GEORGE MASON UNIVERSITY
DIVISION OF POLICY AND MANAGEMENT
SCHAR SCHOOL OF POLICY AND GOVERNMENT

PUAD 504-001: MANAGING IN THE INTERNATIONAL ARENA: THEORY AND PRACTICE

Prof. George M. Guess
Telephone: 703-993-1400
Tuesdays 7:20-10:00 pm
Office: 5045 Metropolitan Building
Classroom: Founders Hall 320
Spring, 2018
Email: gguess@gmu.edu
Office Hours: 4-6pm Tuesdays or by appointment

Description

This course is designed to improve your ability to manage in a rapidly changing increasingly interconnected world where challenges and opportunities can arise or evaporate with blinding speed. Whether you manage in the public, private or non-profit sectors, there are multiple institutions engaged, a wide array of issues and factors that influence how and what you manage, many of which are beyond a manager’s ability to control. In the complex, chaotic and always challenging international environment, there are no easy blueprints for managers to follow. Managers must act with incomplete information and inadequate resources often with unforgiving time pressures. Tough decisions are complex and gray, not cut and dried to be guided by simple how-to management books. As in baseball, the real world of management decision-making requires a mix of strategy, statistical analysis, psychology, and mystery. Better managers know how to mix these parts effectively. To succeed, managers must have a workable management approach and a set of successful and easily adaptable management and communication tools.

This course should help you develop a deeper appreciation of management context: the institutions engaged in the international arena, the cultural forces and political power dynamics affecting the international environment and the specific ways in which successful managers can adapt to this environment. The course should also help develop your own philosophy of management, one that can be adapted to the specific institutional circumstances and issues that you will face as a non-governmental, private or public sector manager. It will expose you to a variety of highly successful managers, as well as effective tools that are used by international managers everywhere. It should help develop your management approach by providing a broader understanding of how to face multiple institutional actors and stakeholders that are often in conflict. You should develop a keener appreciation of the factors influencing managers in the international arena by evaluating their actions in real cases involving a wide variety of international issues.
To distinguish management from policy, think of operational management decisions as means to the achievement of strategic policy ends. Management then consists of the nuts and bolts of personnel and finance to try and increase efficiencies, effectiveness and productivity. Policies refer to authorizing laws and regulations in sectors such as energy and education that include measurable goals and objectives. Conceptually and practically, the two levels can come together. At the operational policy level, reforms of personnel policies, for instance, might refer to supply-side (or structural) measures that change both management incentives and operational rules that affect the supply and demand for labor through changes in hiring and firing practices.

The course is designed around issues that come up while managing international programs and projects. It is also subdivided by the major practice areas of international development that are funded by the major donors. Guest presentations by experienced managers operating in the international arena are central to this course and will complement our readings and discussion. Individual initiative, especially in applying the course to your own work issues and/or current issues, is essential to success in this course.

Requirements

As indicated below, the course requirements consist of: readings, attendance and participation in class discussions, a written analysis and presentation of one case, and an individual final capstone paper project. Because of weather, illnesses or other factors out of our control the class schedule may change during the semester. For these reasons, you are responsible for consulting Blackboard Course Content each week for any changes to the syllabus, class schedule, assignments, and/or to the slides.

1. **Participation (20%)**: The course cannot succeed without the active participation of each student. Since learning relies heavily on case study presentations and discussion, you should carefully prepare for each class by reading the cases and the articles indicated for discussion that week (**). You must be open to considering opposing views; and will read the assigned material and be prepared to discuss the case and respond to questions. Where no cases are assigned for the week, you must read the cases anyway and be prepared to engage in class discussion on public administration and policy issues. Any graded exercises, assigned periodically, will include presentation of answers to the class. These will become part of your participation grade. In addition, I will assign each student responsibility for an article (denoted **) listed in this syllabus for required reading. The student should be prepared to explain the content, describe the issues and problems raised by the article and respond to any questions raised by the article. This is not a written assignment and slide presentations are not necessary. There will also be classroom exercises, such as the Urbania role-playing exercise that will be part of your participation grade.

