

527: Public Management Theory

Location: Lincoln Hall 215; Thursdays 3:00pm-6:00pm

SYLLABUS – subject to change

Instructor: Mary K. Feeney, PhD
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COURSE DESCRIPTION

This course addresses the development of the public management subfield within the field of public administration. It covers the development of public management theory and research from its early stages to current questions and theoretical approaches. This course provides an overview of public management theory and research as a field of academic study and as a component of public administration. The course aims to help students develop the ability to criticize and advance public management research and theory.

LEARNING OBJECTIVES

Students successfully completing the course will

- Recognize the fundamentals of public management as a field of academic study.
- Have a strong understanding of past and current public management research and theory.
- Be able to outline and discuss the challenges and opportunities facing public management researchers.
- Be able to effectively criticize research and ideas and respond to criticism.
- Integrate individual research interests into existing public management research and theory.
- Gain practical experience in research, including problem choice, integration of work into existing research and theory, analysis and management of data and norms for publication and dissemination of research.
- Develop and defend a publishable public management research paper.
- Develop graduate level research, analytical, and writing skills.
- Participate, with another class, in a team questionnaire development effort that *may* be implemented after May 2011.

COURSE COLLABORATION & SPECIAL PROJECT

The course will be coordinated with one taught at the University of Georgia by Dr. Barry Bozeman. We will review the work of students at UGA (and they will review our work) and Barry Bozeman will attend our final class to serve as the discussant for your public management research papers. A special project of this course is that we will contribute to the design of a public management survey questionnaire. This will be a possible National Administrative Studies Project (NASP) depending on the quality of the work and the resources for follow-through after the course. The sample will be determined by Feeney and Bozeman, but will involve public and, possibly, private sector employees. One aspect of the proposed study will be developing questions that parallel or duplicate the General Social Survey, but since this will be a general-purpose survey (like the other NASP projects), we will consider a wide variety of questions. I will explain this more in class.

REQUIREMENTS

- (1) Read all assigned materials
- (2) Participate in class discussion
- (3) Provide individual reports on readings
- (4) Research and write one public management research paper that is suitable for submission to a professional journal: Using IPCE data
- (5) Complete one peer review assessment of a colleague's research paper (3 pages max)
- (6) Do a final conference-style presentation

THE PAPER (see Appendix at end of syllabus)

The most important course requirement is writing a research paper. Detailed instructions about its preparation, requirements and presentation are provided in the Appendix.

READING

You will notice that many of the reading assignments include articles by UIC faculty. I have selected these readings not only because of the relevance and the high quality of the work but also to permit students to become acquainted with the work of persons who may teach them and serve as advisors and collaborators. If some faculty are more prominent in these readings than others, it is because their work seems to be more relevant to the topics we cover.

Instructions for Individual Readings: Apart from the research, this is the most important part of the class. You should consider the presentation of the individual readings to be part of your preparation for college teaching and for professional life (e.g. conferences). In addition to having learning potential for you, if you do well we all benefit. First, the individual readings will be one of the primary ways we will all expand our knowledge. Second, if you make a lively, interesting presentation we will not be bored!

When you are assigned an individual reading the requirements are as follows:

1. **Handout:** Provide a two-page handout for students and instructor (no need to do this before class).
 - a. The handout should include:
 - i. A full citation;
 - ii. Abstract (either yours or the official one);
 - iii. Identification of the primary dependent variable(s)- what is their name, how are they measured
 - iv. The second page should include the single most important table or figure from the paper.
2. **Presentation:** Your presentation (not including questions and answers) should take no more than 15 minutes.
 - a. **Do not read any part of your presentation**- practice your presentation until you can make it without notes (the handouts are for the rest of us);
 - b. Be sure to tell us why the paper is important (from an explanatory and theory development basis, not in terms of application);
 - c. Be critical; tell us what is good and bad about the paper.

Instructions for the Core Readings: In some instances the instructor will be leading the discussion of the core readings, but in some instances, the instructor will pick a student to lead the discussion. When a student is picked, the student role will be exactly the same as it is for the individual readings except the student will not be expected to have a handout ready. The instructor will not be identifying the leader for the core readings ahead of time—so it is a good idea to stay up with the assignments.

