

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	All undergraduate programmes Higher Diploma in Early Childhood Education
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	International Public Management
<b>Course Code</b>	:	PUA3009
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	EMI
<b>Course Level</b>	:	3

#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course addresses major recent trends and developments in international public management. The course examines the impact of internationalization, policy diffusion and transfer on public sector management and public sector reform from a comparative perspective. It enables students to analyze key aspects of public management reforms and explore processes of policy learning, emulation, the rise of international benchmarking and standard-setting practices and how this creates reform dynamics in public sector management practices. Key comparative (Asia-Pacific) public management reform practices analyzed include the advent of outsourcing, contracting-out practices, public private partnerships, private finance initiatives, concessions, and practices associated with New Public Management (NPM). The course will be taught using comparative sectoral analyses (e.g., utilities, health, infrastructure, communications, etc.).

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>: Examine critically the changing nature of a selection of theories, trends and international practices in public management over the last decade;
- CILO<sub>2</sub>: Engage in current debates about the nature and impact of globalization, internationalization, diffusion and transfer in public sector management and reform;
- CILO<sub>3</sub>: Identify specific challenges and appraise critically reforms undertaken by public managers and, in particular by those in the Asia-Pacific and European regions, to meet such challenges;
- CILO<sub>4</sub>: Evaluate the ways in which international developments in public management theories and practices address issues of importance that might or might not be applicable or appropriate for adoption by public managers in Hong Kong; and
- CILO<sub>5</sub>: Critically analyse key issues and processes entailed in the successful leadership and management of public management change processes.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theories, trends and international practices in public management.	CILO <sub>1-5</sub>	<ul style="list-style-type: none"><li>• Readings: Students are expected to read the lecture notes and key references before or after each lecture.</li><li>• Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.</li><li>• Group Presentation: Analyse and debate on key issues and concerns in the field of human resource management and generate new ideas on selected topics in which they will conduct research and analysis.</li><li>• Group Essay: Extend and develop the theme of the group's oral presentation.</li><li>• Quiz: A short quiz to ensure transfer and understanding of learning.</li></ul>
Nature and impact of globalization, internationalization, diffusion and transfer in public sector management and reform.	CILO <sub>1-5</sub>	
Successful leadership and management of public management change processes.	CILO <sub>1-5</sub>	
Innovations in public service management and accountability.	CILO <sub>1-5</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) <b>Group Project:</b> Students will work as a member of a small group/team to develop answers/perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organize and synthesize materials; present ideas to the class in a clear, concise and stimulating way; engage with classmates in answering questions and discussing presentation topics. Students will then be required to compose a group essay approximately 3,000-word based on their group presentation. This supports to appraise the student's analytic and interpretive ability to apply relevant theories, concepts and skills to the issue of international public management.</p> <p>Students will fill a Peer Review Comments form to assess the performance of their peers. The individual group members will also be required to assess their peers' contribution in each task of the project. The contribution rating varies from 0% to 100%. 0% means no contribution at all, while 100% means all the work is carried out by the student concerned. Peer review's weighting is 10% of the overall assessment.</p>	50%	<i>CILO<sub>1-5</sub></i>
<p>(b) <b>In-class Test:</b> Students will be required to undertake a short in-class test at the end of the semester. This assessment item aims to appraise the student's understanding and actual transfer of learning.</p>	40%	<i>CILO<sub>1-5</sub></i>
<p>(c) <b>Class Discussion/ Participation:</b> Students are expected to read relevant readings before s/he attends the tutorials and must participate actively in the discussion.</p>	10%	<i>CILO<sub>1-5</sub></i>

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil.

## 7. Recommended Readings

Al- Hakim, L. (2007). *Global e-government: Theory, applications and benchmarking*. Hershey PA: Idea Group Publishing.

Berman, E. M., Moon, M. J., & Choi, H. (2010). *Public administration in East Asia: Mainland China, Japan, South Korea, and Taiwan*. Boca Raton, FL: CRC Press.

Bhatta, G. (2006). *International dictionary of public management and governance*. Armonk, N.Y.: M.E. Sharpe.

Bovaird, T., & Loeffler, E. (2015). *Public management and governance*. (3<sup>th</sup> ed.). NY: Routledge Publishing.

Cohen, S., Eimicke, W., & Heikkila, T. (2008). *The effective public manager: Achieving success in a changing government*. (4<sup>th</sup> ed.). San Francisco: Wiley- Blackwell Publication.

Common, R. (2001). *Public management and policy transfer in Southeast Asia*. Aldershot: Ashgate.

Nixon, P. G., & Koutrakou, V. N. (2007). *E-government in Europe: Re-booting the State*. London and New York: Routledge. Obi, T. (Ed.). (2007). *E-governance: A global perspective on a new paradigm*. Amsterdam, Washington DC: JOS Press.

Pollitt, C., & Bouckaert, G. (2009). *Continuity and change in public policy and management*. Cheltenham: Edward Elgar.

Pollitt, C., & Bouckaert, G. (2011). *Public management reform: A comparative analysis: new public management, governance, and the neo-Weberian state*. Oxford: Oxford University Press.

Pollitt, C., Thiel, S. V., & Homburg, V. (2007). *New public management in Europe: Adaptation and alteration*. New York: Palgrave Macmillan.

Rainey, H. G. (2009). *Understanding and managing public organizations*. San Francisco: Jossey-Bass.

Schedlter, K., & Isabella, P. (2007). *Cultural aspects of public management reform*. UK: Emerald Group Publishing Limited.

Steane, P., Jones, L., & Guthrie, J. (Eds.). (2001). *Learning from international public management reform*. London: Elsevier-Oxford.

Wallace, M., Fertig, M., & Schneller, E. (2006). *Managing change in the Public services*. US: Wiley-Blackwell Publication.

Yong, J. S. L. (2003). *E-government in Asia: Enabling public service innovation in the 21<sup>st</sup> Century*. Singapore: Times Editions.

Zweifel, T. D. (2006). *International organizations and democracy: Accountability, politics, and power*. Boulder CO: L. Rienner.

## 8. Related Web Resources

<http://aric.adb.org/> (Has some interesting links; particularly looks at developments in the region since the Asian financial crisis, includes materials on corporate governance issues, etc.)  
<http://forum.europa.eu.int/irc/euradmin/eubenchmarking/info/data/en/ebnsite/page1b.htm>  
<http://www.apsc.gov.au>  
<http://www.cabinetoffice.gov.uk>  
<http://www.info.gov.hk/eu/index.htm>  
<http://www.oecd.org>  
[http://www.oecd.org/document/15/0,3343,en\\_2649\\_37405\\_35405455\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/15/0,3343,en_2649_37405_35405455_1_1_1_1,00.html)  
<http://www.worldbank.org/html/extdr/thematic-alpha.htm#p>

## 9. Related Journals

*Public Management Review*  
*Administration and Society*  
*Governance*  
*Journal of European Public Policy*  
*Journal Of Public Administration Research and Theory*  
*Journal of Management*  
*Journal of Management Development*  
*Management Development Review*  
*Public Administration Review*

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil.