PAD 661
Comparative and International Public Management

Fall 2013

Instructor: Professor Jeffrey D. Straussman
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Office Hours: by appointment
Class Hours: Thursdays, 5:45-8:45
Location: HS 304

Course Description

Do public administrators do the same things all over the world? Are public servants in Singapore, Canada and Brazil motivated by the same incentives? Is organizational performance measured differently in Kenya compared to Cambodia? Does the idea of “global governance” make sense?

These rhetorical questions give a flavor of the conceptual and practical issues that are the subject of public management and its reform around the world. The purpose of this course is not to make you a virtual globetrotter or a superficial expert on several vastly different administrative systems. Rather, students will gain a deeper appreciation of the concepts and tools of public administration in countries with different cultures, histories and political regimes. The course will also include analysis of collaborations between non-governmental organizations, the private sector and the public sector, especially in the area of policy implementation. The objective of the course is to broaden and deepen your managerial repertoire. This is achieved through the comparative method; therefore, readings will cover a variety of national and international environments, organizations and policy areas. In addition, every class session will include a substantial case that will require active participation by students. The case method, how it works and the students’ responsibilities, will be described in detail in the first meeting of the course.

Course objectives

1) Provide students with an appreciation of the theory and practice of public management in settings beyond the shores of the United States.
2) Appreciate the role of international non-governmental organizations in the shaping of governance and civil society around the world.
3) Learn about the complex cross-sector arrangements in the design and implementation of public programs and policies.

**Skills**

Some of the skills that will be reinforced in the course include:

1) **Analytic, integrated and systematic approaches to problem solving.** In addition to what you have already learned from previous courses, you will also be introduced to organization and management analytic frameworks, and strategies and tools to reinforce your abilities to diagnose management problems and prescribe solutions.

2) **Political skills.** You will be exposed to cases where you can observe and understand the politics of bargaining, negotiation and the management of conflict.

3) **Management skills.** You will also be exposed to cases where you will have the opportunity to learn management skills such motivating, delegating, organizing, staffing, and evaluating.

4) **Communication skills and ethical reasoning.** You will be given opportunities to reinforce your written and oral communication / persuasion / rhetorical skills as well as opportunities to practice ethical reasoning in managerial situations.

**Assessment**

1) **Participation in class discussions (10%).** You will be assessed in terms of your contribution to case and required readings discussions. *Please read them before coming to class and be prepared to be an active participant in these discussions. If you are not in class, by definition, you cannot participate.*

2) **Decision memo (20%)** The **decision memo** is approximately 2,000 words (12 point font, one-inch margins, double spaced). *The decision memo will be based on a case in the syllabus.* You should write your decision memo as though you are a manager who has been asked to provide guidance, feedback, and recommendations to a superior. You should not reiterate what is in the case. Additional instructions will be given in class. The due date will be given after the start of the semester. Late papers will not be accepted.
3) **INGOs and Humanitarian Relief group projects (30%).** There will be one group-based project. Groups will have three members. The project will require an analysis of a natural disaster. The research will include documenting the disaster, the response to it, the organizational dimensions of the relief effort and the post-disaster impact. Groups will prepare a memo that focuses on the organizational analysis of response and recovery, and the lessons learned. The memo should be between six and eight pages (double spaced, 12 point font). The group should also prepare a seven minute presentation with no more than six slides. The due date will be given after the start of the semester. Late submissions will not be accepted.

4) **Final examination (40%).** The final examination will be comprehensive and include questions that cover one or more subjects from the beginning of the course. The final examination will be a take-home examination and you will have two days to complete it.

**Class format**

Classes are designed to be interactive. I will often use a PowerPoint presentation to present concepts and outline readings. This will be usually be followed by a case analysis. Cases are drawn from several case banks. Your responsibility is to read and prepare the case carefully and come to class prepared to actively participate in case discussion and analysis. One class session will be devoted to an in-class simulation. Some class sessions will include small group, in-class exercises.

A few rules for the classroom:

- Attendance is required. Three unexcused absences will result in a failing grade. Excused absences include sickness or family emergencies. Work and internship conflicts are not legitimate excuses.
- Cell phones must be turned off at the beginning of the class.
- Computers may be used to take notes and other activities related to the class session. They are not to be used for checking your email, Facebook, etc. during the class.
- During class discussion courtesy, respect and professionalism are expected.

**Academic integrity**

The university's policies regarding academic integrity including, but not limited to, plagiarism will be strictly enforced. The instructor reserves the right to invoke penalties for the violation of academic integrity including a failing grade for the course.
Class materials

There are three sources for the required readings for the course. Journal articles are available from the library through E-journals. Search for the journal, the year, volume and issue and download the article.

Second, some of the readings and cases are uploaded to Blackboard.

