

# Choices for Internationalising the Teaching of Public Management

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# Outline

- Outline the options for internationalising the teaching of public management
- Implications of the options for teaching in terms of content and responses to the different needs of domestic and foreign students
- The approach we take at VUW & ANZSOG
- My preferences

# Approaches to Internationalising the teaching of public management

1. Preparing domestic students and potential immigrants for domestic careers but broadening their horizons to the range of international archetypes – clusters of principles and practices
2. Preparing domestic and foreign students for careers in international organisations or other countries
3. Teaching foreign students about domestic public management in a way that ensures they pick up learning that is relevant to thinking about their own countries
4. Teaching domestic and foreign students about public management in foreign governments
5. Teaching domestic and foreign students about global public management from a comparative perspective and/or about deeper universal principles and good practices or dominant archetypes

# More Specific Choices

- Nature of the relationship of public management to policy, governance and other topics?
- Size of 'core subjects and ability and choice set for electives?
- Key disciplines/skills/a smultidisciplinary focus?
- Separate streams or mainstreaming of students?
- Balance of individual and group/syndicate work?
- Can assignments be tailored for international students and relate to their home country?
- What practitioner experience is expected? Are opportunities provided to experience local pm systems?
- Role of case studies, simulations, and other elements of pedagogy
- The approach to student assessment

# What is the Program's Stance re: Public Management Practices

- Option A: remain neutral about good practice; make comparisons and observe;
- Option B: Use taxonomies or selected group of countries to compare which facilitate awareness of good practice principles/practices;
- Option C: develop a set of values, good practice principles, frameworks which can be used to relate theory to practice;

# But many choices to make for local and international students

- Same/different learning outcomes
- Same/different bodies of knowledge, skills and competencies
- Same/different approach with respect to values, cultures, institutions and contexts?
  - should the US serve as a baseline or benchmark for practice?
  - should a standard set of developed/developing countries be selected for comparison?
  - can taxonomies or good practice principles, frameworks help to frame the analysis and identify good/best/better practice?

# Victoria School of Government

- 2 year Masters of Public Management
- Core of HR, Financial, Strategy, and introduction to PM
- Comparative PM used as introductory course for international students;
- Ability to tailor projects and research to home country;
- Weekly tutorials for international students only to assist in building writing/communication skills and understanding of NZ public management practice
- Mainstreaming of students apart from first course;
- Development, policy and management course available which is attractive elective for international students

# Australia and NZ School of Government

- Cross-jurisdictional domestic student base;
- Cross-jurisdictional project, syndicate, research (no international students)
- Heavy reliance on case studies – use of local and international cases; heavy investment in NZ/Australian cases;
- Elements of management, economics, policy, leadership topics in curriculum
- Public value framework used but in a pragmatic way to analyse/judge public management actions and decisions;
- Examples of Australia and NZ practice, but no overarching principles used to judge them

# My preferences

- Combine international and local groups;
- Establish principles and frameworks to apply to specific practices;
- Provide opportunity for students to reflect and to redesign programs, policies and practices in their home country;
- Take a stance with respect to good/better practices – but vary this by topic;
- Promote multi-disciplinary approaches to teaching and comparative method whenever possible and useful;
- Comparative public management is best suited to individuals who have had practical public sector management experience;
- Establish a process of on-going monitoring and curriculum review to address changes in the interests, backgrounds and mix of students in the program.s

# My preferences

- For graduate work – examine archetypes and seek underlying principles to explain differences or make normative judgments
  - Teach domestic public management in a way that stimulates students to reflect on foreign concepts and practices i.e. evaluate domestic governance and management principles in action (does the US PM system work the way the constitution intends), or
  - Compare and contrast principles and practices across countries or similar groups of countries; Anglo/US, French, Confucian, FSU; what do they have in common and what differences? What are the reasons for the differences?

# My preferences

- Identify and evaluate elements of public management that are common across groups (e.g. best practice IMF sponsored financial management standards) and those that are highly variable (e.g. planning and HR practices, intergovernmental fiscal relations)
- Highlight how public management methods are based in governance practices, constitutional requirements and how the political system works in practice if not in theory – especially for developing countries that have adopted donor-promoted models of good practices

# My preferences

## ■ For technical training

- explain how best practice methods require adaptation to national circumstances or explain how concepts of good practices are contextual
- Provide guidelines that help locate technical solutions in a wider context – budget and treasury systems, HR practices, planning methods etc