

PIM Vision

To become a centre for management excellence in South Asia.

PIM Mission

We ignite human imagination by developing leaders having global presence with local pulse.

In this endeavour, we pursue innovative t



Excellence as Essence

We produce thought leaders to the nation. Postgraduate Institute of Management (PIM) has been in the forefront in breeding such leaders with character and competence. They are equipped with cutting-edge knowledge and complementary skills needed to perform in both private and public sectors alike. In producing them with clarity and commitment, PIM has always been a centre of excellence in management education with its wings spreading beyond Sri Lanka.

Excellence is all about being exceptionally good. When applied to enterprises, it involves exceptional achievements in a consistent manner. That's what PIM is proud of. It is a self-financed, semi-autonomous public entity. Now the time has come to expand our reach, regionally and globally through research and teaching. The leadership of PIM has been entrusted with another generation. Adhering to best practices with appropriate use of technology is the way forward in ensuring enhanced quality and relevance in all our initiatives. PIM will continue to produce value in practising values, as the nation's school of business.

We strive to continuously improve our public sector programmes. Master of Public Administration (MPA) is one such flagship programme. PIM is humbly proud to be a pivotal point where public sector administrators and private sector managers meet. We create a bridge for private-public

partnership in the areas of policy and practice. We believe in facilitating holistic learning with quality and relevance. In doing so, we transform mere practitioners to mega professionals who will have global presence with local pulse. That's why we offer an enriching learning experience for not just "having an MPA" but "being an MPA".

Prof. Ajantha S. Dharmasiri

Director and Chairman of the Board of Management



PIM





A Unique Approach to Learning

Sri Lanka is on the threshold of confronting an almost unprecedented development challenge. She has to accelerate economic growth, increase employment opportunities and banish poverty.

The responsibility in this regard falls mostly on the government. It has to steer the complex development tasks by adopting appropriate policies and implementing them, effectively and efficiently. The ability of the government to fulfil these responsibilities will, however, depend on the technical capacity and motivation of the public servants.

The PIM-MPA program is designed to cater to this requirement, particularly in respect of officers in the administrative and planning services. The programme has been designed on the basis of a needs analysis which recognized the primary function of the administrative system to be development promotion, within a system of governance based on a partnership of the public, private and nongovernment sectors.

The point of departure in the programme curriculum, therefore, is a thorough investigation of the concept of development, its components, and causative factors. The rest of the curriculum extends this

understanding into plans, programmes and projects, with effective provisions for implementation, progress monitoring and impact assessment.

The next challenge is to employ a course delivery system that would take into account the time constraints, travel requirements, previous learning methods and absorptive capacity of the training participants. There will be, therefore, less reliance on lectures, instead of which students will have the benefit of learning from capsuled course modules, prepared by experts on the relevant subject, where necessary, with guidance for future reading. Knowledge Management Guru, Peter Senge, has clearly concluded that old fashioned lecturing has a very low impact on the absorption of knowledge by students.

Most important of all, it is necessary to put them through a thoughts-process that will help them absorb the study material creatively. The MPA programme has been designed to address these issues through a blended learning methodology of course delivery.

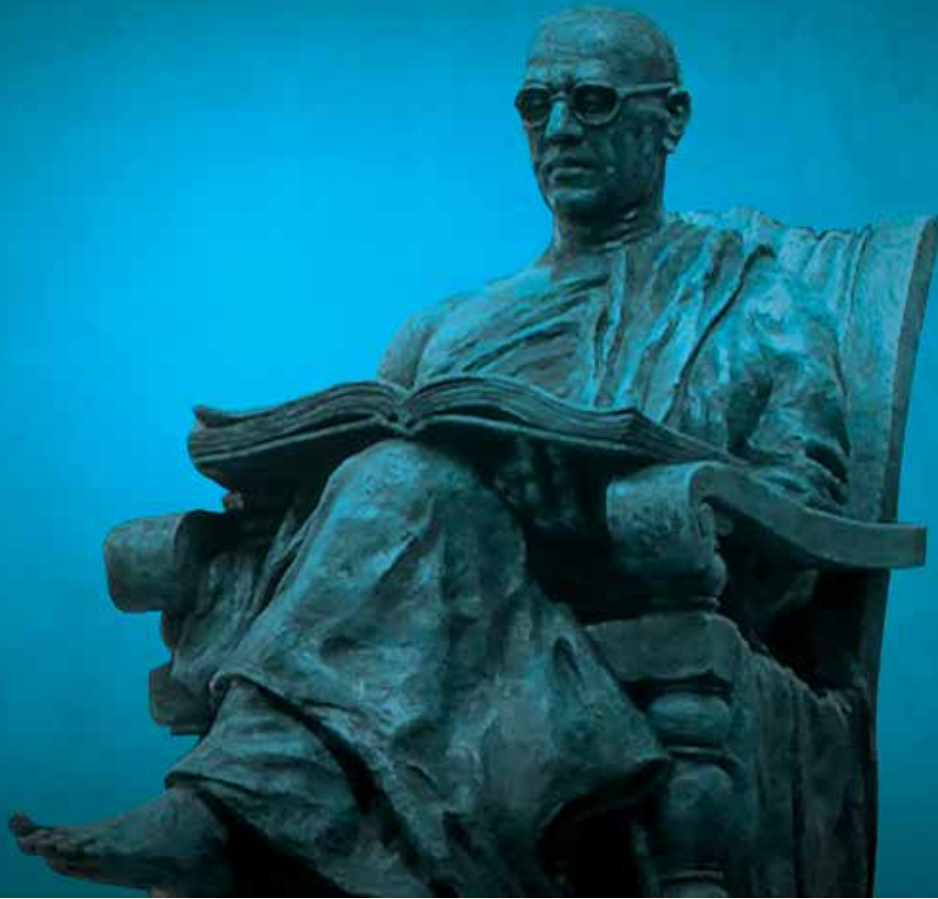
Dr. Lloyd Fernando
Programme Director-Public Policy

