

CASE TEACHING AND CASE STUDY WRITING FOR PUBLIC POLICY: TRAINING THE TRAINERS

WORKSHOP AGENDA

	DAY 1, Monday, August 22	
Time	Agenda Item	
9:00-9:10	Welcome Remarks (Francis Fukuyama)	
9:10-10:00	<p>Session 1: Introduction to Case Teaching and Participant-Centered Learning (Kent Weaver)</p> <ul style="list-style-type: none"> • What is Case Teaching and Why Is It Useful? • Types of Case Materials • Alternative Strategies for Using Cases in the Classroom • Best Practice Cases, Retrospective Cases and Decision Cases <p><u>Background Materials</u></p> <ul style="list-style-type: none"> • HBS Video “Inside the Case Method, part 2”, viewable at https://www.youtube.com/watch?v=JJ7aVrtTbg0 • Tom Austin, “The Case for Participant-Centered Learning”, viewable at http://www.hbs.edu/teaching/case-method-in-practice/core-principles.html#popup <p><u>Suggested Supplemental Reading</u></p> <ul style="list-style-type: none"> • David Garvin, “Making the Case,” <i>Harvard Magazine</i>, September-October 2003, Volume 106, Number 1. <p>Look at the first five minutes of the “Inside the Case Method, part 2” video (the last forty seconds is just an homage to how wonderful Harvard Business School is). As you look at the video, please think about the following questions:</p> <ol style="list-style-type: none"> 1. What specific strategies does Jan Rivkin (the instructor in the Holland Sweetener case) use to increase engagement and learning among students in his class? Think in particular about (1) how he opens and closes the class, (2) how he draws students into discussion, (3) how he draws attention of the class toward and away from himself, and (4) how he draws connections between this class session and other class sessions. 2. What preparation has gone on before class, by both the professor and students, to facilitate this discussion? 3. Can the strategies that Rivkin uses be employed in or adapted for teaching in the classrooms of your institution? Why or why not? What sorts of adaptations would you want to make to maximize learning through case method teaching in your classrooms? 4. In the Harvard Business School video, David Garvin says that one of the major 	

	<p>benefits of the case method is that it helps students learn "the courage to act under uncertainty" and "how to take a stand" with incomplete information.</p> <p>How important are these skills in the teaching that you do? What strategies do you use to develop these skills in your institution's teaching programs?</p>
10:00-10:15	Tea
10:15-10:45	<p>Study Teams discuss Georgian Police Reform case</p> <p>Study Questions:</p> <ol style="list-style-type: none"> 1. Are non-democratic means ever appropriate in reforming public institutions? Can human rights be violated in the process of reforming the public sector? 2. How can Georgia retain and build on the current progress while simultaneously transforming itself from a development-oriented state to a competitive parliamentary democracy? 3. It is clear that the MoIA reforms were not carried out uniformly and simultaneously across the different government agencies. How important was it for Georgian leaders to demonstrate an early success with the patrol police? Did they pick the right sequence in rolling out their reforms? 4. Does Georgian police reform appear sustainable from an economic standpoint, if the state cannot pay for amortization of foreign-sourced MoIA assets? Can the additional expenses be justified by the means of developing the private sector? 5. How can a law enforcement career remain an attractive choice in Georgia if it no longer pays at or above the national average wage? Are there other ways of maintaining institutional esprit de corps apart from higher salaries?
10:45-12:00	Case Discussion and Review of Discussion: Georgian Police Reform Case (Francis Fukuyama)
12:00-1:00	Lunch
1:00-2:00	<p>Planning a Case-Base Course: The LAD Public Policy and Private Sector Development course (Francis Fukuyama)</p> <p>LECTURE: "The State and the Private Sector" plus background material on the overall structure on the "Public Policy and Private Sector Development" course</p>
2:00-2:15	Tea
2:15-3:45	<p>Introduction to Case Writing (Kent Weaver)</p> <p>This session will provide an introduction to case writing skills, including structure, theme, focus in time, tone, level of detail, etc. We will also discuss how to write Teaching Notes.</p> <p><u>Background Materials</u></p> <ul style="list-style-type: none"> • Kent Weaver, "Case-Writing Guidelines" • Kent Weaver, "Case Writing Checklist" • Ali Farhoomand, Writing Teaching Cases: A Quick Reference Guide" • HEC Montreal, "Guide to Writing Teaching Notes"

3:45-4:00	Tea
4:00-5:30	<p data-bbox="386 201 743 233">Case Development Session</p> <ul data-bbox="435 243 1437 426" style="list-style-type: none"> • Participants will work in groups on preparing the outline of a Ukraine-focused decision case of their own choosing, including structure, identification of theme, protagonists, perspective and focus in time. At the end of the session, each group will report to the instructors on their likely topic and potential learning objectives.

