

Syllabus: PPOL 5170: Public Management and Leadership

HKUST Division of Public Policy

Version 1.0, February 4, 2022

Instructor:

Prof. Kira Matus
Division of Public Policy (and Environment and Sustainability, and Social Sciences)
Office: 4616D (Policy Office, lift 31/32)
kmatus@ust.hk

Office hours:

Wednesday, 2-3 pm (via Zoom appointments)

Teaching:

T and Th, 10:30am – 11:50am (L1)

T and Th. 12pm – 1:20pm (L2)

Teaching Assistants:

Holvert HUNG

Raymond YIU

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 Date	Assignment	%
	Individual Assignments	
Feb. 20	Introductory Short Essay	5
March 17 or March 29	Case Memo 1 (Case 1 <i>or</i> Case 2)	10
April 26 or May 15	Case Memo 2 (Case 3 <i>or</i> Case 4)	10
	Final Project	
March 3	Brainstorm	5
April 12	Section Drafts	10
May 3	First Draft (for peer review)	
May 23	Final Draft	25
May 11	Presentation	10
	Classwork/Participation	
	Discussion Questions	5
	Attendance/Participation	5
	Collaborative Notes	5

	Collaborative Annotations	5
	Discussion Posts	5
	Total	100

Reflection homework

We will ask you to write on short reflection piece, due on Feb 20th. 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. Optional rewrites will be due March 6th.

Case Reports

You are required to submit two case reports. One must be your choice from Cases 1&2, the second is your choice from Cases 2&4. More details about the expected format/content will be posted on canvas, but they will be fairly brief (about 1500 words) and will summarize the key insights of the case for a professional audience. (This is in addition to the short discussion posts, but can be based upon these).

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 Note Taking and Collaborative Annotations

We will be trying out some new techniques to support our learning (given the uncertainties and likely changes to format of online/hybrid/in-person). There are two elements: collaborative note taking, and collaborative annotations. **To support this, please ensure that you have access to GOOGLE DOCS/SLIDES and also PERUSALL (more info for sign up to follow).**

For each topic/class, a sub group will be assigned to be either annotators or note takers (we may have to further subdivide, based on numbers/balance).

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.

Notetakers will work in a shared document to record the course content/discussions. After class, these notes should be finalized (organized, laid out coherently, use of visuals as needed, etc...), and will be available as references for all students. These notes MUST be ENTIRELY in English. This is good practice for distilling down and capturing key concepts, etc.. and these will then be resources as we move through the course.

Group Project:

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

Class Participation:

EXPECTATIONS:

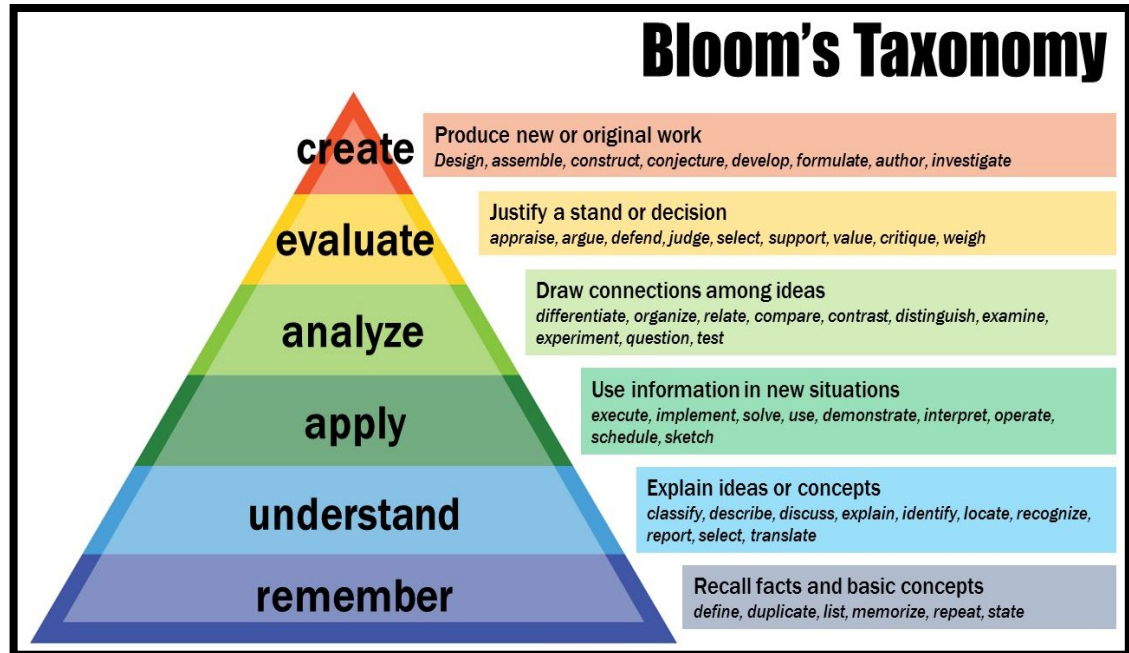
This is a course MPP students. By this point in your university career, I expect that you are responsible, independent students. At the same time, the topic matter (or most of it) will be new to the majority of you. This can mean a heavy load at times. ***Attendance is mandatory, and the expectation 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. **Seminar sessions (Wednesdays)**, in particular, 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 witty. 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 Bloom's Taxonomy in mind.



