

POGO 8032 Comparative Public Sector Management

Term:	Semester 2, 2008
Course Dates:	24 July – 31 October
First Session:	Thursday 24 July 4-6pm
Workshop times	Thursdays 4-6 PM
Workshop Location	Roland Wilson Building Crawford Theatre
Optional Lecture Time:	Tuesdays 2.00 – 3.00 PM
Lecture Location:	Seminar Room 1, Level 2, Crawford Building
Lecturer:	Dr Peter Larmour Peter.Larmour@anu.edu.au
WebCT Advice	Scott Brenton Contact via Email (scott.brenton@anu.edu.au) Consultation by Appointment

Masters in Public Policy/Public Administration
Crawford School of Economics and Government
The Australian National University

Course Rationale

Governments often look abroad for answers to domestic problems, for example ways of dealing with long-term unemployment or of enhancing the independence of a Central Bank. The course is concerned with the process of drawing lessons about policy from one country to another. The aim is to help students to draw lessons better lessons from abroad.

Countries may also have foreign answers imposed on them, as condition for a loan or membership of international organizations. Accession to the EU or the WTO, for example, requires changes in domestic public policy and administration. Like it or not, governments have to implement lessons they themselves, or public opinion, may not fully agree with. Nevertheless they may still have opportunities to adapt external requirements to local circumstances.

In the course we will use the phrase 'lesson drawing' to describe the voluntary process of looking abroad for answers to domestic problems, taking the point of view of the individual official, and the phrase 'policy transfer' to include both the voluntary and involuntary processes, looking at the process from the outside. Globalisation and climate change may be increasing the pace and pressure for lesson drawing and policy transfer.

The Crawford School, with its mix of Australian and international students, provides special opportunities for individual lesson drawing. The ANU was established partly to better understand the region. International students have to consider whether the ideas they pick up in Australia will be relevant, and acceptable, back home. Australian students may be working in government departments which work internationally (such as DFAT or AusAID), or whose domestic work has international dimensions. They may spend some of their careers attached to international organizations, or implementing international treaties covering the conduct of domestic affairs, for example in relation to free trade or climate change. So the course overlaps with studies of International Organisations.

Some of this international lesson drawing takes place informally, as students reflect on their discussions with colleagues, what they have observed in their travels or what they have learned in course. This course aims to analyse, formalise and structure the process. It is of intrinsic interest to students of public policy, but should also be of interest to students in other disciplines, interested in applying ideas they have learned abroad, or required to implement international treaties.

Australia's federal system also allows for lesson drawing between states (eg FuelWatch), and there has been much borrowing and adaptation of legislation between states in federations (so the course may be particularly interesting to ANZSOG students).

Academics tend to use comparison to test theories about Public Policy, Administration and Management. A large number of countries, similar in some ways and different in others, provides a kind of 'natural experiment'. This course, however, has a more practical focus. We will analyse processes of lesson drawing and policy transfer, but also considering how to do it better. Students can take the point of view of government seeking to change the policy of another government, or of a government looking abroad to solve its own problems, or of a government trying to make the best of the conditions it must accept if it wants to join an international club, or get foreign aid and loans.

Course structure

The frameworks we will use for understanding policy lesson drawing and policy transfer are provided by Richard Rose's book 'Learning from Comparative Public Policy' (in the bookshop and on reserve) and Dolowitz and Marsh's article on policy transfer (on WebCT). The former is more practically focussed, the latter is more analytic. The course involves applying the Rose frameworks to the topics in the lectures, the articles in course reader and other academic articles and intergovernmental reports which students will identify through their own research.

The course shares a series of lectures and readings on issues in public management with Diploma students. The lectures will be recorded so physical attendance is not required. The Diploma students are expected to understand the issues, and use them to analyse their own countries. The Masters group have a more sophisticated, creative and practical task: to identify and draw up a practical proposal for lesson drawing in relation to one or other of these issues (for example, lesson drawing in relation to New Public Management, Politics-Administration Relations, corruption, or whatever).

As the course unfolds, there is no one to one correspondence between the lecture topics (1-10) and Rose's steps. For example we don't only consider 'Bureaucracy' in the discussion of 'Understanding Programs and Lessons'. To draw lessons on any particular lecture topic would require each of the 10 steps. The workshop discussions will proceed step by step, drawing on any of the lecture topics, readings and students' own experience. At each workshop we will look backwards to earlier steps, and forward to the next steps. Our concern is with the process of lesson drawing: the material in the lectures is there to provide examples or cases.

Approach to Learning

The face-to-face group sessions are called 'workshops', to suggest that they depend on the active participation of students, and are leading towards a particular project that each student must design and complete (following a template below).