DAY 2, Tuesday, August 23

Time	Agenda Item
9:00-10:30	<p>Leading a Participant- Oriented Discussion 1 (Kent Weaver)</p> <p>This session will provide an introduction to skills involved in leading case discussions. Strategies covered will include development of time management plans, whiteboard management plans, posing opening questions, “cold-calling” versus “warm calling,” and how to close a case-discussion class with “Take-Aways.”</p> <p>We will also analyze the very brief case "Professor Graham and Ms Macomber." Please think about the following issues:</p> <ol style="list-style-type: none"> 1. How does Professor Graham run his classroom? What sorts of strategies does he use to increase student engagement and learning? Are his style and strategies similar to or different from those of Jan Rivkin in the HBS video? Consider in particular his strategy for closing the class. 2. Would you make the same choices that Professor Graham did in running the class in your own teaching program? Why or why not? 3. Do you think that the way that Professor Graham reacted to Janet Macomber's contribution facilitated learning and skill-building? Why or why not? <p><u>Case Material:</u></p> <ul style="list-style-type: none"> • HBS, “Professor Graham and Ms. Macomber” case <p><u>Additional Reading and Viewing Materials:</u></p> <ul style="list-style-type: none"> • HBS, “Elements of Effective Class Preparation” • HBS, “Questions for Class Discussions” • Christensen Center, “Openings,” viewable at http://www.hbs.edu/teaching/case-method-in-practice/leading-in-the-classroom/openings.html • Christensen Center, “Questioning, Listening and Responding,” viewable at http://www.hbs.edu/teaching/case-method-in-practice/leading-in-the-classroom/questioning-listening-and-responding.html • Christensen Center, “Timing,” viewable at http://www.hbs.edu/teaching/case-method-in-practice/leading-in-the-classroom/timing.html • Christensen Center, “Closings,” viewable at http://www.hbs.edu/teaching/case-method-in-practice/leading-in-the-classroom/closings.html
10:30-10:45	Tea
10:45-11:15	<p>Group Activity: Preparing Case Openings (FF & KW): Georgia wine case Francis Fukuyama and Kent Weaver)</p> <p>Participant groups will work together to define learning objectives for the Georgia Wine case and develop case openings. Several groups will be asked to present their openings, and we will discuss the advantages and disadvantages of alternative</p>

	strategies.
11:15-12:00	Group Presentations on Georgia wine case Several groups will be asked to present their openings, and we will discuss the advantages and disadvantages of alternative strategies.
	Lunch
1:00-2:00	LECTURE: “Promoting Behavior Change Among Businesses and Individuals” (Kent Weaver)
2:00-2:30	<p>Study Teams discuss the Diminishing the size of the informal sector in Medellin (Colombia) case: The new mayor of Medellin, Sergio Fajardo, arrived to office in 2004 pledging to remake the social contract between society and the state. He campaigned to introduce innovative social programs designed to lessen the high levels of poverty and violence in the city. But the mayor needed money to finance these programs. The Minister of Planning, Federico Restrepo Posada, was charged with engaging the private sector, increasing tax revenue and promoting job creation. To do this, Restrepo needed to address the high levels of informal economic activity hindering economic dynamism and depressing the tax base. The state could not provide the necessary services because it did not collect enough taxes, but businesses refused to pay taxes because they did not believe the state capable of delivering the services that they required. The case looks at how Restrepo addressed this dilemma. We use the case to show how participants’ understanding of concepts introduced in a lecture—in this case, understanding the barriers to behavior change—can be deepened by its immediate application to a policymaking case. This session also introduces participants to the use of extended role plays in the classroom, as different groups take on the role of the specific actors outlined in Study Question 8 below.</p> <p>Study Questions:</p> <ol style="list-style-type: none"> 1. From the perspective of a person starting or operating a business, list the benefits and costs associated with operating in an informal context and in a formal context. 2. What are the causes of having a large informal economy? What are the consequences (positive and negative) for a country or a city of having a large informal economy? 3. Why does Restrepo want to decrease informality in Medellin? 4. What are the major challenges in getting Medellin businesses to formalize? How does Restrepo go about thinking about this problem? 5. What constraints does Restrepo face in reducing the informal sector? What tools does he have at his disposal? 6. There are several policy options implicit in the text. These include: <ol style="list-style-type: none"> a. Increase penalties for informal businesses b. Create business service centers in marginalized areas that serve as a one stop shop c. Work to increase the access to markets for small businesses via trade fairs and other government assistance programs d. Reduce the number of procedures for opening a business or locate all of the registration process in one central location