GRADING

Requirement	Points
Active participation	30
Public management research paper	40
Peer review	15
Conference-style presentation	15

KEY

Journal of Public Administration Research and Theory: JPART
Public Administration Review: PAR
Journal of Policy Analysis and Management: JPAM

RECOMMENDED PUBLIC MANAGEMENT TEXTS

- Agranoff, Robert. 2007. *Managing within Networks: Adding Value to Public Organizations*. Washington, DC: Georgetown University Press.
- Ferlie, Ewan, Laurence E. Lynn Jr. and Christopher Pollitt. 2007. *The Oxford Handbook of Public Management* (Oxford Handbooks in Business and Management). Oxford University Press, USA. ISBN-10: 019922644X
- Bozeman, Barry (ed). *Public Management: The State of the Art*. Jossey Bass.
- Bozeman, Barry and Mary K. Feeney. May 2010. *Rules and Red Tape: A Prism for Public Administration Theory and Research*. Sharpe Press. **Draft is posted to Blackboard.**
- Brudney, Jeffrey L., Laurence J. O'Toole, and Hal G. Rainey. 2001. *Advancing Public Management: New Developments in Theory, Methods, and Practice*.
- Frederickson, H. George and Jocelyn Johnston. 1999. *Public Management Reform and Innovation: Research, Theory, and Application*. University Alabama Press. ISBN-10: 081730964.
- Hughes, Owen E. 2003. *Public Management and Administration: An introduction*. Third Edition. Palgrave MacMillon. **This is an e-book posted to Blackboard.**
- O'Leary, Rosemary and Lisa Blomgren Bingham. 2009. *The Collaborative Public Manager: New Ideas for the Twenty-first Century*.
- Perry, James L. and Annie Hondeghem. 2008. *Motivation in Public Management: The Call of Public Service*.
- Pollitt, Christopher, and Bouckaert, Geert. 2004. *Public Management Reform: A Comparative Analysis*, 2nd ed., New York: Oxford University Press.
- Rainey, Hal C. 2009. *Understanding and Managing Public Organizations*. 4th Ed. San Francisco: Jossey-Bass.
- Rosenbloom, David H. and Robert S. Kravchuk, 2004. *Public Administration: Understanding Management, Politics, and Law in the Public Sector*, 6th Ed. ISBN 0072867957.
- Walker, Richard M., George A. Boyne, and Gene A. Brewer *Public Management and Performance: Research Directions*. (Nov 30, 2010). Cambridge University Press. ISBN-10: 0521116635

WEEK 1	Jan 13	What is Public Management? Introduction to Course The joint survey project
	Readings	CORE: Bozeman, Barry. 1993. <i>Public Management: The State of the Art</i> . San Francisco: Jossey-Bass. Introduction and Chapters 1-10. <ol style="list-style-type: none"> 1. Rainey: Important Research Questions 2. Lynn: Theory in public management 3. Perry: Public Management Theory: What is it? What should it be 4. Frost-Kumpf & Wechsler: A metaphor rooted in a fable 5. Bozeman: Theory, "Wisdom, and the character of knowledge... 6. Behn: Case-analysis Research and Managerial Effectiveness 7. Kettl: Searching for clues about public administration 8. Maynard-Moody and Kelly: Stories public managers tell... 9. Golembiewski: A critical appraisal of Refounding Public Administration 10. Lynn: Policy achievement as a collective good...
	Assignment	Download data and project materials. Look at previous abstracts, codebook, instrument, and data. Do "exploratory data analysis".

WEEK 2	Jan 20	What is Public Management?
	Readings	<ol style="list-style-type: none"> 1. CORE: Olsen, John P. 2003. Citizens, Public Administration, and the Search for Theoretical Foundations. 17th Annual John Gaus Lecture, American Political Science Association, Philadelphia PA, 29. PS: <i>Political Science & Politics</i>, January 2004. 2. CORE: Terry, Larry D. Administrative leadership, neo-managerialism, and the public management movement <i>PAR</i>, 1998, 58(3):194. 3. CORE: Lynn, Laurence E. Sr., 1994 Public Management Research: The Triumph of Art Over Science <i>JPAM</i> 13 (Spring): 231-259. 4. INDIVIDUAL: Kaboolian, Linda, 1999. Dialogue between Advocates and Executive Agencies: New Roles for Public Management in H. G Frederickson and J. M. Johnston, eds., <i>Public Management Reform and Innovation: Research, Theory, and Innovation</i>. Tuscaloosa: University of Alabama Press, Chap 3:312-28.
	Assignment	- Turn in results of "exploratory data analysis" homework. See Appendix. - Develop "tinker toy" for next week's workshop.

