

Department of Public and International Affairs
George Mason University
PUAD 502 (002): Administration in Public and Nonprofit Organizations
Fall Semester 2005

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Purpose of the Course: PUAD 502 is the first of the eight required courses in the GMU MPA curriculum. This course provides a graduate level introduction to the field of Public Administration and its intellectual foundations. Therefore, PUAD 502 is designed as a survey course, emphasizing breadth of topical coverage rather than depth. Greater depth of coverage for many of the topics introduced in the course is provided in other required and elective courses. Along with an introduction to the literature of the field and the development of a knowledge base, this course also includes an emphasis on skill development. As articulated by the MPA faculty, MPA Program goals include the development of analytic skills, writing skills, verbal skills, group skills, and presentation skills.

Course Organization, Pedagogy, and Objectives: This course is divided into topical areas, with one week devoted to examining one or more of those topics. The thematic focus of the course is centered on the relationship between the public service and the public interest. We will try to follow the calendar outlined in the syllabus as closely as possible, but, like any administrative plan, adjustments may be required by unanticipated events or circumstances.

Required readings and recommended readings are listed on the syllabus for each week and each topic. I will provide an introduction and overview of each topic at the beginning of each class period or at the end of the preceding class period. The majority of class time will be used to discuss required readings. We will attempt to identify the basic question or questions posed by the scholars we are reading, and we will attempt to identify the answers they provide to these questions. Additionally, we will examine the methodology they employ in their attempt to answer the question(s), assess the appropriateness of that methodology, and critique the quality of their answers. Most class sessions will include student presentations on class readings. Presenters will have 10-12 minutes to read their memos on class readings and 10-12 minutes to answer questions posed by class members. In addition to discussing the content of individual articles or book chapters, we will also spend some time attempting to develop answers to the general questions listed on the syllabus for each week. In order to answer these questions, you may need to compare and contrast readings, use material from several readings, or develop a synthesis of those readings.

If (or when) the key concepts, theories, or research findings from the readings are not being articulated clearly during class discussion or by presenters, I may stop the class and provide a mini-lecture. My preference, however, is to avoid extended lectures. As a graduate student, you have the opportunity to participate in the great dialogue that is social science. Your skills as a participant in that dialogue will develop more quickly if you and your classmates participate actively.

At the end of this course, you should be familiar with many of the questions that have been central to the development of academic theory and research in the field of Public Administration. You should also be able to articulate the way or ways in which scholars and practitioners have

attempted to answer these questions. Finally, you should be able to assess and critique both the methods used to develop the answers and the form and quality of the answers themselves.

In addition to these knowledge outcomes, your writing, verbal, group, and presentation skills should be stronger at the end of the course than they were at the beginning. Last, but not least, you should have made a start at developing a new network of professionals that consists of other MPA students in this class, and MPA faculty, alumni, and administrators whom you have met through this class.

Course Requirements and Grades: The work for this class consists of doing the required readings for each week and preparing memos on at least two of those readings. (Sample memos are provided on the instructor's web site in the "Class Materials" folder for this class.) Beyond these reading and writing requirements, you have some choice with respect to additional memos and case memos. The options are outlined below.

	Memo(s) on Readings (2-2.25 pages)	Local Govt. & Budget Memos (2.5-3 pages)	Ruccucci Case Study (5-8 pages)	Essay: Discussion Questions for 3-6 wks (8-12 pgs.)	Class Partic.
Option 1	1 memo (20%)	2 memos (20% + 20%)	1 Case Memo (25%)		15%
Option 2	2 Memos (40%)	1 Memo; Local Govt. or Budget Case (VA; GA, or WI (20%))	1 Case Memo one from Wk. 12, 13 or 14 (25%)		15%
Option 3	1 memo (20%)			%65	15%

The required format for Memos is provided on pages 10 and 11 of this document.

The required format for Case Memos for weeks 12, 13, and 14 is provided on page 12.