2. **Case Analysis/Presentation (30%)**: 
Most of the assigned cases involve comparative responses to policy problems in a particular country or set of countries. The cases/exercises available are numbered 1-22 below. I will attempt to assign them on the first day of the course, or wait for your choice by Class #2, January 30. Alternatively, should you want to develop and present a case study from your work experience (using fictitious names of course). If so, see me and we can discuss it. For all case studies you can see me for suggestions on how to proceed. The written paper or product will be a short, memo-type paper (about 7 pages, single-spaced maximum, excluding tables or figures). The written product is due to me the day that the oral presentation is assigned, e.g. Case #2 = Class #3 or #4, February 6 or 13.

International affairs and management decisions occur within an arena that is: messy, imprecise and unpredictable. To achieve short-term objectives and minimize long-term damage, all policymakers and managers have to go on are case experiences. Thus, case analyses must describe precisely defined issues and demonstrate clear, practical lessons. When analyses rely on similarities with other country cases from different historical periods, their applicability to the present situation must be demonstrated. The articles cited in this syllabus are suggestive only and you should supplement them with other materials needed to cover the case issues. Ideally, case analyses will provide law-like precedents to guide decision-making.

For the case assignment you should: define the actionable problems/issues, explain the costs/risks of remedial options, draw practical management lessons, and demonstrate their applicability. You might structure the paper as an advisory memorandum for policy-management to senior management. Regardless of the suggested questions or readings provided below for each case then, your written analysis should cover four basic topics and sections:

1. Summary description of the central management or policy issues. They should be condensed down to actionable problems—ones that managers could act on to reduce,

2. Review of how the issue(s) arose (this could be background or context),

3. Discussion of the manager’s decision and what options s/he considered, and

4. Your evaluation of the effectiveness of those decisions and what lessons you draw from it.

To deepen your analysis, you should draw upon more recent sources and comparative examples of similar events in similar contexts. If possible, bring the case up to date—since most of these issues persist. Make sure your analyses cover at least the above four topics. Cite or reference all sources.

The oral presentation should be about 30 minutes maximum and you should be prepared for questions and discussion afterwards. You should include brief handouts and slides to clarify your coverage of the four topics.

3. Capstone Paper (50%):
This is a more formal paper that requires review of pertinent cases and materials to study a particular issue. “Capstone” refers to the topic of this course but can certainly include readings and concepts gained from any other course. The intent of this paper is to draw management lessons from past successes and failures in problem-solving for particular organizations, projects, or transactions. While the intent is to draw lessons for future cases, it is not a single case study—it has to be based on multiple experiences, studies and other cases. It should also be on a different topic than your assigned case. Drawing on readings, cases and your own experiences, describe management issues related to a specific international issue or issues. The issue(s) selected by you could focus on successful or failed management of an issue or institution. An example might be food and water security problems in the Middle East. In this example, you would focus on: (1) defining the problems (again actionable), (2) reviewing the technical options available, (3) examining the decisions made so far by specific countries, (4) assessing their effectiveness, and (5) developing lessons and systems for managing (or preventing) future crises. Again, to distinguish management from policy, you should think of operational management decisions as means to the achievement of strategic policy ends. Management consists of the nuts and bolts of personnel and finance to try and increase efficiencies, effectiveness and productivity. Policies refer to authorizing laws and regulations in sectors such as energy and education that include measurable goals and objectives. Reforms of personnel policies for instance refer to supply-side measures that change incentives and affect the supply and demand for labor through changes in hiring and firing practices.

The paper should not only distinguish the two levels of analysis and identify the core issues, but provide background, the rationale for their selection, the basis for including comparative examples and the kinds of lessons that can be learned (e.g. strategic, management, short-term and long-term). The capstone paper should be under 15 pages (single-spaced) in length with references for all quotes, paraphrases or any thoughts other than the author’s own. Tables/figures can be in an appendix and will not count in the page limit. Overall, if you need a few more pages that is fine. The paper is due by COB, the Friday May 8. No late papers or case projects will be accepted. Send them to me in Word (not PDF).

By Class #8 (March 20), you must submit a brief of your proposed capstone project to me in class or by email. This should include: (1) the topic and problem, (2) major management issues and your intended positions (the thesis or argument) on them, and (3) data and information sources. This is not graded and is primarily for your benefit. While I will provide you feedback on soundness and feasibility of your proposals, subsequent to review and discussion of your proposals I will not provide feedback on drafts of your capstone paper.

Writing Pointers

1. Define your core terms—generically and how they are used in the case and your paper. Definitional variation and confusion abounds in the management and policy areas. Try and clear them up in your cases and papers.
2. Lessons/recommendations should relate logically back to the issues/options/decisions questions that you should have clearly identified earlier. This is a structural pointer.