WEEK 3	Jan 27	New Public Management & Privatization
	Readings	<ol style="list-style-type: none"> 1. CORE: Rosenbloom, David H. 2001. History Lessons for Reinventors. <i>PAR</i>, 61, 2: 161-65. 2. CORE: Moe, Ronald. 1987. Exploring the Limits of Privatization, <i>PAR</i>, No./Dec:453-60. 3. CORE: Thompson, J. Reinvention as Reform: Assessing the National Performance Review. <i>PAR</i> 60(6)87-113. 2000.
	Workshop	Present conceptual "Tinker Toy" to class. This is a <i>draft</i> exercise so that you can get feedback from the class.

WEEK 4 **Feb 3** **Public vs. Private Management**

- Readings
1. CORE: Rainey, Hal G., and Barry Bozeman. 2000. Comparing Public and Private Organizations: Empirical Research and the Power of the A Priori *JPART* 10(2): 447-70.
 2. CORE: Feeney, M. K. and B. Bozeman. 2009. Staying Late: Comparing Work Hours in Public and Nonprofit Sectors. *American Review of Public Administration* 39: 459.
 3. **INDIVIDUAL**: B. Bozeman and S. Bretschneider 1994. The 'Publicness Puzzle' in Organization Theory: A Test of Alternative Explanations of Differences between Public and Private Organizations, *JPART* 4, 2 pp. 197-224.

Assignment **Turn in initial "conceptual 'tinker toy' (path model) to instructor.**

WEEK 5	Feb 10	Public Management & Contracting
	Readings	<ol style="list-style-type: none"> 1. CORE: Brown, Trevor, & Matthew Potoski. 2003. Contract-Management Capacity in Municipal and County Governments. <i>PAR</i> 63(2): 153-164. 2. CORE: O'Toole, Laurence J., Jr., and Kenneth J. Meier, Parkinson's Law and the New Public Management? Contracting Determinants and Service-Quality Consequences in Public Education. <i>PAR</i>, 2004, 64, 3: 342-51. 3. CORE: Welch, Eric and Stuart Bretschneider. Contracting in: Can government be a business? In <i>Public Management Reform and Innovation: Research, Theory, and Application</i>. Edited by Frederickson and Johnston. 1999. University of Alabama Press. 4. INDIVIDUAL: Van Slyke, David. The Mythology of Privatization in Contracting for Social Services. <i>PAR</i>, 63:296-315.

Feb 14
Assignment **First rough draft of research design due to instructor, including initial references section. NOTE: Provide to instructor, via email. You need not send this version to members of the class. See specifications in Appendix.**

WEEK 6	Feb 17	Public Service Motivation
	Readings	<ol style="list-style-type: none"> 1. CORE: Perry, James. (1996) Measuring Public Service Motivation: An Assessment of Construct Reliability and Validity. <i>JPART</i>, 6, 1: 5-22. 2. CORE: Moynihan, D. The normative model in decline? Public service motivation in the age of governance, in <i>Motivation in Public Management</i> JL Perry & A. Hondeghem (eds). Chapter 12 3. CORE: Perry JL. and A. Hondeghem. Directions for future theory and research in <i>Motivation in Public Management</i> JL Perry & A. Hondeghem (eds). Chapter 14 4. NADIA: Brewer, Gene A., Selden, Sally Coleman, and Facer, Rex L. II. 2000. Individual Conceptions of Public Service Motivation. <i>PAR</i>.
	Workshop	Discussion of rough draft research designs proposals.

WEEK 7 Feb 24 Red Tape

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- Readings
1. CORE: Bozeman, Barry, 1993. A Theory of Government “Red Tape” *JPART*, 3(3):273-304.
 2. CORE: Bozeman and Feeney. May 2010. *Rules and Red Tape: A Prism for Public Administration Theory and Research*. Sharpe Press.
 3. **INDIVIDUAL**: H. Rainey, S. Pandey, and B. Bozeman, (1995) Public and Private Managers' Perceptions of Red Tape. *PAR*, 55: 567-554.

