

GLOBAL PUBLIC MANAGEMENT

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Overview

This course explores three distinct meanings embedded in the term “global public management”: (1) the extent to which the globe is being “managed” in some way through a set of consistent practices, (2) the extent to which management practices across states are converging, or becoming globalized, and (3) the institutional actors and mechanisms that contribute to a common “global administrative space” in terms of concepts, discourse and standards.

An example of the first meaning is international conventions and practices around fighting bribery and corruption. International agreements on these conventions and practices in effect create a global management system on these issues (e.g., treatment of tax havens). An example of the second meaning is the spread of management paradigms like the “new public management,” or the idea that some models constitute “best practice.” An example of the third meaning is rankings by organizations like Transparency International or the World Bank, and the spread of MPA and MPP programs around the world (both create a common global discourse and terminology).

Course Format

The course will be taught in an intensive format -- this is a demanding schedule and will require everyone to keep up their energy, enthusiasm, and engagement.

All classes will have a review and discussion of the readings, as well as individual presentations on a thematic question pertinent to that session. The course is divided into ten sessions across three themes/sections: (1) conceptualizing global governance and public management, (2) paradigms of public management, and (3) cases of theory and practice.

Readings

All of the readings are available in PDF and have been distributed via Dropbox. Given the intense nature of the course, I have organized the readings into “required” and “recommended” categories. Everyone should read the required readings, and of course can consult the recommended readings as well. Students

who are presenting in that session are responsible for both sets of readings so that they can address the thematic question that they have been assigned.

At the end of this syllabus I have included, as Appendix A, a guide to “Active Reading and Preparing for Seminar Discussions” to provide some tips on how you can navigate through the materials with both efficiency and comprehension.

Assessment

Students are required to write three short papers, do two individual presentations, and participate in a number of group presentations on readings. Each of these is described in detail below.

Essay 1	A 1,500 word essay addressing the assigned question	20%
Essay 2	A 1,500 word essay addressing the assigned question	20%
Essay 3	A 1,500 word essay addressing the assigned question	20%
Presentation 1	Presentation on an issue relevant to one of our class sessions	15%
Presentation 2	Presentation on an issue relevant to one of our class sessions	15%
Participation	This is based on participation in the group reading presentations	10%

Essay Guidelines

Each essay is to be minimum of 1,500 words in length, and no longer than 1,800 words. The papers should be in discussion/narrative form – not too many bullets or sentence fragments. Citations to readings on the syllabus can simply use the format of (Author, date: page). Citation to materials not in the syllabus should have a full citation in a reference list (syllabus readings don’t have to be listed). Please submit your paper in Word format.

Essay 1: There is a plausible case to be made the public management systems around the world are converging around certain standards. What have been the drivers behind this convergence in the past thirty years?

Essay 2: New public management (NPM) as a paradigm has been superseded and challenged. What elements, if any, of it make sense to keep, and what needs to be changed/added to create a viable public management framework? You may use a specific country or governmental system as an illustration if you wish.

Essay 3: Standing back from the course readings, and assessing them as a whole, are there any principles of universal “best practice” of public management that you can discern? These principles, for example, should apply in China as well as Denmark, in states with majority Muslim populations and ones without, etc.

Presentation Guidelines

Each presentation should be about 20 minutes long, addressing the theme/issue that was assigned in advance. You should clearly state your argument, key points, conclusion and issues for discussion. You can use presentational software (PowerPoint, Prezi), but keep it to no more than four pages, with light text – i.e., you should not be reading slides. Alternatively, you can organize your points on slides, and then just distribute hard copy so people can follow along.

The typical errors people make in presentations are:

- Misallocating time, going over time
- Wandering and losing the main argument
- Speaking too quickly
- Reading from slides
- Cramming slides with too much text
- Cramming slides with too much data – slides are low-resolution vehicles
- Using inappropriate graphics or images that don’t connect to the key point
- Failing – in longer presentations – to signpost key sections and help the audience know when a transition is coming

Participation

Each of you will be part of a series of group reading presentations (handouts will be provided describing this technique). You will be assessed by the quality of the initial presentation of the key point you drew from the reading, and subsequent contribution to the open discussion both with your group colleagues and with the rest of the class.

