

ACADEMIC COURSE GUIDE

International Public Management

Exchange Students

2022-2023



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THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

International Public Management

ACADEMIC COURSE GUIDE

Mr Andrew Pearce
IPM Internationalisation Coordinator

Ms Roya Varjavandi
IPM Lecturer

Ms Irene van der Wal
Coordinator Student Exchange

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Foreword

The International Public Management (IPM) Program is one of six programs of the Faculty of Public Management, Law & Safety.

In making the decision to study here, you will choose to be part of a dynamic and multicultural community where personal growth and intellectual stimulation are prioritized. In this Faculty, we teach our students to be analytical, to question, to engage in 'out of the box' thinking, to ask challenging questions and to use their imagination in solving real world problems.

If this sounds exciting to you, then you will definitely thrive in The Hague, International city of Peace and Justice. Your time with us could build and transform your capacity as an individual so that when you return to your home country you will be better equipped to make a difference in society.

Disclaimer

The information contained in this guide is, to the best of our knowledge, true and accurate at the time of publication and is solely for information purposes. Changing circumstances may cause alterations in its outline at any time. The program of The Hague University of Applied Sciences accepts no liability for any loss or damage howsoever arising as a result of use or reliance on this guide or on the information thereon or in respect of information accessed via any links from the Web pages.

Your Exchange Program at IPM

IPM training leads to a politically-sensitive public manager who can work effectively and efficiently to solve social problems. The below competences of a public manager cover various aspects of what graduates are able to accomplish. In addition to policy expertise, graduates are also equipped with administrative, legal, financial, economic, social and organizational knowledge and skills.

This guide lists the courses open to Exchange students at IPM. The program offers a wide range of courses. Almost all regular courses offered in year 1, year 2, and year 3 of our four year program are open to Exchange students. Exchange students participate in classes with regular IPM students.

IPM is a fulltime English stream program. All courses are taught in English.

Guidelines for selecting your Exchange

In selecting courses for your Exchange program, please note the following guidelines and conditions:

- Exchange students can study at IPM for one semester, or for a full year. A full year is 60 ECTS (credits), a semester corresponds with 30 ECTS.
- Due to the nature of the program (and for logistical reasons), you can only choose courses from one particular year of the IPM-program. The courses are listed per year, please select your program from either from year 1, year 2 or year 3.
- For years 1 and 2 the courses only take place in the semester indicated. Courses of semester 1 cannot be taken in semester 2 and vice versa.
- In practice, you select one semester of a particular IPM year. For convenience the Exchange Semesters have been numbered A-F in the overviews below. For your Exchange, you select one particular IPM Exchange Semester. The courses offered in this semester are your Exchange program at IPM.
- In case you stay for one year, you may select one semester from a particular year (e.g. IPM year 2), and one semester from another year (e.g. year 3). Again, it is not possible to take courses from different years within one semester in years 1 and 2.

Please note: a subject choice form listing courses from both years 1 and 2 cannot be accepted!

Our Exchange semesters

Semester 1: 29 August 2022 – 3 February 2023

Semester 2: 6 February 2023 – 14 July 2023

Exchange Semester	Corresponds with:	
A	IPM Year 1	Semester 1
B	IPM Year 1	Semester 2
C	IPM Year 2	Semester 1
D	IPM Year 2	Semester 2
E	IPM Year 3	Semester 1
F	IPM Year 3	Semester 2

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Courses IPM Year 1

IPM is currently in the dynamic process of curriculum redesign. In 2022/2023 a new curriculum (featured below) for Year 1 was implemented, while Year 2 remains the same. The format and structure in Year 2 is therefore different from Year 1. In 2023/2024 a new curriculum for Year 2 will be implemented. More information will be provided when it is made available. Please note the information below **is subject to change**.

Courses	Code	Semester A	Semester B	Credits per semester
Study and Career Skills 1	A1	•		3
Evaluating 1: Learning how to do research	A2	•		4
Advising on Policy 1: Law, Institutions & Public Value	A3	•		6
Advising on Policy 2: Economics and Policy	A4	•		6
Project-based working 1: Understanding Projects	A5	•		4
Advocacy 1: Positions, Power & Influence	A6	•		6
Study and Career Skills 2	B1		•	3
Evaluating 2: Application of statistics and data in public management	B2		•	6
Project-based working 2: Integrated Project	B3		•	6
Advocacy 2: International Relations: Challenges in the International System	B4		•	6
Organizing & Managing 1: Overview of organizations	B5		•	4
Organizing & Managing 2: Allocation & Policy in practice	B6		•	6

Please note: Study Career Skills is a course that continues for two semesters. The credits indicated are credits for a full year. Should you stay for one semester you can take the course, however special arrangements and conditions for exams and credits may apply.

Courses IPM Year 2

Please note: IPM is currently in the dynamic process of curriculum redesign. Below information is only applicable to the academic year 2022/2023. In 2023/2024 a new curriculum for Year 2 will be implemented. More information will be provided when it is made available.

Courses	Code	Semester C	Semester D	Credits
Voluntary mentoring	C1	•	•	0
Ethics	C2	•		3
Financial Management 2	C3	•		3
Dealing with Data	C4	•		3
Economics and Policy 1	C5	•		3
Comparative Public Administration	C6	•		3
Global Sociology 2	C7	•		3
Economics and Policy 2	C8	•		3
Intercultural Communication	C9	•		3
Conflict negotiation, mediation and resolution	C10	•		3
Project Management	C10	•		2
Conference Project Proposal	C11	•		2
Conference Project Plan, Pitch and Evaluation	D1		•	5
Governmental Accounting	D2		•	3
E governance	D3		•	3
Advanced Professional English	D4		•	6
Organization and Management 2	D5		•	3
Financial Management 3	D6		•	3
Human Resources Management	D7		•	3
International Economic Relations	D8		•	3

Where 1 ECTS extra is required to make up 30 ECTS, an additional component will be added to either **Global Sociology 2** in the first semester or **Human Resources Management** in the second semester.

Courses IPM Year 3

Courses	Code	Semester E	Term*	Semester F	Term*	Credits
Voluntary Mentoring	E1	•		•		0
Globalization, Governance and Development	E2	•	2			15
Making Peace not War: Sustainable Peace and Conflict Resolution	E3	•	1			15
Non-Profit Management	E4	•	1+2			30
Challenges to European Governance	F1			•	3+4	30
Practitioner in Peacebuilding, Justice and Human Rights	F2			•	3	15
Foundation in Peacebuilding, Justice and Human Rights	F3			•	3+4	30
EXPLICO	F4	•	2	•	4	3

*In year 3, semesters are divided up in terms:

Term 1: End August – mid-November

Term 2: Mid-November – early February

Term 3: Early February – mid-April

Term 4: Mid-April – mid-July

Exchange semester A - Course descriptions

A1. STUDY AND CAREER SKILLS 1

Credits

3 ECTS

Code

IPM-VT1-SCS-22

Entry requirements

None

Method

Lectures, Workshops, Consults

Lecturers

Shana Atangana Bekono, Roya Varjavandi, Leo Huizinga, Mario Villalba Ferreira

Learning Outcomes

Upon successful completion of the professional skills programme the student:

- Has a clear picture of his or her strengths and weaknesses related to study skills and is able to use this information to plan and improve their study-activities;
- Knows how to plan study activities, such as preparing for assessments;
- Develops a professional self-image and an image of the professional field and the program.

Recommended or required reading/tools

None

Assessment methods

SCS 1 Portfolio (50% of final grade)

Course content

In Study and Career Skills we focus on skills required to complete your first academic year at THUAS and IPM with success. It also relates to skills required in your future professions.

In each term you'll participate in lectures, workshops and mentor meetings that will help you through your first year at IPM. The purpose of this module is to help you improve your study skills to successfully complete your courses. Next to that, you will be exposed to and asked to explore which public sector roles that most interest you.

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You will receive several assignments that you need to include in your portfolio. These assignments are related to time management, grit and professional roles.

Part of the SCS is the mentor chat with your mentor. You will be required to meet with your mentor twice each semester. The mentor meetings are scheduled and mandatory. In between these meetings or after, you can request one or two additional mentor meetings to help you when you are struggling academically or with your professional development goals.