Students are expected to introduce and lead discussions, and to write up reports on them (and are assessed on this). Students are also expected to make comments and suggestions on each others' work, and will be assessed on the written comments they make.

The lecturer is expected to help frame and identify the conceptual and practical issues, point students to ideas and resources that may be helpful for their projects, and assess the results.

The lectures running in parallel to the course are optional for Masters students, though those students choosing to report on the themes of the lecture should attend.

The course requires students to post material on the course WebCT, starting from week 3. Students who need help with this should contact Scott Brenton.

Resources

Lectures 1-10 (to be recorded week by week and put on WebCT)

Occasional visiting speakers, including:

- Professor Peter Carroll of the University of Tasmania, who is currently doing research on the international activities of domestic Australian departments, and a history of the OECD;
- Canberra based public servants dealing with lesson drawing/transfer/international organisations.

Public Sector Management Course Reader (available from student services in Crawford)

Dolowitz, D and D. Marsh 2000 'Learning from Abroad: the Role of Policy Transfer in Contemporary Policy Making' *Governance* 13(1): 5-23 (on WebCT))

Rose, R . 2007 *Learning from Comparative Public Policy: A Practical Guide*
In bookshop
On 2 hrs reserve in library

Larmour, P 2005 *Foreign Flowers: Institutional Transfer and Good Governance in the Pacific Islands*
In bookshop
On 2 hr reserve in library

Edited collections (with bibliographies) on 2 hr reserve in library

Evans, M., 2004 *Policy Transfer in Global Perspective*

Levir-Faur, D and E Vigoda-Gadot, eds *International Public Policy and Management*

Bibliography and work-in-progress papers by Professor Peter Carroll (on WebCT)
Managing Globally: A Gap in the Public Management Literature
Policy Learning, Capacity and the OECD
The international activities of 'domestic' government departments: the case of Education

Academic Journals available electronically from the Library, particularly but not only

Governance
Comparative politics
International Organisation
Public Administration and Development
European Journal of Political Research
Public Administration Review
International Public Management Journal

Websites of Australian government departments, international organisations and aid donors

Course Schedule

Masters workshops Linked to Chapters in Richard Rose's text

'step' in lesson drawing	Workshop	Workshop date
	<i>Introduction</i>	<i>24 July</i>
1	<i>Understanding programs and lessons</i>	<i>31 July</i>
2	<i>Creating awareness</i>	<i>7 August</i>
3	<i>Where to Look</i>	<i>14 August</i>
4	<i>Finding out how it works</i>	<i>21 August</i>
5	<i>Creating a model</i>	<i>28 August</i>
6	<i>Drawing the lesson</i>	<i>4 September</i>
7	<i>Should it be drawn</i>	<i>11 September</i>
8	<i>Can it be applied</i>	<i>18 September</i>
9&10	<i>Evaluation and looking ahead</i>	<i>25 September</i>
 Mid semester Break		
	<i>One on one consultations about project</i>	<i>16 October</i>
		<i>23 October</i>
		<i>30 October</i>

Optional Lectures Shared with Diploma Group

Lecture and reader topics	Lecture date
Introduction	Diploma students only
Bureaucracy	29 July
New Public Management	5 August
Financial Management	12 August
Governance	19 August
Implementation	26 August
Politics-Administration Relations	2 September
Ethics & Corruption	9 September
Accountability	16 September
Evaluation	23 September

Learning Outcomes

After successfully completing this course you will be able to clearly and confidently:

1. propose how transfer and tailor successful reforms from one jurisdiction to another (the workshops and project);
2. question and comment on peers' work (on WebCT);
3. use information technology to collaborate and locate academic resources.

Summary of Assessment

Task	Deadline	How Submitted	Words	Weight	Comment
1. Report of Initial International Discussion	End of Week 3, ie 11 August	Post on WebCT and through turnitin	500	10%	Read by lecturer only. See Scott for help with WebCT posting.
2 a. Analysis and report on lecture theme in relation to Rose's guide	One week after relevant lecture	Post on WebCT	500	10%	May be related to your project; will be read by whole workshop
2 b. Analysis and report on another lecture theme in relation to another stage in Rose's guide	One week after relevant lecture	Post on WebCT	500	10%	Should be on another theme (to give breadth); will be read by whole workshop
3. Lesson Drawing Project Proposal	End week 4, ie 22 August	Post on WebCT	500	20%	Follow template as much as you can
4. Critical Comments on another student's proposal	End week 5, ie 29 august	Post on WebCT	250	10%	Should make suggestions as well as point out weaknesses
5. Lesson Drawing Project	End of course, ie Friday 26 october	Submit through turnitin	4000	40%	Use template. 1:1 consultations available during October; may be read by whole workshop after all assessment complete
Total			6250	100	

Assessment Tasks and Criteria

1. Report on initial discussion between cross national or interstate student groups on
 - a. Rose Step 1,
 - b. Dolowitz, D and D. Marsh 2000 'Learning from Abroad: the Role of Policy Transfer in Contemporary Policy Making Governance 13(1): 5-23 (on WebCT),
 - c. Peter Carroll's papers on the OECD and the international activities of domestic departments (on WebCT),
 - d. their own views and experience of lesson drawing and policy transfer in particular sectors, and
 - e. lesson drawing to and from Australian in particular.