Course Outline

A single course can only introduce a tiny sliver of the scholarship and writings in a field, and we have the additional constraint of an intensive teaching format. Accordingly the syllabus simply has selections of what are, in my judgement, key readings that will provide a backdrop for our class discussions. I will introduce each class with a short lecture that puts the readings and the issue for that session in broader context. As well, in Appendix B, I have provided a list of selected works in the field of governance and public management.

Section 1: Conceptualizing Global Governance and Public Management

1 Governance and Public Management

Required

Fukuyama, F. (2013). Commentary: What is governance? *Governance*, 26(3), 347-368.

Holt, J., & Manning, N. (2014). Fukuyama is right about measuring state quality: Now what? *Governance*, 27(4), 717-728.

Recommended

Stone, D. (2013). *Knowledge Actors and Transnational Governance: The Private-Public Nexus in the Global Agora*. Houndmills, Basingstoke: Palgrave Macmillan, chap. 1.

World Bank. (2014). *iChallenge: Public Management Systems*. Available at: <http://consultations.worldbank.org/Data/hub/files/consultation-template/indicators-challenge-ichallenge-openconsultationtemplate/materials/pmsystems.pdf>

2 Policy Transfer

Required

Dolowitz, D., & Marsh, D. (1996). Who learns what from whom: A review of the policy transfer literature. *Political Studies*, 44(2), 343-357.

Dolowitz, D. P., & Marsh, D. (2000). Learning from abroad: The role of policy transfer in contemporary policy-making. *Governance*, 13(1), 5-25.

Recommended

Evans, M. (2009). Policy transfer in critical perspective. *Policy Studies*, 30(3), 243-268.

Clifton, J., & Diaz-Fuentes, D. (2014). The OECD and "The Rest": Analyzing the limits of policy transfer. *Journal of Comparative Policy Analysis: Research and Practice [Special Issue: The OECD and Policy Transfer: Comparative Case Studies]*, 16(3), 249-265.

Section 2: Paradigms of Public Management

3 Washington Consensus and Beyond

Required

Rodrik, D. (2006). Goodbye Washington consensus, hello Washington confusion? A review of the World Bank's economic growth in the 1990s: Learning from a decade of reform. *Journal of Economic Literature*, 44(4), 973-987.

Williamson, J. (1990). What Washington means by policy reform. In J. Williamson (Ed.), *Latin American Adjustment: How Much Has Happened?* Washington, D.C.: Institute for International Economics.

Recommended

Easterly, W. (2006). *The White Man's Burden: Why the West's Efforts to Aid the Rest have Done so Much Ill and So Little Good*. New York: Penguin, chap. 5.

Woods, N. (2006). *The Globalizers: The IMF, the World Bank, and their Borrowers*. Ithaca, NY: Cornell University Press, chap. 2.

4 New Public Management and Post-NPM

Required

Pollitt, C. (2012). What can we learn from thirty years of public management reform? In G. Tria & G. Valotti (Eds.), *Reforming the Public Sector: How to Achieve Better Transparency, Service, and Leadership* (pp. 129-135). Washington, D.C.: Sculoa Superiore Della Publica (Rome) and Brookings Institution Press.

Pollitt, C., & Bouckaert, G. (2011). *Public Management Reform: A Comparative Analysis - New Public management, Governance, and the Neo-Weberian State* (3rd ed.). Oxford: Oxford University Press, chaps. 1, 4, 8.

Recommended

Kettl, D. F. (2005). *The Global Public Management Revolution* (2nd ed.). Washington, D.C.: Brookings Institution Press, chaps. 1, 2, 4.

Pierre, J., & Rothstein, B. (2011). Reinventing Weber: The role of institutions in creating social trust. In T. Christensen & P. Laegreid (Eds.), *The Ashgate*

Research Companion to New Public Management (pp. 405-416). Burlington, VT: Ashgate.

5 **The OECD Framework**

Required

Pal, L. A. (2012). *Frontiers of Governance: The OECD and Global Public Management Reform*. Houndmills, Basingstoke: Palgrave Macmillan, chap. 5.

