

PPOL 5410: Public Management through the Lens of the Asian Development Bank

Division of Public Policy (PPOL)
Final Version – Spring 2026 – Jan 29, 2025

Instructor

Prof. Michael S. T. Chen

Division of Public Policy

Office: 5064, LSK Building

Email: michaelchen@ust.hk

Tel: 2358-6012

Class Venues

Lecture Theater C (Lift 26)

AM: 9:30-12:20

PM: 2:00-4:50

Office Hours:

Instructor's office hour request by email.

TA holds regular office hour on Monday 14:00-15:00 at Room 1-351 (library)

Instructional Assistant

Mr. Faisal Shaikh

Email: fshaikh@connect.ust.hk

Office: Room 1-351, library

Overview: Why are you taking this course?

In a volatile, chaotic, and uncertain world facing perennial, global issues such as economic growth, poverty alleviation, and inclusivity as well as new challenges such as climate change and natural calamities, and with promising solutions through regional cooperation, current leaders and senior manager of public sector organizations, and those who interact often with governments and regulatory agencies should acquire the skills and knowledge in the subject of public management.

Other courses offered by the HKUST Division of Public policy focus on rigorous theoretical and practical understanding of the kinds of policy-making implementation activities (e.g. PPOL 5170 Public Management and Leadership).

This course, taught by former Asian Development Bank (ADB) Head of the Risk Management Unit of the Private Sector Operations Department, enables students to go deep-dive to examine and discuss current public management strategies at the ADB in dealing with major social issues.

Specific questions to be explored include: How are policies and processes formulated? How are projects and programs funded, recommended, approved, implemented and independently evaluated to achieve better quality in future projects and programs? Also how does ADB evolve organizationally to operate more effectively and effectively through the decades?

Course Objective

To present and to discuss the policies, processes, projects and programs at the ADB. How are public management issues such as agenda setting, policy formulation, decision-making, project and program policy implementation, monitoring and independent project evaluation organized and administered? Actual ADB projects encapsulated in HBS cases will be analysed and discussed.

At the end of the course the student should be able to:

1. Understand key concepts and actual events in public management and leadership at a pre-eminent multilateral development bank;
2. Acquire a focused understanding of critical areas of public policy management and leadership using an applied approach;
3. Apply public management concepts to real world cases as experienced in a variety of Asian geographical cases and organizational settings; and
4. Cultivate prime professional skills critical to being an effective leader and manager in any organization.

Teaching Methodology

This elective course with no pre-requisites combines lectures, class discussions, videos, industry expert guest speakers visiting some course classes in person or via live zoom, and individual and group work to enhance a student's professional and managerial skills using business methods and public management knowledge to analyse and to address social and economic problems and opportunities. The approach is multi-disciplinary and open to MPP, MPM and other PG/UG programs.

Reading Materials

Many of the readings are generated by ADB. Indeed, all materials (including videos) on ADB are publicly-accessible online or in print. Essential materials, including other readings will be provided and assigned weekly through CANVAS. Books and articles on the reading list are included which are helpful for those interested in further study

Course Outline

Class #1 – Feb 7, AM

Topic

Course Goals, Logistics, Team Building and Professional Skills

- Course Coverage
- Personal Introductions – Who, What, Where, Why – MSTC, FS
- Course Culture – Expectations
- Teambuilding – HBS Video on Case Method
- Discussion of takeaways on video
- Definitions and approaches to Public Management

Reading Materials

Suggested Readings:

- The 21st Century Public Manager by Zeger van der Wal, Red Globe Press, UK, 2017 Ch. 2, 3, 4, & 12
- The Public Policy Primer by Xun Wu et al. Routledge, NY, 2018, pp.1-26

Supplementary Readings:

- Learning with Cases by Louise Mauffette-Leenders et al., Ivey Publishing, Ontario, Canada, 2005, pp. 1-9, 119-128
- Understanding Public Leadership by Paul Hart, Palgrave, NY, 2014, pp.7-20, p.153,184

Pre-Class Assignment

1. Student to prepare a class card and one-page CV, to be submitted (via Canvas) on or before February 6, 2025, 9:00 am. Use the template for the class card that has been provided on Canvas.