3. Tell the reader, (a) what you are going to do and how, (b) where you are going in this paper, and (c) why you are going that way, i.e. to resolve the problem(s) with a recommendation. That is, in a few sentences at the outset, describe your writing plan and thesis.

4. Both case and paper call for "analysis". That means being alert to issues and sub-issues, spotting them, raising red flags, and then providing options. You may not be able to make any definite conclusions about these issues. There may not be enough facts or the research noted in your literature reviews might not have reached any consensus. But noting these questions and problems shows that you think they are issues that should be examined further. You should suggest implications and meanings in your paper; don’t be afraid to do this! Your analytic inquiry may simply take the form of questions. This is informed speculation which reflects critical thinking. Put another way, the analysis suggests that failure to give this issue or sub-issue a harder look could create policy results and management problems later.

5. Avoid leaving common terms vague, such as “corruption” or “lack of coordination”. The terms are symptoms of deeper problems and need further explanation, such as with perverse laws that impede law enforcement in the first case and the irrational assignment of roles and responsibilities to institutions at different levels of government in the second case.

6. As indicated under discussion of “capstone paper”, your paper should contain a clear thesis statement or argument. This will guide your discussion and be the main point of your analysis and comparisons.

**Readings**

The course uses management readings from such sources as: *Harvard Business Review* (HBR), a novel/film focusing on a West Nigerian road project (*Mr. Johnson* by Joyce Cary), a film on the Georgia electricity privatization effort (*Power Trip*), and some technical articles related to financial management. To illustrate particular themes, we will also use supplemental material from newspaper, magazine, journal, and text readings, as well as relevant on-line material and websites. Most of the other materials are drawn from the Pew Case Studies series at the Institute for Study of Diplomacy at Georgetown University.

You now must order the Pew cases individually by number. The GMU bookstore is no longer involved in this. The numbers are in the syllabus and the website for ordering is: casestudies.isd.georgetown.edu. You will need to create your own accounts.

There are no books to purchase. Most of the readings are on *Blackboard Course Content*. The rest of them should be available either via YouTube or a Google search.

**Other Resources**
The many independent research institutions in the Washington, DC area publish a variety of online and print materials related to the issues and institutions that we will be exploring this semester. These institutions include but are not limited to the following: American Enterprise Institute; Brookings Institution; Carnegie Endowment for International Peace; Center for Global Development; International Budget Program of the Center for Budget and Policy Priorities; International Monetary Fund; Organization for Economic Cooperation and Development (OECD); Woodrow Wilson International Center for Scholars; World Bank (http://documents.worldbank.org/curated/en/country); World Resource Institute; I also recommend reading “The Corner Office” by Adam Bryant on Sundays in the NYT for practical insights into the real world of managing organizations and people.

**Employment in International Management**

In addition to the website from firms such as: Development Alternatives, Incorporated (DAI), Management Science International (MSI), Chemonics International, Creative Associates International, Nathan Associates, World Learning, Research Triangle Institute (RTI) and Deloitte-Touche; some firms specialize in sector work such as health, e.g. Abt Associates; and education, e.g. Global Partnership for Education; globalpartnership.org/jobs; Dev-Tech Systems works almost exclusively in Latin America; NGOs such as ACDI/VOCA focuses on evaluation and small business; also check online resources such as: developmentaid.org (Weekly Job Newsletter); and Asian Development Bank’s (ADB) Consultant Management System (CMS) ralvaran@adb.org. International foundations also do a lot of development and international management hiring. See for example: www/careers.gatesfoundation.org and UN Foundation: careers@unfoundation.org. It is useful to read job descriptions to see what qualifications are required for more specialized positions that you might want later, e.g. “Credit Risk Officer—Public Sector Financial Institutions” was recently advertised by the European Investment Bank (EIB). World Health Organization often seeks people with accounting and risk management expertise to examine the effectiveness of oversight mechanisms eioacapplc@who.int. OECD needs people to perform comparative and country-specific analyses of technical topics, such as how policies and institutions affect labor market and social outcomes www.oecd.org/careers. And World Bank recruits specialists, long and short-term, with expertise in urban risk and disaster management. Such people have backgrounds in: municipal infrastructure and services and local economic development www.worldbank.org/careers. Some positions are restricted by nationality, e.g. the position of program officer for the child abuse team funded by the Oak Foundation is limited to EU or Swiss nationals www.oakfnd.org.