March 2 **Final draft of research designs provided to instructor and to classmates
Assignment

WEEK 8	March 3	Public Management Information Systems and e-Government
Readings		<ol style="list-style-type: none"> 1. CORE: Eric W. Welch, Charles C. Hinnant, M. Jae Moon (2005) Linking Citizen Satisfaction with E-Government and Trust in Government. <i>JPART</i>, 15: 371-391. 2. CORE: Tolbert, Caroline J., Karen Mossberger, and Ramona McNeal. 2008. Institutions, Policy Innovation, and E-Government in the American States. <i>PAR</i> • May June. 3. INDIVIDUAL: J. Rogers and G. Kingsley (2004) Denying Public Value: The Role of the Public Sector in Accounts of the Development of the Internet. <i>JPART</i>, 14: 371-393. 4. INDIVIDUAL: Tolbert, Caroline J. and Karen Mossberger. 2006. The Effects of E-Government on Trust and Confidence in Government. <i>Public Administration Review</i> • May June.
Workshop		Presentation of research designs

WEEK 9 March 10 Representative Bureaucracy

- Readings
1. CORE: Long, N. (1952). Bureaucracy and constitutionalism. *The American Political Science Review*, 46(3), 808-818.
 2. CORE: Mosher, F. C. (2003). Democracy and the Public Service. In J. Dolan, & D. H. Rosenbloom (Eds.), *Representative Bureaucracy: Classic Readings and Continuing Controversies* (pp. 19-22). New York: M. E. Sharpe.
 3. CORE: Krislov, S. (2003). Representative Bureaucracy. In J. Dolan, & D. H. Rosenbloom (Eds.), *Representative Bureaucracy: Classic Readings and Continuing Controversies* (pp. 23-30). New York: M.E. Sharpe.
 4. **INDIVIDUAL**: Meier, K. (1975). Representative Bureaucracy: An Empirical Analysis. *The American Political Science Review*, 69(23), 526-54.

WEEK 10	March 17	Management, Leadership, and Discretion
	Readings	<ol style="list-style-type: none"> 1. CORE: Rainey, H. and J. Thompson. Leadership and Transformation of a Major Institution: Charles Rossotti at the U.S. Internal Revenue Service. <i>PAR</i>. Vol. 66. No. 4. pp. 596-604. 2006 2. CORE: Khademian, Anne M., "Is Silly Putty Manageable? Looking for the Links between Culture, Management, and Context". In Jeffrey L. Brudney, Laurence J. O'Toole, Jr., and Hal G. Rainey, eds., <i>Advancing Public Management: New Developments in Theory, Methods, and Practice</i>. Washington, DC: Georgetown University Press, 2000, pp. 33-48. 3. INDIVIDUAL: Sanford, Jodi, Moving Beyond Discretion and Outcomes: Examining Public Management from the Front Lines of the Welfare System, <i>JPART</i>, 2000, 10, 4:729-56. 4. INDIVIDUAL: Meier, Kenneth J., Laurence J.O'Toole, Jr. "Public Management and Organizational Performance: The Effect of Managerial Quality", <i>JPAM</i>, 2002, 21, 4: 31-47.

WEEK 11 **March 24** **Spring Break – no class**

WEEK 12	March 31	Managing Public Values
	Readings	<ol style="list-style-type: none"> 1. CORE: Zerbe, R.O. and Howard E. McCurdy. 1999. The Failure of Market Failure. <i>JPAM</i> 18(4):558-578. 2. CORE: Bozeman, Barry. 2002. Public-value failure: When efficient markets may not do. <i>PAR</i> 62(2):145-161. 3. CORE: Feeney and Welch. R&R. Realized publicness at public and private research universities <i>Public Administration Review</i> 4. INDIVIDUAL: Moulton, Stephanie. 2009. Putting Together the Publicness Puzzle: A Framework for Realized Publicness. <i>PAR</i> 69(5): 889-900.
	Workshop	Progress report on student research papers. This is a joint problem-solving session, so bring your problems and be ready to communicate them clearly.

