City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: MAPPM Overseas Study

Course Code: PIA5803

Course Duration: One semester

Credit Units: 3

Level: P

Medium of
Instruction: English

Medium of
Assessment: English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   None

Exclusive Courses:
(Course Code and Title)   PIA5000 POL Postgraduate Internship, PIA5802 MAPPM Action Report

Part II   Course Details

1.   Abstract

This course aims to
- discover new knowledge about, and skills in: team management, development and leadership; self-development; conflict resolution and negotiation; communication with senior management, peers, subordinates, the public and media; policy-making in contexts of disputed interpretations of 'the public interest';
- critically examine and test theories and the application of knowledge and key management skills to complex public management and policy problems;
- develop team-working roles and skills and enhance group bonding through engagement in a variety of collaborative and competitive extended team-based exercise;
- examine comparatively and critically key governance, public policy and management principles and practices in the jurisdiction being visited;
- master the abilities required to conduct the background research, design, implementation, on-site data collection, data analysis and final report writing and presentation of issues, problems and remedial measures of a key policy area in the jurisdiction being visited.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Operationalise key theoretical concepts and integrate knowledge, skills and theoretical constructs from other parts of their studies relating to public policy, management and leadership;		√	√	√
2.	Possess strengthened capacities to work in teams and under conditions of induced stress, competition and potential conflict;			√	√
3.	Analyse and reflect critically upon theory, practice and their own experience gained in explaining, promoting and defending positions vis a vis public policy and management decisions in situations where views as to the public interest are in serious conflict;		√	√	√
4.	Apply and evaluate through practice theories and skills relating to communication, interviewing and conflict management with peers, subordinates, the public and media;		√	√	√
5.	Acquire and valuate new knowledge and skills for understanding and for dealing with complex policy and management problems;		√	√	√
6.	Undertake field and library research to discover and analyse significant developments and struggles in socio-political and administrative systems, policies and public sector management issues in the jurisdiction being visited and acquire the competencies required to present and defend findings effectively both orally and in writing;		√	√	√
		100%			

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 real-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.   Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Reflect upon learning achieved through the completion of an individual Workshop Diary that records all activities of the Workshop and the writing of an individual reflective report	√	√	√	√	√	√	2 hours in total
2	Participating in and subsequently reviewing their learning from and performance in public policy and management exercises and extended role-plays	√	√	√	√	√	√	8 hours in total
3	Field trips to key institutions in the jurisdiction being visited to discover new knowledge about how such institutions fulfil their policy and management roles;	√				√	√	4 hours in total
4	Designing and conducting a small scale field research project that includes literature searches, the design and implementation of an interview schedule/ survey instrument for administration in the jurisdiction being visited, analysis of data and generation of conclusions and recommendations and a final report	√	√	√	√	√	√	10 hours in total
5	Delivering an oral presentation of field research project findings and conclusions to and receiving and responding to critical feedback from tutors	√	√	√	√	√	√	2 hours in total