There are also many local monthly meetings at which potential employers meet and exchange ideas. For example, ICT4 nick@techchange.org meets regularly and share project and management failure experiences; the International Consortium on Government Financial Management (ICGFM) meets monthly for discussions about topics on the full range of public financial management issues: icgfm@icgfm.org; for UN jobs check: careers.un.org; for interviewing tips and how to deal with HR types as opposed to revenue-generating staff to
demonstrate you have the right stuff see: Lauren Rivera’s book: Pedigree: How Elite Students Get Elite Jobs (2015).

**CLASS SCHEDULE**

**Weekly Readings: ** indicates will be discussed in class

**Class #1: January 23--Introduction**

- Introductions
- Objectives/requirements/expectations: review of syllabus
- Public v private and NGO management; shifting career positions: NGO, government, IFI (bilateral-multi-lateral), foundations, universities, think tanks, partners, stakeholders.
- What is management? Selected definitions/ activities, e.g. goals, incentives, support, evaluation.
- Levels of management, e.g. line v staff; project, program, and policy.
  * Types of management: Theory X v Y: directives v consensus.
  * National v international management: rules and job pressures; risk taking and severance.

**Homework:** the syllabus requires that you present an argument or thesis for your final papers. Read the article “A Cotton Boll’s Journey” and pick out the main thesis. Send or bring them to me next week with your names on them. Hint: there are two good possibilities in the article: [http://www.economist.com/news/middle-east-and-africa/21721636-will-manufacturing-africa-ever-take-journey-african-cotton-boll](http://www.economist.com/news/middle-east-and-africa/21721636-will-manufacturing-africa-ever-take-journey-african-cotton-boll)

**Class #2: January 30--What do Managers do?**

Consider management as both a position and a set of skills. The position consists of authority and responsibilities. The skills include leadership, goal-setting, motivation and mentoring. It is said that successful leaders create the right conditions so that others can achieve ambitious goals. How can a leader-manager avoid destructive internal competition and conflict between employees? How can roles be defined and differentiated to avoid this endemic conflict? How can situations of low-level chronic dislike be avoided where everyone dislikes everyone else yet the place still functions but people are unhappy? Are sensitivity to small group dynamics and role differentiation part of the answers?

- Management and Financial Management: Steven Finkler: 1-20
- **Management and leadership:** “Manager’s and Leaders: Are They Different”, Abraham Zaleznik, *Harvard Business Review*, available online. How does the Rubik’s Cube problem (dealing with finite resources by moving the pieces) apply to leadership? How
can we prevent leaders from abusing power and being destructive? How can you serve as manager for a leader who is also a manipulative demagogue?

- **Guru advice on how to be a better manager**: George Gallup’s missions and maxims; and Covey effective leadership habits: character, purpose, discipline; effective people v effective organization or company fallacy; Matthew Syed and the need to “embrace failure”.
- **Structural necessities** or ingredients: appropriate role and job description, adequate authority, and timely personnel and financial performance information.
- **Recruitment**: how NGOs/firms/government organizations identify talent.


**Managing the Gig Economy**: What is the difference between contract and employment relationships between worker-employer? The distinction is important for firms and workers in places like Uber. Describe these relationships and indicate how they affect international management? See “Gig Economy” on Blackboard.

**Comparative information**: Describe Xavier’s simple 2-step methodology.

Classes #3 and #4: February 6 &13—International Management Context

Gurus such as Peter Drucker marinated their minds with ideas from the great books and novelists such as Jane Austen. Are “outward bound” seminars and workshops a better way to develop leadership and management skills than “inward bound” approaches that use films and novels to mine ideas, generate hypotheses and encourage relating what you read or see to your lives?

- **Project context**: success requires top level support and solid management of interpersonal relations: read Paul Theroux, “Incident in the Oriente” on Blackboard. Was Moses metaphor of a “traveling circus” appropriate for the development business?
**Political culture:** consider as like-minded communities of values that influence what rules should be made and how strictly they should be enforced. Operative examples can be found in Japanese consensus and predictability values and persistent deflation and lifetime tenure jobs. See also: G. Guess, “Decentralization and Municipal Budgeting in Four Balkan States” ASPA Paper (1999) on Blackboard. The paper attempts to trace the effects of Balkan political culture on this policy reform. Can leadership define the culture (making political culture an intervening variable)?

