65th Conference • Portland, OR • March 27-30, 2004

Proposal Form

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Submit this form online by June 16, 2003
or Fax it to 202-638-4952

☐ ASPA member? ☐ Yes ☐ No
☐ Student? ☐ Yes ☐ No
☐ This is for (check one):  
☐ Individual paper: To be presented as an individual paper at a Roundtable Session.
☐ Roundtable session (A brief—about 10 minutes—informal presentation, such as of research results, program results, best practices, etc., followed by seminar-style discussion with attendees. Each session will last 90 minutes.)
☐ Panel session (These sessions will last 90 minutes)
☐ Pre-conference workshop or training session (Fall or half day sessions.)
☐ Founders’ Forum ASPA is seeking to institutionalize at its future annual conferences an event like the Van Riper Symposium that took place at the 63rd annual conference in Phoenix. For the 2004 conference the symposium will be named The Third Annual Founders’ Forum. The intent is to honor ASPA’s founders with sessions dedicated to research results, theoretical papers and other contributions to scholarship. In particular, the Program Committee seeks to provide opportunities to both senior and upcoming scholars (whether in academe or practice) to make presentations and to participate in collegial exchanges in a supportive environment.
☐ Primary focus of your proposal:  
☐ Academic ☐ International ☐ National  
☐ State ☐ Local ☐ Regional  
☐ Nonprofit ☐ Students ☐ New Professionals

☐ Submission Guidelines

Proposals for presentations at the 2004 ASPA conference in Portland, OR, may be submitted at any time until June 16, 2003. Proposals submitted after that date will be considered only on a space-available basis.

Please submit a description of your proposal (maximum 500 words, about one page) that addresses the following:

1. Proposals:
   a. Paper proposal: Description of the proposed paper and primary subject area it addresses.
   b. Panel proposal: Description of the proposed panel theme including the topics to be addressed and a brief description of the panel format. List of panel participants with a brief description of each topic and the presenters’ qualifications or expertise. Please include contact information for each panelist. These will be concurrent sessions lasting 90 minutes.
   c. Workshop or training session: Description of the proposed theme of the workshop/training session and the anticipated benefits of attending the session.

2. Discussion of how your proposal fits the theme of the conference.

3. Whether you are an academic or practitioner, how would a practitioner benefit by attending your session? (Note to applicants: The Program Committee prefers that a large portion of the conference program consist of academic and practitioner presentations that would have some identifiable benefit to a practitioner in the audience. If this is a paper or session primarily intended for academies, please consider possible benefits to practitioners and discuss them here, and indicate in your response to #4 below your intended audience, since the committee wants to be sure to serve both academics and practitioners.)

4. Discussion of the primary intended audience (more specifically than ‘practitioner’ or ‘academic’) and the particular benefits to be derived by the primary intended audience.

Indicate the subject area of your proposal:  

☐ Beyond 9-11: Protecting the nation at home. Securing America from domestic and foreign foes; managing domestic security; developing a department of homeland security; etc.

☐ Demographics and human capital development: Where will the people come from? Understanding the impact of emerging population changes on public administration; investing in human capital and social equity; etc.

☐ Foresight and Public Administration: Can we manage with an eye toward the future? Defining the role for public administration in the “Next Society”; anticipating future challenges stemming from such factors as population aging, global warming in today’s decisions; etc.

☐ Can we afford the government we want? Where will the money come from? Determining the true cost of public services; developing alternative support structures for government activities; etc.

☐ Citizenship, accountability, performance and third party governance: is anyone in charge? Engaging and managing with citizen and other partners; using religious organizations as public service partners; implementing and reporting on performance management; etc.

☐ Natural resources Management and sustainable development. Managing for sustainable results; developing and sustaining eco tourism; preventing natural disaster in national forests and park lands; etc.

New resources for Public Managers. Implications of E governance, e-commerce; geographic information systems, remote sensing and global positioning technology; cultural competence; and distance learning.

