

USC Sol Price School of Public Policy
“Public Private Partnerships”
USC Price Milan International Lab PPD 599
Maymester 2023

<p><u>Instructor</u> Elizabeth Graddy Interim Provost & Professor University of Southern California</p> <p>Office: ADM 102 Email: graddy@usc.edu PPD 599 Session 51311</p>		<p>Spring meeting dates: Fridays, 24 March, 31 March, 14 April, 28 April 2023 9 am-12:20pm in RGL 219 (except March 31 is in RGL 215) Spring Office Hours: TBD Summer meeting dates: 22 May - 1 June at Bocconi University, Milan, Italy</p>
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USC Price International Labs

The Price School International Labs integrate scholarly knowledge with professional practice by providing consulting services in a setting outside the United States. Lab participants work collaboratively in multidisciplinary teams to address a project identified by the client in the host country. With active guidance from their professor, students analyze information pertinent to the project and its context, and then produce a set of policy recommendations for the client. These recommendations are supported by classroom knowledge, academic research, analytical tools, databases, and case studies.

As participants transition from the classroom to a real-world international setting, they gain direct experience translating professional practice in a cross-cultural context. While background research and preparation are necessary prior to leaving the U.S., the bulk of the assignment is undertaken on an intensive basis in the field. The on-site work culminates in a presentation to the client. The International Labs are designed as integrative professional experiences for graduate student from across the Price School. Graduate students from other USC programs may also join with permission from the instructor. The labs provide students with an opportunity to build their credentials and experience while extending their network of professional contacts.

This International Lab is offered as a Maymester course that includes spring sessions in Los Angeles and an intensive 2-week field session in Italy in the summer.

USC Price Italy Laboratory 2023

The Los Angeles component of the Italy Lab will be conducted over four sessions at USC during the Spring 2023 semester – 9am-12:20 on Friday, 24 March, 31 March, 14 April, and 28 April 2023. The Italy component will be conducted on location at Bocconi University in Milano and other venues from Monday, 22 May 2023 through Thursday, 1 June 2023. A detailed daily schedule for this intensive component will be announced prior to arrival in Italy. Everyone is required to be in Milan by Sunday, 21 May.

This year’s Italy Lab is conducted in partnership with Professor Veronica Vecchi, a Professor of Public Management & Policy in the SDA Bocconi School of Management. The focus of the lab will be on

structuring infrastructure public-private partnerships to achieve social goals. Governments throughout the world have sought to utilize private actors, both nonprofit and business organizations, to help solve social problems. These partnerships have taken several different forms, including market-based contracts, collaborative contracts, and formal PPPs. Of particular interest in this lab will be understanding newer models like social impact investing that are designed to attract private capital for the social good and determining the necessary public-sector competencies for success.

The Milan lab values both a client-driven and student-driven project approach. As such, students will have ample opportunity to shape the scope and direction of their learning experience, while actively engaging with local partners.

During the preparatory spring sessions, students will conduct background research, form thematic teams, identify relevant case studies, and develop a proposed work plan that will guide the summer fieldwork. During the intensive summer session, students will spend two weeks in Milan and environs meeting with experts and practitioners, conducting site visits, and working collaboratively on the project. This work culminates in the submission of a final written report and a single, integrated presentation of that report to the client on the final days of the Lab.

Course Objectives

As with all USC Price International Labs, the learning objective is to learn how to translate “classroom knowledge” into professional practice, and to do so in a setting outside the United States. The pedagogical model draws on a professional consulting paradigm, with a clearly identified client and terms of reference for the students’ work.

Specifically, the learning objectives for the lab include the following:

- **Integration and application of classroom knowledge to a specified problem context.** Students will have the opportunity to develop their skills associated with synthesizing existing research, finding and gathering data relevant to the project, and using the data to diagnose problems, design and assess various options, and develop recommendations that consider the constraints facing the client.
- **Management of an international project,** paying particular attention to formulating and adhering to a manageable work plan. Students will gain valuable practice in presenting analyses of issues and recommendations in a concise, clear, and interesting manner from the perspective of their client. Participation in the Lab also entails an affirmation of professional norms of conduct. Students are expected to adhere to professional norms of punctuality, thoroughness, reliability, communication skills, professional appearance, integrity, and ability to work well in multi-cultural teams.
- **Personal growth in terms of teamwork,** by developing a better understanding of how to function as part of a team with international members. Participation in the Lab provides students with useful insights into their individual strengths and what they can contribute to a team effort, as well as how to resolve interpersonal and organizational issues within the team. The course also intends to attract students with diverse backgrounds and interests, so that individual team members can contribute the specialized knowledge related to their field of study.
- **Translation of professional practice in a cross-cultural setting.** Professional practice as developed in the United States is embedded in a particular social, institutional, economic, and

cultural context. A key objective of the course is for students to gain a better awareness of how to adapt their professional practice to suit contexts that are often quite different from those in the U.S.

