

PP5303: PUBLIC MANAGEMENT

Semester 1, AY2018-2019, 9:00-12:00 Wednesdays @ SR3-4

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MODULE DESCRIPTION

This module, a sequence of six sessions, is cast in the style of executive education. Each session is self-contained and covers one of the following six topics on public administration and management.

1. Understanding public administration – How is yours different from your classmates’?
2. Market-oriented government – Pros and cons.
3. A variety of means of public participation – Options for policy makers.
4. Managing people – Are we doing it right?
5. Governance, technologies, and innovation – How about “design thinking”?
6. Decision making – “Mr. President, how would you make a decision?”

The instructor has picked these topics because they can be deemed relevant, considering the challenges faced by the civil services in your countries.

The module aims to help you to look at your public administration from the outside through a comparative lens, and to expose you to various theories and perspectives in order to highlight the trade-offs involved in various modes of governance and management. Our MPM students are experienced professionals from different administrative and cultural backgrounds. The lecturer believes in the potential that lies in such diversity and aims to bring a comparative perspective to the classroom.

ASSESSMENT CRITERIA

- **Participation (30%).** You will be assessed on your contribution to class discussions. Please read the assigned material and prepare before coming to class.
- **An Essay on Understanding Public Administration (20%).** This essay should be based on the readings and lectures for Session 1. You will be asked to address one of the two sets of questions uploaded to the IVLE WorkBin folder, “Questions for the First Essay.” This essay

should be less than **1800 words** (excluding references), and is due by **noon, October 19**. Please submit a soft copy of your essay to the IVLE WorkBin Folder “Assignment 1.”

- **Three Points Essay (50%).** You are asked to pick from this six-week module the three takeaway points that are most important to you. This essay should be less than **2500 words** (excluding references). Each point should be drawn from multiple sources (i.e. required readings, cases, and lectures), rather than consisting of a response to a specific comment or single point in the material. It is important that your point reflect a solid understanding of the required readings, not just the lectures and discussions. For each takeaway point, come up with a thesis statement (i.e. a concise description of the point); support and elaborate on the point, drawing on multiple sources; and then explain why this is one of the most important takeaway points for you. The essay is due by **noon, November 11**. Please submit a soft copy of your essay to the IVLE WorkBin Folder “Assignment 2.”

POLICIES FOR LATE SUBMISSIONS AND EXTENSIONS

Assignments submitted within three days after the stated deadline will be penalized by one grade increment – namely, an erstwhile A assignment will be counted as an A-, a B+ assignment as a B, etc. This increment will increase every three days. By default, there will be no extension of deadlines. If the class wants to request a change in a deadline for valid reasons, such as overlapping deadlines with other classes, please inform the instructor by the second session. It is unfair for the instructor to grant individual extensions for a deadline, in light of the fact that other students have already been working hard to honor the deadline.

HOW TO AVOID PLAGIARISM

Plagiarism is a serious offense. When you use ideas from other sources, you need to cite those sources. You must use quotation marks when you reproduce exact phrases or sentences (direct quotes) and include a page number, e.g. “use a direct quote” (Aoki, 2017, p. 7). If you do not use a direct quote, be sure to paraphrase. There are several different citation styles (e.g. Chicago, APA, Harvard, etc.). You can use any style, but please maintain consistency throughout the text. For all written assignments, use in-text citation styles with a reference list. For online help with the most common citation styles, you can find guidelines at <<https://owl.english.purdue.edu/owl/resource/560/01/>>.

TOPICS AND READING ASSIGNMENTS

You are required to read all of the material (i.e. journal articles and cases) listed below prior to coming to class, unless it is noted as “not required.” You will find all of the readings under IVLE E-Reserve, unless otherwise noted.

WEEK 1 (3 OCT): COMPARATIVE PUBLIC ADMINISTRATION – HOW IS YOURS DIFFERENT FROM YOUR CLASSMATES’?

The instructor will explain the syllabus, after which the session will be devoted to a discussion on how our public administrations resemble or differ from one another. To do this, the instructor will present a systematic framework for comparison that has been proposed by public administration scholars. You will be asked to write the first assignment based on this session.

- Bowornwathana, B., & Poocharoen, O. O. (2010). Bureaucratic politics and administrative reform: Why politics matters. *Public Organization Review*, 10(4), 303-321.
- Knill, C. (1999). Explaining cross-national variance in administrative reform: Autonomous versus instrumental bureaucracies. *Journal of Public Policy*, 19(2), 113-139.
- Rosenbloom, D. H. (1983). Public administrative theory and the separation of powers. *The American Review of Public Administration*, 43(4), 381-396.

WEEK 2 (10 OCT): A MARKET-ORIENTED GOVERNMENT – PROS & CONS

The market-oriented delivery of public services, along with the ideology of managerialism, has been popular in many countries as a means of addressing public sector inefficiency. This session will present examples of such a model in the health and education sectors and ask the class to discuss its pros and cons. Through a role-playing activity using the case of Singapore's education system, the class will assess the marketization of education from different stakeholder perspectives.

- Hood, C. (1991). A public management for all seasons? *Public Administration*, 69(Spring), 3-19.
- Kelly, J. M. (2005). The dilemma of the unsatisfied customer in a market model of public administration. *Public Administration Review*, 65(1), 76-84.
- Pollitt, C. (2016). Managerialism redux? *Financial Accountability & Management*, 32(4), 0267-4424. (This reading is not on health, but the concept is related to what we will discuss in class.)