About PIM

As the pioneer of advanced management education and training in Sri Lanka, the Postgraduate Institute of Management (PIM) has continued to serve the business community and the state for over 30 years. As a semi-autonomous body affiliated to the University of Sri Jayewardenepura, it is governed by a Board of Management consisting of representatives from business, professions and the government. The PIM is the only university institution in the country which is self-financed. The PIM's core degree programme, the Master of Business Administration (MBA) attracts, hundreds of young managers annually, and provides the most challenging learning opportunity in management in Sri Lanka.



Entrance to PIM: New knowledge cascading for the good of the community



The Institute and the University

PIM, established in 1986 by Ordinance under the Universities Act 1978, is one of the seven postgraduate institutes in the university system of Sri Lanka. Though it is relatively young, it has the largest student population among the institutes, and it is the only self-financing higher learning institution in the university system of the country.

The University of Sri Jayewardenepura, to which PIM is affiliated, is 55 years old. In fact, it is much older if one counts the long years of its history as a seat of learning. The history of this institute dates back more than a century to 1873, when the most Ven. Hikkaduwe Sri Sumangala Nayaka Thero laid the foundation of this distinguished centre of learning as a Pirivena (Institute of Buddhist and Oriental Studies) named Vidyodaya (meaning 'awakening of knowledge').

In 1958, it was reconstituted as the Vidyodaya University of Ceylon by an Act of Parliament. Under the Universities Act of 1978, it was renamed 'University of Sri Jayewardenepura', after the new administrative capital of Sri Lanka. Today, its full-time student population is over 12,000 enrolled in the faculties of Humanities and Social Sciences, Management Studies and Commerce, Applied Sciences, Medical Sciences and Graduate Studies.

MASTER OF PUBLIC ADMINISTRATION

MPA Programme Learning Objectives

As it is stated, MPA graduates of PIM will be able to:

- A. Recognize the key knowledge, skills and attitudes at local and global level.
- B. Reflect with critical thinking and analysis in planning and implementation of public policy.
- C. Reach relevant public and private organizations through networking and team participation.
- D. Realize the importance of economic and ecological concerns and the humane aspects of public policy initiatives.
- E. Reinforce integrity and ethics in being conscious about values when decisions are made.

The above objectives are connected to the learning objectives of each module.

The Master of Public Administration

The Master of Public Administration (MPA) programme is based on a

needs assessment of the transversal knowledge requirements of executive level officers of the public service.

Most public servants belong to a transferable service. They have to, therefore, acquire transversal knowledge, which could hold them in good stead in any assignment. Such knowledge has to be reinforced by institution-specific knowledge but the former facilitates creative application of the latter. The MPA programme caters to the transversal knowledge requirements.

The programme content flows from the concept of the new public service paradigm, which has development promotion as its principal function. The other aspect, which is the service delivery function, is mostly subsumed in the development function; yet, a few course modules have been introduced to address separately some of its specific issues. The focus of the programme structure, one might observe, is heavily weighted in favour of planning: macro, sectoral and project. That is because the principal instrument of performing the development function is planning, which also includes progress monitoring and impact

assessment.

A novel course delivery system is adopted employing techniques of blended learning, combining distance education with the traditional 'face-to-face' method. The main reason is that busy public servants cannot be away from their work desks too long, and must be able to follow lessons when time permits. They also work in different geographical locations. As a result, the traditional classroom lecture-based method becomes very restrictive. Yet, group learning has many advantages, since it allows cross-fertilization of ideas and promotes creative learning. This is the rationale of the blended learning methodology that is adopted in the course delivery system under the MPA programme.

Two unique features have been added to the new MPA 2017-18. All students at the very outset will go through a three-month training in learning and course absorptive methods, including English Language communication skills. They will also have the benefit of individual tutoring and mentoring on each of the writing assignments of the courses they will have to fulfill.



PIM is a member of the AACSB International (The Association to Advance Collegiate Schools of Business), the premier Business School accreditor of the world. Established in 1916, AACSB International provides its members with a variety of products and services to assist them with the continuous improvement of their business programmes and schools. It is less than 5 percent of the business schools around the world that have been accredited by the AACSB. PIM is looking forward to obtain that coveted status in the near future.

Programme Delivery Methods

The programme delivery system takes into account the time constraints of busy public servants. The traditional classroom system, based on scheduled lectures at regular periods, is found to be not only unsuitable but also redundant. A study done in the United States by the Knowledge Systems guru, Peter Senge, clearly indicates the low effectiveness of the traditional lecture system of course delivery.

What is adopted, therefore, is a combination of methods, as follows:

- a) Web-uploaded learning modules
- b) Video Conferencing
- c) Group Learning
- d) Individual Tutoring/Mentoring

a) Web-uploaded Learning Modules

Web-uploaded learning modules provide "capsuled knowledge" in an easy-to-absorb form. What a lecturer normally does is to introduce the subject matter, define the boundaries of learning, emphasize the most important aspects that have to be covered, refer to the relevant literature and, where necessary, provide some printed notes on the subject matter to be covered.

