

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Public Policy**  
**with effect from Semester A 2018 / 19**

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**Part I Course Overview**

<b>Course Title:</b>	Principles of Public Sector Management
<b>Course Code:</b>	POL2307
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	B2
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	None
<b>Precursors:</b> <i>(Course Code and Title)</i>	None
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	SA2307 Introduction to Public Administration
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	None

## Part II Course Details

### 1. Abstract *(A 150-word description about the course)*

This course introduces students to basic theories, key concepts, and core issues in public administration and management. In addition to learning about the institutional, social, and cross-sectoral contexts of public administration and public management, students will be familiarized with key aspects of the public policy process and dynamics in public organizations. Major course objectives include (1) helping students understand basic theories and concepts in public administration and management; (2) promoting students' understanding of different philosophical and normative orientations adopted by public management scholars; 3) providing students with opportunities to apply established theories and concepts to address specific public management problems; and 4) honing students' much-needed skills in public speaking and teamwork.

Course objectives can only be attained with the active participation of students in class. Each student will be expected to complete required readings prior to class meetings, make oral presentation(s), submit written assignments on time, attend scheduled tutorials, and contribute critically and constructively to class discussions. Literature selected for this course is primarily from leading public administration journals, including some "classic" writings as well as more contemporary thought on each topic.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the scope, nature, major features and the values of public administration and management, and review critically the different approaches in the study of public administration		✓	✓	
2.	Examine the key concepts and administrative theories, relate them to the real-life issues, and evaluate critically the competing values inherent in the bodies of administrative theories.		✓	✓	
3.	Analyse the different modes of delivery of public service, the rise of New Public Management (NPM), and differentiate the main ideas of traditional public administration and NPM.		✓	✓	
4.	Apply the concepts and theories to analyse public administration issues and the challenges facing Hong Kong and the world today		✓	✓	✓
5.	Appraise the indicators/principles of good governance, critique about their relevance to non-western cultures, and evaluate the quality of governance in Hong Kong or other jurisdictions.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	<p>Students will</p> <ul style="list-style-type: none"> <li>acquire knowledge of the concepts, values, and development of public sector management.</li> <li>develop their analytical and critical capabilities to discuss public administration issues.</li> <li>apply the theoretical knowledge to analyse empirical cases.</li> </ul>	√	√	√	√	√	
Canvas	On-line availability of lecture materials, questions, response, debate, and discussion on readings, lectures materials, and contemporary issues in Hong Kong.	√	√	√	√	√	
Tutorials	<p>Students have to read the essential readings before the tutorial which would enable them to</p> <ul style="list-style-type: none"> <li>analyse and debate on key issues and concerns in the field of public sector management.</li> <li>apply the public administration theories to analyse issues in a specific context.</li> <li>generate new ideas on selected topics in which they will conduct research and analysis.</li> <li>evaluate critically the quality of governance in Hong Kong or other jurisdictions</li> <li>Participate in a public management research project</li> </ul>	√	√	√	√	√	
A combination of individual and group work; problem-based investigation, group discussion and team learning	<ul style="list-style-type: none"> <li>Each student has to give a class presentation on a public administration concept or approach (chosen from the tutorial list) and illustrate their understanding with applications and concrete examples</li> <li>Apart from a short individual presentation, students will also be divided into groups to conduct in-depth study on a Hong Kong public administration issue.</li> <li>Students will summarize the literature; look up the reference materials and data from the library, internet, documentaries and the mass media; analyse and re-organize the research materials, generate new perspectives, integrate their ideas, construct their argument, design their analysis, and give a class presentation of their case</li> </ul>	√	√	√	√	√	

	study in tutorial sessions. <ul style="list-style-type: none"> <li>Students will comment on each other's performance and appraise their classmates' presentation skills and research analysis.</li> </ul>							
Essay-writing	Students have to write a group paper of approximately 2,500 words.	√	√	√	√	√		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>50</u> %							
Participation in tutorial discussion and research project: Students' active participation in tutorial discussion -- through providing examples, synthesizing, analysing, appraising and reflecting on other students' responses -- would facilitate group learning.	√	√	√	√	√	10%	
Individual video presentation and short paper: Each student will be assigned to give a class presentation on a tutorial topic related to public administration concepts, approaches or issues.	√	√				15%	
Group presentation and paper: Students have to construct the main ideas of their research topic and answer questions raised in class. The tutor will comment on the strengths and weaknesses of the presentation, help students to re-organize their argument, and give suggestions for improvement in writing-up the term paper. The paper has to be appropriately referenced and footnoted.		√	√	√	√	25%	
End-of-course examination: Closed book examination. Both short and long questions will be set to test students' command of the subject, their depth of understanding, innovative ideas and critical interpretation of public administration issues.	√	√	√	√	√	50%	
Examination: <u>50</u> % (duration: 2 hrs)							
* The weightings should add up to 100%.						100%	