**Institutions:** formal and informal rules that structure incentives, e.g. byzantine authority relations in Kazakhstan, Nepal.

**Case #1:** Political Culture and Project Management: Read Mr. Johnson by Joyce Cary on Blackboard. The narrative illustrates cultural clashes in systems of: capital project implementation, including, internal control/audit and accounting/reporting methods. It raises questions as: How can formal accounting systems prevent informal often corrupt practices contrary to established modern norms, e.g. “facilitation payments”, phony invoices, and made-up charts of accounts and journal-ledger systems? How can accounting systems and internal controls be designed consistently with the imperatives of political culture and developmental needs? Should the road project have been stopped before completion?

*Note:* “Mr. Johnson” by Joyce Cary. The book is out of print but available on Blackboard and it may no longer be available for free viewing. There are several options on the film: (1) watch 10 min views on: https://www.youtube.com/watch?v=vADRHPoGjH4. You may then be able to watch the rest on autoplay; or they may charge $2.99 for you to watch the whole movie, or (2) get it on reserve at the GMU library and watch the DVD. Both options seem feasible.

1. Was Mr. Johnson a more effective manager than Rudbeck? Why?
2. Describe the political culture(s) here. How were locals locked into systems of patronage and tribe and what behavior(s) were the results?
3. Which of Mr. Johnson’s actions were illegal according to local customs and practices?
4. What were the issues of: internal control/audit (NAO v project unit); cash management (budget management flexibility); and accounting? (e.g. Johnson made up the ledger accounts as “road treasurer”). See handout and discussion of accounting and budgeting issues on Blackboard.

argument seems to be governance is constrained by weak government or a weak state. Can better public management make a difference to policy results here? For an earlier update read “A March Around the Institutions” and “Unhappy Anniversary” (on Blackboard); The Economist, 1/17/15, p.14 and pp. 35-36. How can future international disaster relief avoid treating the host government as a bystander?

- **Case #3:** “Power Trip”, is a 2004 film on the US energy conglomerate (AES-Telasi) electricity privatization project in Tbilisi in 1999. The US multinational company has just taken over the Georgian state electricity company and wants to charge market prices. The case illustrates a clash of cultures over market vs state-provided services. Did AES management calculate the costs/risks of the privatization project properly? To watch on YouTube try this address: https://www.youtube.com/watch?v=XLasmBm1MJc. To stream this you have to go online to the GMU library: scroll down to "Online resources available to GMU students..." then under "persistent Links to this record" use this address: http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=3119026.

- **Guest Speaker:** Mr. Dennis DeSantis, Former President and CEO of QED Group, “Managing Development Projects in High-Risk Environments: The Case of Pakistan” (on Blackboard).

**Class #5: February 20: Managing for Problem-Solving**

- **Identifying and structuring problems:** (a) well-structured (e.g. NYC rats, Bucharest dogs and UK foxes) (case #287 deals with fox-hunting!); and project mission SOWs such as GFMIS Jordan and (b) messy problems, e.g. international conflicts. See: William Dunn, Public Policy Analysis, 4th edition (2008), pp. 79-81. See also: lessons learned from FMIS projects in Lesotho and Gambia: FMIS_CoP_Internal_Use_Only@worldbank.org

- **Leadership and management of stakeholders and coalitions.** Leveraging top-level support and technology; the need to think strategically, form alliances and find partners. Read my review of the book on presidential “derailments:” http://www.the-american-interest.com/articles/2014/02/21/the-not-so-big-man-on-campus/

- **Managing the Internet or Cross-Border Commons:** What are the problems, options and solutions? What is the difference between governance and regulation for an area that defies traditional notions of state sovereignty? See: “Online Governance” on Blackboard.

• **Case # 4**: (#310): “Rolling Back Malaria by Nets: Do Public-Private Partnerships Work?”