To be posted on WebCT within 3 weeks of course starting. The report should describe

- the interests and experience of the members of the group in relation to lesson drawing in particular sectors
- the results of the discussion of the value and significance of lesson drawing in public administration
- the results of the discussion of the conditions for successful policy transfer
- the student's own considered reflection on the discussion
- the students own interests in, and early ideas about the project they might want to write
- any other comments and suggestions for the lecturer

The aim of this assignment is to make students aware of the knowledge and experience of others in the course, and to begin to reflect on issues in lesson drawing. It is also intended to help the lecturer understand the particular interests of students.

It is also meant to encourage students to start using WebCT. This posting will not be shared with other students.

Assessment criteria

- attention given to the interests and knowledge of others
- clarity of summary of discussion
- quality of student's own reflections
- quality of early ideas about project

500 words, worth 10% of final grade
Submitted by the end of week 3

2. Two reports on a step in lesson drawing in relation to an issue in the lectures/reading bricks.

The aim of these assignments is to get students thinking about, and discussing the application of Rose's framework to the policy issues raised in the lectures and reading bricks.

The work is divided up so that each student looks at a one stage in relation to one issue, leads a small group discussion on this, and reports back to the whole workshop in the form of a posting on WebCT. There are roughly 10 steps and 10 themes, so there are a hundred possible combinations from which each students must chose two.

For example, a student might choose to look at which countries might provide lessons in improving implementation; at the 'cause effect model' in lesson drawing about New Public Management; or at how to increase the chances of successful transfer of a policy to improve accountability

It is also intended as preparation for each student's project: one of the reports may deal with the student's project but the other should deal with another theme, to broaden understanding.

The student would prepare a short paper for presentation to a subgroup of the workshop, lead the discussion, report on the discussion and make their own critical reflections on the issues raised, and their relevance to lesson drawing.

The paper should consider material in the reading brick, but this is not specifically focussed on lesson drawing. The student will also need further research among journal articles and Websites of domestic and international agencies, in particular

Reference to at least one academic journal article dealing with aspects of lesson drawing or policy transfer on this theme, or a closely related theme; and

Reference to at least one report or policy document dealing with aspects of lesson drawing on this theme, or a closely related theme.

Assessment Criteria

- evidence of understanding Rose's arguments, material in the lecture and brick
- evidence of reading more widely
- ability to relate the reading to practical examples and other students' interests
- evidence of the quality of the discussion generated by the student's presentation
- quality of the student's own critical reflections on the reading and discussion

500 words each X 2, worth 10% of final grade, = 20%
Submitted one week after the relevant workshop discussion

3. Proposal for Lesson Drawing

The aim is encourage students to identify, start thinking about, and get feedback on the lesson drawing project they plan to do in the latter part of the course. The proposal would be posted on WebCT for feedback and suggestions from other.

Assessment Criteria

- relevance of the proposal to the issues raised in the course
- evidence of reflection on the topic proposed and how it will be tackled
- consideration of the practical difficulties that might arise in researching the project
- evidence of reading and web research around the topic
- clarity of presentation

At least 500 words, divided as far as possible into subheadings as in format for final project, worth
10%
Posted on WebCT by end of week 4

4. Critical Comments on Another Student's Proposal.

Students are sometimes reluctant to comment on each others' work, but the ability to offer and accept constructive criticism is important in policy work as well university. Students may be able to help each other with details, or references to material about a particular sector. They may also be able to point to weaknesses in argument or evidence.

Assessment criteria

- evidence of ability to detect weaknesses in argument and evidence
- evidence of ability to make positive and constructive suggestions
- respect for others' efforts

250 words worth 10%
Posted on WebCT at the end of week 5

5. Lesson Drawing Project

The aim is to produce a concrete proposal for drawing a lesson from one country, or jurisdiction to another, in a field of domestic public sector policy, administration or management. The proposal may deal with a lesson about one of the themes in the lectures, or another significant theme (to be agreed in advance with the lecturer)

The lecturer will be available for one on one consultations (including by phone or email) with students in the workshop times after the mid semester break. Please sign up for a 15 minute slot on WebCT.