The web-uploaded material provides all the relevant material with guidelines for study, review questions and exercises.

b) Video-Conferencing

Notwithstanding the availability of self-learning material (web-based modules and interactive CDs), each course module will be introduced through a

lecture by an expert on the subject concerned, using video-conferencing technology, in order to reach-out to participants in the peripheral provinces. The video-conference will also contain provision for student interaction with the respective lecturers.

c) Group Learning

Groups of 18-20 participants are expected to meet on three weekends each month to interact with each other on the course modules, to raise questions, receive answers from peers or make observations on the course modules, based on their experiences and knowledge. The group discussions will be guided by 'facilitators', who are expected to follow standard procedures and methods. They will meet regularly to share experiences with a view to improve the quality of the group sessions.

For the convenience of students in the outstations, Group Learning Sessions are presently conducted in Colombo, Jaffna and Trincomalee. It is planned to extend this facility to Galle, Kurunegala and Badulla in the next round. These Group Learning Centers are linked to each other through a video conferencing facility (m-learning)

d) Individual Assignments

Students are required to submit a paper, as an individual assignment reflecting on practical significance of what they have learnt under each course module to their workplace experience. The main purpose is to encourage students to be creative in their approach to learning as well as to develop analytical and communication skills.

Mode of operation

Lecture

The lecture session will be conducted in Colombo by the main lecturer and will be broadcast to Jaffna, Trincomalee, and any other district that enrolls, at least 20 students via the mobitel mlearning platform. Those who miss the lecture have the added advantage of following the missed lecture via recorded video.

Two weeks prior to the lecture, the students are given a tailor made course module and a module CD which they have to go through in order to face the pre-lecture M.C.Q. Examination, which carries 10% of the module marks.

Forum

During the first lecture session of each module, the class is divided into three or four groups and each of them is given a question to be discussed among themselves and to report back sharing the presentations individually. This exercise which is designed as the discussion forum carries both a group and an individual assessment mark of maximum 20%.

Discussion of Assignment

Students are expected to write a 3-4 page Individual assignment on each module relating to their respective organizations. This will carry 20% of the total marks of the module.

Examinations

Examinations will carry 50% of the module marks and will be held after the completion of every 3 modules. Students are given a 3 week holiday to prepare for the examinations.

Programme Details

Programme Duration

The total duration of the substantive programme of training is 24 months, commencing on July 01. The substantive programme will be conducted in 6 Terms, each Term comprising lecture and interactive learning sessions conducted on Saturdays, continuously for 3 months. The fourth month will be devoted for reflection and self learning, at the end of which a comprehensive exam covering the three completed modules will be held. To assist the students in their reflection, a Full Day Workshop will be held at the PIM in Colombo, at which all students from the regional centers will be expected to participate.

Who should Apply

The study of public administration and management at the Master's Degree level requires from candidates a sound academic background, decision making and program implementation experience, and a good knowledge of English. We encourage senior level public administrators in the Sri Lanka Administrative Service and parallel all-island services, and senior managers in public enterprises, statutory boards, joint ventures and armed forces, as well as NGO activists to apply.

Eligibility

Admission to the MPA Degree programme is determined according to the following criteria:

1. One of the following qualifications:
 - a) A Bachelor's Degree, with at least a second class (upper division) pass, in economics/business/public administration/commerce/management studies from a recognized university or any other subject stipulated in the relevant service minutes of the Government.

- b) A Bachelor's Degree and at least three years' experience in a managerial capacity, or teaching or research experience relevant to the programme of study, at an organization acceptable to the Institute.
 - c) A Professional Qualification recognized by the Institute as being equivalent to a Bachelor's Degree of a university and three years' work experience in a managerial-executive capacity at an organization acceptable to the Institute.
 - d) Senior managers, entrepreneurs and researchers who have an exceptional and outstanding track record. (In this category, the Institute will adopt special procedures for the determination of eligibility to apply where the number of places allocated in the programme is limited.)
2. A good knowledge of the English Language.

Assessment of Applicants

Admission to the Institutes programmes of study is competitive. In the selection of applicants, intelligence is viewed as necessary but not sufficient. PIM welcomes applicants with experience in managing organizations or in research together with qualities of dynamic leadership and a desire for continuous improvement. In making selection decisions, this admission policy recognizes the relevance of three equally weighted sets of attributes: intellectual capacity, demonstrated professional/research competence and personal characteristics. Since the Institutes courses of study are conducted in the English medium, candidates are required to display a level of proficiency, which is at least

capable of being upgraded through the Effective Learning Course.

The admission procedure includes three steps of evaluation:

- a) Review and assessment of application and qualifications;
- b) An admission test to judge a candidate's aptitude for management studies and competence in English; and
- c) An interview.

A Board of Admission administers this procedure. Both academic and professional qualifications of applicants will be assessed in order to determine applicants' intellectual capacity and achievements. Grades obtained at examinations would be considered a valid indicator, and they will be scaled to find whether the GPA of a given applicant is excellent, good or poor. Applications of those persons whose GPA is poor may be rejected at the stage of determining their eligibility to apply.

Applications and Fees

A copy of the Programme Handbook with an application form could be obtained from the PIM office on a payment of Rs. 1000.

An application-processing fee of Rs. 1,000 must be paid at the time of sending the application. Programme fees applicable to each programme of study are indicated at the time of announcement of each programme. Programme fees once paid are not refundable, in whole or in part. The programme fee will be Rs. 350,000 payable in three instalments.

Programme Duration and Extensions

The normal period of study for Masters Degree at the PIM is 2 years.

Audit

Under special circumstances, a student may be allowed to audit a course (i.e., register and follow a course without claiming credit) with the permission of the Director and the course instructor concerned.

Cancellation of Registration

The university registration of those students who cannot complete postgraduate degree or diploma requirements within the stipulated time will automatically get cancelled. If they still wish to obtain the Degree or Diploma, they must reapply for admission.