WEEK 13 **Apr 7** **Public Management Networks**

Readings	<ol style="list-style-type: none"> 1. CORE: Berry, Frances S., et al. 2004. Three Traditions of Network Research: What the Public Management Research Agenda Can Learn from Other Research Communities. <i>PAR</i>, 64(5): 549-52. 2. CORE: McGuire, Michael, "Managing Networks: Propositions On What Managers Do and Why They Do It", <i>PAR</i>, 2002, 62, 6: 599-609. 3. CORE: Raab, Jorg, and H. Brinton Milward. 2003. Dark Networks as Problems <i>JPART</i>, 2003, 13: 413-40. 4. INDIVIDUAL: O'Toole, Laurence J. Jr., and Kenneth J. Meier. Desperately Seeking Selznick: Cooptation and the Dark Side of Public Management in Networks <i>PAR</i>, 2004, 64, 6: 681-93.
Workshop	Peer Review. Examples and Explanations.

WEEK 14	Apr 14	Public Management and Governance
	Readings	<ol style="list-style-type: none"> 1. CORE: Lynn, Laurence E., Jr., Carolyn J. Heinrich, and Carolyn J. Hill, Studying Governance and Public Management: Challenges and Prospects, <i>JPART</i>, 2000, 10, 2: 233-62. 2. CORE: Milward, H. Brinton, and Keith G. Provan, "Governing the Hollow State", <i>JPART</i>, 2002, 10, 2: 233-61. 3. INDIVIDUAL: Agranoff, Robert, and Michael McGuire, "Another Look at Bargaining and Negotiating in Intergovernmental Management", <i>JPART</i>, 2004, 14, 4: 495-512. 4. INDIVIDUAL: LeRoux, Kelly, and Carr, Jered B. An urban county: Evidence from Eight Self-organized networks of local public services. <i>Journal of Urban Affairs</i> 32(4):449-470.

WEEK 15 Apr 21 Final Papers Due

WEEK 16	MON May 2	Final Presentations
	Assignment Workshop	Peer review is due. Please return your review to the instructor and to the author. Dr. Barry Bozeman will attend class and serve as discussant for our panel presentations.

As you know, there are more topics and readings that I cannot cover in this class. Below are a few topics and recommended readings that are available to you on Blackboard or through the library. These are good public management readings, but we do not have time to cover them in class. *This is not a reading list, but simply material I wanted to include in this class, but had to cut due to time limitations.*

What is Public Management?

Hughes, Owen E. 2003. An Era of Change. Chapter 1 (pages 1-16) in *Public Management and Administration: An introduction*. Third Edition. Palgrave MacMillon.

Agranoff, Robert, and Michael McGuire. American Federalism and the Search for Models of Management, *Public Administration Review*, 2001, 61, No./Dec.: 650-60.

Performance Management

Moynihan, Donald P. and Sanjay K. Pandey. The Big Question for Performance Management: Why Do Managers Use Performance Information? *JPART* 20(4): 849-866.

Kelly LeRoux and Nathaniel S. Wright. 2010 Does Performance Measurement Improve Strategic Decision Making? Findings from a National Survey of Nonprofit Social Service Agencies. *Nonprofit and Voluntary Sector Quarterly* 39: 571.

Meier, K. J., and L. J. O'Toole, Jr. 2003. Public Management and Educational Performance: The Impact of Managerial Networking. *PAR* 63,6: 689-99.

Heinrich, Carolyn J., and Elizabeth Fournier, Dimensions of Publicness and Performance in Substance Abuse Treatment Organizations, *Journal of Policy Analysis and Management*, 2004, 23, 1: 49-70.

Sean Nicholson-Crotty and O'Toole, Laurence J. Jr. 2004. Public Management and Organizational Performance: The Case of Law Enforcement Agencies. *JPART* 14(1): 1-18.

Radin, Beryl. The Government Performance and Results Act (GPRA) and the Tradition of Federal Management Reform: Square Pegs in Round Holes? *Journal of Public Administration Research and Theory*, 2000, 10: 111-35.

Contracting

Brown, Trevor, & Matthew Potoski. 2003. Managing contract performance: A transaction costs approach. *Journal of Policy Analysis and Management* 22(2): 275-297

Johnston, Jocelyn M., and Barbara S. Romzek. Contracting and Accountability in State Medicaid Reform: Rhetoric, Theories, and Reality. *Public Administration Review*, 1999, 59: 383-99.

Public Service Motivation

Perry, J., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367-373.

Wright, Bradley E. 2001. Public-Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *JPART*. 11 (4): 559-586.

Red Tape

Feeney, M. K., & Bozeman, B. (2009). Stakeholder Red Tape: Comparing Perceptions of Public Managers and Their Private Consultants. *Public Administration Review*, 69(4), 710-726.

