Syllabus: PPOL 5170: Public Management and Leadership

HKUST Division of Public Policy

Version 1, January 29, 2024

Instructor:

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Teaching:
Wednesday, 10:30am – 01:20pm (**L1**)
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Teaching Assistants:

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Overview- Why are you taking this course?

The study, and more importantly, the practice of policy practitioners does not end once decisions are taken. In fact, most of the hard work occurs in the details of how policy gets implemented, day to day, in the messy and conflicting real world. Many a beautiful piece of policy legislation has resulted in a unwieldy, ineffective mess; in other situations, effective public services have muddled along, under circumstances of neglect or outright disfavor at the decision making level. For many MPP's, they will find themselves working in, or with, public organizations that are responsible for implementing policy on a day to day basis.

This course aims to equip you with a rigorous theoretical as well as practical understanding of the kinds of policy decision making and implementation activities that occur in varying institutional contexts at different levels. You will become familiar with the sectors, organizations, and groups who are participants in public management, including those beyond the traditional confines of government. They will also critically examine the concept of 'leadership' in public organizations- where it is located, and how it is related to the task of policy implementation. Building on that, the course will also explore how approaches to public management differs from organization to organization per its type. This course will

help prepare you to undertake continuous learning, flexible adaptation, and creative innovations as core components of policy systems and processes under situations of complexity and uncertainty.

Course Objectives:

By the end of the course, you will be able to:
1. Understand key concepts and doctrinal debates in public management and leadership.
2. Point to the conceptual differences across literature and their application in public management.
3. Develop rigorous understanding on some of the most important areas in public management with an applied approach.
4. Apply public management concepts to real world cases, especially those characterized by complexity and uncertainty.

Reading Material:
There is no single book that covers all the topics of this course. Essential material is provided via Canvas. You are expected to be interested in reading material that is not electronically available. You are not expected to read everything on this reading list. Aim to read the core reading for each class meeting. Further reading provides for alternative sources as well as opportunities for more in-depth study for essays and exam preparation.

Assignments:
The details of the assignments will be announced via Canvas. The overall structure and points assigned to each are as follows:

Due	Assignment	%
March 19	**Exam 1**	15%
TBD (May)	**Exam 2**	15%
Week 3	**Response Paper**	5%
TBD (May)	**Final Project**	40%
	Participation	10%
	Homework & Discussions	15%
	Total:	**100%**

Reflection homework:

We will ask you to write on short reflection piece, due on Feb 13rd. More specific instructions will be posted on Canvas. You will be asked to give feedback to 1-2 classmates, and the teaching team will also give you feedback.

Case Discussion Posts:

We will be doing four major cases during the term. You will be required to submit a short discussion post, based on the case topics, for each case (we will give you the prompts when we post the materials). You will also be expected to comment on your classmate's posts, to help get the discussion started – usually due before the SECOND session of the case. Prof Matus will give more detail on the exact prompts and timing for each case.

Other Discussion Posts:

I may, from time to time, ask for students to post on the discussion boards about particular topics, or to help us recap a discussion, etc... You are also encouraged to start (and participate) in your own discussions. This method of communication is especially important for any periods where we are operating in online/hybrid modes.

Collaborative Annotations:

To help improve engagement with the readings, we are going to make use of collaborative annotation software. **To support this, please ensure that you have access to PERUSALL (more info for sign up to follow).**

For each topic/class, a sub group will be assigned to be annotators.

Annotators will be assigned to comment, jointly, in-line, on a specific text or texts from the readings in ENGLISH. They will also be responsible (individually) for posting discussion questions before the start of class. During the session, they will be expected to be ready to comment/discuss. HOWEVER – that does not mean that others should not do the reading. Consider them 'seeds' in the classroom.

Final Group Project:

The group project will be a policy report. This will be a *scaffolded* assignment with multiple subassignments (individual and group) during the semester. More information will be posted on Canvas.

