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? 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. In addition, we will also give attention to international organizations and their interaction with governments and international non-governmental organizations on specific global policy challenges. 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, most class sessions will include a case analysis that will require active participation by students. The case method, how it works and the students' responsibilities, will be described in detail during the first class session.
Course objectives

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

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. I will often call on you to describe the key takeaways from the readings. Cases involve active participation. It is best to read the cases at least twice before the class—the second time as close to the class session as possible.

2) **Assignment one (25%)** You are a senior “governance specialist” at the United States Agency for International Development (USAID). In light of the reforms that have been taking place in Myanmar and the latest conflicts surrounding the ethnic minority known (externally) as the Rohingyas, USAID is reviewing its aid programs in the country. In particular, it is now developing a five year plan to initiate a series of programs aimed at improving governance in Myanmar. Your task is to prepare a briefing paper (five to seven pages plus tables, figures, references) to the Director of USAID recommending a course of action. How should USAID assist Myanmar to improve its governance processes? What aspects of governance should have priority? To do this assignment well you will need to do additional research and reading about governance in Myanmar. You will need at least 10 references to do this assignment in an effective way. (While you may read materials about current USAID programs in Myanmar, do not simply “cut and paste” from on-line reports about these USAID activities.)

In addition to the memo you should be prepared to brief the class as if they are the senior staff to the director. Your briefing should be no more than five minutes in length and include no more than four slides.

3) **Assignment two (25%)** A major humanitarian challenge for international non-governmental organizations and international organizations has been created by the very large number of Rohingya refugees who have fled Myanmar to Bangladesh over the past year. In a **five to seven** page briefing paper, identify the reasons for this
and the specific challenges for both the international non-governmental organizations (INGOs) and international organizations (IOs) working to ameliorate the challenges that include, but are not limited to, management of the refugee camp, provision of basic services, and challenges that the INGOs and IOs face in this humanitarian situation. Make sure you also indicate how both Myanmar and Bangladesh interact with the IOs and the INGOs. You will have to do additional reading to do this assignment and include at least 10 references in your briefing paper. In addition to the memo you will be required to brief the class as if they are the senior staff to either an INGO or an IO operating in the region. Your briefing should be no more than five minutes in length and include no more than four slides.

4) **Assignment three (15%)** You will be assigned one of the questions (in italics) on the syllabus. This will be done randomly at the first class. Your responsibility is to prepare an answer to the question based on your research which you will deliver orally to the class (approximately 10 minutes followed by questions from the class and the instructor) as well as a **four to five page** briefing paper and one page executive summary that will be handed to the class at the beginning of your oral presentation. The briefing paper requires additional reading/research beyond the required readings. You should use at least 10 references that may be a combination of academic research articles, government reports and on-line research reports from international organizations such as the World Bank as well as international nongovernmental organizations. You may use slides (no more than four), maps, handouts, etc. as part of your presentation.

5) **Final examination (25%).** 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. You will receive the final examination in the afternoon of May 11, 2017. It will be due by noon, May 14, 2017.

**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 (or two) and/or an in-class exercise. 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. 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.

• Computers, IPADs and smart phones may be used to take notes and other activities related to the class session ONLY. They are not to be used for checking your email, Facebook, etc. during the class.

• During class discussion courtesy, respect and professionalism are expected.

Required Readings

Readings include journal articles, unpublished papers, government documents, and cases. All of the readings are on Blackboard with the exception of cases marked HBS that must be purchased from the website below. I will also assign brief readings (1-3 pages) either in advance or in class that are not on the syllabus. PowerPoints will be provided to you after they are used in class.

http://cb.hbsp.harvard.edu/cbmp/access/72493730

About the instructor

Jeffrey D. Straussman is Professor of Public Administration and Policy, Rockefeller College of Public Affairs and Policy. Previously he was 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. He 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 Straussman 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.

Straussman has published widely in the areas of public finance and budgeting and administrative reform in transitional countries. His work appears in a variety of professional journals such as Public Budgeting & Finance, Administration & Society, Governance, Public Administration and Development, Journal of Policy Analysis and Management, and Public Administration Review. His books include The Limits of
Straussman received his B.A. in political science from Hofstra University, a M.A. in political science from Hunter College, and his Ph.D. in political science from the Graduate Center, City University of New York. He is a Fellow of the National Academy of Public Administration.