Pandey, Sanjay K. and Patrick G. Scott. 2002. Red Tape: A Review and Assessment of Concepts and Measures. *JPART* 12:553-580.

Public Management Information Systems and E-Government

Eric W. Welch and Sanjay K. Pandey (2007) E-Government and Bureaucracy: Toward a Better Understanding of Intranet Implementation and Its Effect on Red Tape *JPART* 17: 379-404.

Management, Leadership, Discretion

O'Toole, Laurence J. Jr., and Kenneth J. Meier, A *plus ca change*: Public Management, Personnel Stability, and Organizational Performance", *Journal of Public Administration Research and Theory*, 2003, 13, 1: 43-64.

Networks

Agranoff, Robert, and Michael McGuire, "Big Questions in Network Management Research", *Journal of Public Administration Research and Theory*, 2001, 11: 295-326.

Also look to current *JPART* issues to see current research in public management and look for papers presented at the bi-annual Public Management Research Conference 2009 (at Ohio State) and 2011 (at Syracuse).

<http://www.pmrnet.org/conferences/ProConf.html>

APPENDIX: Research Paper Process, Requirements, and Presentations

This paper must be solely your own work. You are free to work with other faculty (or me) to discuss your research question(s), get feedback on literature, and ask for methodological advice, but the work must be your own. It is NOT acceptable to do a paper that you have already done for a previous course or are already working on with a faculty member. This must be a new paper. You cannot coauthor with another student. Once you have completed the paper for this course, you are welcome to add a co-author or revise it with a co-author of your choice.

Your paper will be based on data from the recent UIC Institute of Policy and Civic Engagement (IPCE) funded study of cities. The IPCE data are new and offer numerous opportunities to publish public management research (e.g. transparency, management perceptions, local government questions, technology and e-government, citizen engagement). The dataset is available in SPSS from the instructor, including codebook and survey instrument. You should read the codebook and instrument carefully before using the data. You are free to use SPSS, STATA, SAS, or any other program for your analysis.

Time line for research paper activities

TASK	DATE
Data and documentation downloaded by students. Look at previous abstracts and papers, codebook, instrument, and data.	January 13-20
Turn in results of “exploratory data analysis” homework.	January 20
Start working to develop “tinker toy” for next week’s workshop.	
Present conceptual “Tinker Toy” to class. Bring copies for class.	January 27
Turn in initial “conceptual ‘tinker toy’ (path model) to instructor.	February 3
First rough draft of <u>research design</u> due to instructor, including initial references section. NOTE: Provide to instructor, via email.	February 14
Be prepared to discuss rough draft research designs proposals in class.	February 24
Final draft of research designs provided to instructor and to classmates.	March 2
Presentation of research designs.	March 3
Progress report on papers (in class). Bring any problems or questions to class.	March 31
Final paper provided to instructor, discussant, and to classmates	April 21
Students present final papers and turn in peer review.	May 2

Exploratory data analysis

The purpose of this activity is to become familiar with the data. In general, you may do this as you wish; except that you should as a minimum do the following: Download copies of the survey instrument, codebook, and instrument. Read the instrument, then the codebook. Look at the data and compare it to the codebook. Note the ways in which different variables are constructed (e.g. ordinal, categorical, binary etc). Look at the means for interval level variables and the frequencies for ordinal variables. Identify 3-5 potential **dependent variables** of interest. Identify potential individual variables of interest. Run basic correlations between the variables of interest. Think about whether you need to recode some of the variables (e.g. agreement only, categorical into a binary, create scales of multiple items etc). Write down any questions that you have about the data. Turn in the homework to the instructor at the beginning of class. There is no need to provide copies for other students.

“Tinker Toy” Path Model

Each student will be asked to make a very brief presentation on the topic “After Exploring the Data Base, Here is a Topic or Findings that Seem Interesting...” The Tinker Toy is the more detailed and careful version of the first exercise. Choose a dependent variable of interest. You may keep a variable you analyzed the first week or use a new one. Develop a path model (as explained in class), a.k.a. a conceptual “tinker toy” that identifies a primary dependent variable, independent variables, relationships among all of the variables in the model (positive, negative, uncorrelated, mediating, reciprocal) and identify any important omitted variables. You do not necessarily need to use this work in your research paper for the course. But you certainly may wish to continue this assignment and develop it into your paper design. If at all possible, do this as a PowerPoint or Word file (i.e. not handwritten). *Please make copies for all students.* Each student will briefly discuss his or her tinker toy. Students should be prepared to critique one another’s model.