	<p>e. Provide a tax holiday for registering businesses</p> <p>7. Identify the advantages and disadvantage of each option. Which stakeholders would you have to collaborate with in order to execute each option? Which policy option would you choose?</p> <p>8. Consider the policy options outlined in Question 7. How you would react to these options if you were:</p> <ul style="list-style-type: none"> • a small bakery with one outlet and five employees • a small manufacturer of apparel with ten employees • a small construction company that employs ten employees on an irregular basis, depending on demand for services • Front-line workers in tax and labor inspectorates • Local drug gangs <p>Reading: Seth Colby, “Serious Business: Diminishing the Size of the Informal Sector in Medellin, Colombia,” Case Study, Leadership Academy for Development.</p>	
2:30-2:45	Tea	
2:45-4:00	Case Discussion and Review of Discussion: Formalization in Medellin (Kent Weaver)	
4:00-4:15	Tea	
4:15-5:30	<p>Case Development Session</p> <p>Participants will work in groups to continue preparing Ukraine-focused cases. By the end of this session, each group should identify:</p> <ul style="list-style-type: none"> • The focal point in time of the case • Potential protagonists • Key stakeholders • Key problems likely to be encountered in researching and writing the case 	

DAY 3, Wednesday, August 24

Time	Agenda Item
9:00-10:00	<p>Leading a Participant Oriented Discussion 2 (Kent Weaver)</p> <p>This session will further develop case discussion strategies, including how to encourage classroom participation with class votes, stakeholder matrices and other techniques, as well as managing diverse classes.</p> <p>Background Materials:</p> <ul style="list-style-type: none"> • HBS, “Hints for Case Teaching” • Tom DeLong, Four Things Great Teachers Do,” viewable at http://www.hbs.edu/teaching/case-method-in-practice/preparing-to-teach/developing-instructor-style.html#popup • HBS, “In-Class Assessment of Discussion-Based Teaching”
10:00-10:15	Tea
10:15-11:15	<p>Group Activity: Preparing Case Timelines, Whiteboard Plans and Closings Preparing Case Openings: Georgia wine case (Francis Fukuyama and Kent Weaver)</p> <p>Participant groups will work together to develop case teaching plans for the Georgia Wine Case. Several student groups will be asked to present their case teaching plans, and the class will discuss advantages and disadvantages of alternative strategies.</p>
11:15-12:00	Group Presentations on Georgia wine case
	Lunch
1:00-1:30	<p>Stakeholder Analysis (Kent Weaver)</p> <p>This session will develop strategies for helping both policymakers and students to better understand policymaking environments with complex stakeholders. We use the Stakeholder Preferences Matrix tool to (1) show how stakeholders and policy options can be identified and mapped to quickly focus on those policy options that have the greatest probability of success, (2) assess key threats to each option, and (3) develop and assess alternative strategies for winning stakeholder approval of specific policy alternatives.</p>
1:30-2:30	<p>Applying Stakeholder Analysis (Kent Weaver)</p> <p>Participants work in groups to apply the Stakeholder Preferences Matrix tool to the case of anti-corruption legislation in Ukraine. After developing a set of policy options to combat corruption, participants work in groups representing specific stakeholders to rank their preferences. Groups included in the exercise are:</p> <ul style="list-style-type: none"> • The President of Ukraine • The Bureaucracy • Anti- Corruption Commission • Members of Parliament • Oligarchs

	<ul style="list-style-type: none"> • The European Commission • Judges • Civil Society organizations • Prosecutors <p>The class then works collectively to identify key threats to the adoption and implementation of each strategy and strategies that could be used to improve the prospects for each option.</p>
2:30-2:45	Tea
2:45-3:45	<p>Case Development Session</p> <p>Participants will work in groups to continue preparing cases on Ukraine.</p>
3:45-4:00	Tea
4:00-4:45	<p>Case Development Session</p> <p>Participants will work in groups to continue preparing cases on Ukraine.</p>
4:45-5:30	<p>Group Presentation of Case Overviews and Lesson Plans</p> <p>Each case-writing group will make a 5 minute progress report to the entire workshop on their case, including identification of:</p> <ul style="list-style-type: none"> • Learning objectives for the case • Case structure (e.g., decision or retrospective) • The focal point in time of the case • Potential protagonists • Key stakeholders • At least two policy options • Key problems likely to be encountered in researching and writing the case