A2. EVALUATING 1: LEARNING HOW TO DO RESEARCH

Credits

4 ECTS

Code

Entry requirements

None

Method

Video Lectures, Workshops

Lecturers

Lieneke van Ijzendoorn, Roeland Audenaerde

Learning Outcomes

Students can:

- Identify and categorize the concepts in research methodology as presented in the prescribed readings and classes;
- Define a research topic in the field of public policy from a given case;
- Find, select and critically assess the reliability and relevance of a variety of (international) sources;
- Apply basic academic standards, including APA referencing and the principle of avoiding plagiarism;
- Design a main research question with sub questions with a given case;
- Correctly choose appropriate methods for data collection and research instruments and substantiate that choice with a given case;
- Design a basic research instrument;
- Articulate in a group setting how different choices in the research process and design are logically aligned.

Recommended or required reading/tools

Verhoeven, N. (2022), Doing Research. The Hows and Whys of Applied Research, 6th edition, Den Haag: Boom Lemma Chapters 1 to 12.

Assessment methods

Multiple Choice Exam (50%), Written in-class group assignment (50 %)

Course content

IPM prepares you to become a public manager or policy maker. Good public managers make policies that are based on sound research and reliable information that is gathered in a structured and consistent way.

It is also essential to be able to evaluate: to determine whether or not an objective was met. Or in other words: what was effective (or not) and to pinpoint (analyze) what elements were, which were not and why.

Today's public managers are faced with a variety of complex problems and issues to deal with. Research skills contribute to both the analysis of complex problems as well as finding one or multiple approaches to solving them.

Research is never done merely for the sake of it: you should always have a particular goal in mind. With applied research, the research objective is usually to collect information that can be put to practical use: to serve practical goals.

This course will introduce you to what sound research is and provide you with the skills to design and carry out basic research.

A3. ADVISING ON POLICY 1: LAW, INSTITUTIONS AND PUBLIC VALUE

Credits

6 ECTS

Code

Entry requirements

None

Method

Lectures and Workshops

Lecturers

Mario Villalba Ferreira, Chizu Matsushita, Enes Akin, Roeland Audenaerde

Learning Outcomes

Students can:

- Explain core concepts of politics, relating them to short descriptions of current real world political issues;

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- Explain core concepts of public administration, relating them to short descriptions of current real world public administration issues;
- Explain core concepts of law, relating them to short descriptions of current real world legal issues;
- Explain core concepts of international law, relating them to short descriptions of current real world issues from the realm of international law;
- Succinctly compare two countries' political and administrative systems using the concepts stated above;
- Succinctly compare two countries' legal systems using those concepts.

Recommended or required reading/tools

Lowe, V. (2015). *International law. A very short introduction*. Oxford: Oxford University Press.

McCormick, J., R. Hague, M. Harrop (2022). *Comparative government and politics*. Twelfth edition. London : Bloomsbury.

Wacks, R. (2015). *Law. A very short introduction*. Second edition. Oxford: Oxford University Press.

Assessment methods

Written Exam (50%), Portfolio (50 %)

Course content

You want to contribute to a better world, in a practical way. You will do so by advising international leaders, managers and policymakers, telling them what to do and how. You can only do so when you know how politics and governments work. You also need to have a basic understanding of the international and national rules that leaders and policymakers are playing by. Therefore you will start your studies with this introductory course in politics, law and public administration.

The politics part of the course focuses on power, states, political values, democracy and other types of regimes, the ways that the top level of government, parliaments and elections are organized, and on how the media, political parties and interest groups influence politics.

The law part deals with how law is made, the different branches of law, how law relates to morality, and how courts are organized and influence policymaking. The law part of the course will also cover law that regulates relations between countries, how this international law is carried out, how it can be used against or during wars, and how it relates to national law.

The public administration part of the course explains how ministries work, what is being done by the civil servants working there, and how work is divided between the national government and regions, cities and villages.

A4. ADVISING ON POLICY 2: ECONOMICS & POLICY

Credits

6 ECTS

Code

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Entry requirements

None

Method

Lectures and workshops

Lecturers

Mario Villalba Ferreira, Ron Crijns, Michael Selwyn

Learning Outcomes

Students can:

- Explain the most important concepts in macroeconomics;
- Explain the functioning of goods-and -services market, the financial (money) market, the labor market, as well as the links between them;
- Explain the influence of fiscal policies on the economy and the influence of the economy on the government budget;
- Explain the macroeconomic consequences (in terms of key economic indicators) of cost shocks and policy changes in the AS/AD model setting;
- Perform an economic analysis in which he/she identifies what the consequences of the economic policy in a country would be in terms of macroeconomic indicators;
- Formulate a concrete policy advice based on the performed economic analysis.

Recommended or required reading/tools

Case K.E., Fair R.C. and Oster S.M., Principles of Economics, (2020), 13th global edition, Pearson Education Limited. ISBN: 978-1-292-29469-8.

Assessment methods

Written Exam (40%), Written Assignment (60 %)

Course content

We discuss the major concerns of macroeconomics: output growth, unemployment, inflation and deflation. Furthermore, we will outline how they are measured. We will look at how the output level in the economy is determined, keeping the interest rate and the price level fixed. Thereafter, we will turn our attention to interest rates, holding output and price level fixing. We will bring these three pieces of the economy together.

There is considerable debate over what the government can and should do in managing the macroeconomy. In macroeconomics, we focus on two policy instruments of the government: fiscal policy and monetary policy. On top of that, the labor market is key to understanding how and when government policy can be useful. Unemployment is one of the primary concerns of macroeconomics because it imposes heavy costs on society. We discuss how wages are set and will outline the relationship between inflation and unemployment.

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Based on theory, the students prepare a critical assessment of the economic policy of the country of their choice using macroeconomic indicators. Furthermore, students write a policy recommendation on the basis of their economic analysis.

A5. PROJECT BASED WORKING 1

Credits

4 ECTS

Code

IPM-VT1-PBWUP-22

Entry requirements

None

Method

Workshops

Lecturers

Shana Atangana Bekono, Michael Selwyn, Davin Bremner, Mario Villalba Ferreira

Learning Outcomes

Students can:

- Develop a goal-oriented project plan (in order to create a video) using the format provided by the lecturers taking into account easily accessible resources, organization and planning;
- Distinguish the various roles and tasks in a project group and describes his/her role and contribution to the project and project team;
- Complete the project based on the project plan and within the set deadlines;
- Conclude the project by presenting their video to both their peers and lecturers and thereby handing over responsibilities to the owners (lecturers);
- Describe what went well and what requires improvement (using the STARR method) while operating in line with the code of conduct provided by the lecturers;
- Describe how his/her personality type and attitudes impacted the project and the project team.

Recommended or required reading/tools

Grit R., Project Management: A Practical Approach, (2020), 5th edition, Nordoff Uitgevers.

Assessment methods

Portfolio (60%), Presentation (40%)

Course content

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In year 1 and 2 of the program you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups.

In semester 1 you will be given an assignment by your lecturers (to make a video about an institution/organization that you have visited). You must make this video according to the principles of project management and based on a project plan.

In semester 1 you will be given an assignment by your lecturers (to make a video about an institution/organization that you have visited). You must make this video according to the principles of project management and based on a project plan. In semester 1 the project plan must consist of a description of the goal and result of the project. In addition, you must address certain elements of Grit's project management toolkit (organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.

A6. ADVOCACY 1: POSITIONS, POWER AND INFLUENCE

Credits

6 ECTS

Code

Entry requirements

None

Method

Video lectures, Workshops, Consultations

Lecturers

Shana Atangana Bekono, Leo Huizinga, Jennifer Smits-Kilgus, Hector Lara

Learning Outcomes

Students can:

- Give recommendations to policy makers based on their specific needs, context, and political environment.
- Analyze and summarize the interests and positions of official and non-official actors in public policymaking settings;
- Identify the strategies employed by actors in the policy making process;
- Describe reasons for policy change and the influence of history and context;
- Assess the appropriateness of different policy types and instruments and their intended and unintended consequences;

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- Write a concise policy memo, tailored to the needs of a public official, given the context and political environment.

Recommended or required reading/tools

- Birkland, Th. (2020). *An introduction to the policy process. Theories, concepts, and models of public policy making*. Fifth edition. New York: Routledge. (4th edition acceptable but please look at changes in pages and chapters)
- Prodemos (2013). *Politics in the Netherlands*. The Hague: Prodemos. To be found on Blackboard / accessible through: <https://www.prodemos.nl/english/wp-content/uploads/sites/2/2016/04/Politics-in-the-Netherlands-2013.pdf>

Assessment methods

Written Exam (60%), Individual Assignment (40%)

Course content

Public managers and lobbyists, to function successfully, need to be familiar with policymaking options and mechanisms. This involves understanding policy types, roles of public servants and decision-makers but also that of many other actors, formal and informal, who try to put issues onto the public agenda and influence the design and implementation of public policies.