- **Learn about public-private partnerships as an institutional form**, including the different models, their purpose, how they operate, and the associated benefits and challenges of each for the public sector. Students will develop lessons learned from a wide range of case studies and assess the applicability of those lessons for the Italian context.

Assignments and Determination of Grades

Spring sessions

- **Assignment 1: Personal Assets Inventory.** Each student will come to the first session prepared to provide a detailed personal assets inventory that explains how they expect to contribute to the team effort, based on their background training, knowledge, and interests. **DUE 9:00 24 March**
- **Assignment 2: Academic review.** Each student will read and report on a scholarly article pertaining to public-private partnerships from the readings listed in the Reference section. The 2-3 page report should summarize the article in question, while explaining its potential relevance for practitioners. **(10%) DUE 9:00 30 March**
- **Assignment 3: Case study.** Working in teams, students will research a case study in the U.S. or Europe where public-private partnerships were used to achieve a social outcome. Each team will present its findings in class with an emphasis on the lessons learned from that case study. **(10%) DUE 9:00 14 April**
- **Assignment 4: “Translation”.** Each student will write a 2-3 page essay assessing how readily the prior case studies and academic reviews apply (or not) to the Italian context. What are some of the unique institutional, cultural, or economic conditions in Italy that may need to be considered? **(10%) DUE 17:00 25 April**

Summer session

While *individual* effort and initiative is essential, ultimately it is the quality of the *group* product that matters to the client. The written report will be evaluated as a single, integrated document. All students succeed or fail in equal measure, based on the quality of the group work. Similarly, the final presentation made to the client will be evaluated as a single, coherent effort.

- **Final & Interim group written report.** This report will be addressed to the client but should also be of interest to a wider audience. It should be a summative effort that states its purpose clearly while also explaining its findings and recommendations in a thorough, professional, and persuasive manner. Arguments should be supported – as needed – with an appropriate range of data, graphs, illustrations, analytical work, appendixes, and bibliographic references. The emphasis should be on clarity of thought, with a crisp writing style. Its length should be kept to a minimum, subject to fully accomplishing what it has set out to do. A full draft of the written report should be submitted to the instructor 2 days prior to the final **(20%)**

- **Final group presentation to client and Interim group presentation.** The power point presentation to the client should generally follow a parallel structure to the written report, but with appropriate adjustments to reflect the different medium of communication. Although each student should contribute to its content in some meaningful way, the presentation itself should not be cluttered with multiple voices. The emphasis should be on a single, integrated, coherent presentation on behalf of the entire group. A practice run of the final presentation will be given prior to the final **(15%)**

The remaining part of each student's grade will be based more directly on individual effort, as indicated here:

- **Class participation.** This includes punctuality, professionalism, and regular participation in all aspects of the Lab. Ultimately, however, the value of each student's contribution is based on how others in the class benefit from his/her involvement. **(10%)**
- **Professional journal.** This is intended to be the centerpiece of your individual effort, and it is weighted accordingly. At one level, it is a daily record of your activities in the Lab. More than that, it is a venue for you to reflect on the Lab experience as you are experiencing it. You should aim to produce a thoughtful set of daily observations and reflections of enduring value. **(20%)**
DUE 2 June
- **Photo contest.** Each student will submit three photos, one in each of the following categories:
 - Photo pertaining to the overall theme of this Lab (public-private partnerships)
 - Photo revealing what it is like to participate in this Lab
 - Photo that shines with creativity and artistry.
 Although the instructor will assign grades based on her own judgment, the three contest winners – one in each category – will be chosen by their peers through a ballot. **(5%) DUE 2 June**

Course schedule – Spring sessions

The spring sessions are of crucial importance to ensure the group arrives in Italy well prepared for the intensive portion of the course. Once one has arrived on site, it will be too late to prepare.