The essay for Option 3 is due on Dec. 13

Extra credit is available for week 11 (Ricucci case; 2 pts) and week 13 (Kidder case; 4 pts)

Late submission of written work will result in a penalty of one half-grade for one day, a whole grade for 2 to 3 days, and a two-grade penalty for more than 5 days. Extraordinary circumstances can be accommodated. Please make such requests in writing at the earliest possible date.

The George Mason Honor Code applies to this class; copies will be distributed in class.

Required Reading Materials available for purchase at the University Book Store:

1. Fesler and Kettl, *The Politics of the Administrative Process*
2. Ricucci, *Unsung Heroes: Federal Execucrats Making a Difference*
3. Holzer: *Public Service: Callings, Commitments, and Contributions*
4. Readings Packet

Copies of all required reading materials not found in these books or in the readings packet are available on e-reserve. A copy of recommended readings not found in material for purchase may also be on e-reserve or paper reserve at the Johnson Center Reserve Room.

I. INTRODUCTION AND OVERVIEW

1. Public Agencies and Administrators; The Stories Managers Tell; University Classroom Education and Training, and Academic Research

(Aug. 29)

Required Reading:

Conant, "The Changing Face of the New Jersey DEP" (packet)

Conant, "The Manager's View of Management Education and Training" (packet)

Fesler and Kettl, Chapters 1 & 2

Recommended Reading:

Hummel, "Stories Managers Tell: Why They Are As Valid as Science" (e-reserve)

Katz, "Skills of an Effective Administrator" (e-reserve)

Downs, "The Life Cycle of Bureaus" (e-reserve)

Mintzberg, *Managers Not MBAs*

Conant and Housel, "MPA and CPM Programs: Competitors or Complements in Public Service Education?" (e-reserve)

Conant, "The Certified Public Manager Program: A Cross-State Study (e-reserve)

Conant, "Management Education and Training in the States: The Fiscal, Administrative, and Political Dimension of Policy Options" (e-reserve)

****Prepare a Practice Memo (format on pp. 10 & 11.)** Class discussion will focus on the questions the scholars you are reading were asking and attempting to answer. Write a memo on (at least) one of the four required readings for the week. You will do a self-evaluation of the memo at the end of class. Class discussion and the instructor's presentations will serve as the basis for your self-evaluation.

Questions for Discussion:

What is the principal focus of Public Administration? Do public organizations change? If so, what factors drive that change? What knowledge/skills do managers need to function effectively? Are managers' stories merely anecdotes or do they have real value for prospective and current members of public and nonprofit organizations? What value do public managers assign to management education and training? What value do public managers assign to the MPA? What is the nonprofit manager's view of management education and training? What is the private manager's view of management education and training? What do Amer. governments do?

Labor Day (Sept. 5)- no class meeting

II. CONSTITUTIONAL, INSTITUTIONAL, AND POLITICAL CONTEXT

2. Politics, Democratic Theory, The U. S. Constitution, and Statutory Law

(Sept. 12)

Required Reading:

Dahl, "Democratization and Public Opposition" (e-reserve)

Hinckley, "Introduction: The Problem of Government" (e-reserve)

United States Congress, The U.S. Constitution (packet)

The Aviation and Transportation Security Act (e-reserve)

Recommended Reading:

James Madison #10 & # 51, *The Federalist Papers*, (web, best version is Yale Law School Avalon Project)
Hamilton, #1; Jay #2, Madison #37, *The Federalist Papers*
Schattschneider, *The Semi-Sovereign People*
Edelman, "Symbols and Political Quiescence"
James Q. Wilson, *American Government*

Questions for Discussion:

What is politics? How did the ancient Greeks classify (the basic types of) governments in their times and how do contemporary scholars classify governments in modern times? What role did (do) constitutions play in these types of governments? What is (are) the central premise(s) of democratic theory? How did the development of democratic theory in Europe during the 1600s and 1700s influence the framers of the U. S. Constitution? What was the Constitutional framers' view of human nature? What role did this view play in the design of our governmental system and in way power was distributed within it? What significance does this view of human nature and the design of our governmental system have for public administrators? What are the five principal types of law? Who participates in the development of these laws and who participates in their implementation? How are benefits and burdens distributed in and through these laws?