• **Case #5** “Europe’s Boat People”. Using the *Economist* 4/25/15, pp.21-24 and other sources, answer the following questions as you write your case analysis: (1) what is the immigrant problem in Europe? Hint: there are at least three groups that must be considered for management and policy solutions: refugees, economic migrants and voters at home. Would the Vietnamese Boat People example of the 1970s be a good comparative policy model? Or would the ASEAN member problems absorbing even smaller numbers of Muslim Rohingya from Myanmar be a better one? Should the EU focus on “transmission channels” as the source of the migrant problem? (2) Did the EU shift from *Mare Nostrum* to the *Operation Triton* policy provide an incentive to flee and take further risks by migrants or was the new policy a life saver? (3) How should the migrant source states in North Africa and the Middle East be strengthened to decrease the supply of migrants, i.e. decrease the incentive to emigrate? How can these failed states be reassembled? Should technical assistance/management efforts utilize NGOs or try to create stronger more legitimate central/local governments? and (4) how does the EU’s governing structure and its specific rules (e.g. the Dublin Regulation) encourage or prevent sharing/transferring immigrants and granting asylum? See also: “Europe’s Migrant Crisis: Forming an Orderly Queue”, *Economist* 2/4/16 pp 19-22


Case # X : **Refugee Settlement**. How can the problem of settling refugees be handled in the MENA region? How can the interests of refugees (e.g. from Syria, Iraq and Afghanistan), donors (e.g. UNHCR) and host countries (e.g. Jordan, Lebanon) be aligned? What practical models and solutions can be offered and how well have they worked? Read: “The Forgotten Millions”, *Economist*, April 15, pp.70-71


• **Guest Speaker**: Ms. Tine Knott, Vice President and Director of DAI’s Center for Secure and Stable States, Development Alternatives, Incorporated (DAI). She will discuss managing the implementation of a development project in Rwanda in a talk called: *What about when it gets ugly? And it always gets ugly!*

**Classes #6 and #7: February 27 & March 7--From Retrospective Accounting and Reporting to Budget Planning and Financing of Projects and Services**

In an era where policies for nations and organizations are often set by ideological values and sound bites, solid empirical baselines, benchmarks and anchors are needed. Programs need to be based on facts: financial trends, cost analyses, and physical performance information. Though
public financial managers and managers can provide these inputs, CEOs and senior managers should take them into account before allocating resources to services, programs and projects. In short, financial management is a key skill—like proposal-writing.

- **Government Budgeting**: a management tool using multiple data and information formats to provide information to executive officials, citizen watchdogs, credit agencies, legislators, and auditors.
- **Public Sector costing and pricing basics**: analytic tools for management: break-even and flexible budget analysis.

- **Break-Even Example #1** “Break-Even Analysis of Martell City Orchestra”.
- **Graded Exercise #2**: “Flexible Budget for New City Subway” Answer the questions by (1) filling in the figures for the three rows and four columns of the Blackboard template (Surplus/Deficits = TC-R), (2) What is the break-even volume in riders and the optimal fare box price to maximize surplus or profits? And (3) Why doesn’t higher volume necessarily increase profits (surplus)? What happens to the break-even volume points with the higher and lower prices? Why? Turn your answers in and I will ask for presentations of some of them in class next week.
- **Management Role-Playing Exercise #3**: “Easing Toward Change in Urbania’s Finance Department”. Adopt and embellish your assigned roles as you see fit consistent with the case description (Edwards, Paterno, Rivera and Prosper). Edwards must decide what to do and why. He is a manager and must: (a) define the problem, (b) develop options, (c) build support and (d) explain his decision. The two assigned evaluator roles must assess whether he did that, and the quality of the three other role performances.

- **No Class March 13: Spring Break**

**Classes #8 and #9: March 20 and 27, Managing the Public Finances: Adjustment, Austerity and Policy Changes**


- **Budget Transparency**: Examine the Nigerian government’s fiscal transparency effort at: [www.yourbudgit.com](http://www.yourbudgit.com) Does it provide tools to understand state budgets there? Can citizens with little knowledge of accounting-budgeting track project progress? Distinguish public (fiscal data and public budgets) from shared knowledge (trade-offs in private). How open should displays be of shared knowledge?
**Managing PFM Reform Projects:** See review of Steve Peterson’s book on Blackboard. What were the challenges of PFM/decentralization reform in Ethiopia? Did his team manage them well?

