

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	<u>Comparative Public Sector Management</u>
<b>Course Code:</b>	<u>PIA6303</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>POL6303 Comparative Public Sector Management</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u></u>

## Part II Course Details

### 1. Abstract

Enable students to understand, discover, and evaluate critically alternative management and policy implementation strategies for organizing and delivering public services. During the course, students will develop critical skills and innovative ideas in comparative analysis in relation to a variety of approaches to effective public sector management, governance and regulation. Opportunities are provided for focused, in-depth comparative study of issues and topics drawn from areas such as: modernising disciplined services; managing heritage, leisure and cultural services; the delivery of family and social service programmes; performance evaluation and audit; private and third sector (NGO and not-for-profit) involvement in public services delivery and in social enterprise; crisis management and also logistics. The selection of topics addressed each year may vary.

### 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.	Examine critically key theories and practices relating to the contemporary organization, delivery, regulation and governance of public sector activities including those delivered through joint sector collaboration;	20	√	√	
2.	Search for, appraise critically and synthesize comparative evidence about the rationales for and relative effectiveness of different management strategies in the delivery of specific public services such as those relating to disciplined services (eg. police, immigration, customs and correctional services); family and social services; heritage, cultural and leisure services; etc.;	30	√	√	
3	Apply appropriate data sources and utilise skills in comparative research and writing, communication, teamwork, discussion and presentation in relation to selected aspects of the management issues and public services being studied.	50	√	√	√
		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				
Lectures	These are organized thematically to: <ul style="list-style-type: none"> <li>• Explain concepts, theories, and methods in issues and comparative public management;</li> <li>• Analyse management issues from scientific, economic, institutional, managerial, and political perspectives.</li> </ul>	X	X					
in class discussion	These are sessions for students to: <ul style="list-style-type: none"> <li>• Raise questions and make critical observations on the concepts and methods introduced in the lectures.</li> </ul>		X	X				

### 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					
Continuous Assessment: 100%								
Group paper (policy memo)	X	X	X				50%	6,000 words
Take-home test		X	X				50%	
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Test	To test student's ability to analyse and integration with theory	Demonstrates a good understanding of public sector management. Arguments are well-structured and supported by relevant concepts as well empirical examples. The writing is clear with proper citations.	Demonstrates a fair understanding of public sector management. Arguments are mostly well-structured and supported by some relevant concepts and empirical examples. The writing is mostly clear with proper citations.	Demonstrates an inadequate understanding of public sector management. Arguments are not well-structured, and lack support by relevant concepts and empirical examples. The writing does not flow and lacks proper citations.	Demonstrates a weak understanding of public sector management. Arguments are unclear with almost no support by concepts and examples. The writing does not flow and lacks proper citations.	Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper.
Group Paper	To test student's ability to analyse and integration with theory	Demonstrates good understanding of public sector management. Arguments are well-structured and supported by relevant concepts as well empirical examples. The writing is clear with proper citations.	Demonstrates fair understanding of public sector management. Arguments are mostly well-structured and supported by some relevant concepts and empirical examples. The writing is mostly clear with proper citations.	Demonstrates inadequate understanding of public sector management. Arguments are not well-structured, and lack support by relevant concepts and empirical examples. The writing does not flow and lacks proper citations.	Demonstrates limited understanding of public sector management. Arguments are unclear with almost no support by concepts and examples. The writing does not flow and lacks proper citations.	Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Test	To test student's ability to analyse and integration with theory	Demonstrates a good understanding of public sector management. Arguments are well-structured and supported by relevant concepts as well empirical examples. The writing is clear with proper citations.	Demonstrates a fair understanding of public sector management. Arguments are mostly well-structured and supported by some relevant concepts and empirical examples. The writing is mostly clear with proper citations.	Demonstrates an inadequate understanding of public sector management. Arguments are not well-structured, and lack support by relevant concepts and empirical examples. The writing does not flow and lacks proper citations.	Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper.
Group Paper	To test student's ability to analyse and integration with theory	Demonstrates good understanding of public sector management. Arguments are well-structured and supported by relevant concepts as well empirical examples. The writing is clear with proper citations.	Demonstrates fair understanding of public sector management. Arguments are mostly well-structured and supported by some relevant concepts and empirical examples. The writing is mostly clear with proper citations.	Demonstrates inadequate understanding of public sector management. Arguments are not well-structured, and lack support by relevant concepts and empirical examples. The writing does not flow and lacks proper citations.	Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper.

### 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.)*

Public sector management, innovation, governance and regulation. Comparative public management; programme delivery; performance evaluation and audit; private and third sector (NGO and not-for-profit) involvement; social enterprise, social capital and empowerment.

#### 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.	Peters, B. Guy and Jon Pierre. Eds. 2003. <i>Handbook of Public Administration</i> . London: Sage.
2.	Cheung, A. B. L. and Scott, I. Eds. 2002. <i>Governance and Public Sector Reform in Asia: Paradigm Shifts or Business As Usual?</i> London: Curzon Press.
3.	Clark, Barry 2016. <i>Political Economy: a comparative approach</i> , Santa Barbara: Praeger

##### 2.2 Additional Readings

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

1.	Various readings provided directly to students during the course
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