Fulbright Economics Teaching Program

Summer, 2015

Syllabus

Public Sector Management

Teaching team

Instructor:	Nguyen Huu Lam	Email: lam@ueh.edu.vn
Co-Instructor:	Huynh Trung Dung	Email: dunght@fetp.edu.vn
Tutor:	Nguyen Thanh Huong	Email: m6.huongnt@fetp.edu.vn

Class meetings:

Tuesday	**8:30AM – 11:45AM**
Thursday	**8:30AM – 11:45AM**

Office hours:

	Monday	Tuesday	Wednesday	Thursday	Friday
Nguyen Huu Lam		13:30-15:00		13:30-15:00	
Huynh Trung Dung	15:00-16:30			15:00-16:30	
Nguyen Thanh Huong		15:00-16:30		15:00-16:30	

Overview

Since the 1980s many countries around the world have renovated their public management approach to by establishing and developing dynamic, responsible, efficient, and productive public sector to better serve their citizens. This trend became prominent in the world during the 1990s. Lessons have been learned and applied successfully in many countries and are now being explored for public sector reform in Vietnam (administrative reform).

This course will discuss key concepts of Public Sector Management with focus on practical issues, skill development, as well as new trends in public sector management in the world and in Vietnam. The course will explore tools and good practices in the world that help improve organizational performance via (1) development strategy (vision, mission, objectives, action plan for public agencies); (2) strategy implementation (performance management based on result and continuous improving); and new tools for better providing public services (governance through network, collaboration, outsourcing...

Case study discussions will focus on key concepts of new public management approach, important issues currently faced by public sector managers, and important tools and skills to solve public management problems. Case topics include strategic management for public sector, public value creation, bureaucracy, organizational structure and system and performance management in public organizations. Students will develop an understanding of the key concepts and issues, and recognize opportunities and challenges confronting modern public management to develop strategies for improving public sector management efficiently and productively.

Students will also develop the skills needed in effective public management such as presentation, teamwork, negotiation and careful thinking.

Course objectives:

By completing this course, participants will be better able to:

- Discuss the key concepts and processes of the new public management

- Recognize the opportunities and challenges encountered by the new public management

- Strategic planning for public sector

- Implementing strategic plan

- Develop strategies to be effective public managers

- Develop the techniques, methods, and skills needed to successfully implement these strategies to create public value

Course requirements:

Productive case discussion depends on students not only reading but also analyzing cases and materials, and coming to class ready to present a diagnosis of the problems presented by the case and a plausible solution to these problems. Therefore, **students have to prepare for each class by reading all of the required readings.** Through the readings and class discussions students will apply the concepts learned to the reality of public organizations in Vietnam (especially the places where students are employed and to current topical issues) in order to recognize the opportunities and challenges, strengths and weaknesses, and finally to give suggestions on appropriate improvements and renovations. Reading and discussing the topics helps students not only understand the key topics, concepts, processes and techniques in public management but also to develop skills of analysis, *synthesis, communication, and interaction between individuals*.

People learn best when they are engaged. The more students participate in the learning process the more they learn and develop their own skills. Therefore, students are required to actively participate in the discussion during each class. Working on other course assignments, using laptop for contents other than the subject matters, or social media are all not accepted during this class.

Course requirements include class preparation. and written responses to readings and cases, class participation, one group assignment and a final project. There will be no final exam. Grades will be determined as follows:

1. Case study preparation and weekly reading response assignments: 40%

2. Group presentation and team report: 40%

3. Class participation: 20%

1.) Weekly reading response assignments, 40 percent of overall grade

Students are required to submit a one-page summary of case study on the day that the case will be discussed in class.

Each week students will be required to submit a three-page typed paper discussing issues raised in the required readings of the week. **These assignments are not summaries of the required readings**, but synthesis of concepts, ideas and experience of public management that could be applied in Vietnam. The focusing questions will be assigned for each week's reading response. **Weekly reading response assignments will be submitted before class on Tuesday each week.**

2.) Group presentation and team report, 40 percent of overall grade

Through readings and case discussions in class, **students have to apply concepts and ideas gained from the class into a group project: Creating a strategy for a public organization.**

Students will be divided into small groups and will select a public organization to develop strategy and implementation plan for the organization using concepts learned during the course. This group project will *allow students to apply concepts and ideas learned from the course to a specific public organization and its policies.* Through the group project, besides an understanding of the concepts, strategies and important tools in public management, students will also develop the team building and presentation skills acquired during the course.

- On July 9th, 2015, groups will be required to report their topic selection and division of responsibilities.

- Final presentations will be given on July 30th -31st, 2014.

- Final reports will be submitted on August 7th, 2014.

  The Teaching Team will also be available during office hours for further consultation on group projects and progress.

3.) Class preparation and participation, 20 percent of overall grade

This course is case based. Case study will help students develop important skills needed for modern public manager, such as analyzing, synthesizing, problem solving, decision making, communication, team work… The more students are involved in the learning process, the more they learn and develop these skills. Therefore, students are required to prepare and actively participate in case discussion in each class.