**Gender Budgeting:** Gender budgeting includes: program design and metrics for expenditure tracking and results evaluation. Have such systems changed actual allocations (outputs) and have they led to greater gender equality (outcomes)? How has gender budgeting identified policy problems and new spending opportunities? [http://www.economist.com/news/leaders/21717375-sexual-equality-makes-economic-sense-governments-should-measure-it-and-budgets-promote-it-why](http://www.economist.com/news/leaders/21717375-sexual-equality-makes-economic-sense-governments-should-measure-it-and-budgets-promote-it-why)

Listen to the 2014 Nigerian hit song called "IMF" by Seun Kuti. Do the lyrics capture the popular view of IMF and its work? How has the IMF changed its programs with poor countries? [https://www.youtube.com/watch?v=8fGcf3GODKE&spfreload=10](https://www.youtube.com/watch?v=8fGcf3GODKE&spfreload=10)

**Case #6:** (#205): “The IMF Structural Adjustment Program for Zambia's Agricultural Sector” (on Blackboard)

**Case #7** (#262), Structural adjustment and local partners: “Managing the Asian Meltdown: The IMF and South Korea” (on Blackboard); What are the lessons for IMF adjustment and austerity program design to remedy South Korean problems in the 1990s for the more recent fiscal crises in such countries as Egypt?

**Case #8** (#725): “The Workplace that Kills: Suicides at France Telecom” by Sarah Waters, *Politics, Culture and Society* 32(3); 12/14

**Guest Speaker:** Mr. Steve Rozner, Senior Fiscal Advisor, USAID (3/27).

**Capstone Proposals Due 3/20**

*Class #10: April 3: Managing Policy in Crisis, Conflict and Post-Conflict Situations*

*International conflict resolution:* the art and science of managing differences. See any of Roger Fisher’s works which include: *International Conflict for Beginners* (1969) and *Getting to Yes* (1981). He was director of the Harvard Negotiation Project, and the Conflict Management Group/Mercy Corps. His units have worked on: border disputes (Middle East), peace treaties (El Salvador), and human rights conflicts (South African apartheid).

**Case #9** (#207): “The US and Cuba After the Cold-War: The 1994 Refugee Crisis” (on Blackboard).

**Case #10** (#248): “Turkey’s Kurdish Troubles: An Intractable Conflict?” See also “Container City” by Mac McClelland, *New York Times Magazine*, 2/16/14, pp.24-31. In the wake of the Syrian crisis, Turkey has constructed, staffed and paid for its Kilis
refugee camp, using NGOs only in supporting roles. What have been the advantages and disadvantages a management approach which uses only UNHCR guidelines as opposed to directly using their funds and services? Would a game theory perspective help identify the conflict’s costs and incentives for mutual agreement? Can political culture and Western democratic theory help provide options for improving Kurdish governance in Turkey? See: Jenny White, “The Turkish Complex” The American Interest, 10:14-24, March/April, 2015. For resolution of other intractable conflicts read: “Northern Ireland: Down But Not Out” The Economist, 1/4/14, p.43.


- **Case #12** (#317) “Gender Quotas in Afghanistan: Solution or Problem?”

**Class #11: April 10: Managing Educational Reform**

**Lessons from Liberia**: Compare donor and private aid to schools. Using the case of Liberia, what have been their approaches and results?

- **Case #13**: “Washington, D.C. School Reform” (on Blackboard); See also: Joel Klein, Scenes from the Class Struggle, www.theatlantic.com/magazine/archive/2011/.../308497/. What have been the institutional and policy constraints to reforming schools in New York City? What changes did Klein suggest?

- **Case #14** (GJ11218) “Seeds of Social Inclusion: Reforming Education in Costa Rica”. Educational values are a component of political culture. Can educational systems alone create, perpetuate or destroy political systems? What was the democratic project in CR? Does the focus on citizenship and the values of: tolerance, equality and democracy explain why democracy has persisted here since at least 1948? How has the educational system responded to negative values and practices of bigotry and discrimination? (on Blackboard)

- **Case#15** (GJ12317) “Calls for Reform: Challenges to Saudi Arabia’s Educational System” How do the problems of: gender inequality and clerical influence affect Saudi plans to move employment training and education beyond its role of oil producer? What have been the effects of its policies of imposing employment quotas and using expats for local works? Has the shift of women’s education from the Ministry of Religious Affairs to Education made a difference? (on Blackboard)

- **Case #16** “Early Childhood Development” What forms of policy and management intervention can be found in Latin American and African programs? Which forms are most effective and why? (Blackboard article, Economist 10-29-16, pp 53-54).
• **Guest Speaker:** Margie Yeager, Policy Director, Chiefs for Change (www.chiefsforchange.org); “Education Reform in the D.C. Schools and Other Major Systems”.