This main goal of the course is to help students understand key concepts and acquire basic skills needed to analyze and take part in the policymaking process. To teach knowledge and skills, we combine lectures, workshops and consults. Students' learning performance is assessed by a written exam and by a professional product. In this assignment, students will make a stakeholder analysis and present that analysis to an official in the public arena with a concise policy brief.

Exchange Semester B - Course descriptions

B1. STUDY AND CAREER SKILLS 2

Credits

3 ECTS

Code

IPM-VT1-SCS-22

Entry requirements

None

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Method

Lectures, Workshops, Consults

Lecturers

Shana Atangana Bekono, Roya Varjavandi, Leo Huizinga, Mario Villalba Ferreira

Learning Outcomes

Upon successful completion of the professional skills programme the student:

- Has a clear picture of his or her strengths and weaknesses related to study skills and is able to use this information to plan and improve their study-activities;
- Knows how to plan study activities, such as preparing for assessments;
- Develops a professional self-image and an image of the professional field and the program.

Recommended or required reading/tools

None

Assessment methods

SCS portfolio 2 (50% of final grade)

Course content

In Study and Career Skills 2, we continue to focus on ideas, mindsets, and skills required to complete your first academic year at THUAS and IPM with success. Additionally, we begin thinking more concretely about the professional career you want to pursue and the type of steps, actions, and mindset you will need to reach it.

In this term you'll participate in voluntary video lectures, in person question and answer sessions, and mentor meetings that will help you through your second semester at IPM. You will continue to research the different professional roles that interests you through an interview of a professional practicing that role and through other activities and reflections in your end of the year professional roles reflection. Lastly, you will be responsible for continuing to make progress in your professional development goals.

B2. EVALUATING 2: APPLICATION OF STATISTICS AND DATA IN PUBLIC MANAGEMENT

Credits

6 ECTS

Code

Entry requirements

Basic knowledge of (descriptive) statistics, assessed by an entry level test

Method

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Video Lectures, Workshops, Consultations

Lecturers

Lieneke van Ijzendoorn, Roeland Audenaerde

Learning Outcomes

Students can:

- Find, select and use reliable sources to substantiate the relevance of a research topic while applying basic academic standards, including APA referencing and the principle of avoiding plagiarism;
- Sharply demarcate the topic and scope of a research project and design a research question, suitable for quantitative research
- Identify and clearly define core constructs from the research objective and questions, and translate them into specific indicators;
- Make a substantiated and aligned choice of population, sample and sampling method, research methods, instruments and sources;
- Develop a valid and reliable research instrument (survey);
- Develop and execute strategies for collecting, processing and analyzing quantitative data;
- Apply the basics of descriptive statistics in order to analyze their collected data, i.e. computing and describing averages, selecting a measure of central tendency, computing the mean, mode and median for a set of scores, describing variability computing the range, standard deviation and variance, describing correlations and interpret the value of the correlation coefficient;
- Apply Microsoft Excel for the processing, analysing and presenting of their collected (quantitative) data;
- Present the findings in a clearly structured research report;
- Communicate the essence of their findings to an audience by means of an Infographic

Recommended or required reading/tools

Verhoeven, N. (2022), Doing Research. The Hows and Whys of Applied Research, 6th edition, Den Haag: Boom Lemma

Grasple e-learning (offered to students)

Assessment methods

Entry level test (P/F), Written group assignment (100%)

Course content

IPM prepares you to become a public manager or policy maker. But...Why bother about research?

Governments and NPOs use a lot of data from research: statistics, so called 'best practices' and policy analysis are frequently used for the preparation, development or execution of public policy.

Statistics describe a set of tools and techniques that are used for describing, organizing and interpreting information or data. Descriptive statistics are used to organize and describe the characteristics of a collection of data. The collection is sometimes called a data set or just 'data'.

We'll also get to the topic of probability, represented by a discussion of the normal curve and basic principles underlying probability. This helps us define how likely it is that some event will occur.

This module builds upon the knowledge and skills obtained in the first semester in the module 'Evaluating: Learning how to do research'.

The focus is on research problems suitable for a quantitative approach through survey research. After obtaining a sufficient understanding of statistics and their application, we will address the phrasing of research questions and objectives fit for survey research, as well as the design, processing, analysis and presentation and reporting of the outcomes of a (small scale) survey.

Students will work in pairs to design their own research questions and develop a survey that will provide answers to those questions through an analysis of the data collected. Therefore, students will also conduct the survey in order to collect data, analyze the collected data and present the results in a research report.

B3. PROJECT BASED WORKING 2:

Credits

6 ECTS

Code

IPM-VT1-PBWRES-22

Entry requirements

None

Method

Workshops

Lecturers

Shana Atangana Bekono, Lieneke van Ijzendoorn, Andrew Pearce

Learning Outcomes

Students can:

- Develop a goal-oriented project plan for an external commissioner using the format provided by the lecturers taking into account easily accessible resources, budget, quality management, organization and planning;
- Distinguish the various roles and tasks in a project group and describes his/her role and contribution to the project and project team based on received peer feedback;
- Report on the progress of the project based on the planning provided in the project plan to the external commissioner;

- Complete the project based on the project plan, and achieves the result of the project within the set deadlines;
- Conclude the project by presenting the product to lecturers as well as the commissioner and thereby handing over responsibilities to the commissioners;
- Describe what went well and what requires improvement (using the STARR method) while operating in line with the code of conduct provided by the lecturers;
- Describe the (public) value of their assignment as part of their project result and identifies the different interests the stakeholders have;
- Describe how their personality type and attitudes impacted the project and the project team.

Recommended or required reading/tools

Grit R., Project Management: A Practical Approach, (2020), 5th edition, Nordoff Uitgevers.

Assessment methods

Portfolio (75%), Presentation (25%)

Course content

In year 1 and 2 of the program you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups.

In semester 2 you will be given an assignment by an external commissioner. You must carry out this assignment according to the principles of project management and based on a project plan. In semester 2 the project plan must consist of a description of the goal and result of the project. In addition, you must address all elements of Grit's project management toolkit (budgeting, quality management, organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.

B4. ADVOCACY 2: INTERNATIONAL RELATIONS, CHALLENGES IN THE INTERNATIONAL SYSTEM

Credits

6 ECTS

Code

Entry requirements

None

Method

Workshops

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Lecturers

Shana Atangana Bekono, Leo Huizinga, Chizu Matsushita, Hanna Mitra Rambaran

Learning Outcomes

Students can:

- Explain main trends and events in world history between 1989 – now;
- Demonstrate how contemporary world history continues to inform today's policies;
- Explain how geopolitics enables or limits policy development;
- Decide, based on an analysis, which national actors and international organizations are relevant stakeholders in an international issue;
- Design and partially execute an international awareness campaign that takes into account the institutional and geopolitical environment.

Recommended or required reading/tools

Mingst, K. A. (2021). *Essentials of international relations*. New York: W.W. Norton & Co, 9th edition. ISBN: 978-0-393-87217-0

Dodds, K. (2019). *Geopolitics*. Oxford University Press, 3rd edition. ISBN: 780198830764

Assessment methods

Written exam: 60%, Individual assignment 40%

Course content

This course helps you to understand some of the more structural factors that shaped and still shapes the world of international politics and advocacy. We find ourselves confronted with a multitude of global challenges in a world that's in many ways chaotic, conflict-ridden and not easy to mend. Yet, on the other hand there are instances in which you find examples of successful international cooperation between states and non-states actors.

If you want to be active in international advocacy, you need to know what factors shaped the international system. For a large part, that is the result of rules-based world order that emerged after the Second World War and after 1990. Yet, powerful actors also ignore the rules-based order and create novel structures, like the Chinese Belt and Road initiative.

Next to the need for organizational mapping, you need to understand how geography and politics interact. Economic and political interests are usually closely related to geography.

Students' learning performance is assessed by a written exam and by a professional product. In this assignment, students will draft an awareness campaign to raise engagement for an international issue. Part of that campaign, the personal video or DigiTale, is actually executed.

