



**Academic Year 2025-2026
Syllabus
Public Management CFU 6
Prof Denita Cepiku**

Course Description

The course aims at providing general knowledge of public management, which has been part of the globalization process as attested by public sector reform models such as the New Public Management in the late 1980s and Public Governance in the early 1990s that have affected, although with different pace and approaches, almost every country in the world.

In developed countries, the mid-1970s crisis stimulated an international conversation, led by the OECD Public Management Committee that public sector reform should be a policy field in its own right. In developing countries, development organizations such as the UNDP and the World Bank realized that economic performance depended on an effective and efficient public sector and adopted and promoted the New Public Management model as well. Finally, also post-communist countries joined the managerial wave of modernization.

While the latest global (economic and health) crises have highlighted the fact once again that economic performance hinges on an effective public sector, models of reform have changed shifting from market-type mechanisms to networked and participatory approaches.

The course examines both the theoretical frameworks underlying public management reforms in the past thirty years and the empirical evidence gathered so far.

Issues addressed during the course refer to the way in which globalization affects structure and purpose of governments, administrative reforms implemented to respond to globalization and their impact. Emerging theories guiding public management at the global level will also be discussed such as networks and public-private partnerships, co-production and open innovation.

Other topics, addressed by visiting professor David Jesuit from the School of Politics, Society, Justice & Public Service of Central Michigan University (CMU) include: multilevel governance, trust and corruption, crises management.

Teaching method

The course includes lectures, case study discussions involving out of the class readings, simulations and group work on selected problems, followed by presentation of main findings. This year, it will also include lectures from visiting professor David Jesuit.

This course will provide students with a mixture of theoretical and class discussion on global trends as they relate to public management and public administration.

At the end of the course, students will be able to:

- ☐ Describe, explain and provide a critical assessment of public management reforms at the global level.
- ☐ Analyse international policy networks around public sector reform and policy dynamics.

Schedule of Topics

1. Introduction to the course. What is management? Collective problems and tentative answers at the global level. Private, public, non-profit organizations: specificities in terms of management.
2. Main theories: NPM and Public Governance
3. Equity
4. Public sector reforms and innovations in OECD countries in the past three decades.
5. Strategy, performance & leadership: theoretical framework and case studies.
6. Public sector reforms in EU countries and the role of Resilience and recovery national plans
7. Collaborative governance: Network management
8. Network simulations

9. Collaborative governance: Co-production
10. Open Government
11. Multilevel governance
12. International databases.

Textbook:

The Routledge Handbook of Global Public Policy and Administration, 2017
<https://www.routledge.com/The-Routledge-Handbook-of-Global-Public-Policy-and-Administration/Klassen-Cepiku-Lah/p/book/9781138845220>

Attending students: [chapters 1, 13, 14, 16, 25, 26, 27] and ppt slides.

Non attending students: in addition to the above: chapters 1-5 & 11.

Additional non-compulsory readings

- ☐ Tony Bovaird, Elke Loeffler (2015). *Public Management and Governance*. 3rd edition. Routledge.
- ☐ Osborne, S. P. (ed.). 2010. *The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance*. Abingdon, UK: Routledge.
- ☐ Pollitt, Christopher and G. Bouckaert. 2004. *Public Management Reforms: A Comparative Analysis*. Oxford University Press.
- ☐ Other materials made available through the course website.

Assessment

The final grade will be based on a written exam, that will cover the above-mentioned chapters of the textbook (see "Textbook" section). Additional points will be achieved by participating to non-mandatory group works. Note that the first round of the session for this exam will take place during midterm week, and the first round is available to both attending and non-attending students.

Office hours

Upon appointment by email: Prof. Cepiku cepiku@economia.uniroma2.it

NOTE: If you are an **Erasmus or a non-Global Governance student** who would like to attend one or more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is expected from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.
