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: Practice in Public Management

Course Code: PIA6305

Course Duration: One semester

Credit Units: 3

Level: P6

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)   None

Part II   Course Details

1.   Abstract

The course provides hands-on experience in tackling the changing demands and expectations of the public and the increasingly complex public problems. The course will provide students with theoretical and practical knowledge in decision analytics, leadership, performance evaluation, financial budgeting, and community engagement based on practical cases. At the end of this course, students will be able to 1) develop competencies in communication skills, institutional knowledge and organizational financial management, and analytical problem-solving skills in public administration; 2) translate research into policy and practice for effective public and non-profit management. The course will be taught by experienced public affairs professionals and practitioners.

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	Understand how decisions and results in public affairs are evaluated		x	x	
2	Develop management and communication skills in public and non-profit management			x	x
3	Distill specific research findings and insights to inform practice			x	x
		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				
Structured seminar	Theories and practices on public management	√	√					
Comprehensive analyses of budget documents	Students are required to examine transparency, accountability and efficiency in government budgeting practices in HK		√	√				
Program evaluation report	Participate in co-produced community service programs; examine the program effectiveness and provide recommendations		√	√				

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					
Continuous Assessment: 100%								
Class attendance & participation	√	√	√				10%	
Individual digital literacy assessment		√	√				25%	
Presentation (group-based)		√	√				20%	
Individual project			√				45%	
							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)
Class participation	Participate in the discussion of given cases	Actively speaking in class with insightful ideas	Actively participate in class discussion	Rarely participate in class discussion with no absences	Rarely participate in class discussion, are absent	Never participate in class discussion, are absent
Individual digital literacy assessment	Take home problem set financial statement of given department of HK government	Points are given based on completion.	Points are given based on completion.	Points are given based on completion.	Points are given based on completion.	Points are given based on completion.
Presentation (group-based)	Giving a team-based oral presentation of the policy case analysis	Excellent ability to participate in the team and play the proper role as a team member in the group project of case study	Good ability to participate in the team and play the proper role as a team member in the group project of case study	Basic ability to participate in the team and play the proper role as a team member in the group project of case study	Poor ability to participate in the team and play the proper role as a team member in the group project of case study	Inadequate ability to participate in the team and play the proper role as a team member in the group project of case study
Individual project	Participate in co-produced community service programs with program evaluation reports	Excellent ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Good ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Basic ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Poor ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Inadequate ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Class participation	Participate in the discussion of given cases	Actively speaking in class with insightful ideas	Actively participate in class discussion	Rarely participate in class discussion with no absences	Never participate in class discussion, are absent
Individual digital literacy assessment	Take home problem set financial statement of given department of HK government	Points are given based on completion.	Points are given based on completion.	Points are given based on completion.	Points are given based on completion.
Presentation (group-based)	Giving a team-based oral presentation of the policy case analysis	Excellent ability to participate in the team and play the proper role as a team member in the group project of case study	Good ability to participate in the team and play the proper role as a team member in the group project of case study	Basic ability to participate in the team and play the proper role as a team member in the group project of case study	Inadequate ability to participate in the team and play the proper role as a team member in the group project of case study
Individual project	Participate in co-produced community service programs with program evaluation reports	Excellent ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Good ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Basic ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.	Inadequate ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios.

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.)

Leadership, Performance Evaluation, Financial Budgeting, Community Engagement

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.)

	Agranoff, R., & McGuire, M. (2001). Big Questions in Public Network Management Research. *Journal of Public Administration Research and Theory*, 11, 295-326.
	Ansell, C. & Gash, A. (2008). Collaborative Governance in Theory and Practice. *Journal of Public Administration Research and Theory*, 18(4), 543-571.
	George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. *Public Administration Review*, 79(6), 810-819.
	Milakovich, Michael. 2012. Digital Governance: New Technology for Improving Public Service and Participation. New York: Routledge.
	Nabatchi, T., Sancino, A., & Sicilia, M. (2017). Varieties of participation in public services: The who, when, and what of coproduction. *Public Administration Review*, 77(5), 766-776.
	Osborne, S. P., Brown, L., & Walker, R. M. (Eds.). (2017). *Innovation in Public Services: Theoretical, managerial, and international perspectives*. Routledge.
	Reddick, Christopher G. (2012). *Public Administration and Information Technology*. Burlington, MA: Jones and Bartlett.
	Zhu, L., Witko, C., & Meier, K. J. (2019). The public administration manifesto II: Matching methods to theory and substance. *Journal of Public Administration Research and Theory*, 29(2), 287-298.

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

	Frederickson, G. H. (1991). Toward A Theory of the Public for Public Administration. Administration & Society, 22, 395-423.
	Lipsky, M. (1980). Street-Level Bureaucracy: Dilemmas of the Individual in Public Services. Russell Sage Foundation.
	O'Toole Jr, L. J. & Meier, K. J. (2004). Public Management in Intergovernmental Networks: Matching Structural Networks and Managerial Networking. *Journal of Public Administration Research and Theory*, 14(4), 469-494.
	Perry, J. L., & Hondeghem, A. (2008). *Motivation in Public Management: The Call of Public Service*. Oxford University Press.
	Schiavo-Campo, S. & McFerson H.M. (2008). *Public Management in Global Perspective*. M. E. Sharpe. Chapter 10 ("Managing for results: performance, monitoring, and evaluation").