**Class #12: April 17: Managing International Elections**

- **Case #17** (#303): “When People Elect the Wrong Leaders: The United States and Elections in Algeria, 1991-92” (on Blackboard)

• **Guest Speaker:** Ms. Tihana Bartulac-Blanc, Vice-President, Creative Associates International (CAI) and former Deputy Director, Center for Democracy and Election Management (CDEM), AU.

**Class #13: April 24: Managing Environmental Problems**

- **Managing conflicts between oil and forest resources:** Nick Miroff, “Adding Fuel to the Fire: In Ecuador, Oil Drilling Stokes Tribal and Environmental Tensions” The Washington Post, 2/17/14, p.A1. Given the UN ITT Yasuni Initiative, why did Rafael Correa decide to drill for oil in Ecuadorian tribal and forest protection areas? Has resource exploitation damaged or developed the Waorani tribal areas? Given other country examples, how could this conflict have been managed more effectively? Diplomacy is a management tool. Consider it as trying to create out of conflicting laws and customs a new story everyone can listen to. Was that done here?
- **Managing conflicts between conservation and development advocates in areas of fragile eco-systems:** What are the problems and available options for remedying conflicts between the Lacandon Community in Mexico and the scientists and ecologists from Natura Mexicana and the Mexican government over use of this land? Joshua Partlow, “A Jungle Struggle Heats Up in Mexico: Tribes That Want to Use Rain Forest v Biologists Seeking to Preserve It” The Washington Post, 7/7/14, A1.
- **Managing Natural Resource Conflicts in Latin America:** Read “Mining in Latin America, From Conflict to Co-Operation” Economist 2/6/16 pp.31-33; what are the problems with mineral exploitation? What are the constraints to reconciliation of conflicting interests? How have other comparable conflicts been dealt with? What options exist for locals, investors and governments?


- See: Jeff Barnard (2014) “Oregon Timber Foes See the Forest for the Trees” *The Washington Post*, 12/28/14, A3. The collaborative group brought environmentalists, the timber industry together to come up with economically and ecologically sustainable projects that lawsuits wouldn’t stop. Would this institutional approach for improved management work overseas?

- In places like Indonesia, smog is created from burning tropical forests for plantations and croplands and peatland smolders for years spreading haze all over Asia. Shame propaganda and prosecution have been proposed as solutions to change the firelighters risk-reward calculation. What do you think will work and why?

- **Case #19**: (#252) “Environmental Protection or Economic Development? The Case of the Chinese Huai River Basin Clean-Up Plan” (on Blackboard)

- **Case #20**: (#187) “Debt-for-Nature Swaps: Win-Win Solution or Environmental Imperialism in Bolivia?” (on Blackboard)

*Class #14: May 1: Western and Non-Western Approaches to Managing Energy and Development Expectations (last day of classes Saturday 5/5)*


- Rebah Arezki and Ritwak Banerjee “Aid and Oil” *Finance and Development*, 3/14, pp. 48-50. Focuses on important issues, such as: aid effectiveness and the resource curse.

- **Sanjeev Gupta et.al.** “Sharing the Wealth” *Finance and Development*, 12/14, pp.52-55. Should countries distribute their resource revenues directly to the population? Why or why not?


- **Case #21**: (#155) “Development Strategies in Conflict: Brazil and the Future of the Amazon” (on Blackboard)

- **Case #22**: (#267) “Shell in Nigeria: Corporate Social Responsibility and the Ogoni Crisis”. In addition to CSR, discuss the issues related to the “resource curse” notion and its frequent coincidence with bad socio-economic policies. Is the resource curse an obstacle or blessing in disguise? To what elements of the Nigerian political culture should Shell (and the Government of Nigeria) have been sensitive prior to investment? (on Blackboard); See Albert O. Hirschman “Obstacles to Development: A Classification and a Quasi-Vanishing Act” (1965) and “Namibia’s Economy” *Economist*, 4-22-17. http://www.economist.com/news/middle-east-and-africa/21720932-such-policies-did-not-work-out-well-zimbabwe-namibias-president-flirting

- **Guest Speaker**: Mr. Darian Diachok, former USAID Energy Advisor to the Western Former Soviet Union, “Confronting the Post-Communist World for the First Time—Lessons Learned from the Energy Sector” (with summary guitar ballad accompaniment) (5/3).

- **Papers Due by Monday 5/8**