Student Discipline

In order to secure and maintain professional and ethical standards pertaining to discipline, students are expected to exercise restraint in their conduct both inside and outside the

Institute. It is the responsibility of each student to obtain a copy of the PIM Student Handbook and familiarize himself/herself with the regulations, procedures and guidelines given therein, and adhere to them in pursuing the studies and research prescribed by the Institute.

Further Information for Students

Detailed information regarding policies and procedures and regulations is given in the Student Handbook, which is given free to registered students. It is the responsibility of the student to understand and follow the information given in this Handbook.

Credit Requirements

Course Type	No.of Credits
Effective Learning and Communication	06
Core Courses 15 nos.	30
Elective Courses 3 nos.	03
Integrative Course in Management	06
Management Skills Project/Management Research Project	15
Total	60

This is in compliance with the SLQF Exit Level 8 requirements

Grading System

The grading system currently applicable in the programme is as follows:

Marking Scale	Grade	Point Scale
00 - 59	F	0
60 - 65	C	2
66 - 70	C+	3
71 - 75	B	4
76 - 80	B+	5
81 - 85	A-	6
86 - 90	A	7
91 - 100	A+	9



Programme Structure

Required Courses:	
Preparatory Programme (Effective Learning and Communication)	
MPA 500	English for Public Service Management
MPA 501	Professional Communication
MPA 502	Basic Economic Concepts
Substantive Programme	
Term I (Year 1)	
MPA 503	Concepts of Development
MPA 504	New Public Service Paradigm
MPA 505	Macro-economic Framework
Term II (Year 1)	
MPA 506	Government Budget and Fiscal Policy
MPA 507	National Development Planning
MPA 508	Cross-cutting Issues of Development
Term III (Year 1)	
MPA 509	Leadership & Change Management
MPA 510	Project Identification, Preparation and Appraisal
MPA 511	Project Implementation and Evaluation
Term I (Year 2)	
MPA 512	Regional Dimensions of Development
MPA 513	Human Resource Management
MPA 514	Public Accounting & Finance
Term II (Year 2)	
MPA 515	Knowledge Management
MPA 516	Law Relating to Public Administration
MPA 517	Management for Development Results
Term III (Year 2)	
MPA 518	Integrative Course in Management
MPA 519	Management Skills Project, or
MPA 520	Management Research Project (MRP)
	Elective Course I
	Elective Course II
	Elective Course III
<i>Three of the following</i>	
MPA 521	Provincial Administration
MPA 522	Development Role of Local Government
MPA 523	International Trade and Cooperation
MPA 524	Supply Chain Management and Public Policy
MPA 525	Statistical Analysis for Public Servants

Description of Courses

The course modules are designed to take the students through a process of knowledge and skill acquisition, with a blend of theory and practice, which will enable them ultimately to provide leadership within their respective positions in the administrative hierarchy.

It is, however, the experience gained from the current and previous MPA programmes conducted at the PIM that most of the course participants, though serving in senior and middle level positions in the public administration system, have little exposure to basic economic concepts and are weak in English, which seriously affect their absorptive capacity of the courses.

It is to meet this challenge that the short term programme of three months duration covering 'Learning Skills (MPA 500-502)' will precede the substantive programme, as explained below.

MPA 500: English for Public Management

This module will help students to overcome problems relating to basic grammar and vocabulary which have become a serious impediment to comprehension and communication. The module lays greater emphasis on practical exercises based on the courses contained in the booklet on 'Study Skills' prepared by Elizabeth A. Porter and Charles Parish under a Fulbright Consultancy. Accordingly, students will learn to distinguish between major and supporting ideas through a series of exercises. They will learn in the process to recognize relationships between details or sub-categories which lend support to the main ideas. They will also learn to effectively use the Dictionary and the Thesaurus with a view to building a good vocabulary that will enable them to distinguish synonyms and antonyms in the quest for the precise description.

MPA 501: Professional Communication

This module deals with key concepts of communication, isolating principal elements of a process that have to be dealt with individually. Thus, it will examine the best techniques of generating widespread information, drafting administrative circulars, drafting cabinet memoranda and observations, conducting effective meetings, writing purposeful minutes and holding productive negotiations. These objectives will be pursued through exercises that will be conducted to help students to initially summarize passages, in their own words and later to organize thoughts to write short essays. Oral presentation skills development will include also the appropriate use of power point presentations.

MPA 502: Basic Economic Concepts

Lack of exposure to basic economic concepts has seriously hampered students in absorbing the substantive courses, which are aimed at teaching development administration. This handicap has been reflected in the poor performance of students, particularly at the exams on macroeconomics and fiscal policy. It is unavoidable that an effective programme on public administration, in the new paradigm, has to deal extensively with macro and microeconomic concepts. This module will aim at providing basic knowledge of economic categories that will be dealt with in detail later under the respective modules. For example, students will be exposed to the concepts of opportunity costs, marginal utility, prices and incomes, factors of production, supply and demand elasticities, average and marginal costs, consumption, savings and investment, and economies of scale, to name a few.

MPA 503: Concepts of Development

The primary role of the public service is to promote development in its many forms. The much talked about service delivery function is subsumed to a large extent in the concept of development. It is, therefore, extremely important that participants of the course are adequately oriented at the very outset on the concept of development. Efficiency and effectiveness of the planning, monitoring and post evaluation (impact assessment) functions they will have to invariably handle will depend on such orientation.

Learning Highlights:

Development Indicators
Theoretical basis of productivity

MPA 504: New Public Service Paradigm

All public servants will have to acquire a clear appreciation of the vision and mission of public administration – the role of the public service in the new management paradigm. This role has shifted over the years from the Weberian bureaucratic model to the proactive development promotion model. Public servants need to understand that their role is to 'steer' rather than 'row' for which the principles of good governance need to be adhered to, not so much for their ethical values, but crucially, as a technical requirement.