Recommended

OECD. (2013). *Government at a Glance 2013*. Paris: OECD.

OECD. (2014). *Kazakhstan: Review of the Central Administration*. Paris: OECD.

Pal, L. A. (2012). *Frontiers of Governance: The OECD and Global Public Management Reform*. Houndmills, Basingstoke: Palgrave Macmillan, chaps. 2-4.

6 **Measuring Governance**

Required

Arndt, C., & Oman, C. (2008). *The Politics of Governance Ratings*. Working Paper MGSOG/2008/WP003. Maastricht: Maastricht University, Maastricht Graduate School of Governance.

Davis, K. E., Kingsbury, B., & Merry, S. E. (2012). Introduction: Global governance by indicators. In K. E. Davis, A. Fisher, B. Kingsbury, & S. E. Merry (Eds.), *Governance by Indicators: Global Power through Quantification and Rankings* (pp. 3-28). Oxford: Oxford University Press and Institute for International Law and Justice, New York University School of Law.

Recommended

World Bank, World Wide Governance Indicators, available at <http://info.worldbank.org/governance/wgi/resources.htm>

Pollitt, C. (2011). Moderation in all things: International comparison of governance quality. *Financial Accountability and Management*, 27(4), 437-457.

Transparency International, available at <http://www.transparency.org>

Global Integrity, available at <http://www.globalintegrity.org>

Freedom House, available at <http://www.freedomhouse.org>

Section 3: Cases of Theory and Practice

7 The Internationalization of MPA and MPP Programs

Required

Atlas of Public Policy and Management, MPA and MPP Programs,
<https://portal.publicpolicy.utoronto.ca/en/MPPMPAPrograms/Pages/index.aspx>

Fritzen, S. A. (2008). Public policy education goes global: A multi-dimensional challenge. *Journal of Policy Analysis and Management*, 27(1), 205-214.

Recommended

Fritzen, S. (2013). The three enigmas of professional policy education. In K. Mahbubani, S. N. Yiannouka, S. A. Fritzen, A. S. Tuminez, & K. P. Tan (Eds.), *Lee Kuan Yew School of Public Policy: Building a Global Policy School in Asia* (pp. 71-101). Singapore: World Scientific Publishing Co.

Pal, L. A., & Clark, I. D. (2013). *Where the streets have no name: Mapping the discipline of public management*. Working Paper for the Best Practices in Public Management Project.

8 Anti-Corruption

Required

World Bank. (2012). *Fighting Corruption in Public Services: Chronicling Georgia's Reforms*. Directions in Development. Public Sector Governance. Washington, DC: World Bank, chaps 1, 2, 3, 8.

Mungiu-Pippidi, A. (2014). The transformative power of Europe revisited. *Journal of Democracy*, 25(1), 20-32.

OECD, Bribery and Corruption (conventions and documents)
<http://www.oecd.org/corruption/>

Recommended

Lin, M.-W., & Yu, C. (2014). Can corruption be measured? Comparing global versus local perceptions of corruption in east and southeast Asia. *Journal of Comparative Policy Analysis*, 16(2), 140-157.

Fritzen, S., Serritzlew, S., & Svendsen, G. T. (2014). Corruption, trust and their public sector consequences: Introduction to the special edition. *Journal of Comparative Policy Analysis*, 16(2), 117-139.

9 **Qatar: Building the Machinery of State**

Required

Mitchell, J. S., & Pal, L. A. (forthcoming 2016). Policy-making in Qatar: The macro-policy framework. In M. E. Tok, L. Al-Khater, & L. A. Pal (Eds.), *Qatar: Policy-Making in a Transformative State*. Houndmills, Basingstoke: Palgrave Macmillan.

Qatar General Secretariat for Development Planning. (2011). *Qatar National Development Strategy 2011-2016: Toward Qatar National Vision 2030*. Doha, Qatar: Qatar General Secretariat for Development Planning, pp. 1-28, chaps. 7, 8.