Specifications for the research designs:

- Your name on cover page and provisional title for the projected paper.
- Preliminary research literature bibliography, including at least 10 relevant citations - research and theory references (i.e. not textbooks).
- List explicit, testable hypotheses, providing direction of association and causal assumptions.
- Clear identification of independent and dependent variables and any planned recodes or transformations. [A table might be useful here]
- Plan for statistical analysis, indicating statistical techniques and rationale.
- A conceptual path model (“tinker toy”) reflecting your causal reasoning and including variables under study and any “omitted variables”
- Pages should be numbered.

Specifications for the final paper:

1. A title page with title and your name and appropriate acknowledgements.
2. Most important, look at other papers (IPCE, NASP III etc) to obtain a model.
3. Page 2 should have: Title and an abstract of up to 150 words.
4. An “introduction” section should frame the issue and present a brief statement of the research and theory objectives of the paper. The introduction should conclude with a “road map” for the paper.
5. Research Question, Hypotheses, Literature Section:
 - a. Papers must present explicit, testable hypotheses and describe criteria for the test of hypotheses.
 - b. A “research questions” section should present hypotheses, relevant theory, and (if appropriate) a model.
 - c. You need **not** include a literature review section. You may do so if you wish, but it is also acceptable to simply discuss (as pertinent) relevant literature in your research questions section and in the introduction.
 - d. Be sure that your paper is embedded in the public management literature / field.
6. A “data and methods” section should be included in each paper, detailing sampling procedures, approach to analysis, characteristics of the data and so forth (see other papers for examples).
 - a. Each variable employed must be described precisely. But do not use mumbo-jumbo variable names. It is best to have an appendix including all variables and descriptive statistics for them.
7. A “Results” section should present statistical analysis and results.
8. A “Conclusions or Discussion” section should briefly summarize the most important findings and indicate their importance for public management theory and research.
 - a. If relevant for public management practice, applications should be addressed.
 - b. The conclusions section should include a brief discussion of limitations of the study as well as an indication of possible next steps on the research topic.
9. Papers should meet the most stringent criteria for form, grammar, spelling and clarity. If you are not a native English speaker - obtain a quality proofreader/editor before turning in your work.
10. Tables, figures and appendices should be provided at the end of the paper, separate from the body.
11. All material within the body of the paper must be double-spaced.
12. Pages must be numbered.
13. All material cited must be fully referenced and reference form must be consistent (e.g. APA, Chicago style).
14. *Excluding* tables, references and appendices, the paper may be *no longer* than 25 double-spaced pages. There is not minimum length.
15. **Any papers using material from another source- as little as one full sentence- without attribution will receive a grade of ZERO.** Be sure you are familiar with the honor code and definitions of plagiarism. This work must be your own.

Paper Presentation

Dr. Barry Bozeman will be visiting our class and will serve as the discussant for all papers.

Students' papers will be presented **MONDAY MAY 2, 2011**. The paper presentations will be according to the standards of professional conferences. You should assume that you are serving on a panel and a paper presenter and that the instructor is the moderator of the panel.

As is the case in a professional conference, you will have 15 minutes for your presentation and there will be no questions during the presentation. You will be informed about time remaining for your presentation and you will be stopped if you exceed 15 minutes. After your presentation, **Dr. Barry Bozeman**, the designated "discussant" will have 5 minutes to critique your work. Then you will have a very brief period to respond to any criticism (if you wish to do so- it is not required). We will then have questions from the audience.

Regarding format, you may use PowerPoint, handouts or both. You should not otherwise have notes and you should under no circumstance read from your paper.

Peer Review

A special twist: we are planning to have students in Barry Bozeman's seminar serve as peer review referees for your papers (and you will do the same for theirs). This is not fixed, but planned. The activity depends on having about the same number of students in the two classes with similar levels of preparation. When you submit your final paper to the instructor you will also send it to your reviewer. At the same time you will receive a paper from another student. You are required to review the student's paper, write a formal review (no more than 3 pages max.), and submit your review to the instructor and the student who authored the paper.

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