B5. ORGANIZING & MANAGING 1: OVERVIEW OF ORGANIZATIONS

Credits

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6 ECTS

Code

Entry requirements

None

Method

Video lectures, Workshops, Consultations

Lecturers

Hector Lara, Davin Bremner, Mario Villalba Ferreira

Learning Outcomes

Students can:

- Explain key terms and concepts with regard to individual behavioral differences;
- Explain and apply conceptually the key terms and concepts with regard to motivating employees;
- Describe the key terms and concepts with regard to developing and leading teams;
- Summarize key terms and concepts with regard to organizational culture and change;
- Explain key terms and concepts with regard to rudimentary organizational design;
- Describe how organization apply key terms and concepts in their own environment and context.

Recommended or required reading/tools

Pearce, J.L. and Sowa, J.E. (2018). Organizational behavior: Real research for public and nonprofit managers. Irvine, California: Melvin & Leigh Publishers

Assessment methods

Written exam: 40%, Group assignment 60%

Course content

Organizational behaviour is the central theme of this course. First, we will start with an understanding of leadership, management, their corresponding competencies, and the ethical foundations in organizational behaviour. Secondly, will focus on individual differences by discussing the bases of personality, personality and behaviour, work-related attitudes and emotions at work. Thirdly, we will deal with motivating employees, motivational processes, satisfying human needs, designing jobs, influencing performance expectations and ensuring equity will be outlined respectively. Fourthly, the topic of developing and leading teams will be addressed.

Attention will be paid to the basic features of groups and teams, stages of team development, types of work-related teams, core influences on team effectiveness and potential team dysfunctions. Finally, we will elaborate on cultivating organizational culture. To that end the following issues will be dealt with: dynamics of organizational culture, types of organizational culture, ethical behaviour and organizational culture,

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fostering cultural diversity, the socialization of new employees and competencies needed to guide organizational change.

B6. ORGANIZING AND MANAGING 2: ALLOCATION & POLICY IN PRACTICE

Credits

6 ECTS

Code

Entry requirements

None

Method

Video lectures, Workshops, Consultations

Lecturers

Hector Lara, Davin Bremner, Mario Villalba Ferreira, Roeland Audernaerde

Learning Outcomes

Students can:

- Explain key terms and concepts with regard to individual behavioral differences;
- Explain and apply conceptually the key terms and concepts with regard to motivating employees;
- Describe the key terms and concepts with regard to developing and leading teams;
- Summarize key terms and concepts with regard to organizational culture and change;
- Explain key terms and concepts with regard to rudimentary organizational design;
- Describe how organization apply key terms and concepts in their own environment and context.

Recommended or required reading/tools

Online videos and materials will be provided.

Assessment methods

Individual portfolio: 60%, Individual presentation 40%

Course content

This course will focus on help students understand how priorities are made by decision makers, policymakers, and funders. The course will go over a number of wicked problems faced by the global South and different approaches you can use to understand these problems. Students will then learn about grant writing and making pitches to help you build support around your ideas. Students will need to practice and

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apply their reasoning and research skills to define a specific problem of their choosing, develop a solution, and then pitch their solution in a mock situation.

Exchange Semester C - Course descriptions

C1. ETHICS

Content, mode & assessment

As a public manager or policy maker you will frequently have to deal with ethical questions, like: is a certain policy morally right or wrong? A question like this can only be answered once you have raised it (i.e. once you have become aware that there is an ethical issue at stake), and once you have defined the ethical standards according to which you are going to judge whether the policy is right or wrong.

This course provides you with such standards. In fact, it familiarizes you with some of the main secular approaches of ethics in the Western world, like utilitarianism, deontology, and virtue ethics. Along with that, we will also address two important non-western ethical approaches: Islamic ethics and Confucian ethics. As it is a significant source of spiritual ethical guidance in we will also include Christianity in the course. The course teaches you how you can choose among these approaches in a deliberate, well-reasoned way.

Learning Goals

- To describe and explain some main ethical theories that are relevant for public administration.
- To analyze cases on the basis of elements of those theories.
- To make a well-argued choice amongst ethical standards drawn from those theories.
- In a specific case and taking into account those ethical approaches, to weigh professionally different policy options.

Literature

- Michael Sandel, *Justice. What's the right thing to do?* Farrar, Straus and Giroux, New York, 2009
- Instead of reading this book, students can also watch the lectures taught by the author on <http://justiceharvard.org/> or listen to the audio version on <https://www.storytel.com/nl/nl/books/25114-Justice-What-s-the-Right-Thing-to-Do>

Teachers

Davin Bremner
Leo Huizinga

C2. FINANCIAL MANAGEMENT 2

Content, mode & assessment

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Three overviews of the financial position of an organization are discussed. The balance sheet provides an overview of assets on one side and the provided capital on the other. The profit and loss account provides an overview of revenue and costs over a certain period. We will deal with the essential difference between profit and cash flow. The cash flow statement presents an overview of the cash inflows and cash outflows over a certain period. Furthermore, we will discuss the following depreciation methods: straight line depreciation and accelerated depreciation.

Learning Goals

- To apply several depreciation methods;

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- To produce the opening balance sheet (investment & financing plan) & closing balance sheet;
- To produce the profit & loss account;
- To produce the cash flow statement.

Literature

- Basics of financial management, Brouwers, M.P., Koetzier, W., third edition, 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839147.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., second edition 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839123.

Teachers

Ron Crijns

C3. DEALING WITH DATA

Content, mode & assessment

Statistics describe a set of tools and techniques that is used for describing, organizing and interpreting information or data. Descriptive statistics are used to organize and describe the characteristics of a collection of data. The collection is sometimes called a data set or just data. You will be introduced to the importance of hypothesis testing, what different types there are, the function of hypothesis, and why and how these are tested. We will get to the topic of probability, represented by a discussion of the normal curve and basic principles underlying probability. This helps us define how likely it is that some event will occur.

Learning Goals

- Computing and describing averages => understanding and selecting a measure of central tendency, computing the mean, mode and median for a set of scores.
- Describing variability => why variability is valuable as a descriptive tool, how to compute the range, standard deviation en variance.
- To create and explain histogram and polygon, different types of charts and their uses.
- Describing what correlations are and how they work => how to compute a simple correlation coefficient, how to interpret the value of the correlation coefficient.
- Explaining hypothesis => the difference between a sample and a population, the importance of the null and research hypotheses, the criteria for judging a good hypothesis.
- Explaining probability => what the normal, or bell-shaped, curve is and what its characteristics are, how to compute and interpret z scores.

Literature

- Statistics for people who (think they) hate statistics, Neil J. Salkind, 6th edition, SAGE, ISBN: 9781506361161.

Teachers

Ron Crijns
Michael Selwyn

C4. ECONOMICS AND POLICY 1

Content, mode & assessment

National economic policy affects the sum of all markets. Actually, most changes in any public policy have an economic side, if only through budgetary and fiscal impact on the whole of a country's economic behavior as displayed by households and producers. In order to adequately understand the aggregate workings of

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a national economy, a degree of model-wise thinking is necessary. This course deals with macro models primarily by means of graphical analysis, and highlights the relation of these models to (time series of) economic indicators. This course will start out building a simple closed-economy perspective, but will ultimately extend the model to include some straightforward international elements.

Learning Goals

The general aim of this course is to provide the students with the understanding of macro-economic concepts relevant to national and international policy-making, and to assure their basic skills in utilizing an economist's toolkit for analyzing economic policy within a macroeconomic model. By the end of this course, students are expected to be able:

- Reproducing the most important concepts in macroeconomics
- Explaining the connections between the functioning of product, factor and money market(s)
- Identifying the role of government in the macroeconomic markets
- Describing the difference between a closed economy model and an open economy model
- Explaining the macroeconomic consequences (in terms of key economic indicators such as output, income, government budget, unemployment, inflation and interest rates) of isolated shocks or policy changes in a standard model setting.

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, Principles of Economics, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1). Additional reading and data provided online

Teachers

Roeland Audernade
Michael Selwyn

C5. COMPARATIVE PUBLIC ADMINISTRATION

Content, mode & assessment

In a ministry in Nigeria, public managers work in different circumstances than in a ministry in Germany. This has to do with cultural differences, but also with differences in administrative systems. Some countries are highly centralized, with even very minor decisions all being taken by bureaucrats in the capital. In France, for example, it is the ministry of education in Paris which decides what color the wall should be painted in a local school in some remote province. In Scandinavia, this decision would typically be taken by a local authority at the lowest possible administrative level, and local citizens would have a say in it. Many countries attempt to reform their administrative systems. Some try to radically remodel them after private companies, whereas others almost totally resist this. Still others attempt to find a middle way, for example by giving executive agencies much freedom to elaborate their own strategies. In the Comparative Public Administration course, students will get a feeling of how such differences affect the daily work of public managers.