DAY 4, Thursday August 25 2016

Time	Agenda Item
9:00-10:00	Using Simulations and Role-Plays in Case Discussions (Kent Weaver) This session will discuss how to use simulation exercises as a teaching tool.
10:00-10:15	Tea
10:15-11:00	<p>Study teams discuss the Indonesia's Corruption Eradication Commission case</p> <p>The prevalence of widespread corruption in Indonesia has, among other consequences, distorted markets, increased business uncertainty, and undermined the development of a dynamic and efficient private sector. Believing that serious anti-corruption reform was an imperative in order to unleash Indonesia's significant economic potential and strengthen private sector capacity, in 2003 the government created the Indonesian Corruption Eradication Commission (KPK). Despite high public expectations, many were skeptical that the government was sincere about cracking down on corruption and would provide the KPK with the political support necessary to be successful. In July 2004 the KPK commissioners faced the first major challenges to its credibility: bringing the powerful and well-connected governor of Aceh to justice for corruption.</p> <p>Study questions:</p> <ol style="list-style-type: none">1. What is the nature of corruption in Indonesia? Who is involved? Why have previous anti-corruption Initiatives failed?2. Do you expect the KPK to be successful where other anti- corruption initiatives in Indonesia and elsewhere have failed? If so, why? If not, why not?3. What are the pros and cons of ordering Megawati to suspend Puteh?4. Take the role of one of the following actors in the KPK case (roles will be assigned by the instructor):<ol style="list-style-type: none">A. Erry HardjepemakasB. Corrupt Indonesian legislatorsC. President MegawatiD. Abdullah PutehE. The World BankF. The Indonesian policeG. Indonesian civil society<p>What are your short- and long-term objectives in the conflict between the KPK and Governor Puteh? What alternative strategies do you have to pursue those objectives? How do you think other actors will respond to the crisis? How should you respond to their actions and why?</p> <p>Reading: Michael Goldfien, "Indonesia's Corruption Eradication Commission,"</p>

	Leadership Academy for Development Case Study
11:00-12:00	Simulation Exercise on Case (Francis Fukuyama) Student groups will play the role of various Indonesian actors in the KPK case.
12:00-1:00	Lunch
1:00-2:30	Using Alternative Materials in Case Teaching (Kent Weaver) This session will cover the use of “curated” case materials, such as journal articles, newspaper articles and primary documents in case teaching. After an initial presentation by the instructor, participants will work in groups to develop an initial collection of materials for a curated Ukrainian case within 20 minutes, and present those cases to the entire workshop. <u>Background Material</u> <ul style="list-style-type: none"> Susan Stewart, “Public procurement reform in Ukraine: the implications of neopatrimonialism for external actors,” <i>Demokratizatsiya</i>, 2013 <u>Study Questions:</u> <ol style="list-style-type: none"> Could Susan Stewart’s article on procurement reform be used as the basis for a curated case? For a simulation exercise? What should the focal point in time be? Who are the stakeholders? Should students read the theoretical section at the beginning on neopatrimonialism, or just the factual section of the case? Why? Could this vary depending on the specific course that you are using it for? What additional materials could be added to the case to improve it as a teaching vehicle? Could this be used as part of a multi-part case with Part B incorporating later reforms and then discussing an agenda for additional reforms?
2:30-2:45	Tea
2:45-3:45	Case Development Session Participants will work in groups to continue preparing Ukrainian-focused cases
3:45-4:00	Tea
4:00-5:30	Case Development Session Participants will work in groups to continue preparing Ukrainian-focused cases, and will run through drafts of their final presentations with the instructors.

DAY 5, Friday August 26 2016

Time	Agenda Item
9:00-10:00	Case teaching Presentation Sessions Groups will present initial forms of cases to the class in truncated form. Each case presentation will be followed by a critique by the instructors and other participants in the workshop.
10:00-10:15	Tea
10:15-11:35	Case teaching Presentation Sessions Groups will present initial forms of cases to the class in truncated form. Each case presentation will be followed by a critique by the instructors and other participants in the workshop.
11:35-12:00	Course Evaluations
12:00-1:00	Lunch
1:00-2:00	Wrap-Up Discussion, Take-Aways and Next Steps (Francis Fukuyama and Kent Weaver)