Learning Highlights:

The new role of the Public service
Technical role of good governance

MPA 505: Macro-economic Framework

Development promotion and impact assessment require a good understanding of macro-economic variables. Indicators such as GDP growth, balance of payments position, budgetary out turn, inflationary trends, as well as exchange rate and interest rate changes reflect public policy and management. Even those who are solely engaged in service delivery functions such as issuing of licenses and permits contribute, at least indirectly, to these variables. In any case, the whole system of development planning, including at the sectoral, project or regional levels, is based on the framework of macro-economic variables.

Learning Highlights:

The framework of macro-economic variables

Introduction to fiscal, monetary and balance of payment policies

MPA 506 – The Government Budget and Fiscal Policy

The Government Budget is the principal instrument of government intervention in the economy – ‘the mother of all instruments’. It is formulated and implemented within the fiscal policy objectives that have been defined in terms of the overall development objectives. The Public Expenditure Programme concept places the Annual Budget in a medium term framework. The rationale is that certain expenditure, particularly capital expenditure on government projects, as well as associated recurrent expenditure has a multi-year dimension. In this module, course participants are introduced to fiscal policy analysis with a view to providing a good appreciation of the economic ramifications of each budgetary component.

Learning Highlights:

Fiscal policy analysis

Structure of the Government Budget

MPA 507: National Development Planning

This subject is an amalgamation of 2 very important subject areas, which are Development Planning and Sectoral Planning. Development Planning has been used as a principal instrument of policy implementation by various governments in Sri Lanka. In an examination of the concepts and methods of planning, this module focuses on the nexus between macro, sectoral and project plans, laying the foundation, thereby, for more detailed analysis in subsequent modules. Almost all ministries and departments, as well as regional authorities such as provincial councils, local authorities and the district and divisional secretariats, have to deal with sectoral planning as the backdrop leading to more detailed intervention at the project.

Learning Highlights:

The foundations of development planning

The nexus of macro, sectoral and project plans

Components of sector plans

MPA 508: Cross-Cutting Issues of Development

The sectoral approach often leaves out of focus certain fundamental objectives of development. Most important among these are poverty alleviation, gender disparities and environment protection. They have to be dealt with through project, sectoral and macro (national) plans. This module examines the causes and consequences of such concerns and how they could be dealt with. This is extremely important, particularly in view of the current attention by both donors and national

governments to the principles of ‘MfDR’ – Management for Development Results.

Learning Highlights:

Focuses on development issues of relevance to all projects, programs and plans

MPA 509: Leadership and Change Management

This module prepares the participants to perform leadership roles at different levels of the administrative hierarchy, utilizing the knowledge and analytical skills gained from the preceding course modules. It will explain, using the principles of ‘Requisite Organization Theory’ the role of leadership in achieving the vision and mission of government institutions, through proactive approaches, involving inspirational teamwork, staff development as well as effective communication with the political authorities. Experiential learning methods will be introduced to inculcate leadership qualities that could help enhance the efficiency and effectiveness of public administration within the regulatory and governance framework, often cited as constraints.

Learning Highlights:

Leadership qualities that enhance efficiency and effectiveness

Horizontal and vertical communication

To demonstrate the use of international data and policy analysis tools to benchmark Sri Lanka’s policy environment against other developing countries in order to identify areas for improvement.

MPA 510: Project Preparation and Project Appraisal

Project Preparation is one of the most important planning functions of a government institution – Ministry, Department, District & Divisional

Administration, Provincial Council or a local authority. Each activity, in fact, could be viewed as a project, for it involves a cost (resource use) and a benefit (not always in monetary terms). Hence, project preparation concepts and techniques help public servants to identify in concrete terms the effectiveness of each proposed activity within the organisation which involves the use of office time and space. Where large projects are concerned, there is often a reliance on outside consultations to prepare them, in view of the complexity of information and consultation (technical and financial) involved. However, executive level officers must at least be aware of the form and content of project documents, and be prepared to justify them when seeking budgetary funding. They must, therefore, have a good grasp of project appraisal techniques, as well, within the framework of the principles of 'Managing for Development Results'. All heads of government institutions and senior executives must be aware of these principles as well as techniques, whoever manages the projects, to at least guide positive outcomes.

Learning Highlights:

Introduction to the 5 core project dimensions of scope, time, cost, performance and human resource management

The four facilitating dimensions of risk, communication, procurement and integration management

MPA 511: Project Implementation and Evaluation

Project Implementation and Evaluation is one of the weakest areas of public administration. One could discern three types of projects that need effective management – major projects involving foreign funding managed by professional consultants under contract, medium sized projects which rely

almost exclusively on local financing and smaller areas of spending with a time horizon, which have all the characteristics of a project. In all these areas of activity there is a common requirement of mobilization and deployment of resources – human, material and financial – for cost effective and timely achievement of project objectives.

Learning Highlights:

Project Formulation, Implementation and Evaluation

Leadership qualities for project implementation

MPA 512: Regional Dimensions of Development

One of the major challenges of development is to address regional disparities in development. This requires formulation of conducive macroeconomic policies and synchronizing them with regional interventions using the existing legal-institutional framework. It involves, while improving the service delivery and regulatory functions of government, creating opportunities for gainful employment through appropriate economic policies and capacity building programmes. More specifically, the challenge is to address cross-cutting issues (poverty, gender and environment issues) as well as social concerns relating, in particular, to education, health, housing and sanitation indicators in a regional setting.