Learning Goals

At the end of the course, students should be able to:

- Reproduce the main features of the administrative systems of countries in Europe (and their former colonies);
- Compare the administrative systems of countries;
- Reproduce the main discourses and types of administrative reform in countries in Europe;
- Compare types of administrative reform.

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Literature

- Chandler, J. (ed.) (2014). *Comparative Public Administration*. London: Routledge.
- Kuhlmann, S., and H. Wollman (2014). *Introduction to comparative public administration. Administrative systems and reforms in Europe*. Northampton (Mass.): Edward Elgar. Pages 9-43.

Teachers

Roeland Audenaerde
Michael Selwyn

C6. GLOBAL SOCIOLOGY 2

Content, mode & assessment

The process of global transformation is still underway, mainly in the form of a “time-space” compression, or the shrinking of distance by better, faster, and cheaper forms of travel and communication. This has led to an enhanced interconnectedness of economic and social processes and to an increase in the pace of human life.

Similarly, to Global Sociology 1, the aim of this course is to examine a wide variety of contemporary issues and themes from a global sociological perspective. In Global Sociology 2, this perspective will be broadened to include global experiences such as consumerism, hyper-urbanization, the role of the media and the role of religion. It will also include global challenges in regard to the environment, sustainable development, and universal rights.

Learning Goals

- Define key terms and concepts and apply them to current-day themes and discussions.
- Recognize different theories explaining the origins, significance and application of the key concepts and terms.
- Structure, organize and present ideas and arguments, using concepts and theories discussed during the course (written and orally)
- Develop a proposed solution to one of these problems, write a grant proposal supporting your idea, and make a pitch arguing in favor of your proposal.

Literature

- Cohen, Robin and Paul Kennedy, *Global Sociology*. 3rd ed., New York: Palgrave Macmillan, 2013. (Second edition is also accepted)

Teachers

Hector Lara
Lieneke van Ijzendoorn

C7. ECONOMICS AND POLICY 2

Content, mode & assessment

Traditionally, Economics and Ethics are taught as separate courses. In Economics and Policy 2, we aim for an interdisciplinary approach in which we combine seemingly neutral Economics, mainly concerned with efficiency, with normative Ethics – concerned with justice. In real life, decision-makers often have to decide on matters that have a multitude of these aspects and there is no easy way out, nor is there a standard recipe to follow. One can't just bank on the fairness aspect and completely ignore efficiency altogether. On the other hand, organizations that do not factor in notions of fairness are bound to lose their legitimacy and even run the risk of losing the 'social license to operate'. In this module, we help you

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to understand the tension between efficiency and fairness as a natural part of public management. Understanding these ambivalences and ambiguities will help you navigate through murky waters and reach a responsible solution in realistic cases.

Learning Goals

- the student can distinguish between and allocation that is economically efficient and an allocation that can be judged as morally fair;
- The student is able to apply an economic analysis related to a specific public policy;
- the student can apply Sandel's concept and operationalization of the marketisation of society and public policies in a specific case;
- the student is able to restate the problem and develop an interdisciplinary analysis that goes beyond the contribution of specific disciplines;
- the student can demonstrate her knowledge and judgement in a readable report and oral presentation for a wide public audience.

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster (2017). *Principles of Economics*. 12th global edition, Pearson Prentice Hall, ISBN- 13: 978-1-292-15256-1).
- Sandel, M. J. (2013). *What Money Can't Buy: The Moral Limits of Markets* (Reprint ed.). Farrar, Straus and Giroux. (ISBN 9780241954485)

Teachers

Leo Huizinga

C8. INTERCULTURAL COMMUNICATION

Content, mode & assessment

In today's highly globalized world, international public policymakers and leaders work in multicultural teams, and so do students in the international classroom of this degree program. This requires you to gain awareness of your own unconscious bias and the ability to communicate effectively and appropriately with people of other cultures.

Through this Intercultural Communication course, you will develop this ability by gaining knowledge about concepts of cultures and their applications in the real world.

Learning Goals

- Identify and recognize the main features of cultures
- Analyze an interview transcript and observations of human behavior through an intercultural prism
- Conduct a smooth and effective oral communication with people having other cultural backgrounds
- Analyze critically the attitude / behavior they displayed during intercultural encounters

Literature

- Nunez, C., R. Nunez Mahdi, & L. Popma (2021). *Intercultural Sensitivity: From Denial to Intercultural Competence*. Fifth revised edition. Assen : Koninklijke Van Gorcum. (Mandatory)
- Meyer, E. (2014). *The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures*. First edition. New York: PublicAffairs. (Recommended)
- Supplementary Literature and other materials will be made available

Teachers

Chizu Matsushita

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C9. CONFLICT NEGOTIATION, MEDIATION AND RESOLUTION

Content, mode & assessment

During the peacebuilding courses taught in the first and second year of their studies, you have learned to analyze conflicts and to propose strategies for solving them. Such strategies frequently employ three instruments: non-violent communication, principled negotiation and mediation. You can use those three instruments in a context of armed conflict, but also in many situations at your workplace and in your daily life.

In the Conflict Negotiation, Mediation and Resolution course, you will learn to apply those three instruments and to develop the attitude required to apply them.

Learning Goals

- Identify the main principles and techniques of non-violent communication, principled negotiation and mediation
- Apply those principles and techniques effectively while participating actively in simulated conflict settings
- Analyze critically the attitude / behavior they displayed while applying the principles and techniques in conflict settings

Literature

- Boardman, R., & A. Macnaughton, *Mediation pocketbook*. Can be bought as an Ebook for 9 euros at <https://www.pocketbook.co.uk/product/mediation-pocketbook/>
- Fisher, R., and W. Ury, *Getting to a Yes, Negotiation an agreement without giving in*. Pp. 7-72 . Downloadable from http://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf.
- Rosenberg, M. (2003). *Non-violent communication*. Second edition. Encinitas (Cal.): PuddleDancer Press.

Teachers

Davin Bremner
Chizu Matsushita

C10. PROJECT MANAGEMENT

Content, mode & assessment

Projects have become increasingly important in all areas of professional life. The public sector is no exception to this development. More and more areas in public administration and management are faced with issues or the execution of policies best served by a project-based approach. It is therefore crucial that students and professionals in Public Administration and Management are trained to understand and participate in project management.

This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects. For this reason this course puts particular emphasis on the importance of careful preparation of a project and co-operation within the project team. This course is the first part of a of larger whole, the so called "conference courses". In thProject Management course, students will concentrate on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management.

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In follow-up course in the next semester, the entire IPM Year 2 has to devise one proposed Project Plan for the organization of a Conference deriving from the various Project Plans made by the class in the Project Management course.

The content, theme and program for the Conference and final decisions will be made and an Executive Conference Project Plan Project will be finalized by the entire class in the second semester. The conference itself will take also take place near the end of the second semester.

Learning Goals

Students are able to:

- Explain and apply “the what, when, why and how” of projects and project management;
- Describe goals, stakeholders, accountability and the specific environment in which project management is set;
- Set up a project plan for a conference on a public and/ or societal relevant issue;
- Professionally work together in a project-based setting and self-manage progress, quality and results in project-based setting, both individually and as a project team;
- Present and motivate a viable project plan including, budgeting, planning and marketing plan

Literature

- Grit, R., (2011), *Project Management. A practical Approach*, 3rd edition, Noordhoff, Groningen/Houten, Chapter 1-2-3-4-5 (Part 1), ISBN: 978-90-01-79092-9

Teachers

Lieneke van Ijzendoorn
Andrew Pearce

C11. CONFERENCE PROJECT PROPOSAL

Content, mode & assessment

The Hague University of Applied Sciences is part of the UNESCO global network of higher education institutions that strive to build inclusive knowledge societies through education, intercultural dialogue and a culture of peace.

Every year, the Academy of International Public Management organizes a debate series/ conference on a given theme. The focal point of IPM Project Event is to organize a conference on this theme, or on a related topic or sub-topic, to take place in n the second semester.