Class #2 – Feb 7, PM

Topic

ADB: Vision and Mission – Agenda Setting

- What are poverty definitions? Scope of poverty
- 11 Top causes of global poverty
- ADB: Who we are and what we do?
- ADB Charter – highlights
- ADB's Shareholders & Financial Condition: 2025
- ADB's Major Borrowers: 1970-2025
- ADB's Functional Organization Chart and Staff Org Chart – 2025

- ADB's Poverty Reduction Strategy – 2030
- ADB and World Bank Videos on Poverty

Pre-Class Assignment

Suggested Readings:

- <http://www.adb.org> > Who we are
- Redefining Poverty in Asia & the Pacific: ADB's Take article from ADB, 17 September, 2014
- ADB clears charter change to lift lending capacity by 50%
<https://www.trend.az/business/4118437.html> Nov 25
- Poverty Key Indicators for Asia and the Pacific 2025 This publication provides updated statistics on a comprehensive set of economic, financial, social, and environmental measures as well as select indicators for the Sustainable Development Goals (SDGs).
<https://dx.doi.org/10.22617/FLS250326-3>
- People and Planet: Addressing the Interlinked Challenges of Climate Change, Poverty and Hunger in Asia and the Pacific <https://www.adb.org/publications/climate-change-poverty-hunger-asia-pacific> 2025

Class #3 – Feb 14, AM

Topic

ADB's Policies and Processes: An Overview of Public Sector Financing

- Overview of Infrastructure Investing
- ADB's Public Sector Financing: Operations – Project Cycle from Country Partnership and Regional Cooperation, Strategies to Project Preparation, Approval, Implementation to Completion Evaluation
- Videos of several Public Sector Project

Pre-Class Preparation

Suggested Readings

- ADB approves changes to its energy policy
<https://www.trend.az/business/finance/4121507.html> Nov 25

Class #4 – Feb 14, PM

Topic

ADB's Policies and Processes: An Overview of Private Sector Financing and Public-Private Partnerships

- Operational plan for Private Sector Operations 2019-2024
- Case excerpts of PSOD projects

- ADB's PSD Products and Services
- Discussions on takeaways
- Role of PPPs and case studies

Pre-Class Preparation

Suggested Readings:

- Private Sector Operations in 2024 – Report on Development Effectiveness, ADB
- [ADB's Private Sector Development Shift Operational Approach](https://www.adb.org/documents/adb-psd-shift-operational-approach) <https://www.adb.org/documents/adb-psd-shift-operational-approach> Nov 25
- Private Sector Operations in 2024: Report on Development Effectiveness <https://www.adb.org/documents/defr-2024-private-sector-operations> May 2025

Class #5 – Feb 21, AM

Topic

ADB's Trade and Supply Chain Finance Program: COVID-19 Response

- Trade Finance Gaps, Growth and Jobs Survey discussion
- ADB's Trade Finance Program – YouTube
- ADB's Supply Chain Finance Program – YouTube
- ADB's Policy Paper on Comprehensive Response to the Covid-19 Pandemic – When & Where?

Pre-Class Preparation

Suggested Readings

- [ADB Trade Finance Program](https://www.adb.org/what-we-do-trade-supply-chain-finance-program/trade-finance) <https://www.adb.org/what-we-do-trade-supply-chain-finance-program/trade-finance>
- ADB Brief No. 256 – September 2023 on 2023 Trade Finance Gaps, Growth and Job Surveys, skim pp. 1-12
- [ADB Supply Chain Finance Programs brochure 2016](https://www.adb.org/what-we-do/trade-supply-chain-finance-program); <https://www.adb.org/what-we-do/trade-supply-chain-finance-program>
- ADB's Rapid COVID-19 Response in Southeast Asia April 2021
- [ADB Global Trade Finance Gap Survey](https://www.adb.org/publications/adb-global-trade-finance-gap-survey) Dec 2025 <https://www.adb.org/publications/adb-global-trade-finance-gap-survey>
- Estimating Missing Exports in Asia <https://www.adb.org/publications/estimating-missing-exports-asia> Dec 25

- [Demand for Trade Finance to Rise Amid Supply Chain Realignment—ADB Report](https://www.adb.org/news/demand-trade-finance-rise-amid-supply-chain-realignment-adb-report) <https://www.adb.org/news/demand-trade-finance-rise-amid-supply-chain-realignment-adb-report> Jan 26
- [Deep-Tier Supply Chain Finance: Unlocking the Potential](https://www.adb.org/publications/deep-tier-supply-chain-finance-unlocking-potential) <https://www.adb.org/publications/deep-tier-supply-chain-finance-unlocking-potential> May 2024

Class #6 – Feb 21, PM

Topic

ADB as a Resilient and Evolving Organization

- Beginnings (Until 1966)
- First decade (1967-1976): Building Momentum & Facing Shocks & the Character of the Bank
- Second decade (1977-1986): Asia – Regional Transformation (Ch.6) and towards a broader Development Bank
- Third decade (1987-1996): Asia – Re-emergence of the Region & New Members and New Regions
- Fourth decade (1997-2006): The Asian Financial Crisis and a New Century Dawns; The Widening Development Agenda
- Fifth decade (2007-2016): Asia – Growth in Uncertain Times and ADB Stronger, Better, Faster
- ADB strategy 2030 issued July 2018
- Objectives: Prosperity, Inclusiveness, Resiliency, Sustainability, 7 Priorities
- ADB Status Overview 2024