Recommended

Bahry, L. (2013). Qatar: Democratic reforms and global status. In A. Kadhim (Ed.), *Governance in the Middle East and North Africa: A Handbook* (pp. 250-274). London: Routledge.

Gray, M. (2011). *A Theory of "Late Rentierism" in the Arab States of the Gulf*. Doha, Qatar: Occasional Paper No. 7. Center for International and Regional Studies. Georgetown University School of Foreign Service in Qatar.

10 **Conclusions: Global Public Management**

Readings and seminar format to be determined

APPENDIX A

Active Reading and Preparing for Seminar Discussions

Reading is not a Passive Exercise

Effective reading is similar to critical reflection – you should be thinking critically about what you are reading. To be effective, you have to read with a purpose and a plan.

1. Search for meaning in what you are reading.
2. Assimilate what you are reading with what you already know. Search for patterns and connections.
3. Form opinions/conclusions as you read. Revise and reflect at the end.
4. Some readings will add to your store of knowledge of a field or of a debate; some will be simply to gain new information or data.

Reading with a Specific Purpose in Mind

Are you trying to:

1. Gain basic background information?
2. Gather specific facts?
3. Identify the structure of an author's argument?
4. Understand a concept?
5. Find alternative views to challenge an argument?

Reading Strategically

In addition to the specific purpose of your reading, think about your strategy – this is a function of the purpose, time available, objectives, etc.

Surveying and Situating: Reading surface messages to predict content. For example, year of publication: (recent, dated, classic?). Quick background on the author (left-wing, conservative, politician?). The author's institutional base (think tank, research institute, NGO?).

Skimming: Glance over the entire text to look for relevant or interesting ideas. Read the abstract if there is one, the introductory paragraphs, the first sentence of every key paragraph (ones that start sub-sections), and the conclusion, should help you to quickly locate the main ideas.

Scanning: Reading quickly for specific information. Glance at headings and topic sentences of paragraphs for key words and ideas (e.g., like looking for a name in a telephone directory).

Reading Complex Material

1. Read the material several times if it is dense and challenging (best done over a day or two), leaving gaps of time between readings to develop concepts and questions about it.
2. Read with a dictionary at your side. If there are unfamiliar specialist terms, look them up, either in the dictionary or a glossary. Make a list of key conceptual definitions in the text, since arguments usually hinge on these.
3. Summarize the information into your own words, or try to reconstruct it as a diagram or concept map. This will provide structure for your notes. Try the “elevator test” with yourself (or a tolerant friend) – can you explain the essence of the piece in one minute?
4. Consult other sources on the same topic, such as the suggested readings in the course syllabus or those cited by the author in the bibliography.

Reading Critically

This is the essence of reading at the graduate level. It means understanding how ideas have been arrived at, and evaluating their strengths and weaknesses. Here are some of the main features of critical reading:

1. Recognize the writer’s main purpose.
The writer will usually indicate the purpose or objectives of the piece right at the beginning: to critique a body of work; review a book; develop a new concept; present new research data; assess the consequences of something; uncover assumptions behind something (a concept or an act); etc.
2. Recognize the writer’s assumptions and underlying values.
What social, cultural and historical influences are apparent in the author’s perspective? Be careful about three things. First, do not simply see this as “bias.” Everyone is biased in some sense, so simply dismissing someone because of bias is the weakest of critiques. Second, do not assume that every argument is simply a function of the writer’s background. Sometimes, for example, a writer will present research that might have been motivated by some interest that is in turn related to a “value”, but the presentation of the data itself should be impartial. Third, think about these underlying values as a

rich background and not simply as a label – that creates an obligation for you to take that background seriously and know something about it.

3. Identify patterns and style of argument.

What is the basic thesis or argument of the article? What steps does the author take to build the argument and how is it supported? These are matters of logic, of a linear construction of premises and conclusions. But there is also often a style to arguments, a rhetoric or approach. An example would be two arguments that share the same logical steps, but one that is grounded in empirical analysis and one that cites authorities or classics.

4. Link ideas to other ideas and texts.

How does this piece/argument/theory fit with other readings for this week and for the course as a whole? Are the different texts compatible, complementary, contradictory?