The courses Project Conference Proposal and Project Management are the first of a series of educational modules in preparation for the IPM Conference.

Learning Goals

The student is able

- to conduct (desk)research within a pre-selected theme in order to select a viable and suitable topic for a conference using a variety of sources and taking into account multiple (international) perspectives;
- to identify and formulate aims and objectives for a conference;
- to demonstrate research skills in by means of producing an annotated bibliography consisting of various, international (academic) sources and case-studies;
- to design a preliminary conference program including suitable key note speakers for the conference;
- to prepare, develop and deliver presentations of the above mentioned learning goals

Literature

- In this course, students are strongly encouraged to use the literature prescribed for the following IPM courses: Civil War and Conflict Studies (year 1, semester 1), Human Rights and Conflict

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Resolution (Year 1, semester 2), Peace and Economy Building (Year 2, semester 3) and Conflict negotiation, mediation and resolution (Year 2, semester 3)

Teachers

Lieneke van IJzendoorn
Andrew Pearce

Exchange Semester D - Course descriptions

D1. CONFERENCE PROJECT PLAN, PITCH AND EVALUATION

Content, mode & assessment

This course is the second part of the so called “conference courses”. In the first semester, students have concentrated on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management in general. Students have also been introduced to current research and views to explain and contextualize the theme of the conference “Project conference Proposal”.

In the second semester, the entire IPM Year designs one Executive Project Plan deriving from the various Project Plans made by the various groups in the previous conference courses. In other words: at the start of the second semester final decisions will be made on the conference topic and content and an Executive Conference Project Plan will be finalized by the entire class. This final Project Plan will also be pitched (by means of a professional presentation, made and given by students) to potential sponsors and donors. Additionally, students have to set up their project organization, make decisions on division of (management) positions in the Organizational Chart, the division of tasks and labor and start with the preparations for the actual Conference.

Near the end of the semester, the IPM Year 2 group will be responsible (under tutor supervision) for the organization and actual execution of the IPM Conference. After the conference, students are required to evaluate the event and their individual roles in the organization leading up to the conference. After the conference has taken place, students are required to evaluate the event and their individual contributions and role in the organization leading up to the conference.

After having been introduced to relevant literature and having performed research on a relevant topic, choosing a conference theme and developing a content and program for the conference students are expected to be experts on the theme and topic the conference is based on.

Additionally they have been introduced to and practiced their project management and organizational skills in order to start the preparations for the conference and have pitched their ideas to obtain funding for this project.

Learning Goals

Students are able to:

- To design viable executive project plan including budgeting, planning and marketing plan for a conference on a public and/ or societal relevant issue and to present and motivate this project plan in order to obtain funding from donors;
- To coordinate goals, stakeholders, accountability and the specific environment in which project management is set, leading to a coherent sequence of operations;
- To professionally work together in a project-based setting and to self-manage progress, quality and results in project-based setting, both individually and as a project team;
- To organize, manage and effectively execute the event/ conference;

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- To evaluate the project's management, implementation and results

Literature

- Grit, R., (2011), *Project Management. A practical Approach*, 3rd edition, Noordhoff, Groningen/Houten, ISBN: 978-90-01-79092-9,

Teachers

Lieneke van IJzendoorn
Andrew Pearce

D2. GOVERNMENTAL ACCOUNTING

Content, mode & assessment

Who would be interested in governmental accounting who is not an accountant? The quick answers were obvious; investors, elected officials, financial and other managers working in government, and labour unions. On second thought, anyone who is impacted by a state or local government might have an interest in understanding what at times seems like the overly complex and confusing world of governmental accounting.

Learning Goals

- Explain what is meant by governmental accounting and to what types of entities it applies.
- Explain basic accounting concepts underlying all governmental accounting and financial reporting.
- Explain the principles of fund accounting.
- Explain the basic financial statements prepared by governments.
- Explain accounting for capital assets.

Literature

- Governmental accounting made easy, Warren Ruppel, John Wiley & Sons, 2nd revised edition, ISBN: 9780470411506.

Teachers

Ron Crijns

D3. E-GOVERNANCE

Content, mode & assessment

This course introduces IPM students to the contemporary practices, opportunities and challenges of e-government and e-governance at the intersection of digital transformation, public administration and democratic governance. It does by providing a general overview of the core concepts, principles, and international policy around e-government and e-governance.

The digital transformation in the public administration is an ongoing process and has enormous implications for themes like civic engagement and co-creation in policymaking, citizen-centric services, democracy, public trust, data governance, cybersecurity, sustainable and resilient societies. The explosive entry of digital technology into everyday life has changed how people live, work and interact with businesses, governments and European and International institutions.

Throughout the course, we will include selected international case studies to illustrate the challenges and opportunities of digital transformation for new forms of e-governance. The course will also look how technology is already and could continue to shape the structure and functions of government.

Learning Goals

- The student is able to reproduce the key-definitions and basic theories regarding the concepts of e-government and e-governance.
- The student is able to reproduce a brief history-, the current state- and expected future developments around to the concepts of e-government and e-governance.
- The student is able to evaluate administrative and political aspects of e-government and e-governance.
- The student is able to examine current events and issues related to e-government and e-governance.
- The student is able to discuss perspectives and approaches to e-government and e-governance policies.

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Literature

Documents will be made available through blackboard

Teachers

Mario Villalba Ferreira

D4. ADVANCED PROFESSIONAL ENGLISH

Content, mode & assessment

Advanced Professional English is a second-year course comprising four main subject areas building on skills garnered in the first year. Students will develop advanced English communication skills for use in academia and within the workplace. All classes, as in the first year (Professional English), are interactive sessions whereby various modes of communication will be studied – everything from news articles, academic articles, online sources and multimedia (where possible). Special attention is given to critical reading and writing skills as well as vocabulary development and grammar within the context of the given focus areas.

The course comprises four main focus areas grouped by semester. In the first semester students develop their critical reading and writing skills by examining newsworthy topics and appropriate academic vocabulary. They also build on their speechwriting and analysis skills culminating in a practical opportunity. The second semester entails writing a newsworthy article on a Public Management topic. Students also further refine their writing skills, this time deepening their knowledge of writing techniques and the different forms of correspondence relating to job applications.

It is important to note that students are expected to be on at least a B2 level for English, with C1 and higher preferred (Cambridge English Scale). Should you not (yet) meet the minimum requirements, it is advised to pursue extra lessons.

Learning Goals

- Students demonstrate their professional use of the English language (written and verbal skills). Non-differentiating; anyone who *improves*, passes?
- Students are able to write a range of texts for different purposes (for use in the public sector and beyond) i.e. essays, memos, letters, proposals, newsletters, press releases, web copy etc.
- Students demonstrate a professional vocabulary and can recognize and produce new vocabulary items.
- Students are able to clearly articulate themselves verbally for professional conduct in English (by means of presentations, speeches, feedback sessions, class discussions and debates).
- Students are able to improve the coherency and cohesion of written texts.
- Students demonstrate sensitivity to the nuances of the English language and can employ the right tone and style given the purpose.
- Students are able to demonstrate inference skills, scanning skills, context-cue skills and information synthesizing skills to critically analyse all forms of communication.

Literature

- Swain, J., & Swain, K. (2015). *Effective Writing in the Public Sector*. New York: Routledge.

Teachers

Indra Spronk
Roya Varjavandi

D5. ORGANISATION AND MANAGEMENT 2

Content, mode & assessment

In this course, students learn classical theories of organizational management. Students learn about Mintzberg's theory of five essential parts of an organization, five coordinating mechanisms, and five types of decentralization.

Through lectures and workshops, students gain insight into how to design and assign roles in an organization based on context and objectives. For instance, why do universities and hospitals follow a professional bureaucracy structure, or how do startups make decisions before becoming big companies? Should a ministry of environment centralize or decentralize its decision-making process? These are the types of questions lecturers expect students to reflect on.

Learning Goals

- Identify the five coordinating mechanisms to explain the fundamental ways in which organizations coordinate their work.
- Explain the design parameters as the essential components of organizational structure.
- Explain how situational factors affect organizational structuring.
- Explain how a limited number of configurations account for most of the tendencies that drive effective organizations to structure themselves as they do.

Literature

- Mintzberg, Structure in Fives: designing effective organizations, Prentice Hall, ISBN: 0-13-855479-X.