Pre-Class Preparations

Suggested Readings:

- Banking on the Future of Asia and the Pacific: 50 Years of the Asian Development Bank by Peter MaCawley, 2017-ADB
- ADB Strategy 2030 Brochure (8pp)
 - Strategy 2030 Midterm Review: An Evolution Approach for the Asian Development Bank Aug 2024 <https://www.adb.org/sites/default/files/institutional-document/995056/strategy-2030-midterm-review-evolution-approach-adb.pdf>
 - ANNEX 1 TO STRATEGY 2030 MIDTERM REVIEW: AN EVOLUTION APPROACH FOR THE ASIAN DEVELOPMENT BANK <https://www.adb.org/sites/default/files/linked-documents/strategy-2030-recap-implementation-progress.pdf>

- ANNEX 2 TO STRATEGY 2030 MIDTERM REVIEW: Climate Initiatives Under ADB Evolution <https://www.adb.org/sites/default/files/linked-documents/climate-initiatives-adb-evolution.pdf>
- Strategy 2030 Midterm Review: A Snapshot <https://www.adb.org/sites/default/files/page/993666/images/infographic-strategy2030-mtr-snapshot.png>
- Pillars of MDB Evolution <https://www.adb.org/sites/default/files/page/988016/images/mdb-evolution-lg.png>
- ADB Strategy 2030 <https://dx.doi.org/10.22617/TCS189401-2>

Class #7 – Feb 28, AM

Topic

Independent Assessments of ADB

- ADB independent self-assessment 2025
- MOPAN 2025 Assessment
- Center for Global Development August 25, 2021

Pre-Class Preparations

Suggested Readings:

- MOPAN (Multilateral Organization Performance Assessment Network) 2025 Assessment of ADB issued by 2025 <https://www.mopan.org/content/dam/mopan/en/publications/our-work/evidence/adb/adb-2025/mopan-adb-assessment-report-2025.pdf>
- 2025 Annual Evaluation Review: Support for Regional Initiatives and Public Goods <https://www.adb.org/sites/default/files/Evaluation%20Document/1008281/files/aer-2025.pdf>
- ADB Independent Evaluation Department's Special Evaluation Study on Post-Completion Sustainability of ADB Assisted Projects issued Oct 2010
- How effectively is the ADB Responding to Covid-19? An early assessment by the Center for Global Development Policy Paper issued August 25, 2025

Class #8-11

Please prepare to discuss the following cases for 30 minutes as a class as scheduled below:

This will be followed by two Group Presentations on the case with each Group having 30 minutes to present the Group Assignment (**NOTE:** The presentation time for each group will be adjusted according to the final number of groups).

Class #8 – Feb 28, PM

Case: Roshan: Light at the End of the Tunnel in Afghanistan

Class #9 – March 7, AM

Case: China Environment Fund

Class #10 – March 7, PM

Case: Phu My Hung: A Private-Public Partnership in Vietnam

Class #11 – March 14, AM

Case: CARD Group: Mutually Reinforcing Institutions – A Filipino Micro-Finance Group

Suggested Study Questions for General Class Discussion:

1. What is the basic business / operational model?
2. Who are the target customers?
3. What are the current & future challenges?
4. What are the current opportunities?

We also have the following for Class #8-11 as the Group Assignment:

Group AssignmentCases

- Roshan: Beyond Pioneering Success in Afghanistan (Class #8)
- China Environment Fund (Class #9)
- Phu My Hung: A Private-Public Partnership in Vietnam (Class #10)
- CARD Group: Mutually Reinforcing Institutions – A Filipino Micro-Finance Group (Class #11)

Assignment

- Group Presentation: The Group Presentation has two parts.
 - First part: Based on your reading and analysis of the case assigned to you, please update the current status of the company from the date of the case to 2025 in a slide-deck summary of not more than 10 slides.
 - Second part: Each group is asked to determine if and where the business model used by the company in the case can apply in another ADB member country. Another 10 slides can be used.
 - Each group should submit ONLY ONE set of slides (containing the first and second parts) presentation slides should be submitted by February, 26, 9.00 AM
 - Total presentation time is 30 minutes for each team, including 10 minutes for Q/A. **(NOTE: Please refrain from updating cases with repeated facts in your oral presentations where every group member is expected to speak. The presentation time for each group will be adjusted according to the final number of groups.)**

Individual Executive Summary

EACH student should submit a one-page executive summary (a brief summary of the case, business model, key success factors, areas for improvement, plus YOUR OWN PERSONAL views regarding these matters and/or other matters relevant to the case) that will prepare each one for the discussion before and after the presentation, by 9 AM on the day that the corresponding case is scheduled to be discussed and presented, e.g., the executive summary for the Roshan case should be submitted by February 27, 9 AM. There are four summaries in total.