Assessment criteria

- evidence of ability to relate the ideas and issues raised in the course to a practical example
- evidence of wide reading, interviews with knowledgeable others, and web based research
- clearly addressing each of the questions in the template
- originality
- ability to reflect critically on the arguments and issues presented in the course

4000 words, worth 40%
submitted through turnitin by end of October

Template for Lesson Drawing Project

What is the policy problem that lesson drawing is expected to solve?

In which other country or jurisdiction can a relevant program be found?

How does this program work in that country or jurisdiction?

What cause-effect model underlies its operation?

What lesson do you want to draw?

Should it be applied?

How can it be applied?

What can be done to increase the chances of a successful transfer?

How would you evaluate whether or not the transfer has been successful?

Any other lessons about lesson drawing, or critical reflections on the frameworks used?

Each section should be about 400 words, and each section will be given equal weight in assessment.

Each section corresponds to a section of Rose's 'Practical Guide' which will suggest sub-questions you need to consider.

Submission of Written Work

The first report and final project need to be submitted through the www.turnitin.com site (hotlinked from the course WebCT site), and all work is screened using *Turnitin's* Originality Reports. Students are able to view the reports on their drafts before final submission. Full details on the use of *Turnitin* in POGO are available on the main POGO WebCT site.



www.turnitin.com or click on the link on WebCT

Course ID: 2308955
Password: **TRANSFER**

Crawford School Policies and Information

Grades

The following descriptors are used as a guide to determination of grades.

Designated Grade	Verbal Description
High Distinction (HD) 80+	Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the subject.
Distinction (D) 70-79	Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the subject.
Credit (C) 60-69	Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the subject; some minor objectives not fully achieved.
Pass (P) 50-59	Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the subject; failure to achieve some minor objectives
Fail (N) 49 and below	Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the subject.

Policy on extensions and late submissions

Extensions can only be given by Peter Larmour before the due date. Presentation of a certificate from a medical practitioner or from the ANU Counselling Centre is required. Part-time students requesting extensions due to pressure of work need to provide email and phone contact details for their work supervisor. Requests for extensions must be made before the due date of submission. Late submission, without approved extension, will incur a penalty of 5% a day.

Referencing requirements

Students are required to reference all words/ideas and opinions of others, using the Harvard in-text referencing style.

Descriptions of this referencing style can be found at:

The Policy and Governance Style Guide (available on the Policy and Governance Main WebCT site)

Style manual for authors, editors and printers. 6th ed. 2002, John Wiley & Sons, Milton, Qld. (popularly known as the AGPS Style Manual)

Please note the change in the Style Guide in January 2006. Students who began their studies prior to this can, if preferred, use the previous APSEG Style Guide, which is also that in

Bartlett, A., Holzkecht, S. and Cumming Thom, A., 1999. *To Hit the Ground Running: preparing students for graduate study*

Help with referencing is available from the Academic Skills Advisors.

Student responsibilities

Student feedback on and formal evaluation of the course

All courses will be evaluated by the University's Centre for Educational Development and Academic Methods (CEDAM).

Enrolment

It is the student's responsibility to ensure that they are correctly enrolled in each subject and that the subjects are correct for their course of study. Students should confirm their subject enrolment details online.

Attendance

Regular attendance at all workshops is expected, while attendance at the lectures is optional

Email

All information updates from the program and the School, and most University communication is made through email using the ANU student email address, which is studentnumber@anu.edu.au (eg u1234567@anu.edu.au). If you wish to forward your ANU email to another address please go to <https://olams.anu.edu.au/>

Announcements made through email are deemed to be made to the whole workshop.

Academic Honesty

The following is an extract from the ANU's Code of Practice for Student Academic Honesty, which can be found at

http://info.anu.edu.au/policies/Codes_Of_Practice/Students/Other/Academic_Honesty.asp

Students should all make themselves aware of the Code.

Any work by a student of the Australian National University must be work:

That is original

That is produced for the purposes of a particular assessment task

That gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

they are familiar with the expectations for academic honesty both in general, and in the specific context of particular disciplines or courses

work submitted for assessment is genuine and original

appropriate acknowledgement and citation is given to the work of others

they declare their understanding of and compliance with the principles of academic honesty on appropriate *proformas* and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis

they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the *Discipline Rules* of the ANU (<http://www.anu.edu.au/cabs/rules/discipline.html>).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Students are reminded that Academic Skills Advisors are available to help with learning the conventions of appropriate academic acknowledgement, and for understanding the use of *Turnitin*.

Authority of this course outline

The information given in this course outline is not normally subject to change. However, if there is a need for any change to the information in this document, it will be made by the lecturer only if the agreement of staff and a majority of students has been obtained; and if written advice of the change is then forwarded to each student either to their student email address or in workshop and via WebCT.