Closest to the people: trends in state, local and regional governance. Reexamining urban governance; achieving sustainable regions; considering parliamentary models for urban governance; etc.

Because the stakes are so high: addressing public expectations for health care welfare reform and education. Public hospitals and the uninsured; social costs of the uninsured; the costs and benefits of mass vaccination for anthrax; etc.

Globalization: redefining sovereignty for public entities in our system. Managing treaties and other international agreements; managing international organizations; creating incentives for international partnerships; etc.

Download this form at www.aspanet.org
2003 ASPA National Conference Papers

Orders must be prepaid:

☑ Enclosed is a check or money order in the amount of

$_______

☐ Mastercard ☐ Visa ☐ AmEx

Card number ___________________________ Expiration date __________/

Signature ______________________________

Name (please write your name and fill in the boxes next to any of the papers requested)

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Mailing Address

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daytime voice phonex

number of papers requested Total Amount Due

☑ The Rhetorical Impact of “Evil” on Public Policy
Jonathan Anderson

☑ Values for Public Service The Millennium Declaration: Some Implications for Management at the National and International Levels
Demetrios Argyriades

☑ Multinational Corporation-NGO Partnership: Opportunities in the Transition from Traditional Philanthropy to Corporate Social Responsibility
Jennifer Brinkerhoff

☑ Flexible model of education in Public Administration
P.A. Brynard

☑ Service Delivery In The Administrative State Faith-Based Organizations As A Client Satisfaction Alternative
Melissa K. Burrows

☑ Path Dependence and Implementation of Civil Service System in China
Yanling Chen

☑ Can Collaborative Management be a Magic Bullet for Enhancing Performance in Public Sector?
Tae-Jun Cho

☑ Trust in government – the significance of attitudes towards democracy, public sector and public reforms
Tom Christensen

☑ Ethics-In an Enron World
Dorothy Crosby

☑ The Democratic State in Crisis: Symbolism, Security, and Freedom
Bob Cunningham

☑ Global Warming Policy of the Bush Administration
David Howard Davis

☑ Financial Hardship in American State Governments
Michael John Doughtery

☑ Ethics or Corruption? Building a Landscape for Ethics Training in Central and Southeastern Europe
Rodney Erakovich

☑ Conceiving Leadership: An Essential Element of Public Administration
Matthew R. Fairholm

☑ The Bureaucracy of the Former East Germany: a Difficult Ethical Transition from Communism to Democracy
Jean-Claude Garcia-Zamor

☑ The Basic Foundation Contributing to Enron’s Corporate Mentality
Jacqueline J. Garrett

☑ Public Administration In A Global Mode–With Sympathy And Compassion
Louis C. Gawthrop

☑ The Essential Nature of the Community Agenda and Citizen Engagement: Responsiveness v. Community Mark A. Bamberger

☑ Understanding Organizational and Innovation Patterns in the Public Service
Eleanor D. Glor

☑ The Influence of Faith-Based Initiatives in Setting Community Development Goals
Sharon Gramby-Sobukwe

☑ Contracts as Reinvented Institutions in the Public Sector–A Cross Cultural Comparison
Carsten Greve

☑ Running Business Like a Government in the New Economy: Lessons for Organizational Design and Corporate Governance.
Randy Gross

☑ Can Federal Performance Information Foster Community Change?A Case Study Of The Administration For Children And Families
Joseph W. Grubbs

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Yeon-Seob Ha

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Alfred Tat-Kei Ho

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Marc Holzer

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Yilin Hou

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Tobin Im

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Marcus D. Ingle

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Jeroen Kampe

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Hunmin Kim

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Junmo Kim

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Ryan L. Lanham

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Cynthia E. Lynch

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Patrice M. Mareschal

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Anthony Milanowski

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Donald P. Moynihan

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Keun Namkoong

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Charles R. Wise

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Deil S. Wright

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NEWBERRY COUNTY
POSITION OF COUNTY ADMINISTRATOR

The Newberry County Council is seeking qualified applicants for the position of COUNTY ADMINISTRATOR. The Administrator reports to seven (7) members of County Council elected from single member districts. Newberry County is approximately 45 miles northwest from Columbia, SC and has a general population of 36,200. The County has a total budget of approximately 14.5 million dollars and employs approximately 175 employees.

