

Course Title	: PMS 3003 Public Management: Comparative Perspectives
Recommended Study Year	: 1
No. of Credits/Term	: 3
Mode of Tuition	: Lectures and Tutorial
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Required
Discipline	: Public Management
Prerequisite(s)	: N/A
Co-requisite(s)	: N/A
Exclusion(s)	: N/A
Exemption Requirement(s)	: N/A

Brief Course Description

This course aims to help students understand the basic concepts in comparing public management across different countries. All public managers have goals and serve citizens, clients, or recipients. Comparative public management aims to understand how these public managers achieve goals, deliver services and evaluate their effectiveness. This course will help students to understand how characteristics of public management differ across countries (or across localities) and how they influence public managers' attitudes and behavior, organizational performance, and other outcomes. By studying this course, students shall be able to recognize and define public management issues across different countries, to analyze public management issues they are interested in, and to offer good suggestions on how such issues could be addressed or solved.

Aims

This course aims to:

1. Introduce students to the nature, relevance and practice of public management in different countries
2. Lead students to explore and analyze key concepts in public management
3. Equip students with the skills and concepts to compare public management issues across different countries
4. Help students to apply theories of public management to analyze public management issues they are interested in

Learning Outcomes (LOs)

Upon successful completion of this course, students will be able to:

1. Recognise key concepts, theories, principles about public management
2. Identify and critically analyze issues and debates in public management
3. Apply key concepts and theories in public management in local issues and also issues across the world
4. Compare public management practices across different countries
5. Critically present a public management issue efficiently to any audience

Indicative Content

1. Comparison and public management
2. Bureaucracy as a focus for comparative public management
3. Bureaucratic structures and governance outcomes
4. Managerial capacity, quality, and organizational performance
5. Background and history of national administrative systems
6. Public management in developed countries
7. Variation in public management in developed countries
8. Public management in less developed countries
9. Public management in Hong Kong
10. Public management in mainland China

11. Public management in the US

Teaching Methods

The course will consist of weekly lectures (2 hours), tutorials (1 hour). In tutorials, students will discuss the assigned readings and take turns to make presentations.

Assessment

1. 40% Final examination: A two-hour final examination will take place at the end of the course.
2. 60% Group assignment and presentation: A mid-term assignment (essay, 40%) will be given within the first four weeks of the course on group basis. Each group will be expected to write a 3000-word essay on one issue that is relevant to public management. The output will be presented to the class at the end of the course (20%).

Measurement of Learning Outcomes

Learning Outcome	Final Exam	Group assignment and presentation
• Recognise key concepts, theories, principles about public management	✓	✓
• Identify and critically analyze issues and debates in public management	✓	✓
• Apply key concepts and theories in public management in local issues and also issues across the world	✓	✓
• Compare public management practices across different countries	✓	
• Critically present a public management issue efficiently to any audience	✓	✓

Required/Essential Readings

Ferrel Heady. 2001. *Public Administration: A Comparative Perspective*, 6th Ed. Taylor and Francis.

Hill, Carolyn and Laurence E. Lynn Jr. 2015. *Public Management: A Three Dimensional Approach*. Washington D.C.: Congressional Quarterly Press.

Recommended/Supplementary Readings

1. Aoki, Naomi. 2015. "Let's Get Public Administration Right, But in What Sequence?: Lessons from Japan and Singapore." *Public Administration & Development* 35 (3).
2. Chan, Hon, and David Rosenbloom. 2010. "Four Challenges to Accountability in Contemporary Public Administration: Lessons from the United States and China." *Administration & Society* 42 (Supplement 1):11S-33S.
3. Durant, Robert. 2011. "Global Crises, American Public Administration, and the "New Interventionism" Revisited." *Administration & Society* 43 (3):267-300.
4. Farazmand, Ali. 1996. "Development and Comparative Public Administration: Past, Present, And Future." *Public Administration Quarterly* 20 (3).
5. Geva-May, Iris. 2002. "Comparative Studies in Public Administration and Public Policy." *Public Management Review* 4 (3):275-290.
6. Rothstein, Bo. 2009. "Creating political legitimacy: Electoral democracy versus quality of government." *American behavioral scientist* 53 (3):311-330.
7. Rothstein, Bo, and Jan Teorell. 2008. "What is quality of government? A theory of impartial government institutions." *Governance* 21 (2):165-190.
8. Jindra, Christoph, and Ana Vaz. 2019. "Good governance and multidimensional poverty: A comparative analysis of 71 countries." *Governance* 32(4): 657-675.

