

I am honored to be the Guest Editor for the Teaching Public Administration Conference (TPAC) symposium. The four papers published here were originally presented at the 2009 conference, and their publication represents a commitment to advancing leadership skills of public and nonprofit students. The authors provide theoretically based assignments and reflections for enhancing the curricula of public and nonprofit administration programs. It is our hope that you will incorporate these innovative opportunities for teaching and learning within your coursework and in your professional careers.

In the first article, Christopher S. Horne and Tommi V. Paris rely upon the experiences of seasoned public and nonprofit managers to create a meaningful model designed to heighten the importance of government-nonprofit collaborative relationships. Through an explanation of the interaction between the formal and informal features of collaboration, students are able to acquire the skills necessary to managing cross-sector relationships.

My own contribution distinguishes the fields of public and nonprofit administration from other professions by explaining that “the management of emotion as a job requirement is a fundamentally communicative accomplishment” (Shuler & Sypher, 2000, p. 51). The article provides a roadmap that combines and operationalizes the literatures on emotional labor and communication accommodation theory into an exercise that suggests how potential barriers to administrative professionalism may be counteracted through a continual development of communication skills.

Third, Maja Husar Holmes focuses attention on the requisite need for public administrators to work on teams as they resolve dilemmas, manage shared networks, and lead non-profits in the “real world.” The benefits of a team-based pedagogy (a) begin in the classroom as students learn the relevance of explicit reflection, modeling, and analysis, and (b) result in the empowerment of students’ competence and confidence in becoming affective leaders.

Fourth, Peter Letzmann, Ashley Nickels, and Jennifer Stockdale discuss the vital role that adjunct professors can play in public administration programs by helping to develop the practical skills necessary for students to become both effective and affective leaders. Considering their personal narratives, which flow from diverse areas of public service, the reader better understands the responsibilities of being a service administrator.

In all, the articles selected for the symposium reflect a dedication to a mentoring process where individuals are willing to learn from one another. They also illustrate the ideals of TPAC, where educators, practitioners, and students are able come together to discuss and create the best possible learning environments for their respective communities. This year’s conference welcomes ideas and proposals grounded in all disciplines

FROM THE GUEST EDITOR

and from all individuals passionate about the meaning of SERVICE and COMMUNITY. I hope to see you in May at the 2010 conference sponsored by Grand Valley State University in Grand Rapids, Michigan.

— *Diane M. Kimoto, Ph.D.*
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REFERENCES

Shuler, S., & Sypher, B.D. (2000). Seeking emotional labor: When managing the heart enhances the work experience. *Management Communication Quarterly, 14*, 50-89.