3. The Economic, Social, Cultural, and Political Setting of the American Governmental and Administrative System

(Sept. 19)

Required Readings:

Dolbeare and Edelman, *American Politics: Policies, Power, and Change*, 4th ed, three chapters:
 "The American Political Economy"(e-reserve)
 "U.S. Economic Problems and Policies"(e-reserve)
 "Income Distribution, Inequality, Poverty and Welfare" (e-reserve)

Recommended Reading:

Dolbeare and Edelman," *American Politics*, 4th ed., "Politics and Political Symbols"
Dye, *Understanding Public Policy*, 9th ed., "Models of Politics"
Schattschneider, *The Semi-Sovereign People*
Elazar, Chapter 4, *American Federalism: A View from the States* (e-reserve)

Questions for Discussion: All questions will be generated from the readings; use memo format.

4. The Executive Branch: Structure, Function, Management, and Oversight

(Sept. 26)

Required Reading:

Fesler and Kettl, Chapt. 5 & 6 (pp. 139-155)
Held, "Decision Making in the Federal Government: The Wallace S. Sayre Model" (e-reserve)
Fesler and Kettl, Chapt. 13 and Chapt. 12

Recommended Reading: Cronin, "A Cabinet of Unequals" (e-reserve)

Questions for Discussion: How is the work of the national government divided and coordinated? (How is the executive branch of the national government structured?) What is the significance of these structural arrangements for executive and legislative control of administration? What role

do courts play in controlling administration and how does the court's ability to control (powers over) administration differ from that of the chief executive and congress?

III. ADMINISTRATION IN AN INTERGOVERNMENTAL CONTEXT AND IN LOCAL GOVERNMENT

5. Administration in Local Government and in An Intergovernmental Context

**(Oct. 3) Regular Class Session and Evening Meeting in Prince William County with presentations by GMU MPA alumni, including County Executive Craig Gerhart

Required Reading:

Fesler and Kettl, pp. 305-315.

Deil Wright, "Federalism, Intergovernmental Relations, and Intergovernmental Management: Historical Reflections and Conceptual Comparisons" (e-reserve)

Jurkiewicz and Massey, "What Municipal Employees Want from Their Jobs Versus What They Are Getting" (Holzer)

Prince William County Web Site (Look for information about the county's governance structure, the number and types of executive branch organizations, sources of county revenue, and uses of revenue).

Recommended Reading:

Baker, "Government in the Twilight Zone: Motivations of Volunteers to Small City Boards and Commissions" (Holzer)

Elazar, *American Federalism: A View from the States*, 2nd ed.

Conant and Evanson, ed. "Federalism in the Russian Federation," *International Journal Of Public Administration*, Vol. 22, 9 & 10, 1999.

Questions: In what ways are local government administrators and public servants affected by the federal and intergovernmental context in which they work? In what ways is the institutional structure of local government (branches of government) similar to or different from the structure at the national level? How is the executive branch of government of Prince William County organized? What are the principal sources and uses of the county's revenue?

IV. THE PUBLIC INTEREST AND CLASSICAL ADMINISTRATIVE THEORY

6. Machine Style Politics, The Progressive Era, Public Service and the Public Interest

**(Tuesday afternoon; Oct. 11)

Required Reading:

Wilson, "A Science of Administration," (packet)

Holzer, "Introduction" (Holzer)

Gawthrop, "Images of the Common Good" (Holzer)

Elmer Stats, "Public Service and the Public Interest" (Holzer)

Recommended Reading:

Riordan, *Plunkitt of Tammany Hall*

Downs, "The Life Cycle of Bureaus" (reserve)