Introduction to the course


In-class handouts

I. Looking at the big picture: the value and limitations of comparison

A. Comparing Nations: A Governance Perspective

(1) What is governance?


Case:

India 2014: Challenges of Governance

HBS
(2) Measurement challenges


Note: We will examine trends in governance for selected countries in class by using the World Bank Governance Indicators database. Please bring a laptop, smart phone or IPAD to class if possible.

In-class exercise: We will look at other indicators databases to explore different dimensions of governance.

(3) What does “good” governance mean?


In-class exercise: Using the web, do a quick search about the country of Zimbabwe, Laos, Haiti, Venezuela, Liberia or Kosovo focusing on the current political situation in the country. After approximately 20 minutes of reading, how would you characterize its governance and state capacity?

Case:
Managing the Sin in Singapore’s Casinos

(i) Question: Why do donors love Paul Kagame of Rwanda?

B. Aid and Development


Case:

Grassroots Assistance in Rural China

Assignment #1 due

II. SELECTED CHALLENGES OF MANAGING IN A DEVELOPMENT CONTEXT

A. Political and Organizational Constraints on Service Provision and Implementation
Brinkerhoff, D. and Wetterberg, A. (2014). *From supply to comply: Gauging the effects of social accountability on services, governance, and empowerment.*


**Cases:**

The Overcrowded Clinic

Leading Process Improvement at Motebang Hospital

**B. Obtaining Compliance from Program Targets**


Soman, D. *The Last Mile: Using Behavioural Insights to Create Value.*

**Case:**

Behavioural Insights Team (A) and (B) HBS

(iii) *Question:* Can consumption taxes on sugary soft drinks change the behavior of people who suffer from obesity and drink soda in excess?

(iv) *Question:* Open defecation is a serious health issue in some countries (such as India and Bangladesh). What can the government do to deter and even end this practice?

**C. Challenges Associated with Financing and Managing Urban Challenges:**

**Challenges: Congestion and Large-Scale Infrastructure**

*Bridging the Gap: Ensuring the Execution of Large Infrastructure Projects in Africa.*

World Bank, *The Challenge of Financing Infrastructure in Developing Countries.*

**Cases:**

Jakarta’s Transportation Problems  
Financing the Theun-Hinboun Hydroelectric Project

**v. Question:** How does congestion pricing work in Singapore and London, UK? Why is it not used more widely in cities that have urban congestion problems?

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**NO CLASS 3/13 SPRING BREAK**

**D. Alternative organizational forms**


**Cases:**

Lagos Metropolitan Area Transportation Authority  
Modern Muslim Movement: The Jakarta Monorail

**(vi) Question:** Should water be privatized?
E. Corruption


Cases:

Ethical Dilemma of a Revenue Officer

I Paid a Bribe (DOT) Com

III. Non-Governmental Organizations in Global Policy and Management

A. What are NGOs and what do they do?


Cases:

Akshaya Patra: Feeding India’s Schoolchildren

Amnesty International

NO CLASS 4/10. I will be at a conference in Edinburgh, Scotland

B. Disasters, INGOS and Humanitarian Intervention and Relief


Osa, Y. (nd). *The Growing Role of NGOs in Disaster Relief and Humanitarian Assistance in East Asia*.

Case:

The National Guard’s Response to the 2010 Pakistan Floods

(vii) Question: Why does Haiti seem to suffer so much when natural disasters hit the country?
C. Accountability and Performance


Cases:

Mercy Corps

The Right to be Human: The Dilemmas of Rights-Based Programming at CARE-Bangladesh (A) and (B)

(viii) Why do some INGOs get into political trouble with their host governments?

Assignment #2 due

IV. International (Multilateral) Organizations and Global Policy Challenges

A. International Organizations and their Missions: What do they do?


http://www.unfoundation.org/what-we-do/issues/united-nations/un-agencies-funds-and.html

Cases:

The World Food Programme during the Global Food Crisis (A) and (B)
Question: What international organizations are involved in trying to eliminate the global illicit trade in ivory? How do they work with national governments and international non-governmental organizations?

B. Putting It All Together

The last class is devoted to review and synthesis of the course. We will also discuss assignment #2 in detail as a way to examine the multiple dimensions of the Rohingya situation including internal political and management challenges, external factors, IOs and IINGOs that are stakeholders and alternative "solutions" that may pertain to the plight of the Rohingyas.