The instructor will describe the health and education systems in Sweden and Singapore, respectively. The following readings **are not required**, but are recommended should you wish to read further on these cases.

- Anell, A., Glenngård, A. H., & Merkur, S. (2012). Sweden health system review: Health systems in transition. Available online at http://www.euro.who.int/__data/assets/pdf_file/0008/164096/e96455.pdf.
- Mok, K. (2003). Decentralization and marketization of education in Singapore: A case study of the school excellence model. *Journal of Educational Administration*, 41(4), 348-366.

WEEK 3 (17 OCT): A VARIETY OF MEANS OF PUBLIC PARTICIPATION – OPTIONS FOR POLICY MAKERS

Public participation in administrative decision making has been increasingly called for in many parts of the world. In this session, we will survey a variety of participatory mechanisms. Using the case of Onagawa Town, Japan, ravaged by the 2011 tsunami, the class will consider how to design institutional mechanisms for reconstruction planning with regard to who should participate, how they should participate, and how much influence and authority they should have in decision making.

- Fung, A. (2006). Varieties of participation in complex governance. *Public Administration Review*, 66, 66-75.
- Vigoda, E. (2002). From responsiveness to collaboration: Governance, citizens, and the next generation of public administration. *Public Administration Review*, 62(5), 528-540.

CASE: Rebuilding a Tsunami-Ravaged Community (Reading on this can be found in the IVLE WorkBin folder "Cases by the Instructor." Guiding questions are written in the case; prepare to share your thoughts with your classmates in class. The following article provides some background information on the case, too: C. Tolan, "Disasters happen when we forget: The slow rebuilding of a tiny Japanese town destroyed by a tsunami." Available online at < <http://projectearth.us/disasters-happen-when-we-forget-the-slow-rebuilding-of-1796423566>>.

WEEK 4 (24 OCTOBER): MANAGING PEOPLE – ARE WE DOING IT RIGHT?

Understanding the nature of human motivation is critical for organizational management, from attracting and retaining the right people to motivating employees to work hard towards organizational goals. In this session, we will apply classic motivational theories to think about how to manage government employees. We will then use the case of community health workers in Zambia to address motivational challenges in practice.

- Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 363-373.
- Chapters 6 and 7 in George, J. M., & Jones, G. R. (2012). *Understanding and managing organizational behavior, International edition* (6th ed.). New Jersey: Pearson Education. **<IVLE E-Reserve & Law Library RBR>** ✂These chapters are *not required* for those who already know classic motivation theories.

HARVARD BUSINESS SCHOOL CASE: Community Health Workers in Zambia: Incentive Design and Management. ✂The link to the case will be sent to you by our Academic Affairs.

Guiding Questions:

- 1 Who are community health workers and what kinds of work values do they generally have?
- 2 What is Mukonka's proposal?
- 3 What is Mukonka's concern with regard to his proposal?
- 4 What does "a negative selection effect" mean?
- 5 What would you propose to Mukanka to mitigate this effect?

WEEK 5 (31 OCT): GOVERNANCE, TECHNOLOGIES, AND INNOVATION – HOW ABOUT “DESIGN THINKING”?

While the models of governance discussed thus far are not new, this session is reserved for introducing an emerging governance initiative, designed to stimulate innovation in the delivery of public services. Following a short lecture by the instructor, it will be our honor to welcome a distinguished speaker, Mr. Alexander Lau, from the Prime Minister’s Office of Singapore. Mr. Lau will

share his knowledge of, and experience with, a “design-led innovation” initiative in the Singapore government.

- McGann, M. Blomkamp, E., & Lewis, J. M. (2018). The rise of public sector innovation labs: Experiments in design thinking for policy. *Policy Science*, 51, 249-267.
- Mergel, I. (2018). Open innovation in the public sector: drivers and barriers for the adoption of Challenge.gov, *Public Management Review*, 20(5), 726-745.

SPECIAL GUEST PRESENTATION

WEEK 6 (7 NOVEMBER): DECISION MAKING – “MR. PRESIDENT, HOW WOULD YOU MAKE A DECISION?”

Using the classic case of the Cuban Missile Crisis, the lecturer will ask: if you were President Kennedy, how would you have made this decision, one that would determine the fate of your country and the world? With this question in mind, the lecture surveys a variety of theories and models of decision making in general and the assumptions behind them. Although the case of the Cuban Missile Crisis is old, it offers an excellent opportunity to study crisis decision making, which transcends time; we will end our session by discussing how this case applies to situations today.

- Lindblom, C. E. (1959). The science of “muddling through.” *Public Administration Review*, 19(2), 79-88.
- Simon, H. (1986). Rationality in psychology and economics. *The Journal of Business*, 59(4), S209-S224.

CASE: Cuban Missile Crisis (to be presented in class.) There is no required reading for the case; however, if you want to review some historical background behind the Cuban Missile Crisis prior to the class, you may want to take a look at the website of the John F. Kennedy Presidential Library and Museum, available at <<http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx>>. The lecturer will briefly review in class what happened during the crisis before the class discusses it.