Learning Highlights:

The framework of center-periphery relations, particularly the role of Provincial Councils, District and Divisional Secretariats and the Local Authorities

Role of Center-Periphery Contracts and Geographical Information Systems

MPA 513: Human Resource Management

Human resource is the most precious resource in any organization. The private sector has long realized that this is the factor that gives any organization a sustainable competitive edge. Hence, human resource management which includes selection, development, deployment, motivation and retention of employees is given primacy. The tradition in the public service, however, has been quite different. The Administrative Reforms Committee Report of 1987 drew attention to this problem, and made a few recommendations which are yet to be implemented in the manner and scale envisaged. This module examines the best practices in the private sector with regard to HRM that could be appropriately adopted in the public service.

Learning Highlights:

Role of HRM in the public sector
Training needs analysis
Best HRM practices

MPA 514: Public Accounting and Finance

The prime objective of the module is to impart the necessary knowledge to non-financial managers on public sector accounting and cost management systems and procedures. Senior executives of the government are appointed to Boards of Public Corporations, where Balance Sheets, Profit and Loss Accounts and allied Financial Statements are discussed. Hence, this module will help participants to understand the regulatory framework within which the public accounting and costing systems operate. They will learn different accounting systems, and in particular, Financial Statements prepared by Ministries, Departments, Provincial Councils, Local Government Authorities, Corporations and Statutory

Bodies. They will gain knowledge of how to interpret and analyse them. Further, they will learn about the public accountability mechanism including basic cost concepts, public sector costing and pricing methods, as well as cost control.

Learning Highlights:

Financial statements for public sector decision making
 Public accountability mechanisms
 Basic cost concepts
 Public sector costing and pricing methods

MPA 515: Knowledge Management

Effective Knowledge Management is at the heart of the decision-making process. Management information supports managers to make objective decisions in pursuit of organizational goals. This applies equally to private as well as public organizations. There are two type of information required for decision-making: information relating to the internal function, such as on human resources, finance, inventories, etc., and those relating to the external service delivery function such as those that relate, in particular, to planning and implementation. Such information needs to be captured, stored, codified for easy access and shared with stakeholders. The use of IT has revolutionized the above functions. However, in view of the costs involved, choices have to be made both in regard to the information required as well as the technology to be used. The study of management information systems has become timely in view of the current and planned initiatives by the government in its e-Government Programme. A neglected aspect of Knowledge Management is the documentation of tacit knowledge, which is very important for succession planning and management.

Learning Highlights:

Identification of external and internal information for decision making
 e-Government Programmes Capturing tacit knowledge.

MPA 516: Law Relating to Public Administration

The Public Service is built and guided by a plethora of laws, regulations and procedures. All decisions and action must comply with these. They are, however, built on the Constitution of the Republic, general principles of law, the legal system in the country, and the Courts of Law. These laws not only deal with external relations but also with relationships within the service.

Learning Highlights:

Fundamental concepts relating to law
 Different categories of law
 The Legal System of Sri Lanka
 The Constitution of the Republic
 Fundamental Rights
 The Establishment Code and Financial Regulations

MPA 517: Management for Development Results

This module will help course participants to grasp the essential features of the Government's initiative in planning, programming and project monitoring and post evaluation.

Firstly, the module will discuss the National Monitoring and Evaluation Strategy which covers the tracking of effective implementation of national development plans, sectoral plans, the Medium Term Expenditure Framework and the National Budget, including projects, programmes and institutions.

Secondly, the module will discuss the web-based National Electronic Project Monitoring System introduced by the Department of Foreign Aid and Budget

Monitoring of the former Ministry of Plan Implementation to track the implementation and impact of all the national development projects and programmes.

Thirdly, it will describe the National Evaluation Information System (NEIS) which is a Knowledge Management System developed to ensure wider dissemination of evaluation findings and lessons. Such dissemination enables the integration of evaluation findings and lessons into the planning, budgeting and policy making process. Finally, the module will discuss institutionalization of "Managing for Development Results" (MfDR) in the government institutions to track the 'results', rather than the 'efforts'.

Learning Highlights:

National Monitoring and Evaluation Strategy
 National Electronic Project Monitoring System
 National Evaluation Information System (NEIS)
 Institutionalization of MfDR in the government institutions

MPA 518: Integrative Courses in Management

An important feature of programme delivery are the 6 workshops, 4 skills project research seminars and the residential workshop. Each of the six scheduled workshops will be conducted at the end of term in preparation for the exams. They will be conducted during the preparation of the skills projects by program participants. The residential workshop will be held in a hotel away from Colombo, in which students from all the districts will gather to exchange experiences and enjoy camaraderie. These workshops are expected to help students and faculty to examine current issues of development management in an environment of relaxation that promotes creative thinking.

MPA 519 Management Skills Project

Through the MSP, the student will demonstrate his/her knowledge and understanding in a chosen area of study via a survey of existing knowledge and identification of a public sector related management problem, requiring solutions in a practical setting, by designing a project, implementing it and reporting the results obtained. A wide range of project areas covering management of organizations to deliver development results are available for this purpose. Students are advised to plan for a suitable project early in their study program and then use the skills assignments available in required courses to prepare for the project to be undertaken in the last term of study. Students may search for project sponsors/funding sources to support the project's implementation.

Required: Approval of project proposal; submission of project during the last semester of study; and oral examination of project (approximately 1 hr.) Length: 12,500 words, excluding appendices.

MPA 520 Management Research Project (MRP)

Through the MRP, the student will demonstrate his/her depth of knowledge and understanding in a chosen area of study via an extensive study/survey of existing knowledge, innovative formulation of problems and their analysis; collection, analysis and interpretation of data and information, and developing sound conclusions. Students are advised to select a suitable area of study for this purpose early in their study program, and then use the research exercises given

in required courses to explore and develop their research questions and background literature.