Teachers

Mario Villalba Ferreira
Roeland Audernaerde

D7. FINANCIAL MANAGEMENT 3

Content, mode & assessment

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Liabilities refers to money an organization owes its creditors. It is also known as debt or credit. Credit providers receive interest. We discuss the factors that determine the rate of interest. We explain long-term liabilities and the most common types of short term liabilities. Long- term liabilities are liabilities that are available to the business for more than a year. We look at the most important source of credit for an organization, bank loans. We explain bonds, which are only available to big organizations. A financial statement analysis evaluates the volume and composition of the capital flows of an organization and assesses how capital requirements are satisfied. Financial statement analysis are conducted according to a number of financial variables. We will discuss the advantages and drawbacks of financial statement analysis. We will calculate and interpret profitability, solvency and liquidity ratios.

Learning Goals

- Explain the functioning of several types of long-term liabilities;
- Explain the functioning of several types of short-term liabilities;
- Be able to calculate liquidity, solvency and profitability ratios and interpret these ratios.

Literature

- Basics of financial management, Brouwers, M.P., Koetzier, W., third edition, 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839147.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., second edition 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839123

Teachers

Ron Crijns

D7. HUMAN RESOURCES MANAGEMENT

Content, mode & assessment

All public and international organizations have to be properly staffed. Their staff has to be recruited, trained, appraised, coached and rewarded. This is the subject of human resource management (HRM). It is also going to be a part of the job that students will perform during their future work as an international public manager or policymaker.

The course presents the different elements of the HRM cycle from a strategic, international and public sector perspective.

Learning Goals

- Perform a job analysis and write a job description for an internationally oriented job in a public sector or non-profit organization;
- Elaborate a rudimentary recruitment plan;
- For a given job, select a method for testing and selecting employees, and to support his choice of selection methods by providing sound arguments;
- For a specific target group, design a training program
- For a specific position, elaborate a rudimentary appraisal program;
- Effectively conduct a counseling or appraisal interview
- Critically analyze one's own attitude / behavior displayed during the counseling or appraisal interview.

Literature

- Dessler, G. (2017). *Human resource management. Global edition*. 15th edition. Boston (Mass.): Pearson.

Teachers

Hector Lara

D8. INTERNATIONAL ECONOMIC RELATIONS

Content, mode & assessment

Globalization and its impact are undeniably interlinked with economic forces. Nevertheless, a perfectly integrated world economy is still far away from international economic interactions as we know them. This course will offer an Insight in the meaning of borders and barriers to economic and trade relations as well as the institutional underpinnings of an increasingly global economy. It will also offer an introduction to economic theories of international trade, adding to the historical, political and ethical context of international economic relations

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Learning Goals

- Explain the political and economic context of the historical development of international trade relations.
- Explain the value and limitations of economic theory applied in a policy context (trade and international monetary policy);
- Acquire and apply economic theory tools when dealing with the economic and financial aspects of international trade and international economic relations;

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, *Principles of Economics*, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1).
- R.M. Dunn & J.H. Mutti, *International Economics* (6th edition), Routledge, 2004, Chapters 7 and 8, pp 167-204. Available at the HHS library.
- B.M. Hoekman & M. Kostecki, *The Political Economy of the World trading System: the WTO and Beyond* (2nd edition), Oxford University press, 2001. Available at HHS library.

Teachers

Rik-Jan Brinkman

Exchange Semester E - Course descriptions

Please note the information below is subject to change.

E2. MINOR Making Peace not War: Sustainable Peace and Conflict Resolution

Content, mode & assessment

In 2018, there were more than 200 on-going violent conflicts around the globe. Across the twentieth century over 123 million people were killed as a direct result of conflict within or between states. In this minor, students will learn about the opportunities and challenges of international interventions to 'save humanity', that have often resulted in only temporarily ending war, or have exacerbated on-going conflicts.

This minor looks at the root causes of conflict, including socio-economic deprivation, famine, and the struggle to control natural resources. Secondly, the minor examines the responses to conflict, with a particular focus on how the international community has responded to war, mass atrocities and genocide. Thirdly, the minor introduces crucial institutions in peacebuilding such as the United Nations and NATO, but also small and medium states and the lesser known local actors, indigenous groups, women, civil society and the youth.

This multidisciplinary minor is offered by the Lectoraat (Research group) on United Nations Studies in Peace and Justice (led by Prof. dr. Alanna O'Malley), which is positioned halfway between The Hague University of Applied Sciences and Leiden University. Lecturers from various backgrounds, such as political science, law, history, security studies and anthropology work together. Multiple experts from the professional practice, such as the Dutch military, international organisations, non-governmental and research institutions, share insights from practice with students and engage you to contribute with your ideas to peacebuilding solutions!

To pass the minor, students need to show their solutions to make peace instead of war. They participate in seminars, submit an individual research essay, join group role plays, visit and reflect on external United Nations-related events, and translate insights from the literature and the guest speakers to practice by

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various means. Registration is open for all students with a good command of English from all programmes of The Hague University of Applied Sciences

Teachers

Christine Tremblay

E3. MINOR GLOBALISATION, GOVERNANCE AND DEVELOPMENT

Content, mode & assessment

Whenever people including scientists and Political leaders talk about humanity's current situation and outlook, chances are they'll explicitly or implicitly refer to globalization, governance and development. What do these terms mean? Are they just buzzwords that happen to be fashionable? Or abstract concepts that foster actual understanding? Do they have practical relevance? This minor is based on the premise that all young professionals willing to make a positive contribution to world affairs will benefit from having a good grasp of these three inter-related concepts. This is about understanding both (contested) meanings and theories as well as real-world trends. For that purpose, we'll look at global and regional challenges and strategies pursued by international actors such as states, NGOs and multinational enterprises.

Given the complexity of world affairs, there is only so much we can realistically cover in one term. To create a red thread, the minor applies three main perspectives: in the first weeks, we look at conceptual foundations of International Relations. To make this part tangible, we also organize visits to institutions based in The Hague such as UN organizations and NGOs. Students then select and explore aspects of a country in the "global south", i.e. Latin America, Africa, the Middle East and Asia. In the final weeks, students work individually or in small groups on a project in which creativity is encouraged – in previous years, teams have developed awesome educational games, video reports, role plays, etc.

There are four workshops per week with mandatory attendance. We appreciate that students following this minor come from diverse (academic) backgrounds. To suit different interests, there is a purposefully wide array of assessments including a written exam, academic papers and other communication products. As one student commented in last year's evaluation: "The discussions, excursions and interactive nature of the course were great! Making a blog post, poster and video were skills that I would not have learned in my normal study programme". In the words of another student: "The work load was very high but I loved learning about multiple theories and perspectives and the freedom students had when choosing their project topics.

Teachers

Enes Akin, Mario Villalba Ferreira, Rik-Jan Brinkman

E4. NON-PROFIT MANAGEMENT: "HOW TO START AND RUN YOUR NON-PROFIT"

Content, mode & assessment

This minor will allow students who are interested in working in and/or starting their own nonprofit or nongovernmental organization to understand the purpose, benefit, structure, and realities of the nonprofit sector. Students will learn how nonprofits operate, how they are run, and what role they play in society. Additionally students will also be able to develop their own nonprofit networks by interacting with existing nonprofit leaders and practitioners in the areas of interest to them. Students will then be able to conduct a case study of an existing nonprofit or provide an advisory report for that nonprofit to improve an area of concern. All this will culminate with students working individually or in pairs to develop the infrastructure necessary to start their own nonprofit, file their articles of incorporation, organize their operations, and develop a financial feasibility plan.

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Literature

Vaughan, S.K. and Arsneault, S. (2021). *Managing nonprofit organizations in a policy world* (second edition). Irvine, California: Melvin & Leigh Publishers.

Tropman, J. (2018). *Team impact: Achieving twice as much in half the time* (1st Edition). San Diego, California: Cognella Academic Publishing/University of Michigan.

Teachers

Hector Lara
Chizu Matsushita
Hanna Mitra Rambaran
Davin Bremner

Exchange Semester F - Course descriptions

F1 SPECIALIZATION: CHALLENGES TO EUROPEAN GOVERNANCE

Content, mode & assessment

The module has two core objectives:

The first one is to give students a foundational knowledge of the functioning of EU institutions, the interaction between the member states and the EU, and the way member states implement EU policies. It introduces a number of key policy areas to students, including monetary, trade and migration policy.

The second objective is to have an in-depth look at the challenges EU legislation and policy objectives are faces at the different governance levels.