Third, some cases must be purchased through Harvard Publishing. Follow the link below to the course and purchase the required cases. Cases that must be purchased through Harvard Publishing are indicated with **HP** after the name of the case.

https://cb.hbsp.harvard.edu/cbmp/access/20196565

About the instructor

Jeffrey D. Straussman was, most recently, Professor and Vice Dean (Executive Education) at the Lee Kuan Yew School of Public Policy, National University of Singapore from 2011 to 2013. He was Dean, Rockefeller College of Public Affairs and Policy, University at Albany, State University of New York from 2006 to 2011. He was previously a member of the faculty of the Maxwell School of Citizenship and Public Affairs, Syracuse University. Professor Straussman was Associate Dean and Chair of the Department of Public Administration from 2000 to 2006. His areas of expertise include public management and leadership, public expenditure management and administrative reform in developing and transitional countries. In 1992 he was a Fulbright Scholar at the Budapest University of Economic Sciences (now called Corvinus University) where he taught public management and policy analysis and assisted Hungarian faculty in the development of a public affairs department. He has lectured and consulted internationally on subjects including managing for performance, leadership, public budgeting, and public affairs education. His work has taken him to Macedonia, Montenegro, Serbia, Israel, Venezuela, Italy, Czech Republic, China, Bulgaria, Brazil, Portugal, Russia, Jordan, Lebanon, Zimbabwe, Kazakhstan, Thailand, Malaysia, India, and Vietnam.


Professor Straussman received his bachelor’s from Hofstra University, a master's in political science from Hunter College, and his doctorate in political science from the Graduate Center, City University of New York. He is a Fellow of the National Academy of Public Administration.
Outline

I. LOOKING AT THE BIG PICTURE: THE VALUE AND LIMITATIONS OF COMPARISON

A. Comparing Nations: A Governance Perspective

(1) What is governance?


(2) Measurement challenges


(3) What does “good” governance mean?


Case:

Dharavi: Developing Asia’s Largest Slum (A) and (B) (HP)
B. Capacity Development

(1) What is capacity development?


(2) What works and what doesn’t


C. The dangers of “one size fits all” and its first cousin “best practices”


Case:

Egypt Water Tariff (idea of global comparisons and their limits)

II. MANAGING

A. Strategic Frameworks and Strategy Formulation


**Query:** Porter’s five forces framework was originally designed to apply to the private sector. How would you use the framework to evaluate the challenges that Dr. Wiwat has in advancing his 100% condom program?

**Case:**

HIV in Thailand: The 100% Condom Program (HP)

**B. Managing and Balancing Stakeholders**


**Query:** The concept of stakeholders is used frequently in organizational and policy analysis. Yet, it is also an imprecise concept. Identify the stakeholders in the HIV/AIDS in Pingxiang case. How does stakeholder analysis help Dr. Li to formulate a strategy?

**Case:**

Confronting HIV/AIDS in Pingxiang, China, Parts A and B

**C. Negotiation and Collaboration**


http://www.businessofgovernment.org/sites/default/files/CollaborativeNetworks.pdf

**Query:** What are the areas that are ripe for negotiation and collaboration in the SAGIA case? What is SAGIA’s comparative advantage(s)? Weaknesses?
Case:

Creating and Managing Economic Competitiveness: The Saudi Arabia General Investment Authority

Simulation:

Education in Adlabad

(Role play in-class exercise. Note: This role play will take up the entire class session.)

D. Political and Organizational Constraints on Policy Implementation


Case:

The Overcrowded Clinic (Electronic Hallway case)

E. Obtaining Compliance from Program Targets


Case:

Oklahoma’s Milestones case (HKS case)

F. Corruption


Query: The Government of India (GOI) is experimenting with a program to provide benefits to the poor by depositing the benefits (cash) directly into bank accounts of the eligible poor in an effort to combat corruption. How and why will this reduce corruption? Explain the implementation challenges in this program, especially if and when the GOI wants to scale it up.

Case:

Overcoming Police Corruption in Hong Kong (A) and (B) (note: this case will be provided by the instructor)

H. Managing Complex Projects


Query: If you developed guidelines for successful public private partnerships, what lessons would you draw from the Taiwan High Speed Rail case? To what extent do you think that this case is common or unique?

Case:

Taiwan High Speed Rail

III. Non-Governmental Organizations in Global Policy and Management

A. What are NGOs and what do they do?


Query: INGOs are very present in the day-to-day operations of the Karen refugee camps on the Thai/Myanmar border. How would their role change if the refugees are repatriated?

Case:

Akshaya Patra: Feeding India’s Schoolchildren

B. INGOS and Humanitarian Intervention and Relief


Case:

Collaboration Amid Crisis: A Dilemma for Non-Profit Organizations During Natural Disasters

C. Accountability and Performance


Case:

Mercy Corps