Required: Approval of research proposal; submission of paper during the last term of study; and oral examination of paper (approximately 1 hr.).

Length: 15,000 words, excluding appendices.



Elective Courses

MPA 521: Provincial Administration

The “Provincial Councils System” has been functioning for over two and half decades and constitutes the shared legal and administrative reality for managing public affairs and human development in the country. However the Provincial Councils remain controversial, perceived by the public as fait accompli. How have PCs performed their constitutional mandate, what problems have they encountered, and what can be done about them are of fundamental concern to the practitioner as well as the student of decentralization and governance. The module will take the form of an enquiry into these fundamental issues in understanding the system, the concepts that underpin the system and the imperatives of its effective functioning.

Learning Highlights:

Appreciation of the fundamentals of decentralization underpinning the system of provincial administration.

An interdisciplinary framework to analyse coherently the experiences of Sri Lanka.

MPA 522: Development Role of Local Government

Defining the development role of local government requires a holistic approach. A substantive conceptual and experiential body of knowledge is available in regard to the role and

responsibility of local government as the primary tier. The process of transformation of local authorities from the status of “dependent institutions” to that of “self-governing partners” remain a challenge and an issue. The module will examine why local government has failed to deliver so far and how the system could be re-positioned to perform its governance and development role in the post-conflict context within the multi-level system of governance in Sri Lanka.

Learning Highlights:

A clear understanding of the fundamentals of local government.

Interdisciplinary analytical framework on the role and function of local government in Sri Lanka.

MPA 523: International Trade and Cooperation

The international trade sector is the lifeblood of the Sri Lankan economy, with a multitude of ramifications in the form of backward and forward linkages. International trade and cooperation issues have provided one of the richest areas for macroeconomic theory and policy studies. It is necessary to review all these theories to have a holistic view of the vast ramification of issues involved for appropriate policy formulation. A major problem, in the international trade sector is the structure of production which will have to be geared to international demand. It is important in this context to examine the role of FDI in providing, in particular, market access, technology and capital. It is also necessary to examine



the role of bilateral and multilateral trade and investment agreements.

Learning Highlights:

A good understanding of the macro and micro economic dimensions of trade policy.

Dynamics of the export structure.

Role of FDI and trade agreements.

MPA 524: Supply Chain Management and Public Policy

Global supply chains are transforming international trade. Previously, trade was about goods made in factories in a country crossing borders. Today trade is also about factories crossing borders so infra-factory flows of goods, technology, investment and people are now international commerce. Global supply chains has changed the competitiveness options facing enterprises and developing countries. The emergence of global supply chains in China and other East Asian economies has powered their rapid industrialization, growth and job creation over several decades. Rising wages in China are providing opportunities for latecomers like Sri Lanka and its enterprises to join global supply chains. Meanwhile, a global trade slowdown and protectionism in the United States means a more challenging global economic environment. Appropriate business strategies, particularly in small and medium enterprises (SMEs), and a conducive policy environment are crucial for Sri Lanka to benefit from integration into global supply chains.

Learning Highlights:

To provide an understanding of key concepts and drivers of global supply chains

To highlight changing patterns of global supply chain trade, the new trading opportunities and challenges for Sri Lanka in an uncertain global economic environment

To demonstrate the use of international data and policy analysis tools to benchmark Sri Lanka's policy environment against other developing countries in order to identify areas for improvement

MPA 525: Statistical Analyses for Public Servants

A working knowledge of Statistics is of immense importance to public managers. Statistics concerns transformation of data to information which is imperative to effective communication. The topics covered in the course include techniques for presentation of data, measures of central tendency and dispersion and method of correlation and regression. Course delivery will be largely through the direct lecture- discussion method followed by working of an assortment of questions of a practical nature.



PIM RESEARCH CENTRE

PIM Research Centre was set up in May 1998. In addition to administrating the Institutes doctoral programme, it organizes, directs and promotes interdisciplinary studies and research in the various issue areas of the discipline of management, with a focus on cross-cultural management and communication.

The primary objective of the Centre's work is to add significantly to the understanding of the best management practices in the country and the rest of Asia. The approach is interdisciplinary, and an attempt is made to integrate, or benefit from, the perspectives of culture, religion, language, history, sociology, political science, economics and philosophy for the purpose of understanding key issues in management in South and South-East Asia.

International cooperation in these efforts is expected to result in a wide range of benefits in other areas of national importance such as international cooperation in education, international business and trade and inter-cultural cooperation. The current programme of research emphasizes the following areas of concern:

- a) General management: e.g., best management practices in Sri Lanka and the Asian region.
- b) Comparison of cultural value themes of the predominant Asian societies: e.g., contributions to cross-cultural studies such as Hofstede's framework of value dimensions.

- c) Examination of the cultural context of management practices in Sri Lanka with an emphasis on work values and human motivation, innovation, adaptation and dealing with risk and uncertainty, interpersonal behaviour such as coping, asserting and supporting, decision making and use of information, communication and business negotiation, productivity and similar issues.
- d) Industry-specific studies: e.g., strategic directions of investments in a selected industry category.
- e) Policy-directed studies: e.g., study of specific public policies in selected areas of national interest such as energy, transportation, fiscal policy and administration.

Activities

PIM's research studies fall into three categories:

- a) Faculty research,
- b) Research projects funded by the Institute, and
- c) Student research resulting from their theses, research papers, policy reports and field projects. They are published through Research Papers, Case Studies, Research Abstracts and the Institutes *Sri Lankan Journal of Management*. Conferences and workshops, held periodically, provide an opportunity to discuss research findings. All students' research reports are available for reference in the PIM Library. Lists of research titles are available on line.