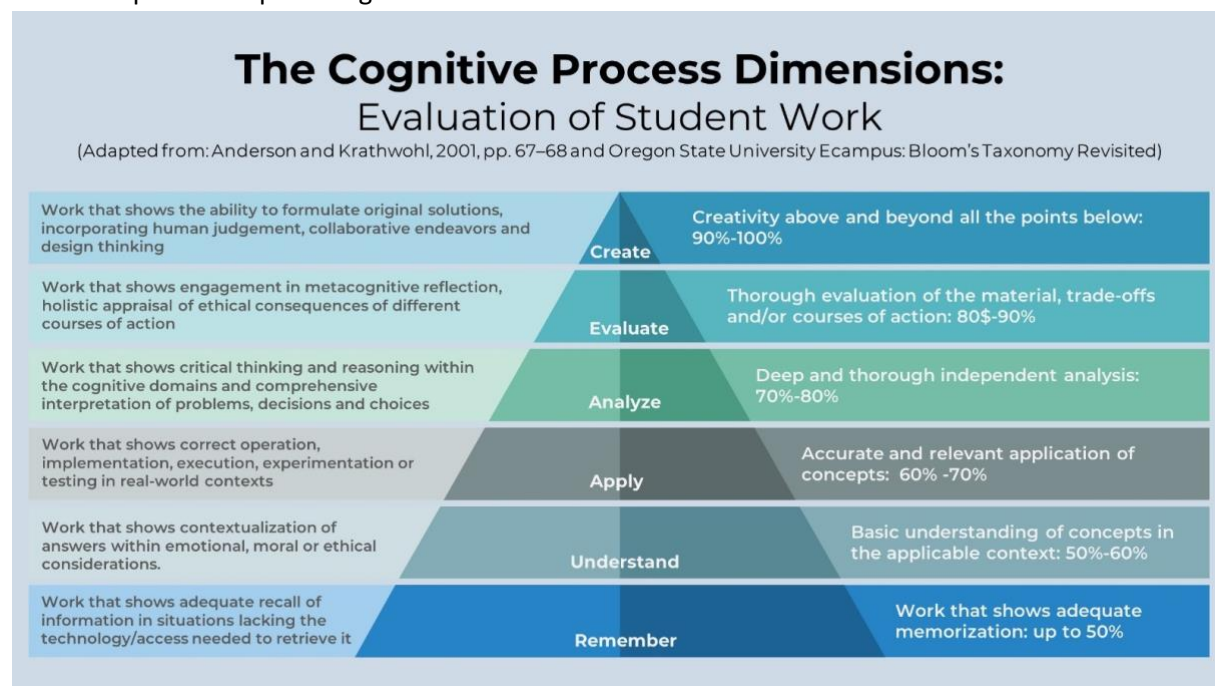| Due	**Final Project**	%
Week 6	Brainstorm	5%
Week 9	Section Drafts	15%
Week 12	First Draft (for peer review)	30%
TBD	Final Draft	45%
	Peer Review	5%

Class Participation:

OUR EXPECTATIONS:
This is a course MPP students. By this point in your university career, I expect that you are responsible, independent students. At the same time, the topic matter (or most of it) will be new to the majority of you. This can mean a heavy load at times. ***Attendance is mandatory, and the expectation is that you will do the readings for each session before the class, and be ready to discuss.***

The reason that it is so important to do the readings and class assignments is that this course is only as good as what you each are willing to put into it. Our class sessions will only work well if students are prepared, and come to class willing to engage in fruitful discussions. This is not a brain-transfer from the instructor to the classroom. Public management is a cooperative, interdisciplinary endeavour, and working through the material together is as much an element of the course as the subject matter itself. The structure of the course gives multiple ways for students to contribute, orally and in writing. But working on oral skills is an important element of the class, and the expectation is that all students will contribute to the discussions.

At HKUST, we have a wonderful diversity of students. They bring with them a wealth of perspectives and experiences. So while vigorous discussion is encouraged, disrespect, inside of the classroom or out, will not be tolerated. We will work under Chatham House rules- what is said in the classroom stays in the classroom. Furthermore, under no circumstances will any student resort to personal attacks, however dry or witt. Any disrespectful or disruptive students will be asked to leave the class.

Grading:

For each assignment, we will provide the outline and general marking rubrics. But for all assignments, it will be helpful to keep the Cognitive Process Dimensions in mind.