Sunstein, *The Second Bill of Rights: FDR's Unfinished Revolution and Why We Need It More Than Ever*

Elazar, Chapt. 4, *American Federalism: A View from the States* (e-reserve)

Questions for Discussion: Why did Woodrow Wilson believe that a search for the principles of administration ought to be the focus of a new field of study called Public Administration? In what way or ways is classical administrative theory tied to the Progressive Era? What is the relationship between machine style politics, civil service reform, the Progressive Era, and the public interest? Scholar Louis Gawthrop contends that Dorothea Lang and other employees of the Resettlement Administration provided images of the common good during the Great Depression. What were those images? In what way or ways do public agencies and public administrators live in a “Hobbesian” world? Is the public interest or the common good part of our politics, policy decision-making, and administration today? How has our conception of the public service evolved and changed over time, and what factors have been driving these changes?

7. The Development of Classical Theory and Alternative Models

(Oct. 17)

Required Reading:

Gulick, “Notes on A Theory of Organization,” (packet)

Rosenblom, “Administrative Theory and the Separation of Powers,” (packet)

Norton Long, “Power and Administration,” (e-reserve)

Questions: What are the principles of public administration? What are the primary alternatives to classical theory and what are the implications of those alternative theories for the practice of public administration? What variable is the most frequently overlooked but most important variable in public administration?

8. Applications of Classical Theory in State Governments; Creating the DHS

(Oct. 24)

Required Reading:

Conant, “Reorganization and the Bottom Line,” (packet)

Conant, “In the Shadow of Wilson and Brownlow: Executive Branch Reorganization in the States, 1965-1987,” (packet)

The Homeland Security Act of 2002

Recommended Reading:

Administrative Management in the Government of the United States (Brownlow Committee Report), (library reserve)

Conant, “State Reorganization: A New Model?” (e-reserve)

Conant, “Executive Branch Reorganization: Can It Be An Antidote for Fiscal Stress in the States?” (e-reserve)

Nathan, “The Administrative Presidency”

Questions for Discussion: Why is the Brownlow Report considered by some scholars to be the third most important document (after the Declaration of Independence and the Constitution) in our political history? Why might state (and national or local) legislators support or oppose a comprehensive reorganization of the executive branch? What do state reorganization efforts tell us about the relationship between administrative theory and administrative practice? Was “necessity,” administrative theory, or partisan politics the driving force behind the establishment of the Department of Homeland Security? What administrative problem (per Gulick) was this massive reorganization of the national government’s executive branch designed to solve?

V. EXECUTIVE BRANCH INSTITUTIONS AND PROCESSES

9. The Professions in Government and The University/Public Service Linkage (Oct. 31)

Required Reading:

Mosher, "The Professional State" (packet)

Conant, "Universities and the Future of the Public Service" (Holzer)

Chetkovich "What's in a Sector: The Shifting Career Preferences of Public Policy Students"
(packet)

Neuse, "The Public Service Ethic and the Professions in State Government" (Holzer)

Recommended Reading:

Conant, "Enrollment Trends in Schools of Public Administration and Affairs" (e-reserve)

Perry, "Antecedents of Public Service Motivation" (Holzer)

Frederickson and Hart, "The Public Service and the Patriotism of Benevolence" (Holzer)

The National Commission on the Public Service (Volcker Commission), *Rebuilding the Public Service* (library reserve)

The National Commission on State and Local Public Service (Winter Commission) *Hard Truths/Tough Choices: An Agenda for State and Local Reform* (library reserve)

Questions for Discussion: What is the relationship between universities and the public service? What factors contribute to the health and vitality of the university/public service relationship? Do we have a professional state? Do professionals in the public service have a public service ethic?