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.

2. 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."

<http://acadreg.ust.hk/generalreg.html>

Week	Date	Reading Topics	DQs/Annotations	Note Takers
Module 1: Introduction to Public Administration and Public Management				
1	Tuesday, February 8, 2022	<i>Introduction</i>		
1	Thursday, February 10, 2021	<i>Worldviews, and Styles</i>		1
Module 2: Actors: From the Street Level to the C-Suite				
2	Tuesday, February 15, 2021	<i>Street Level</i>	RG1	2
2	Thursday, February 17, 2021	<i>Leaders - Politics vs Administration?</i>	RG2	3
3	Tuesday, February 22, 2021	<i>Ethics and Motivation</i>	RG3	4
3	Thursday, February 24, 2021			5
Module 3: Case Week 1				
4	Tuesday, March 1, 2021	<i>Case Week 1</i>		
4	Thursday, March 3, 2021			
Module 4: Managing Implementation				
5	Tuesday, March 8, 2021	<i>Performance Management</i>	RG1	1
5	Thursday, March 10, 2021	<i>Evaluation</i>	RG2	2
6	Tuesday, March 15, 2021	<i>Transparency and Accountability</i>	RG3	3
6	Thursday, March 17, 2021			4
Module 5: Case Week 2				
7	Tuesday, March 22, 2021	<i>Case Week 2</i>		
7	Thursday, March 24, 2021			
Module 6: Organizational Perspectives				
8	Tuesday, March 29, 2021	<i>Organizational Change</i>	RG1	5
8	Thursday, March 31, 2021	<i>Public Private Partnerships</i>	RG2	1
9	Tuesday, April 5, 2021	No Class		
9	Thursday, April 7, 2021	<i>Stakeholder Engagement</i>	RG3	2
9	Tuesday, April 12, 2021			3
9	Thursday, April 14, 2021	No Class		
Module 7: Case Week 3				
10	Tuesday, April 19, 2021	<i>Case Week 3</i>		
10	Thursday, April 21, 2021			

Module 8: Managing through Crisis

11	Tuesday, April 26, 2021	<i>Risk and Crisis Management</i>	<i>RG1</i>	4
11	Thursday, April 28, 2021	<i>Expert/Science Advice</i>	<i>RG2/3</i>	5

Module 9: Case Study 4

12	Tuesday, May 3, 2021	<i>Case Week 4</i>		
12	Thursday, May 5, 2021			

Module 10: Public Mangement, Good Government, and a 'Wicked' Future

13	Tuesday, May 10, 2021	<i>Good Government; Wrap-up</i>		
----	-----------------------	---------------------------------	--	--