QUALIFICATIONS: Graduate from an accredited college or university with a bachelor’s degree in public administration or business administration or related field with a minimum of four (4) years experience at the executive level of Administrator, Manager, Assistant Administrator or Deputy Administrator for a County or Municipality; or a master’s degree in public administration or business administration or a related field with three (3) years experience at the executive level of Administrator, Manager, Assistant Administrator or Deputy Administrator for a County or Municipality. A Master’s degree in Public Administration is preferred.

SALARY/BENEFITS: Salary will be based on qualifications. Candidates should submit a salary history and salary requirements. Excellent benefit package which includes State health and dental plans and State Retirement. Applications will be accepted until June 30, 2003.

Please send resumes to Henry Summer, Chairman of Personnel Committee
1508 Lindsay Street, Newberry SC 29108

New career in public service
FOUND:
a bridge to the future

WANTED:
new career in public service

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Great Pay and Benefits
No Experience Necessary

The ticket to a dream job might really be a scam.

To protect yourself, call the Federal Trade Commission toll-free, 1-877-FTC-HELP, or visit www.ftc.gov.

A public service message from the PA Times and the FTC.

Has your address changed?
Clip this form and let us know.

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### ASPA Calendar of Events

#### June 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-14</td>
<td>International Cross Cultural Research Exchange Conference</td>
<td>University of Costa Rica, San Jose, Costa Rica, Contact: Mitchell F. Rice at (979) 845-0966 or <a href="mailto:mrice@resi.tamu.edu">mrice@resi.tamu.edu</a></td>
</tr>
<tr>
<td>19-21</td>
<td>Public Administration Theory Network (PAT-NET) 2003 Conference</td>
<td>University of Alaska, Anchorage, AK, Contact: Jodie Stover or Linda McCarthy at (907) 786-4136</td>
</tr>
<tr>
<td>25-27</td>
<td>2003 Best Practices Forum on Performance-Based Budgeting</td>
<td>The Performance Institute, Arlington, VA, Contact: Bret Johnson at (703) 894-0481 ext 204 or <a href="mailto:johnson@performanceweb.org">johnson@performanceweb.org</a></td>
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</tbody>
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#### July 2003

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<thead>
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<tbody>
<tr>
<td>7-9</td>
<td>International Institute of Administrative Sciences (IIAS) Conference on Shared Governance</td>
<td>University of Costa Rica, San Jose, Costa Rica, Contact: Mitchell F. Rice at (979) 845-0966 or <a href="mailto:mrice@resi.tamu.edu">mrice@resi.tamu.edu</a></td>
</tr>
<tr>
<td>20-24</td>
<td>Fourth International Conference on Public Management, Policy and Development</td>
<td>University of Costa Rica, San Jose, Costa Rica, Contact: Mitchell F. Rice at (979) 845-0966 or <a href="mailto:mrice@resi.tamu.edu">mrice@resi.tamu.edu</a></td>
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#### August 2003

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<tbody>
<tr>
<td>3-8</td>
<td>Commonwealth Association for Public Administration and Management (CAPAM) Senior Public Executive Seminar</td>
<td>University of Cape Town, Cape Town, South Africa, Contact: CAPAM at <a href="mailto:capam@capam.ca">capam@capam.ca</a></td>
</tr>
</tbody>
</table>

For more up-to-date information check out the calendar of events on the ASPA web site at: [www.aspanet.org](http://www.aspanet.org)