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

5. **Assessment Rubrics** (*Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.*)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure
1. Participation in tutorial discussion		Demonstrating very positive and proactive attitudes in tutorial discussions; showing superior preparation of the essential readings before coming to class; and very active interaction in class with unique ideas and insightful questions	Demonstrating good and positive attitudes in class discussions; showing good preparation of the essential readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions.	Demonstrating good attitudes in class discussions; showing adequate preparation of the essential readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions.	Demonstrating non-positive attitudes in class discussions; showing inadequate preparation of the essential readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions.	Demonstrating negative attitude in class discussions; showing poor preparation of the essential readings before coming to class; and no interaction in class at all.
2. Individual presentation and paper		Demonstrating strong evidence of excellent understanding of the public administration concept/approach/issue discussed with very relevant examples from Hong Kong or other jurisdictions.	Demonstrating good evidence of comprehensive understanding of the public administration concept/approach/issue discussed with relevant examples from Hong Kong or other jurisdictions.	Demonstrating adequate evidence of a fair understanding of the public administration concept/approach/issue discussed with some relevant examples from Hong Kong or other jurisdictions.	Demonstrating limited evidence of understanding the public administration concept/approach/issue discussed with little relevant examples from Hong Kong or other jurisdictions.	Poor understanding the public administration concept/approach/issue discussed with no relevant examples from Hong Kong or other countries.
3. Group presentation		Demonstration of outstanding ability in collating relevant materials on a public administration issue in Hong Kong or other jurisdiction; excellent application of concepts and research materials to establish a very convincing case for the presentation; clear evidence of good team	Demonstration of good ability in collating relevant materials on a public administration issue in Hong Kong or other jurisdiction; competent application of concepts and research materials to establish a good case for the presentation; evidence of good team work; effective in conducting	Demonstration of adequate ability in collating relevant materials on a public administration issue in Hong Kong or other jurisdiction; adequate application of concepts and research materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in	Demonstration of limited ability in collating relevant materials on a public administration issue in Hong Kong or other jurisdiction; limited application of concept and research materials to establish a case for the presentation; limited evidence of team work; ineffective in conducting class discussion and	Poor collation of relevant materials on a public administration issue in Hong Kong or other jurisdiction; inability to apply relevant concepts and research materials to establish a case for the presentation; no evidence of team work; ineffective in conducting class discussion and defending the group's position after

		work; highly effective in conducting class discussion and defending the group's position after presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter	class discussion and defending the group's position after presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter	conducting class discussion and defending the group's position after presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter	defending the group's position after presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter	presentation; little evidence of critical analysis and synthesis; little grasp of the subject matter.
4. Group paper		Demonstration of outstanding analysis and writing-up of a project report about the public administration issue discussed in the presentation. High standard knowledge of the research topic, excellent application of concepts to real-life issues, rigorous analysis and evaluation of the public administration issue with very relevant illustrations. The overall quality of the paper is excellent.	Demonstration of good analysis and writing-up of a project report about the public administration issue discussed in the presentation. Fairly good knowledge of the research topic, good application of concepts to real-life issues, well above average analysis and evaluation of the public administration issue with appropriate illustrations. The overall quality of the written paper is good.	Demonstration of adequate analysis and writing-up of a project report about the public administration issue discussed in the presentation. Rudimentary understanding of the research topic, adequate application of concepts to real-life issues; average performance in analysis and evaluation of the public admin. issue with some illustrations. The overall quality of the written paper is satisfactory.	Marginal analysis and writing-up of a project report about the public administration issue discussed in the presentation. Poor understanding of the research topic, little application of concepts to real-life issues; below average performance in analysis and evaluation of the public administration issue with little illustrations. The overall quality of the written paper is below average.	Wrong analysis and poor writing-up of a project report about the public administration issue discussed in the presentation. Very poor knowledge of the research topic, wrong application of concepts to real-life issues; poor performance in analysis and evaluation of the public administration issue with irrelevant or wrong illustrations. The overall quality of the written paper is poor.
5. Final written exam		Scoring 85% or above in the exam; evidence of extensive knowledge base in the subject matter; demonstration of excellent critical and analytical thinking.	Scoring 70% or above in the exam; evidence of good knowledge base in the subject matter; demonstration of critical and analytical thinking.	Scoring 55% or above in the exam; evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking.	Scoring 40% or above in the exam; evidence of some knowledge base in the subject matter; limited critical and analytical thinking.	Scoring 39% or below in the exam; no evidence of adequate knowledge base in the subject matter; no critical and analytical thinking.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Philosophical and methodological foundations of public administration and management; Different approaches in the study of public administration (rational administration vis-à-vis democracy and participation); Publicness; The distinguished features in public, private, and third sectors management; Weberian bureaucracy; Modes of public service delivery; the concept of accountability and different types of accountability relationship; Different modes of public-private partnership; Traditional public administration and New Public Management (NPM); Principles of good governance.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lan, Z. and Anders, K. (2000). A Paradigmatic View of Contemporary Public Administration Research: An Empirical Test. <i>Administration &amp; Society</i> , 32, 138-165.
2.	Lynn, L. E., Jr. (2001). The Myth of the Bureaucratic Paradigm: What Traditional Public Administration Really Stood for? <i>Public Administration Review</i> , 61, 144-160
3.	Bozeman, B. (2002). Public-Value Failure: When Efficient Markets May Not Do. <i>Public Administration Review</i> , 62, 145-161.
4.	Kettl, D. F. (2000). The Transformation of Governance: Globalization, Devolution, and the Role of Government. <i>Public Administration Review</i> , 60, 488-497.
5.	Lynn, L. E., Jr. (1998). The New Public Management: How to Translate a Theme into a Legacy. <i>Public Administration Review</i> , 58: 231-237.
6	Agranoff, R. and McGuire, M. (2001). Big Questions in Public Network Management Research. <i>Journal of Public Administration Research and Theory</i> , 11, 295-326.
7	Bryson, J. M., Crosby, B. C., and Stone, M. M. (2006). The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature. <i>Public Administration Review</i> , 66, 44-55.
8	Scott, Ian (2010) <i>The Public Sector in Hong Kong</i> , Hong Kong University Press. (Part I, II & IV).