4. Assessment Tasks/Activities (ATs)

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

Students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Keeping a Workshop Diary from which to develop an individual, self-critical reflection on the personal learning achieved during the Workshop (1000 words+);	√	√	√	√	√	√	20%	
Giving a team-based oral presentation to peers and tutors of the rationale, methods and findings of the team's field research project;	√	√	√	√	√	√	20%	
Writing a Team Report that contains: 1) an overall, critical review of the team's learning experiences during the Workshop in terms of how members worked together in each of the exercises, the team's successes and failures, the reasons for these, and how team performance might be improved (1,500–2,000 words). 2) detailed discussion of the issues addressed in the team's field research project (around 7,500 words)	√	√	√	√	√	√	60%	
Examination: 0%								
							100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Pass	Failure
Keeping a Workshop Diary from which to develop an individual, self-critical reflection on the personal learning achieved during the Residential (1000 words+);	Ability to develop individual diary and know how to do self-critical reflection	Student demonstrate their ability to develop individual diary and know how to do self-critical reflection	Student demonstrate no ability to develop individual diary and know how to do self-critical reflection
Giving a team-based oral presentation to peers of the rationale, methods and findings of the team's field research project;	Ability to participate in the team and play the proper role as a team member in the field research project	Students show their ability to participate in the team and play the proper role as a team member in the field research project	Students show no ability to participate in the team and play the proper role as a team member in the field research project
Writing a Team Report that contains: 1) an overall, critical review of the team's learning experiences during the Workshop in terms of how members worked together in each of the exercises, the team's successes and failures, the reasons for these, and how team performance might be improved (1,500–2,000 words). 2) detailed, comparative discussion of the issues addressed in the team's field research project (around 7,500 words)	ability to work with other group members to do the critical review of the team learning experience and be able to participate into the discussion of the team's field research project's issues.	Student illustrate their ability to work with other group members to do the critical review of the team learning experience and be able to participate into the discussion of the team's field research project's issues.	Student cannot illustrate their ability to work with other group members to do the critical review of the team learning experience and be able to participate into the discussion of the team's field research project's issues.

The course is assessed on a Pass / Fail basis. No other grades are awarded.

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.)

Team working; leadership; conflict management and negotiation; disciplinary and grievance procedures; self development, interviewing skills; governance; stakeholders and the public interest; formulating, defending and critiquing public policy decisions; media and public relations; comparative public policy and management.

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	Belbin, R.M. (1993) *Team Roles at Work.* Oxford: Butterworth-Heinemann.
2	Belbin, R.M. (2000) *Beyond the Team.* Oxford: Butterworth-Heinemann.
3	Carraciolo, A. (1999). *Smart Things to Know About Teams*. Oxford: Capstone.
4	DeDreu, C. K. W. and E. Van de Vliert (eds.) (1997). *Using Conflict in Organizations*. London: Sage.
5	Koehler, J. W. and Pankowski. J. M. (1996). *Teams in Government: A Handbook for Team-Based Organzations*. Delray Beach, FL: St. Lucie Press.
6	Manz, C. C. & Sims, H. P. Jr. (1993). *Business without bosses: How self-managing teams are building high performance companies*. New York: Wiley
7	Munduate, L., J. Ganaza, J. M. Peiro an dM. Euwema (1999). "Patterns of styles in conflict management and effectiveness", *International Journal of Conflict Management* 10 (1): 5-24.
8	McNair, Brian, (2000) *Journalism and democracy : an evaluation of the political public sphere*. London ; New York : Routledge.
9	O'Rourke, James S., *Management communication : a case-analysis approach.*
10	Upper Saddle River, N.J. : Prentice Hall, c2001
11	Rafe, S.C., (1991). Mastering the News Media Interview: How to Succeed at Television, Radio, and Print Interviews. HarperBusiness
12	Rahim, M. A. and A. A. Blum (eds.) (1994). *Global Perspectives on Organizational Conflict*. London: Praeger.
13	Schwartz, Jerry., (2002) *Associated Press reporting handbook*. New York : McGraw-Hill.
14	Stewart, Sally, A.(2004) *Media training 101 : a guide to meeting the press.* Hoboken, N.J. : Wiley.

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

Online resources:

1	Kuypers, Jim A. (2002) *Press bias and politics [electronic resource] : how the media frame controversial issues.* Westport, Conn.: Praeger.
2	http://www.worldbank.org/html/extdr/thematic-alpha.htm#p
3	http://www.info.gov.hk/eu/index.htm
4	http://aric.adb.org/
5	http://www.oecd.org/maintopic/0,2626,en_2649_201185_1_1_1_1_1,00.html
6	http://www.oecd.org/document/15/0,2340,en_2649_201185_35405455_1_1_1_1,00.html
7	http://www.oecd.org/document/12/0,2340,en_2649_201185_37688524_1_1_1_1,00.html