Session 1 (March 24): Session content includes course introduction and overview (including logistics and class introductions), and an introductory lecture by Professor Vecchi (see required reading for Session 1 in Reference Section). Assignment 1 (Personal Assets Inventory) described above will be presented.

Session 2 (March 31): The instructor will lecture on the nature, structure, and performance of public-private partnerships. Session content includes sharing the insights from the academic reviews. Assignment 2 (academic reviews) is due to the instructor before 9:00 on March 30. Each student must select a different article or report from the readings in the Reference section under "Academic Review". An academic article not listed may be reviewed with instructor permission. In class, the instructor will lead a discussion and assessment of what we learn from these reviews.

Session 3 (April 14): Session content includes team presentations of case studies (Assignment 3) and class discussion of lessons learned.

Session 4 (April 28): Assignment 4 (“Translation”) is due to the instructor before 17:00 on April 25. In class, the instructor will lead a discussion and assessment of how lessons learned from the case studies and the scholarly articles may or may not apply to the Italian context. We will discuss the Italian context and develop teams in preparation for our arrival in Milan. The “Italian Context” and “Professional Practice” readings listed in the Reference section are required reading for this session.

Course schedule – Summer session

The two weeks spent in Milan will be intensive, with three main phases -- ingestion, digestion, and production. These three phases are successive yet somewhat overlapping. Students should arrive in Milan no later than Sunday, 21 May 2023, ready to begin work Monday morning. The first week is one of ingestion, with a full schedule of lectures and site visits designed to illuminate the policy issues within the local context, and digestion. The intervening weekend between the two intensive weeks is less structured but should be used productively. The second week is fully production mode. Both the final written report and client presentation are due on Thursday morning. A practice run of the client presentation is conducted on Wednesday. Students will be working in fluid teams with client presentation and written report being produced in parallel.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1 <i>22-28 May</i>	Lectures	Lectures	Site visits	Site visits Team Project outline	Team project work	Light work day	Free time
Week 2 <i>29 May–1 June</i>	Team project work	Team project work	Practice run for presentation	Final report due & final presentation	Journal & Photos due		

References

Academic Review Readings

Agrawal, A & K Hockerts (2021). “Impact investing: review and research agenda.” *Journal of Small Business and Entrepreneurship* 33:2, 153-181.

Bloomfield, P. (2006). “The challenging business of long-term Public-Private Partnerships: Reflections on Local Experience.” *Public Administration Review* 66, 400–411.

Brest, P and K Born (2013). “When Can Impact Investing Create Real Impact?” with Responses. *Stanford Social Innovation Review*, Fall 2013.

Busch, N & A. Givens (2013). “Achieving Resilience in Disaster Management: The Role of Public-Private Partnerships.” *Journal of Strategic Security* 6(2), 1-19.

Bryson, JM, BC Crosby & MM Stone (20). "Designing and Implementing Cross-Sector Collaborations: Needed and Challenging." *Public Administration Review* 75, 641-779.

Crosby, BC, P Hart & J. Torfing (2016). "Public Value creation through collaborative innovation." *Public Management Review* 19:5, 655-669.

Doherty, B, H Haugh & F Lyon (2014). "Social Enterprises as Hybrid Organizations: A Review and Research Agenda." *International Journal of Management Reviews* 16:4, 417-436.

Forrer, J., JE Kee, KE Newcomer & E Boyer (2010). "Public private partnerships and the Public Accountability Question." *Public Administration Review* 70(3), 475-484.

Fraser, Alex, S. Tan, M. Lagarde & N. Mays (2018). "Narratives of Promise, Narratives of Caution: A review of the Literature on Social Impact Bonds." *Social & Policy Administration* 52:1, 4-28.

Girth, Amanda M., Jocelyn M. Johnston, Amir Hefetz & Mildred E. Warner (2012). "Outsourcing Public Service Delivery: Management Responses in Noncompetitive Markets." *Public Administration Review* 72, 887-900.

Hodge, Graeme A. & Carsten Greve (2017). "On Public-Private Partnership Performance: A Contemporary Review." *Public Works Management and Policy* 22:1, 55-78.

Jennings, W. (2012). "Why costs overrun: risk, optimism and uncertainty in budgeting for the London 2012 Olympic Games." *Construction Management and Economics* 30, 455-462.