At the municipal level, we will evaluate together with at least one major Dutch municipality the importance of EU legislation on the local level, and how a lack of knowledge about European affairs can form a challenge for implementation of important EU directives and legislation.

On the national level, we will have a closer look at the challenge of mounting Euroscepticism in many countries. Eurosceptics from countries such as Italy, Poland, Austria and Hungary do collaborate on a European level to take a stand against European integration. Hence, we believe that students will learn a lot from a transnational learning environment. In order to achieve this we will set up a COIL-trajectory with the department for International Relations and European Politics at the Masaryk University (MU) Brno, in the Czech Republic. Students participating in the Minor will engage with students enrolled in the BA-programme European Studies at Masaryk University for a number of online interactive sessions in which they exchange their research.

The project will be called “Transnational Euroscepticism” and aims to unearth and identify transnational networks of eurosceptic groups, both in politics as well as in civil society. The aim of this project is to create a fruitful transnational learning environment, where insights from different parts from Europe can be shared, questioned, and analyzed.

After we have discussed the local, the national and the European level, we have a closer look at the challenges the EU faces at the world level, especially when it comes to trade policies. The EU is a world player when it comes to trade, a true “giant”, in a multipolar world order. How does the EU deal with other

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giants, most notably the US and China? And is the US an ally, a frenemy, or worse when it comes to global trade?

Students who have completed this module are able to:

- Explain the way in which European policies and legislation are passed within the current institutional framework of the EU;
- Discuss the most important aspects of key EU policy fields, most notably migration, monetary policy and trade;
- Sketch the key issues Dutch municipalities are facing with the implementation of EU policy;
- Contrast the different approaches of national governments towards key EU policy projects;
- Relate recent changes in the EU trade policies to the changing world order;
- Formulate a strategy for key players in the field of policy implementation to better deal with the challenges that the EU is currently facing.

Literature

- Nugent, N (2017) *The Government and Politics of the European Union*. Palgrave Macmillan, 8th edition
- Keading, M. and Pollak, J. (2020) *Euroscepticism and the Future of Europe. Views from the Capitals* Palgrave MacMillan

Teachers

Tibor Hargitai
Caroline Verduin
Rik-Jan Brinkman
Shana Atangana Bekono
Ron Crijns

F2+F3. PRACTITIONER IN PEACEBUILDING, JUSTICE AND HUMAN RIGHTS

Content, mode & assessment

This specialization module aims to develop the student's knowledge, attitude and skills:

- to become a change agent who promotes, creates and sustains cultures of peace;
- to become a professional who can, through critical, and analytical thinking, and or artistic expression, create awareness and deal with so-called wicked problems in the fields of peacebuilding, justice and reconciliation;
- to operate and collaborate effectively at a local, regional or international level with multiple stakeholders and in multidisciplinary teams; and
- to deliver professional products based on the needs of International Organizations (IOs), Nongovernmental Organizations (NGO)'s or social movements operating in fields of peacebuilding, justice and human rights.

This minor consists of two components; the first part (the foundation) is more conceptual where analytical and critical thinking and hands-on activities in the Hague; city of Peace and Justice are key. The second part is practice-oriented (the specialization) and requires participants to operate 'in the field' and deliver professional products for IO's, NGOs or and work experience

Set-up of the module (20 weeks)

The first part (the foundation) takes place in the first 10 weeks of the module (*this part can also be followed as an independent module*).

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This part focuses on the conceptual frameworks, critical thinking and paradigms shifts in the field of Peace Building, Justice and Human Rights in contemporary (post) conflict situations, and conflict resolution of environmental, mineral and water disputes, and identity based conflicts.

Students are challenged to compare and contrast the more traditional state oriented, top-down approaches to Peace Building under the umbrella of the UN (with) regional, and local and indigenous practices. They requested to study the impact of imperialism, orientalism, neo colonialism and decolonization in current debates on peace building, justice and human rights.

Special attention will be paid to the correlation between Warfare, Justice, Human Rights, public opinion and democracy in current events and from a historical perspective.

In pairs students will submit an article on a topic of their interest for the Student Journal Peace Building, Justice and Human Rights. All students will be responsible for the content, editing, and quality of the end result of the journal. They will be trained and coached to write a peer reviews, and edit a journal.

In the exhibition students will create awareness of an current challenge / situation in peace building, justice and human rights. Students are invited to embrace their creativity (e.g. photos, painting, poem, infographic or mind-map) and are trained by artists and content experts from the field.

In addition, students will organize an social event for a target group or social movement of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights.

The concrete learning goals for this part of the module are the following.

At the end of the **first part** of the module (week 1- 10), the student is able to:

1. analyze, contrast and compare the different approaches to peace building, justice and human rights in contemporary (post-)conflict situations;
2. explain the interaction between warfare, public opinion and democracy from a historical perspective applied to current conflicts
3. analyze the visual language used in stereotyping and vilifying
4. demonstrate critical and conceptual thinking
5. demonstrate persuasive and presentation skills to influence the targeted audience; and
6. organize a social event for and with a relevant target group of choice.

The second part of module (the specialization) take place in week 10-20. It enables students to gain experience in the field and carry out action research or an evaluation for an IO or NGO operating in peace building, justice and human rights. Furthermore, students will design a policy advice or formulate recommendations based on their own research results.

Noteworthy, students have the opportunity to travel (at their own expenses) to one of the partner organizations working in post conflict situations. Those students will be able to join online (if needed), and are requested to give (some) guest lectures about their field experience. All other students will be (digitally) connected to an IO, NGO or social movement operating in the area of peace building, justice and human rights, and will gain experience and deliver a policy advice and an evaluation or action research for this sponsor.

In addition, students will organize an social event for /with social movement or a target group of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights. Based on their own interests and their experience from the field, students will launch an awareness campaign asking for (political) attention for an urgent matter of their choice. Creativity and social engagement will be stimulated and rewarded.

The concrete learning goals for this part of the module are the following.

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At the end of the **second part** of the module (week 10 - 20), the student is able to:

1. analyze and apply different approaches to Peace-building, Justice and Human Rights in (given) contemporary (post-)conflict situations;
2. carry out an evaluation or action research for an IO or NGO operating in the field of Peacebuilding, Justice and Human Rights;
3. formulate or design a policy advice in accordance with the mandate of an IO or NGO operating in the field of Peacebuilding, Justice and Human Rights;
4. demonstrate persuasive and presentation skills to influence the targeted audience; and organize a social event for and with a relevant target group of choice

Literature

- Materials provided via Brightspace

Teachers

Mi Jung van der Velde
Chizu Matsushita
Roya Varjavandi
Hector Lara
Roeland Audenaerde
Leo Huizinga
Hanna Mitra Rambaran

F4 EXPLICO

Content, mode & assessment

In this intense seven-week module, students will explore the impact of a global challenge from different personal, cultural, local and disciplinary perspectives in a multidisciplinary and multicultural team, including students from THUAS IB, ES and IPM and students from international partner institutions.

After mapping out the different actors and their interconnected needs and interests, students zoom in on a beneficiary in one of their local communities to dive deeper into their experience and come up with a plan to make a difference in this specific community.

Besides exchanging their own perspectives, all team members will continuously connect to external parties on different local and disciplinary contexts and share their insights with the team to test their assumptions and adjust their plans, taking a design thinking approach.

After exploring their beneficiaries' experience in detail, teams will define their own challenge and design and propose solutions to this challenge in close consultation with stakeholders in all their communities. Additionally, they will create a platform to share and exchange their ideas with each other and stakeholders in their challenge to start a dialogue and move towards new solutions together.

Throughout the project, students will keep track of their own development in a reflection log that culminates in a multimedia reflection product.

In doing so, students will develop their intercultural proficiency, perspective taking skills and their agency as global citizens within their local context. Maybe even more importantly, they will also create the basis for an international community and network to collaborate to make a difference in an interconnected world beyond the scope of this project.

Learning outcomes

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Students can:

- Communicate thoughts, opinions, beliefs and values on a wicked problem from various perspectives and interests.
- Examine a wicked problem from multi-disciplinary, multi-cultural and multi-stakeholder perspective with a local and global scope.
- Critically reflect on personal intercultural interactions for personal, academic and professional development.
- Demonstrate flexibility by managing ambiguity and adjust expectations and behaviour in the context of a virtual exchange project.
- Apply the design thinking cycle to design and propose solutions to local problems, considering multi-cultural and multi-stakeholder perspectives in the process.