Schedule, Content and Readings

30th June	Course introduction and organization of learning process
	• Expectation of the course
	• Introduction to the course
	• Division of group projects
	Overview of new public management **Readings:** ○ Kamarck, Elaine (2007) "The Revolution in Governing", in *The End of Government As We Know It*, Chapter 1, pp. 1-13, Boulder: Lynne Reinner Publishers.

	○ Kettl, Donald (1997) "The Global Revolution in Public Management: Driving Themes, Missing Links", *Journal of Policy Analysis and Management*, 16:3, pp. 446-462.
2ⁿᵈ July	**Overview of Strategic Management Processes** Case: Paying the Bills at the Junta of Andalucía. **Readings:** ○ Moore, Mark (1995) "Managing for Value: Organizational Strategy for for-profit, non-profit and governmental organizations", *Nonprofit and Voluntary Sector Quarterly*, 29:1, pp. 183-204. ○ Leonard, Herman (2002) "A Short Note on Public Sector Strategy-Building."
7ᵗʰ July	**Creating Public Values** • **Case:** Student Aid in Sweden. **Readings:** ○ Moore, Mark (1995) *Creating Public Value*, pp. 13-23, 27-38 and 52-56, Cambridge: Harvard University Press. ○ Kingdon, John (2003) *Agendas, Alternatives and Public Policies*, 2nd Edition, pp. 116-131, New York: Longman.
9ᵗʰ July	**Networks, Partnerships and Coalitions** • **Case:** Institute for Healthcare Improvement: The Campaign to Save 100,000 Lives (Stanford Business School Case L-13). • **Case:** Rev. Jeffrey Brown: Cops, Kids and Ministers. **Readings:** ○ Kamarck, Elaine (2007) "Government by Network", in *The End of Government As We Know It*, Chapter 6: pp. 99-122, Boulder: Lynne Reinner Publishers. ○ Kelman, Steven (2002) "Contracting", in Lester Salamon (ed.), *The Tools of Government: A Guide to the New Governance*, Chapter 9: pp. 282-318, Oxford: Oxford University Press. ○ Donahue, John and Richard Zeckhauser (2006) "Public-Private Collaboration", in *The Oxford Handbook of Public Policy*, Oxford: Oxford University Press. ○ Herminia Ibarra và Mark Hunter (Jan 2007). "How Leaders Create and Use Networks", *Harvard Business Review*. ○ Harvard Business School Note (1997) "Building Coalitions".
14ᵗʰ July	**Systems and Organizations** • **Case:** The Lump Sum Grant Initiative for Hong Kong Social Services. **Readings:** • Olsen, Johan (2005). "*Maybe It Is Time to Rediscover Bureaucracy*", Journal of Public Administration Research and Theory, 16, p. 1-24. • Harvard Business School (1996) "Organizational Alignment: The 7-S Model"

	• Bennett, Drake (2008) "The culture of corruption", *Boston Globe*, July 27.
16th July	**Translating Strategy into Action: Strategy Maps** • **Case:** City of Charlotte (A) **Readings:** ○ Kaplan, Robert and David Norton (1996) "Measurement and Management in the Information Age", in *The Balanced Scorecard*, Chapter 1: pp. 1-20, Cambridge: Harvard Business School Press. ○ Kaplan, Robert (2009) "The Balanced Scorecard for Public- Sector Organizations", Balanced Scorecard Report. ○ Harry P. Hatry, "Measuring Performance", pp. 12-18, 8, 59, 119-30. Urban Institute Press, 1999. ○ Behn, Robert (May 2004). "Performance Leadership: 11 Better Practices That Can Ratchet Up Performance", *IBM Center for Business and Government.*
21st July	**Managing with Organizational Performance** • Management with performance • **Case:** Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City **Readings:** ○ Lerner, Jennifer and Philip Tetlock (1999) "Accounting for the Effects of Accountability", *Psychological Bulletin*, 125:2, pp. 255-275. ○ Behn, Bob (2006) "The Theory Behind Baltimore's CitiStat", APPAM Research Conference. ○ Robert Simons, "Control in an Age of Empowerment." *Harvard Business Review*, March 1995.
23rd July	**Understanding and Improving Work Processes** • **Case:** Aravind Eye Hospital, Madurai, India: Service for eyesight**,** HBS case 9-593-098. • **Case: "**OSHA Reform" Readings: • Schein, Edgar (1996) "Culture: The Missing Concept in Organization Studies", *Administrative Science Quarterly*; 41, 2, tr. 229-240, June. • Types of Processes, Harvard Business School 9-682-08 • Hall & Johnson (March 2009). "When Should a Process Be Art, Not Science?". Harvard Business Rev*iew*.
30th – 31st July **13:30-16:45**	**Course summary** **Presentation of group projects**