Kociemska, H (2021). "Accessing Social Value from Profit-Oriented Public-Private Partnership." *Journal of Social Entrepreneurship*

Koppenjan, Joop F. M., Bert Enserink (2009). "Public-Private Partnerships in Urban Infrastructures: Reconciling Private Sector Participation and Sustainability" *Public Administration Review*, 69 (2): 284-296.

Kwak, YH, YY Chih & CW Ibbs (2009). "Towards a Comprehensive Understanding of Public Private Partnerships for Infrastructure Development." *California Management Review* 51:2, 51-

Lee, M., X Han, P. Quising & ML Villaruel (2018). "Hazard Analysis on Public-Private Partnership Projects in Developing Asia." *Asian Development Bank Economics, Working Paper Series No. 548*.

Mistarihi, AM, MS Al Refai, BA Al Qaid & MA Qeed (2012). "Competency Requirements for Managing Public Private Partnerships: The Case of Infrastructure Projects in Jordan." *International Journal of Business and Management* 7:12, 60-

Pitsis, TS, SR Clegg, M. Marosszeky & T. Rura-Polley (2003). "Constructing the Olympic Dream: A Future

Perfect Strategy of Project Management.” *Organization Science* 14:5, 463-613.

Thadani, KB (2014). “Public Private Partnership in the Health Sector: Boon or Bane.” *Procedia-Social and Behavioral Sciences* 157, 307-316.

Quelin, BV, I Kivleniece, and S Lazzarini. “Public-Private Collaboration, Hybridity and Social Value: Towards New Theoretical Perspectives.” *Journal of Management Studies* 54:6, 763-792.

Wang, H, H. Qi & B. Ran (2022). “Public-Private Collaboration Led by Private Organizations in Combating Crises: Evidence from China’s Fighting Against COVID-19.” *Administration & Society* 54:1, 3-28.

Wang, Y, E. Graddy & Z. Zhao (2019). “Policy Innovation and Reinvention in the delivery of public infrastructure.” In Holzer, M., M. Zhang and W. Hu (2019) *Administrative System Innovation and Building a Public Service Oriented Government*. Cambridge Schools Publishing, pp. 182-210.

Warner, Mildred (2013). “Private finance for public goods: social impact bonds.” *Journal of Economic Policy Reform* 16:4, 303-319.

Wenn, Stephen R. (2015). “Peter Ueberroth’s Legacy: How the 1984 Los Angeles Olympics Changed the Trajectory of the Olympic Movement.” *The International Journal of the History of Sport* 32:1, 157-171.

Session 1 Required Readings (Available on Blackboard)

In Vecchi, V., F. Casalini, N. Cusumano & V. Leone (2021). *Public-Private Partnerships: Principles for Sustainable Contracts*. Palgrave Macmillan.

Ch. 1. “Public-Private Partnerships for Infrastructure and Service Delivery: An Introduction”

Ch. 4. “PPP Contracts and Features

Ch. 6. “From Traditional to Outcome-based Public-Private Partnerships: Social Impact Bonds

In Vecchi, V (forthcoming). Chapter 3. “Catalysing Wealth to Drive Positive Social and Environmental Change: Impact Investing”

Session 4 Required Readings

Italian Context

Argento, Daniela, Giuseppe Grossi, Torbjörn Tagesson & Sven-Olof Collin (2010). “The ‘externalisation’ of local public service delivery: experience in Italy and Sweden.” *International Journal of Public Policy* 5, 41-56.

Cappellaro, G & F Longo (2011). “Institutional public private partnerships for core health services: evidence from Italy.” *BMC Health Services Research* 11, 82.

Rossi, Matteo & Renato Civitillo (2014). "Public-Private Partnerships: A General Overview in Italy." *Procedia – Social and Behavioral Sciences* 109, 140-149.

Professional practice

Benson, David & Andrew Jordan (2011). "What have we learned from policy transfer research? Dolowitz and Marsh revisited." *Political Studies Review*, vol. 9, 366-378.

Howlett, Michael, Andrea Migone and Seck Tan (2014). "Duplicative or Complementary? The Relationship between Policy Consulting and Internal Policy Analysis in Canadian Government." *Canadian Journal of Political Science*, vol. 47(1), 113 – 134.

Shipan, Charles and Craig Volden (2012). "Policy Diffusion: Seven Lessons for Scholars and Practitioners." *Public Administration Review*, vol. 72(6), 788-796.