5. Understand how language choices reflect values and indicate power relations.

Is the language that of an economist? An activist? A layperson? Is the writer intimidating the reader by using obscure words or jargon? Is the writer persuading with emotive words, such as “democracy,” “moral,” “should”?

6. Explore alternatives to the stated ideas.

Do you agree or disagree with the author’s argument? Do you find the explanations convincing, useful, effective? Have others explained this phenomenon, policy or concept?

7. Recognize the assumptions and underlying values that you bring to your reading.

What are your personal views on this subject or this policy area? What has influenced these ideas? How do your views influence your interpretation of this reading or this subject?

Adapted from: Academic Literacy by Jo-Anne Reid (FEHPS); Corinne Buckland (Academind Skills Office TLC); Catherine Clarke and Lain MacKay (Online Unit TLC) University of New England; Armidale, Australia, and the Offshore Manual of Charles Stuart University, Australia; Prof. Glen Toner (Carleton University, Canada).

APPENDIX B

Selected Works on Governance and Public Management

- Acemoglu, D., & Robinson, J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Publishers.
- Agnafors, M. (2013). Quality of government: Towards a more complex definition. *American Political Science Review*, 107(3), 433-445.
- Aitzhanova, A., Katsu, S., Linn, J. F., & Yezhov, V. (Eds.). (2014). *Kazakhstan 2050: Toward a Modern Society for All*. Oxford: Oxford University Press.
- Andrews, M. (2008a). The Good Governance Agenda: Beyond Indicators without Theory. *Oxford Development Studies*, 36(4), 379-407.
- Andrews, M. (2008b). Good Government Means Different Things in Different Countries. *Harvard Kennedy School Faculty Research Working Papers Series*, November 2008.
- Arndt, C. (2008). The politics of governance ratings. *International Public Management Journal*, 11(3), 275-297.
- Arndt, C., & Oman, C. (2006). *Uses and Abuses of Governance Indicators*. Paris: OECD, Development Centre Studies.
- Arndt, C., & Oman, C. (2008). *The Politics of Governance Ratings*. Maastricht: Maastricht University.
- Atkinson, M. M., & Coleman, W. D. (1992). Policy Networks, Policy Communities and the Problems of Governance. *Governance*, 5(April), 154-180.
- Aucoin, P. (1995). *The New Public Management: Canada in Comparative Perspective*. Montreal: Institute for Research on Public Policy.
- Aucoin, P., & Bakvis, H. (2005). Public service reform and policy capacity: Recruiting and retaining the best and the brightest. In M. Painter & J. Pierre (Eds.), *Challenges to State Policy Capacity: Global Trends and Comparative Perspectives* (pp. 185-204). Houndmills, Basingstoke: Palgrave Macmillan.
- Aucoin, P., & Heintzman, R. (2000). The dialectics of accountability for performance in public management reform. In D. J. Savoie & B. G. Peters (Eds.), *Governance in the Twenty-first Century: Revitalizing the Public Service* (pp. 244-280). Montreal & Kingston: McGill-Queen's University Press.
- Aucoin, P., Jarvis, M. D., & Turnbull, L. (2011). *Democratizing the Constitution: Reforming Responsible Government*. Toronto: Edmond Montgomery Publications.
- Auditor General of Canada. (2002). *Report of the Auditor General of Canada to the House of Commons, Chapter 9: Modernizing Accountability in the Public Sector*. Ottawa: Auditor

General of Canada Retrieved from <http://www.oag-bvg.gc.ca/internet/docs/20021209ce.pdf>.