9. Haruna, P. F., and S. Vyas-Doorgapersad. 2014. "Building Public Service Capacity for Development Management: Reflections on Professional Public Administration Education and Training in African Nations." *Journal of Public Affairs Education* 20 (4):451-454.
10. Henderson, Keith M. 2009. "Parallel universes: Canadian and U.S. public administration study." *Canadian Public Administration* 52 (2):271-290.
11. Holzer, Marc, and Jyldyz Kasymova. 2012. "Restating the Relevance of Comparative Public Administration." *Public Administration Review* 72 (1).
12. Jreisat, Jamil. 2010. "Comparative public administration and Africa." *International Review of Administrative Sciences* 76 (4):612-631.
13. Kellis, Dana S., and Bing Ran. 2013. "Modern leadership principles for public administration: time to move forward." *Journal of Public Affairs* 13 (1):130-141.
14. Lee, Mordecai. 2011. "History of US public administration in the Progressive era: Efficient government by and for whom?" *Journal of Management History* 17 (1):88-101.
15. Liu, Wei PhD, and Wenzhao PhD Li. 2013. "Public Administration in China- Evolution and Current Challenge." *Asian Journal of Political Science* 21 (1):1-20.
16. Magone, José M. 2011. "The Difficult Transformation of State and Public Administration In Portugal. Europeanization and the Persistence of Neo-Patrimonialism." *Public Administration* 89 (3):756-782.
17. Meyer-Sahling, Jan-Hinrik. 2009. "Varieties of legacies: a critical review of legacy explanations of public administration reform in East Central Europe." *International Review of Administrative Sciences* 75 (3):509-528.
18. Moloney, Kim. 2009. "Public administration and governance: a sector-level analysis of World Bank aid." *International Review of Administrative Sciences* 75 (4):609-627.
19. Perlman, B.J., and Gleason, G., "Cultural Determinism versus Administrative Logic: Asian Values and Administrative Reform in Kazakhstan and Uzbekistan." *International Journal of Public Administration* 30 (12-14):1327-1342.
20. Raadschelders, Jos C. N. 2010. "Is American Public Administration Detached from Historical Context?" *American Review of Public Administration* 40 (3):235-260.
21. Sager, Fritz, Christian Rosser, Pascal Y. Hurni, and CéLine Mavrot. 2012. "How Traditional Are the American, French And German Traditions of Public Administration? A Research Agenda." *Public Administration* 90 (1):129-143.
22. Stever, James. 2010. "A Security Preface to 21st-Century Public Administration." *Administration & Society* 42 (3):287-314.
23. Torres, LourDes, and Vicente Pina. 2004. "Reshaping Public Administration: The Spanish Experience Compared to the UK." *Public Administration* 82 (2):445-464.
24. Ugyel, L. 2014. "Explaining hybridity in public administration: An empirical case of Bhutan's civil service." *Public Administration and Development* 34 (2):109-122.
25. Van Wart, Montgomery, and N. Joseph Cayer. 1990. "Comparative Public Administration: Defunct, Dispersed, or Redefined?" *Public Administration Review*. 50 (2):238.
26. Pardo, María del Carmen. 2011. "Civil Service." In *International Encyclopedia of Political Science*, edited by Bertrand Badie, Dirk Berg-Schlosser and Leonardo Morlino, 255-259. Thousand Oaks, California: SAGE Publications, Inc.
27. Dahlström, Carl, and Victor Lapuente. 2017. *Organizing the Leviathan: How the relationship between politicians and bureaucrats shapes good government*. Cambridge: Cambridge University Press. (Chapters 1-2)
28. Cornell, Agnes. 2014. "Why bureaucratic stability matters for the implementation of democratic governance programs." *Governance* 27 (2):191-214.

Additional readings will also be given weekly on a topic by topic basis.

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in coursework, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.