

INTERNATIONAL UNIVERSITY OF JAPAN
Public Management and Policy Analysis Program
Graduate School of International Relations

DCC5330 (2 Credits)
Public Management
Fall 2014

Group Project 2: A Gentle Revolt of Major General Equivalent

This group project (7 percent of your grade) asks each group to draw implications of the “Major General Equivalent” case for public management.

Discussion Preparation: Each group member must peruse the case “A gentle revolt of Major General Equivalent” at least three times and discusses with other group members.

Memo Content:

1. Describe the “conflict episode” in this case. What is the beginning and end of the conflict story? Do not simply say a “battle of two generals.”
2. Describe MGE’s core offense and defense strategies against the brigadier and his retaliation? Why didn’t he beg brigadier’s pardon? What strategies were most difficult for the brigadier to break down? Why?
3. MGE never use any physical, oral, written, gestural violence against the brigadier. What was the underlying logic of MGE’s non-violence strategy? Pay attention to the imbalance in rank of the two generals; MGE is in fact a lieutenant.
4. Choose one discussion topic (look at the course schedule) and analyze the case from that (public management) perspective. Do not evaluate MGE’s choice from your personal perspective. Some examples include:
 - Formal and informal structure: What was the role of informal group and personal tie (network) in the battle? How did MGE use formal and informal structures strategically? Do you think MGE’s power of informal network could knock brigadier’s formal power down? Why and why not?
 - Managerial leadership: You may identify his leadership styles in major scenes (e.g., transactional, transformative, charismatic, or Chameleon leadership) and describe why. Then discuss how effectively (or ineffectively) his leadership figured out the pending issue.
 - Motivation: You may describe MGE’s effort to motivate soldiers and officers and evaluate its effectiveness with respect to need theory and performance management. Did he make right decisions? Do you have any other idea that could produce better results? Do you think that bad management really killed two soldiers?
 - Professional ethics: How did MGE figure out issues of professional ethics? Do you think MGE’s “gentle revolt” can be justified in the military culture? Why did MGE decide to negotiate even though he did nothing wrong? What was “publicness” that he wanted to protect?

Memo Format and Length: Use the project memo template (single-spaced with default font). Do not exceed three pages. Don't forget to provide an executive.

Memo Submission: A group leader should submit a final draft the instructor by email by Friday, December 12th.

Peer evaluation of you group members: Each of you has an opportunity to evaluate participation and effort level of your group members when performing two group projects. You should have high professional standards and ethics. Critically evaluate the efforts and performance that your members have shown. Public managers' job in general is to figure out collective action problems. Free riding is the most common and serious problem that destroy "public good." Your honest critical evaluation will contribute to minimizing free riding and eventually collective action problem. Even in Asian culture, friendship should be distinguished from evaluation. That is what the professional for!

Use four-point-Likert scale: 1 (poor), 2 (fair), 3 (good), and 4 (excellent). DO NOT use letter grade (e.g., A, B-, and C) or score (e.g., 100, 90, and 76). Also report one group member (excluding yourself) who made the largest contribution to your group. Your peer evaluation is confidential (never be disclosed to your classmates) and should be submitted to the instructor by email by Monday, December 15th.

End of project.