10. SES, Civil Service, and Human Resource Management (Nov. 7)

Required Reading:

Fesler and Kettl, Chaps. 7 & 8

Pfiffner and Brook, "Government Legitimacy and the Role of the Civil Service" (e-reserve)

Recommended Reading:

Washington Post Articles: Pentagon and Department of Homeland Security announce plans to leave the civil Service System (e-reserve)

The National Commission on the Public Service (Volcker Commission), *Rebuilding the Public Service* (library reserve)

The National Commission on State and Local Public Service (Winter Commission) *Hard Truths/Tough Choices: An Agenda for State and Local Reform* (library reserve)

Thompson, *Revitalizing State and Local Public Service* (library reserve)

Conant and Dresang, "Retaining and Recruiting Career Professionals," (library reserve and in Thompson, *Revitalizing State and Local Public Service*)

Ban, "The Crisis of Morale and Federal Senior Executives" (Holzer)

Lewis, "Turnover and the Quiet Crisis in the Federal Civil Service" (Holzer)

Crewson, "Are the Best and Brightest Fleeing Public Sector Employment?" (Holzer)

Questions for Discussion: How is human resource management structured within the national government and what processes are used to hire, train, evaluate, retain, and promote public administrators and public servants? What is the relationship between government legitimacy and

the civil service? Why did The National Commission on the Public Service (Volcker Commission) take the position that the national government was a troubled institution? Did the National Commission on State and Local Public Service (Winter Commission) draw a similar conclusion about American sub-national governments? Is the Volcker Commission's claim outdated or is there still reason for concern?

11. Politics, Policy, Agency Values, Governmental/Administrative Decision-making, and Administrative Ethics

(Nov. 14)

Required Reading:

Lindblom, "The Science of Muddling Through" (e-reserve)

Riccuci, Chapt. 2, "William Black Tackles the Savings and Loan Debacle"

Fesler and Kettl, Chaps. 9

Recommended Reading:

Miles, "The Origin and Meaning of Miles' Law" (e-reserve)

Lindblom, "The Intelligence of Democracy" *PAR*

Lindblom, "Still Muddling, Not Yet Through" *PAR*

Braybrook and Lindblom, *A Strategy of Decision*

Allison, "Conceptual Models and the Cuban Missile Crisis," in Altshuler and Thomas

Thompson, *Without Sympathy or Enthusiasm*

Questions: What illegal and unethical behavior on the part of private sector executives led to the savings and loan debacle? How did changing economic conditions and the decisions of elected and appointed officials set the stage for the scandal? What were the costs of the scandal for the national government (and its taxpayers) and for individual citizens? Is courage an essential ingredient for an administrator? What constitutes ethical behavior for an administrator? Should an administrator follow the orders of a president, members of his administration, members of congress, and/or their surrogates when those orders violate the law or run counter to public interest? What happens to "whistle blowers" after they blow the whistle? Do executive branch agencies "represent" different values and different constituencies in the policy-making process? How do individual administrators and public agencies make decisions? How should individual administrators and agencies make decisions? What role does program evaluation play in policy and budget decision-making?

12. Budgets, Budgeting, and Budget Deficits: State and National Governments

(Nov. 21)

Required Reading:

Conant, "Budgeting in the States" (packet)

Conant, "Introduction: State Budget Deficits, The Boom and Bust Cycle, Again! (packet)

Conant, "Budgeting in Virginia: Expenditure Increases, Tax Cuts, and Deficits" (packet)

Fesler and Kettl, Chapt. 10

Recommended:

Conant, "Wisconsin's Budget Deficit: Size, Causes, Remedies, Consequences" (e-reserve)

Lauth, "Budgeting During a Recession Phase of the Business Cycle: The Georgia Experience" (e-reserve)

Kettl, *Deficit Politics*

GAO, "The Budget Deficit" (Nov. 1988)

Questions: In what ways are state and national budgeting similar? In what ways are they different? Are the causes of the huge budget deficits the national government has been running since FY 2001 similar to the causes of the deficits the states faced in FY 2001, 2002, and 2003? How can the deficit be reduced? What effect do government budgets have on the economy?

