Teaching Comparative Public Management in the U.S. Classroom

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Evans School Context

- Teaching management across four programs
  - MPA
  - ExMPA
  - International Development Certificate
  - PhD program
- Increasing demand for international executive programs
- Focus on ways to develop learning across the four programs
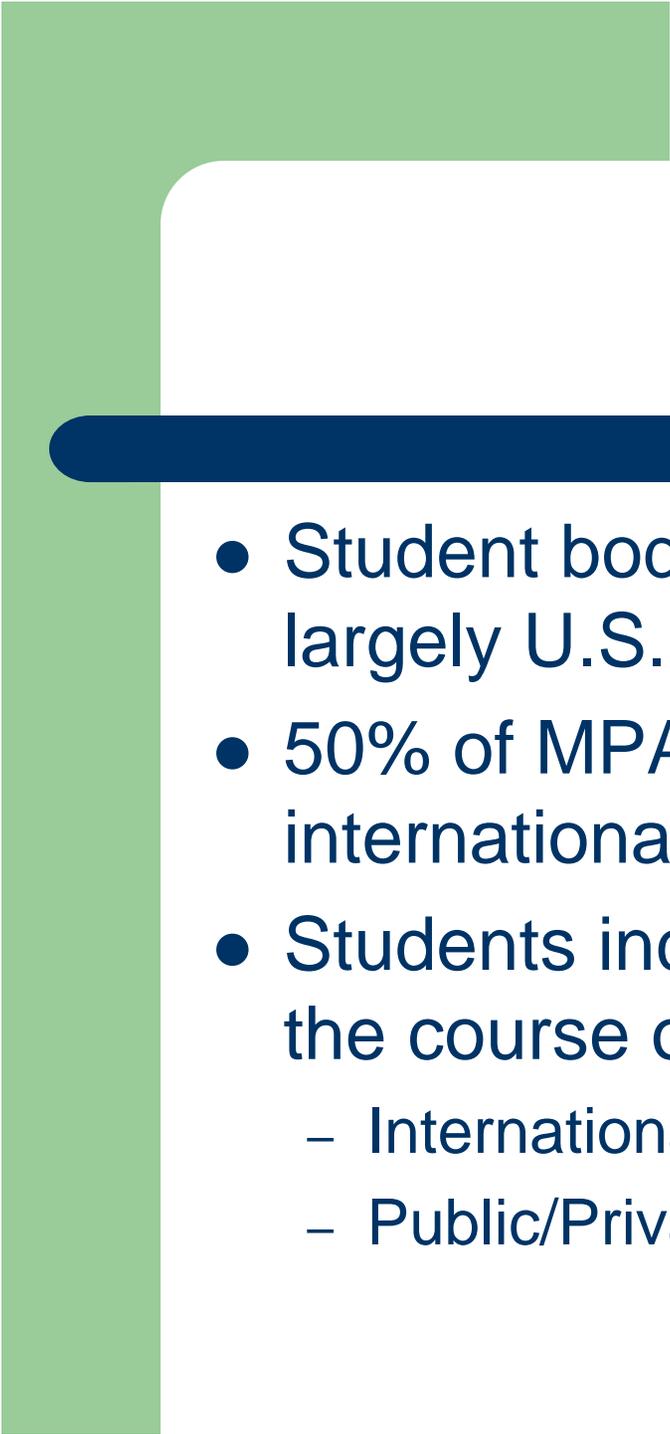
- Student body increasingly global, but still largely U.S. students
- 50% of MPA students have interests in international affairs
- Students increasingly crossing boundaries over the course of career
    - International/National/Local
    - Public/Private/Nonprofit

Teaching Public Management in the MPA Core

- Deliberate decision not to create an 'international' or comparative track
- "Strategic" management rather than "public management"
- Explicitly integrate across cross-sectoral & geographic boundaries
- Focus on managerial decision-making frameworks and strategies

Implementation in MPA Core Classes

- Not 'public management,' instead
  - Managing Policy and the Policy Context
    - Agenda setting, policy framing, stakeholder mobilization, policy formulation, adoption and implementation
  - Managing Organizational Performance
    - Performance management, managing people, operations management, contracting
- Use of two texts
  - one U.S. domestic (Moore)
  - one international (Brinkerhoff and Crosby)

Cases as Key Analytic Strategy

- Strong use of teaching cases
  - Half set outside U.S./global
  - Mix of public, nonprofit and private sector cases
  - Mix of case sources: KSG, HBS, Electronic Hallway and 'live' cases
  - Sub-group discussion support wider participation
- Support development of new cases
  - International/global
  - Cultures within cultures
  - Electronic Hallway
    - www.hallway.org

Assignments

- Develop writing and analysis skills through memo-writing assignments
- Capstone group projects at the end of both quarters

Challenges

- Faculty typically aren't trained to teach in this way
  - Time intensive preparation for classroom presentation and materials
  - Requires faculty time for joint preparation
- Faculty must be willing to teach outside their comfort zone
- Institutional support and mentoring can make a big difference

Challenges

- Students often lack comparative institutional perspective
  - Tradeoff between explicitly comparative focus and more general tools-based focus
- Dearth of cases on new forms of governance and hybrid forms of organizations
  - Example: cases and material are a little 'stuck' on contracting as a governance form

Elective Courses Build Contextual & Sector Knowledge

- International Development Certificate
- Integrate management and policy courses across levels:
  - Program/project
  - Organization (public, private, nonprofit)
  - Sector (agriculture, health, etc).
  - National
  - Transnational

International Development Certificate

- Strong focus on new forms of global governance
  - Local, national, transnational levels
- International institutions

Nonprofit Management and Policy

- Nonprofit management
  - Financial management, boards and volunteer management, nonprofit governance and accountability
- Social entrepreneurship
- Nonprofits and Public Policy

Integrating Across Programs

- ExMPA
  - Curriculum forces you to think outside the 'core' boxes
  - Forces faculty to work together in a fully integrated way
  - What are the skills and institutional knowledge students need?
    - What is the best way to organize that knowledge
    - It may not correspond well with the way in which faculty expertise or MPA/MPP cores are organized