

**PPOL 5410: Public Management through the Lens of the Asian Development Bank
Division of Public Policy (PPOL)
Final Version**

Instructor

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Class Venues

AM: Room 6602 (Lifts 31/32)
PM: Room 6591 (Lifts 31/32)

Office Hours

Request by email

Instructional Assistant

Dr. Holvert Hung

Overview: Why are you taking this course?

In a volatile, complex, 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 managers of public sector organizations, and those who interact often with governments and regulatory agencies must 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 a 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 efficiently 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 also 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 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 3, AM

Topic

Course Goals, Logistics, Team Building and Professional Skills

- Course Coverage
- Personal Introductions – Who, What, Where, Why – MSTC, HH
- Class Personal Introductions
- 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 't Hart, Palgrave, NY, 2014, pp.7-20, p.153,184

Pre-Class Assignment

1. Student to prepare a class card and to submit it together with a one-page CV; to be submitted (via Canvas) before February 1, 2024, 9:00 am. Use the template for the class card that has been provided on Canvas.

Class #2 – Feb 3, 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: 2023
- ADB's Major Borrowers: 1970-2022
- ADB's functional Organization Chart and Staff Org Chart
- ADB's Poverty Reduction Strategy
- Global poverty quiz (Education for Justice)
- ADB and World Bank Videos on Poverty

Pre-Class Preparations

- Suggested Readings:
 - <https://www.adb.org> > Who we are
 - Redefining Poverty in Asia & the Pacific: ADB's Take article from ADB, 17 September 2014

Class #3 – Feb 17, 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
- ADB's PSD Products and Services
- Videos of several Public Sector Projects

Class #4 – Feb 17, 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
- Discussions on takeaways
- Role of PPPs and case studies

Pre-Class Preparation

- Suggested Readings:
 - Private Sector Operations in 2022 – Report on Development Effectiveness, ADB – 5/2023

Class #5 – Feb 24, 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 Preparations

- Suggested Readings:
 - ADB Trade Finance Program <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>
 - ADB's Rapid COVID-19 Response in Southeast Asia April 2021

Class #6 – Feb 24, PM

Topic

ADB as a Resilient & 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

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)

Class #7 – March 2, AM

Topic

Independent Assessments of ADB

- ADB independent self-assessment 2017
- MOPAN 2021 Assessment
- Center for Global Development August 25, 2021

Pre-Class Preparations

- Suggested Readings:
 - MOPAN (Multilateral Organization Performance Assessment Network) 2017-2018 Assessment of ADB issued in August 2019
 - Independent Assessment at the ADB (No Date)
 - 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, 2021

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 50 minutes to present the Group Assignment.

Class #8 – March 2, PM

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

Class #9 – March 9, AM

Case: China Environment Fund

Class #10 – March 9, PM

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

Class #11 - March 16, 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 Assignment

Cases

- 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 2023 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 an ADB member country. Another 10 slides can be used.
 - Each group should submit ONLY ONE set of slides (containing the first and second parts) one day before you presentation day, e.g., presentation slides should be submitted by March 1, 9 AM, if your presentation day is on March 2.
 - Total presentation time is 50 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.)
- 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 March 2, 9 AM.

Class #12 – March 16, 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 23, 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 22, Friday, 9 AM, answering the following questions:
 - a) What are the 5 takeaway lessons you have learned from this course?

- b) How will the course influence you in dealing with social issues?
 - c) Has this course impacted your future career considerations? How?
 - d) 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 (c) orally in front of the whole class.
 3. The last 40 minutes of 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

Assessment	Proportion of Final Grade
Class Card (submit before Class 1)	5%
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 <u>Mar 1, 9 AM</u>)	20%
Group Presentation Peer Assessment (immediately after each presentation)	10%
Group Contribution Peer Assessment (intra-group evaluation; due <u>11:59 PM of the day of your Group Presentation</u>)	5%
Individual Pre-class Reflection Paper (Class 13)	15%

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.
- Preparation and readings for each session are 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 questions on the above can be addressed to me or the TA in case of emergencies.
- ChatGPT/Generative AI is allowed but must be acknowledged in writing on how it is used, and in which works, e.g. Group Presentations, etc.