13. Public Service, Third Party Government, and the Benefits and Risks of Contracting Out Public Services

(Nov. 28)

Required Reading:

Fesler and Kettl, pp. 312-321.

Salamon, "Scope and Structure: "The Anatomy of America's Nonprofit Sector" (e-reserve)

Riccucci: Chapt. 5, "Steven Marica: Using the Wedtech Scandal to Establish Credibility"

Recommended Reading:

Allison, "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?" (e-reserve)

Steel and Warner, "Job Satisfaction Among Early Labor Force Participants: Unexpected Outcomes in Public and Private Sector Comparisons" (Holzer)

Romzek, "The Effects of Public Service Recognition, Job Security, and Staff Reductions on Organizational Involvement" (Holzer)

Kidder, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*

Questions: Are public and private management basically similar or different? Are public and nonprofit management basically similar or different? Are nonprofit and private management basically similar or different? How has the relationship between the sectors (public, nonprofit and private) changed over the past 25 years? What definition should we use for "public service"? How does "corruption" creep into the contracting process? What is the implication of this circumstance for "contracting out" governmental programs?

14. American Public Administration in a Political/International Setting

(Dec. 5)

Required Reading: One or two of the cases below

Riccucci Chapt. 3, "Eileen Claussen and the Montreal Protocol: Making the Environment Safer and Cleaner"

Riccucci Chapt. 6, "Dr. Vince Hutchins: A Voice for Mothers and Children"

Riccucci Chapt. 7, "Dr. Helene Gayle: A Global Warrior in the Fight Against Aids"

Recommended Reading:

Riccucci Chapt. 4, "Ambassador Edward Perkins: A Change Agent in South Africa"

Key Questions: Should an administrator follow the orders of a president, members of his administration, members of congress, and/or their surrogates when those orders violate the law or run counter to public interest? In what way(s) can nonprofit organizations serve as a "resource" for an embattled public administrator? In what way(s) are nonprofit organizations dependent on the values, policy positions, and actions of presidential administrations and public administrators? In what way(s) has American public administration become an exercise in international administration? Has nonprofit management become an exercise in international management? If so, what does this mean for Public Administration education?

**** (Dec. 13) Option #3: Essay Due on Discussion Questions ****

FORMAT FOR CLASS PRESENTATIONS and MEMOS

Memos are 2 to 2.5 pages in length with 1" margins; use 11 or 12 point type, Times font, and single space within each section identified below. Please staple memo pages together.

Class presentations from memos will be 10 to 12 minutes with 10-15 minutes for questions.

(A sample memo can be found in "Class Materials" for this course)

Name:

Memo # (1, 2)

Date of Presentation:

Bibliographic Data: Author's name, publication information: title of article or book chapter, journal or book; date and source of original publication; date and current source of publication

I. QUESTIONS (7 points)

A. What questions is the author attempting to answer?

**In this section you are the author's voice; do not use author's name, simply state the questions the author is asking. If you are lifting the questions word for word from the author's work, put the questions in quotation marks and identify the page number (example: p.35).

The same rule applies to all sections of this memo: any time you lift more than two or three words directly from the text, you should put the author's words in quotation marks.

1. Question #1 Do you expect a normative (N), empirical (E), or conceptual answer (C)?
(The nature of the answer we expect is largely defined by the way the question is posed. If the author seems to be posing a question that explicitly or implicitly asks what *should* be or what *ought* to be, we would expect a normative answer. If the question can be answered with facts or data, we might expect the author to provide an empirical answer. If the author seems to be asking a question that is likely to be answered with ideas or concepts, rather than facts or "should" statements, we expect a conceptual answer.
2. Question #2 (expect normative, empirical, or conceptual answer?)
3. Question #3 (expect normative, empirical, or conceptual answer?)
4. Question #4 (expect normative, empirical, or conceptual answer?)
5. Question #5 (expect normative, empirical, or conceptual answer?)