- Bakvis, H., & Jarvis, M. D. (Eds.). (2012). *From New Public Management to New Political Governance: Essays in Honour of Peter C. Aucoin*. Montreal & Kingston: McGill-Queen's University Press.
- Bardach, E. (2008). Developmental processes: A conceptual exploration. In S. Borins (Ed.), *Innovations in Government: Research, Recognition, and Replication* (pp. 113-137). Washington, D.C.: Brookings Institution Press.
- Barry, B. (1965). *Political Argument*. New York: Humanities Press.
- Barzelay, M. (2001). *The New Public Management: Improving Research and Policy Dialogue*. Berkeley: University of California Press: Russell Sage Foundation.
- Barzelay, M., & Armajani, B. J. (1992). *Breaking Through Bureaucracy: A New Vision for Managing in Government*. Berkeley: University of California Press.
- Bekkers, V., Edelenbos, J., & Steijn, B. (2011a). Linking innovation to the public sector: Contexts, concepts and challenges. In V. Bekkers, J. Edelenbos, & B. Steijn (Eds.), *Innovation in the Public Sector: Linking Capacity and Leadership* (pp. 3-32). Houndmills, Basingstoke: Palgrave Macmillan.
- Bekkers, V., Edelenbos, J., & Steijn, B. (Eds.). (2011b). *Innovation in the Public Sector: Linking Capacity and Leadership*. Houndmills, Basingstoke: Palgrave Macmillan.
- Béland, D., & Orenstein, M. A. (2013). International organizations as policy actors: An ideational approach. *Global Social Policy*, 13(2), 125-143.
- Besançon, M. (2003). *Good Governance Rankings: The Art of Measurement*. Cambridge, MA: World Peace Foundation.
- Bevir, M. (Ed.). (2011). *The Sage Handbook of Governance*. London: Sage.
- Bevir, M., & Rhodes, R. A. W. (2010). *The State as Cultural Practice*. Oxford: Oxford University Press.
- Bhatta, G. (Ed.). (2006). *International Dictionary of Public Management and Governance*. Armonk, NY: M. E. Sharpe.
- Boardman, C. (2014). Assessing governance: The importance of evaluating policy outcomes in national mission areas. *Governance*, 27(3), 519-526.
- Borins, S. (Ed.). (2008). *Innovations in Government: Research, Recognition, and Replication*. Washington, D.C.: Brookings Institution Press.
- Boston, J. (1991). *Reshaping the state : New Zealand's bureaucratic revolution*. Auckland ; New York: Oxford University Press.
- Boston, J. (1996). *Public Management: The New Zealand Model*. Auckland; New York: Oxford University Press.

- Bouckaert, G. (2006). Modernizing Government: The Way Forward – A Comment. *International Review of Administrative Sciences*, 72(3), 327-332.
- Bourgon, J. (2010). The history and future of nation-building? Building capacity for public results. *International Review of Administrative Sciences*, 76(2), 197-218.
- Bourgon, J. (2011). *A New Synthesis of Public Administration: Serving in the 21st Century*. Montreal and Kingston: School of Policy Studies, Queen's University, and McGill-Queen's University Press.
- Bovaird, T., & Löffler, E. (2003). Evaluating the Quality of Public Governance: Indicators, Models and Methodologies. *International Review of Administrative Sciences*, 69(3), 313-328.
- Bovens, M., Schillemans, T., & 't Hart, P. (2008). Does public accountability work? An assessment tool. *Public Administration*, 86(1), 225-242.
- Braybrooke, D., & Lindblom, C. E. (1963). *A Strategy of Decision: Policy Evaluation as a Social Process*. New York: Free Press of Glencoe.
- Brinkerhoff, D. W., & Crosby, B. L. (2002). *Managing Policy Reform: Concepts and Tools for Decision-Makers in Development and Transitioning Countries*. Bloomfield, CT: Kumarian.
- Brumberg, D. (2002). The trap of liberalized autocracy. *Journal of Democracy*, 13(4), 56-68.
- Brunsson, N., Rasche, A., & Seidl, D. (2012). The dynamics of standardization: Three perspectives on standards in organization studies. *Organization Studies*, 33(5-6), 613-632.
- Caiden, G. E. (1991). *Administrative Reform Comes of Age*. Berlin: W. de Gruyter.
- Carothers, T. (1996). *Assessing Democracy Assistance: The Case of Romania*. Washington, D.C.: Carnegie Endowment.
- Carothers, T. (2002). The End of the Transition Paradigm. *Journal of Democracy*, 13(1), 5-21.
- Christensen, T., & Laegreid, P. (2002). *The New Public Management: The Transformation of Ideas and Practice*. Hampshire: Ashgate.
- Christensen, T., & Laegreid, P. (2007). *Transcending New Public Management: The Transformation of Public Sector Reforms*. Aldershot: Ashgate.
- Christensen, T., & Laegreid, P. (2008). NPM and beyond: Structure, culture and demography. *International Review of Administrative Sciences*, 74(1), 7-23.
- Christensen, T., & Laegreid, P. (2011). *The Ashgate Research Companion to New Public Management*. Burlington, VT.: Ashgate.
- Christensen, T., & Laegreid, P. (2012). Governance and administrative reforms. In D. Levi-Faur (Ed.), *The Oxford Handbook of Governance* (pp. 254-267). Oxford: Oxford University Press.