INTERNATIONAL COOPERATION

Cooperation with foreign universities and foreign management institutes has been a principal means by which the groundwork for PIM has been laid over the past three decades. PIM gives high priority to the development of links with reputed educational institutions abroad. The desire to develop expertise and promote disciplined development in the international context is the driving force behind the quest for cooperation.

The policy of the Institute is to cooperate with centres of higher learning worldwide. In particular, PIM looks forward to forging links with centres of excellence in the Asia-Pacific Region, the South Asian Association for Regional Cooperation (SAARC), the Indian Institute of Management (IIM) and Universities elsewhere.

The Postgraduate Institute of Management has established research collaboration with the School of Business, University of New South Wales (UNSW), Canberra. The two institutions will collaborate in research activities in business, economics, management, and public policy. The School of Business (SBus) is one of the four Schools at the UNSW, Canberra. While only 5% of business programmes worldwide are accredited by the Associate to Advance Collegiate Schools of Business (AACSB), the SBus is the only

AACSB-accredited business school in the Australian Capital Territory Region. The SBus conducts active research programmes in Governance and Public Sector Accounting, Econometrics and Economic Analysis, Human Resource Management, Entrepreneurship and Innovation, Logistics and Big Data Analytics, Leadership and Change management, Public Sector Management and Marketing.

The UNSW is a founder member of the Group of Eight and one of Australia's leading research intensive universities. It was ranked 48th in the 2014 QS World University Rankings. The UNSW was recognized in the '2012 Excellence in Research for Australia Report', which assessed the University's performance in all broad fields of research as "at, above or well above" world standard. UNSW research strengths span a broad and diverse range of disciplines. The UNSW and the PIM undertake joint academic research projects in areas of mutual interests, exchange of faculty and promotion of PhD Programme of the PIM, Master Graduates and PIM students, Faculty Members to undertake the PhD Programme at the UNSW Canberra. The UNSW awards scholarships to outstanding students.



INDUSTRY LINKS AND CONSULTANCY

PIM maintains formal links with industry, commerce and Government through representation in the Institutes Board of Management and Boards of Study, and the Director's and the core faculty members' membership/ participation in similar institutional arrangements elsewhere. A number of awards are available to students who perform well in course work and research. Some of them are from donations and endowments to the Institute.

As a matter of policy, the Institute undertakes management consultancy assignments which are likely

to contribute towards the improvement of the content and skills of faculty teaching through exposure to practical management problems. In the past, several management consultancies have been successfully completed in such areas as corporate planning, organizational restructuring, job analysis and remuneration policy, training & development and institutional development. The clients included both public and private sector institutions engaged in manufacturing, services such as banking, finance, insurance, urban development, and special services aimed at improving the quality of life of disadvantaged social groups.

Bringing academia and industry together



FACULTY RESOURCES

Over a period of two decades, PIM has accumulated a wealth of experience in adult learning, research and consultancy. Most of the teachers of the Institute today have been at the task for many years, and hence they form a core team of academics who set standards, integrate locally-found knowledge into regular curricula, and coordinate among the many faculty members with speed and flexibility.

Our faculty team comprises permanent teachers, teachers on contract and visiting academics/professionals.

Dr. Fredrick Abeyratne

Ph.D. (Virginia Polytechnic), M.Sc. in Agriculture Economics (Reading)
Project Preparation, Appraisal, Implementation and Evaluation

Mr. Indrajit Aponso

BSc. (Col.), MA in Economics (Col.), M.Phil. Financial Economics (Hong Kong)
Economics, Cross Cutting issues of Development

Mr. Sisira Athuraliyage

B.Sc. Phy. Sc. (Ruhuna), M.Sc. Comp. Sc. (Col.)
Computing and IT, IT for CRM

Dr. Indrajith Coomaraswamy

MA Cantab (Cambridge), D.Phil (Sussex)
Development Economics

Mr. Lasitha Devendra

B.Sc. (Hons.) MIS NUI, M.Sc. (IT) (Moratuwa), MCS, MIEEE, MIET, AMIPFM (UK)
Knowledge Management and IT

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International Economics and Global Supply Chains

Mr. W A Wijewardena

BA (Hons), PGD in Applied Statistics (SJP), M.Sc. (Econ.) (York)
Development Economics, Public Administration

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Senior Consultant, Postgraduate Institute of Management*

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Former Deputy Governor, Central Bank of Sri Lanka

PIM ALUMNI ASSOCIATION



PIM Graduates are expected to join the PIM Alumni Association. This Association provides opportunities for all PIM graduates to meet, learn, socialize, and network. There is an admission fee and annual membership fee to be paid. PIMA is active in providing its members with opportunities for continuing education, and it is a forum for the PIM graduates to develop their professional careers. Some of the important activities that have been initiated to meet its objectives are,

- **Continuous Professional Development (CPD)** programmes for its members.
- **A Series of Public Interest Programs (PIP)** to address issues of interest that are topical and significant to Management.
- A series of programmes titled '**Developing Managers for the Future**'.
- Presentation of '**National Management Award**' in order to recognize the outstanding achievers among the members of PIMA.

The Vision and Mission of the PIMA is as follows:

Vision

To transform PIM Alumni into a community of Thought Leaders that will shape the nation's socio-economic fabric.

Mission

To bring Together and Develop PIM Alumni through unique Continuous Professional Development programmes to forge links with the country's Business and Public sector communities through unique Public Interest programmes.





Designed by Chamal Dissanayake, PIM



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THREE DECADES
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