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Boyne, George A. (2002) "Public and Private Management: What's the Difference?", <i>Journal of Management Studies</i> , 39 (1), 97-122.
2.	Chan Hon S and Rosenbloom David H (2010) "Four Challenges to Accountability in Contemporary Public Administration: Lessons from the US and China", <i>Administration and Society</i> , 42(1) (April Supplement), p.11S-33S.

3.	Doeveren Veerle van (2011) "Rethinking Good Governance: Identifying Common Principles", <i>Public Integrity</i> , 13 (4), 301-318.
4.	Fábián, A. (2010) "New Public Management and What comes After", <i>Current Issues of Business and Law</i> , 5, 41-56.
5.	Lane, Jan-Erik (1994) "Will Public Management Drive Out Public Administration?", <i>Asian Journal of Public Administration</i> , Vol. 16, No. 2 (Dec), pp. 139-151.
6.	Lee, Eliza W.Y. (2000) "The New Hong Kong International Airport Fiasco: Accountability Failure and the Limits of the New Managerialism", <i>International Review of Administrative Sciences</i> , Vol. 66, Issue 1, pp. 57-7.
7.	Peters, B. Guy (2002) "The Changing Nature of Public Administration: From Easy Answers to Hard Questions", <i>Asian Journal of Public Administration</i> , Vol. 24, No. 2, pp.153-183.
8.	Pierre Jon and Peters B. Guy (2000) <i>Governance, Politics and the State</i> , New York: St. Martin's Press, pp. 1-7 & 12-27.
9.	Salamon, Lester M and Anheier Helmut K (1997) <i>Defining the Non-profit Sector: A Cross-national Analysis</i> , NY: Manchester University Press, pp. 11-17 & 27-34.
10.	Savas, E. S. (2000) <i>Privatization and Public-Private Partnerships</i> , New York: Chatham House, pp. 18-110.
11.	Simon, A. Herbert (1946) "The Proverbs of Administration", in J.M. Shafritz and A C Hyde eds. (2007) <i>Classics of Public Administration</i> , 6th ed., No. 16 (or any edition).
12.	UNESCAP (2009): "What is Good Governance?" Available online at <a href="http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp">http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp</a> (accessed in April 2015).
13	Kettl, D. F. (2000). <i>Public Administration at the Millennium: The State of the Field. Journal of Public Administration Research and Theory</i> , 10, 7-34.
14	Kaufman, H. (2001). <i>Major Players: Bureaucracies in American Government. Public Administration Review</i> , 61, 18-42.
15	Kamensky, J. M. (1996). <i>Role of the "Reinventing Government" Movement in Federal Management Reform. Public Administration Review</i> , 56, 247-255.
16	Denhardt, R. B. and Denhardt, J. V. (2000). <i>The New Public Service: Serving Rather than Steering. Public Administration Review</i> , 60, 549-559.
17	Jones, G. R. and George, J. M. (1998). <i>The Experience and Evolution of Trust: Implications for Cooperation and Teamwork. Academy of Management Review</i> , 23, 531-546.