The Cognitive Process Dimensions:
Evaluation of Student Work
(Adapted from: Anderson and Krathwohl, 2001, pp. 67–68 and Oregon State University Ecampus: Bloom's Taxonomy Revisited)

Work that shows the ability to formulate original solutions, incorporating human judgement, collaborative endeavors and design thinking	Create	Creativity above and beyond all the points below: 90%-100%
Work that shows engagement in metacognitive reflection, holistic appraisal of ethical consequences of different courses of action	Evaluate	Thorough evaluation of the material, trade-offs and/or courses of action: 80$-90%
Work that shows critical thinking and reasoning within the cognitive domains and comprehensive interpretation of problems, decisions and choices	Analyze	Deep and thorough independent analysis: 70%-80%
Work that shows correct operation, implementation, execution, experimentation or testing in real-world contexts	Apply	Accurate and relevant application of concepts: 60% -70%
Work that shows contextualization of answers within emotional, moral or ethical considerations.	Understand	Basic understanding of concepts in the applicable context: 50%-60%
Work that shows adequate recall of information in situations lacking the technology/access needed to retrieve it	Remember	Work that shows adequate memorization: up to 50%

In general, the different levels relate to grades as follows (but keep in mind, different assignments may have particular requirements that need to be met which may change this a bit):

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

Note: Late assignments will incur a penalty for each day they are late, except in cases where extensions have been granted by the instructor. Except for emergencies, extensions are much more likely to be granted when they are requested well in advance, with strong justification. If you are struggling to complete your coursework, please come discuss with us sooner rather than later, as it is always easier to adjust things before there is a crisis.

A note on academic integrity

One of the worst parts of my job is dealing with issues of academic dishonesty and plagiarism. They are unpleasant for students and faculty alike. Academic dishonesty hurts you, your peers, and your teachers. If you are ever unclear about what is allowed (i.e. working in groups vs. own work, etc…), ask me or the TA's. If you are ever unclear about whether (and how) to cite something, once again, you can talk to me or the TA's, or check in with the library resources or our (soon to be hired) language tutor. I excerpt the HKUST policy, below.

"The University's approach to cases of academic misconduct is fundamentally educational. The process for dealing with these cases is designed to enable students to better understand the nature of academic misconduct and the high standards of academic integrity that are expected. The sanctions available in confirmed cases of misconduct are intended to signal the importance that the University places on maintaining these high standards and to communicate this to students.

Academic misconduct includes, but is not limited to:

Cheating: conduct designed to mislead those responsible for making a judgment on a student's academic performance or standing, including:

- Unauthorized conveyance or receipt of examination or test questions
- The giving, receiving or utilizing of unauthorized information or assistance in completing an assignment, test or examination
- Breaches of the regulations for examinations set out in the Annex
- Impersonating another student or allowing oneself to be impersonated by another student in participating in a test or examination

- Submission of academic work containing purported statements of fact or references to sources that have been fabricated
- Presenting for credit work that has already been accepted for credit in another course

Plagiarism: the presentation of work which originates from other sources, including the work of other students, as the student's own work, without appropriate attribution to the source." **This INCLUDES making use of AI-based tools to write or edit your essays.**
http://acadreg.ust.hk/generalreg.html

Generative AI Policy

In this course, you are expected to produce original and authentic work that reflects your own understanding and creativity. The use of generative AI tools, such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance, to complete any part of your assignments is strictly prohibited, unless you have a written permission from the instructor, or we are expressly using such tools in class. Generative AI tools are not reliable sources of information, and they may produce inaccurate, misleading, or plagiarized content. Using these tools without proper citation and acknowledgment is a form of academic dishonesty, and it will result in serious consequences, such as a failing assignment grade, a report to the dean, or even a failing final grade. Therefore, you are strongly advised to avoid using generative AI tools for your coursework, and instead, rely on your own skills, knowledge, and resources.

Course Schedule

Wed	Thur	Week	Title
31-Jan	1-Feb	1	Introduction to Public Managemet: Public vs Private Sectors
7-Feb	8-Feb	2	Street-Level Motivations and Discretion + Leadership
14-Feb	15-Feb	3	Ethics and Accountability
21-Feb	22-Feb	4	Case
28-Feb	29-Feb	5	The State, Strategy, and the Public Sector +Administrative Burdens and the Politics of Access
6-Mar	7-Mar	6	Performance Measurement and Management
13-Mar	14-Mar	7	Case
20-Mar	21-Mar	8	Stakeholder Engagement and Transparency
27-Mar	28-Mar	9	Victoria Caplan (both sections taught on the 27th)
3-Apr	4-Apr	9	No Class
10-Apr	11-Apr	9	Collaborative Governance/PPPs
17-Apr	18-Apr	10	Organizational Change
24-Apr	25-Apr	11	Case
1-May	2-May	12	Studio session
8-May	9-May	13	Crisis Management