- Clark, I. D., & Swain, H. (2005). Distinguishing the real from the surreal in management reform: Suggestions for beleaguered administrators in the Government of Canada. *Canadian Public Administration*, 48(4), 453-476.
- Coase, R., & Wang, N. (2012). *How China Became Capitalist*. Houndmills, Basingstoke: Palgrave Macmillan.
- Collier, P. (2007). *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About it*. Oxford: Oxford University Press.
- Contreras, M. E. (1997). Capacity building in the Bolivian Social Policy Analysis Unit. In M. S. Grindle (Ed.), *Getting Good Government: Capacity Building in the Public Sectors of Developing Countries* (pp. 198-228). Cambridge: Harvard University Press.
- Cusumano, M. A., Mylonadis, Y., & Rosenbloom, R. S. (1992). Strategic maneuvering and mass-market dynamics: The triumph of VHS over Beta. *Business History Review*, 66(1), 51-94.
- Davis, K. E., Fisher, A., Kingsbury, B., & Merry, S. E. (Eds.). (2012). *Governance by Indicators: Global Power through Classification and Rankings*. Oxford: Oxford University Press and the Institute for International Law and Justice, New York University School of Law.
- Davis, P. A., & Greenstein, S. (1990). The economics of compatability standards: An introduction to recent research. *Economics of Innovation and New Technology*, 1(1-2), 3-41.
- Dawisha, K. (2014). *Putin's Kleptocracy: Who Own's Russia?* New York: Simon and Schuster.
- Denhardt, R. B., & Denhardt, J. V. (2003). *The New Public Service: Serving, not Steering*. Armonk, N.Y.: M.E. Sharpe.
- Dent, M., Van Gestel, N., & Teelken, C. (2007). Symposium on the Changing Modes of Governance in Public Sector Organizations: Action and Rhetoric. *Public Administration*, 85(1), 1-8. doi: 10.1111/j.1467-9299.2007.00630.x
- Desrosières, A. (1998). *The Politics of Large Numbers; A History of Statistical Reasoning* (C. Naish, Trans.). Cambridge, MA: Harvard University Press.
- Diamond, L., Fukuyama, F., Horowitz, D. L., & Plattner, M. F. (2014). Reconsidering the transition paradigm. *Journal of Democracy*, 25(1), 86-100.
- Dimitrakopoulos, D. G., & Passas, A. G. (2012). International organizations and domestic administrative reform. In B. G. Peters & J. Pierre (Eds.), *The Sage Handbook of Public Administration* (pp. 532-544). Thousand Oaks, Calif.: Sage.
- Djelic, M.-L., & Sahlin-Andersson, K. (2006). Introduction: A world of governance: The rise of transnational regulation. In M.-L. Djelic & K. Sahlin-Andersson (Eds.), *Transnational Governance: Institutional Dynamics of Regulation* (pp. 1-28). Cambridge: Cambridge University Press.

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- Dolowitz, D. P., & Marsh, D. (2000). Learning from abroad: The role of policy transfer in contemporary policy-making. *Governance*, 13(1), 5-25.
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- Duncan, S. (2009). Policy Transfer: Theory, Rhetoric and Reality. *Policy and Politics*, 37(3), 453-458.
- Dunleavy, P. (2006). New public management is dead-long live digital-era governance. *16(3)*, 467.
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