Class #12 – March 14, PM

Qualities of a Successful Public Manager

Leaders as Teachers: A Polymath's Approach to Enhancing Professional Skills

- What is a Polymath?

Pre-Class Preparation

Suggested Readings:

- The Polymath – Unlocking the Power of Versatility, by Wagas Ahmet, John Wiley & Sons, 2018 (ONLINE version available at the HKUST Library – The platform O'Reilly will ask for your university's name, click 'My university is not listed', then enter your HKUST email)
- Excellent Sheep – The Miseducation of the American Elite and the Way to a Meaningful Life by William Deresiewicz, New York Free Press, 2014
- "The Best Leaders are Great Teachers" by Sydney Finklestein, Harvard Business Review, Jan 2018

Class #13 – March 21, AM

Topic: Individual Reflection & Future Actions

- Individual Oral Sharing of 3 minutes each
- Break
- Group Discussion
- Faculty – Lessons Learnt

Pre-class Assignment

1. Students to prepare an individual reflection paper of no longer than 1-page, single spaced; to be submitted before March 21, Friday, 9 Am, answering the following questions
 1. What are the 5 takeaway lessons you have learned from this course
 2. How will the course influence you in dealing with social issues
 3. Has this course impacted your future career considerations? How?

4. Any other observations or insights on the course contents and syllabus
2. Based on the written assignment each student will have 3 minutes to cover points (a) to (d) orally in front of the whole class.
3. The last 40 minutes of the class will discuss some of the revelations from some of the reflections shared

The final 10 minutes will be left for an informal group picture.

Planned Assessment & Weightings

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Assessment	Proportion of Final Grade
CV (submit before Class 1)	
In-Class Quizzes (2)	10%
In-Class Discussions, In-class Case Discussion and Analyses	25%
Individual Executive Summary (4)	10%
Group Presentation (ALL groups should submit by Feb <u>26, 9 AM</u>)	20%
Group Presentation Peer Assessment (immediately after each presentation)	10%
<u>Group Contribution Peer Assessment (intra-group evaluation; due 11:59 PM of the day of your Group Presentation)</u>	<u>5%</u>
Individual Oral Sharing (Class 13)	5%
Generative AI Usage Report	15%

Generative AI Usage Report

- We are implementing a Generative AI Usage Report requirement. With each assignment (e.g. Individual Executive Summary, Group Presentations, etc), students will submit a report detailing how generative AI was utilized, including the strategies employed and screenshots of any relevant interactions with AI tools as evidence. This report will not only ensure transparency but also encourage intentional, meaningful and creative use of AI throughout the learning process. The report is compulsory, which means that if you claim that you did not use AI at all, we will refer to the AI detection report. In this case, any detected use of AI will be considered academic dishonesty. Ultimately, our goal is to see your intelligence and personal input shine through your work. Generative AI should serve as a tool to help you grow as learners and creators—not as a shortcut that diminishes your ability to think critically and learn effectively.

Grading

Based generally on Bloom's Taxonomy as described below:

Create: A+	Evaluate: A	Analyze: A-
Apply: B+/B	Understand: B-	Remember: C+/C/C-
None of above: D/E/F		

Expectations

- Attendance is mandatory for all classes unless faculty is pre-informed before class by e-mail, each unexcused absence, without approval, will result in a deduction of 3% from the total grade.
- Preparation and readings for each session to be completed before each class
- As public management relies on a cooperative and interdisciplinary approach students must manifest respect, openness and integrity when contributing and communicating both orally and in writing.
- Chatham House rules apply – what is said in class remains in class.
- Academic misconduct such as cheating and plagiarism will be dealt with severely.
- Any question on the above can be addressed to me or the TA in case of emergencies via e-mail.
- Responsible AI usage
 - Class discussion: One of the key success factors in public policy management include listening and communicating during group meetings. Students may need to forgo on the use of electronic devices (AI Tools) during the class to focus on listening and communicating effectively with faculty and students, additional 2% points will be allotted.
 - Assignments: With each assignment (e.g. Individual Executive Summary, Group Presentations, etc), students will submit a report detailing how generative AI was utilized, While the use of AI tools for literature search will not require acknowledgement and is generally permitted. Usage of AI for editing such as Grammer checks and

rephrasing is generally allowed but needs to be acknowledged in the disclosure section of each assignment.

- 15% of total grade is awarded based on the instructor's evaluation of authentic, independent performance. Unauthorized/Unacknowledged AI use results in: Zero on the affected work, potential course failure.