B. Why is it important to have an answer to the question(s) the author is asking?

Does the author explain the significance of the question(s) he/she is attempting to answer? If not, it is up to you to try to determine the significance.

II. BIBLIOGRAPHIC SOURCES, DATA, AND METHODOLOGY (3 points)

A. Have other scholars/practitioners attempted to answer the questions stated above?

(Answer this question directly; with yes, no, or other scholars have attempted to answer related questions, etc.)

1. What scholars or practitioners have previously attempted to answer the questions your author is investigating?
 - a. Does the author explicitly identify these scholars/practitioners in the text of the article, or are they identified exclusively in footnotes?
 - b. Does the author tell the reader what answers these scholars/practitioners provided to these questions? If so, what are the answers?

B. What mean or means (methodology) does the author employ to investigate the questions he/she is attempting to answer? What information, evidence, or data is collected to answer the questions and what are the sources for that evidence?

1. Is personal reflection or observation (based on experience) the primary means employed? Is the author conducting a case study, offering a comparative case study, or doing survey research? Is the author doing hypothesis testing or formal modeling? Is the work some combination of these means?
2. What data or evidence is used in the investigation? Is the data from primary sources or secondary sources? Primary sources might include interviews, field studies, government documents, survey data provided by the Census Bureau or opinion research polling firms, and some newspaper or periodical articles.
3. Is the evidence or data analyzed? If so, by what method is it analyzed?
4. Is the data made available to the reader so that he/she can independently verify (or reject) the author's conclusions?

III. ANSWERS (7 points)

A. What are the answers the author provides to the research questions?

1. Answer to Question #1
2. Answer to Question #2
3. Answer to Question #3
4. Answer to Question #4
5. Answer to Question #5

IV. EVALUATION/CRITIQUE (3 points)

A. What type (normative, conceptual, empirical) of answer does the author provide to the questions, and how does the type of answer compare to what you expected?

B. What is the quality of the answer(s)?

1. Are the answers clear and understandable?
2. Does the research design/methodology seem appropriate to the type of question the author wants to answer?
3. Are you persuaded that the author has good answers to the questions?
 - a. How might other scholars who have done work on these questions respond to the answers provided by this author (favorably or not)?
 - b. If you have reservations about the quality of the answers, what do you think could be/should be changed in the author's study to improve the quality of the answers?

Riccucci (*Unsung Heroes*) Case Memo or Paper (20 points)

Format: cover page with title and name; 5-7 pages, double spaced, 12-point type, footnotes or endnotes, page numbers at bottom of page

Topics/Structure for Case Memo or Paper:

1. Identification: (2 points)

Main actor

Setting: Department/agency; main actor's title/location within the agency

Date of case study activities

2. Biosketch of Main Actor: (2 points)

Education/degrees

Work Experience (identify main types and location of work experience, support with specifics as appropriate)

Management/administrative education, training, and experience

3. Main Actor's Perception of tasks, responsibilities, needs, objectives (2 points)
4. Constraints faced by main actor (2 points)
5. Resources available to main actor (2 points)
6. Results achieved (3 points)
7. Lessons about administrative management in the national government and the international arena: (7 points)
 - a. Think about the results achieved. Do they seem remarkable?
 - b. Think about the theories, concepts, articles and book chapters you have read to date. Pick three or four that seem appropriate or relevant to this case.
 - c. Consider the implications of this case for public administration education: how much of what you need to know have you learned/encountered in readings and classroom discussion?
 - d. Consider the extent to which the case study might differ if the main actor was working in a nonprofit organization.

Note: You may complete this assignment in memo form, using the numbers and headings identified above. If you prefer a more traditional essay form for the paper, you can begin with a brief introductory paragraph and use (and center) the main headings (without numbers) listed above. You need not provide subheadings for numbers 1, 2, 3, or 7 above if you are writing in essay form. Whatever form you use, please note that section #7 counts for approximately 33% of the grade for the paper.