

CASE METHOD FOR PUBLIC POLICY WORKSHOP



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This was an extremely well curated programme! The systematic introduction to the nuts and bolts of the case method was really interesting and opens up so many ideas and possibilities for using the method to enhance capacity-building activities and improve general teaching altogether.

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SOURAV DAS

TRAINING MANAGER

J-PAL SOUTH ASIA

WHY USE THE CASE METHOD?

The case method, an interactive, discussion-based teaching style, puts participants in the shoes of public leaders facing real-world challenges. From managing a hospital in the UK in the early days of the COVID-19 pandemic to navigating a crucial tax reform through a period of deeply fraught politics in Colombia, case studies focus on some of the biggest issues facing policy leaders.

In case study sessions, participants take ownership of their learning, developing deeper understandings of complex situations and practicing vital skills of judgement and empathy through discussions with their peers. Every class is different, uniquely shaped by its participants.

To ensure students get the most from a case study session, instructors need the skills to guide and facilitate students' reflections and debates. This involves selecting the right case materials, asking focused questions, prompting students to interrogate assumptions, challenging them to apply new concepts, and conducting feedback and debrief sessions.





CASE METHOD FOR PUBLIC POLICY WORKSHOP



Duration: 1.5 days



Location: Oxford



Cost: £695

PREPARE STUDENTS FOR THE REAL WORLD

In the constantly evolving landscape of public policy education and civil service training, instructors face a critical challenge: how can we prepare current and future policymakers to navigate the complexities of the real world?

Public leaders often confront situations that don't have clear-cut answers, where scientific evidence or personal values alone cannot provide a solution. To help students navigate such moments, educators need to provide the theory and skills needed to exercise sound decision-making. The case method is one such tool for an education in judgement.

The workshop will help instructors strengthen their teaching, and ultimately enhance student outcomes by:

- Improving critical thinking about trade-offs between competing values and helping them make informed decisions
- Develop the ability to connect and apply knowledge and theories to real-world scenarios
- Enhancing interaction, improving active listening, and increasing student participation through case discussions
- Fostering collaboration and teamwork as they analyse and discuss cases together

If you are an established educator, mastering the case method offers greater opportunities to bring your research into the classroom and increase its impact. If you are earlier in your career, you will benefit from expanding your knowledge, tools, and teaching skills.

IS THE WORKSHOP RIGHT FOR YOU?

THE WORKSHOP IS OPEN TO:

- Faculty members in higher education institutions who actively teach at least one course in undergraduate or postgraduate programmes
- Faculty involved in management and leadership training, particularly in the public sector
- Deans and directors of schools of government and civil service training institutions that are looking to bring practical teaching methods to their organisations

Please note that no prior case-method experience is required. The workshop is designed for those who are new to the case method or are looking to sharpen their interactive pedagogical skills.

PREVIOUS PARTICIPANTS INCLUDE:

- Higher education faculty in fields such as economics, environmental sciences, health sciences, international affairs, law, politics, public management, and public policy
- Instructors involved in training civil servants and other public-sector leaders
- Higher education faculty involved in management and leadership training, particularly in the public sector
- Deans and those involved in faculty coaching interested in identifying opportunities for faculty development
- Early-career academics looking to develop new skills for effective teaching.

WORLD CLASS INSTRUCTORS



Emily Jones is Professor of Practice in Public Policy at the Blavatnik School of Government and a Fellow of University College. Additionally, she leads the Case Centre on Public Leadership at the School. A skilled case method trainer and negotiations expert, Emily has received multiple awards for teaching excellence for her graduate courses. In addition, Emily has delivered a variety of executive programmes and negotiation masterclasses for senior government officials from around the world. Emily also directs the Global Economic Governance Programme, which fosters research and debate on how to make the global economy inclusive and sustainable. Her research examines the political economy of global trade and finance.



Karthik Ramanna is Professor of Business & Public Policy at the Blavatnik School of Government and a fellow of St. John's College. An expert on business-government relations, sustainable capitalism, and corporate reporting & auditing, Professor Ramanna studies how organisations and leaders build trust with stakeholders. His scholarship has won numerous awards, including the Journal of Accounting & Economics Best Paper Prize, the Harvard Business Review-McKinsey Prize for "groundbreaking management thinking," and three times the international Case Centre's prizes for "outstanding case-writing," dubbed by the Financial Times as "the business school Oscars." Previously, Professor Ramanna taught leadership and governance at the Harvard Business School. He has a doctorate from MIT's Sloan School of Management.



Sarah McAra is Executive Director at the Blavatnik School's Case Centre on Public Leadership, where she oversees a team of case writers to develop cases, simulations, and other teaching material in close collaboration with faculty from across the School. She also helps to train internal and external instructors and writers on case writing and case teaching. Prior to joining the Blavatnik School of Government, Sarah worked at Harvard Business School as a case writer, where she worked with faculty across a range of fields, such as entrepreneurship, social enterprise, business ethics, and marketing.

A GLANCE INTO OUR CASE STUDIES

The migrant crisis in Boa Vista, Brazil

In the late 2010s, the Brazilian city of Boa Vista experienced a huge influx of Venezuelan migrants. As of 2018, its public services were overloaded, and a measles outbreak, traced back to a Venezuelan child, was spreading quickly. Mayor Teresa Surita, who had prioritised integrating Venezuelans into the community, had to decide if she should recalibrate her strategy as the measles cases spread and anti-immigrant sentiment was starting to rise.

Enough already? Implementing evidence-based policy in the Rwandan education sector

Following promising results from a small-scale trial on reforming teacher contracts, the Minister of Education is eager to quickly scale-up some components of the reform. However, the researchers did not yet have statistically significant results, and expected to have another two years of gradually scaling-up the adaptive trial before making their recommendations. The director general must decide what to advise the minister.

Covid-19 at Oxford University Hospitals: sustaining morale on the eve of a crisis

In the early days of the Covid-19 pandemic, with national UK guidelines constantly changing and urgent operational challenges emerging, the chief medical officer at a prestigious NHS hospital trust had to determine how to address growing anxiety and uncertainty among her own medical staff.

Civil Service reform in Ghana

In 2014, Ghana's Head of Civil Service was tasked with reforming an institution that was considered to be plagued by low motivation, inefficiency, and weak performance. In his first weeks in the role, The World Bank offered funding for a major, multi-year reform programme, which he could design. While he had extremely limited financial resources, he had also seen major reform programmes fail over his 25-year career in the civil service. He had to decide if he should accept the development partner's offer, or if he had other levers available for improving performance.

Mining Royalties in Nafasia

In this short two-party, single-issue negotiation simulation, students role-play a negotiation over a cobalt royalty between the Minister of Mines and a mining company executive. Students learn distributive negotiation techniques and key elements of negotiation analysis.

THE OXFORD EXPERIENCE

While studying on one of our Programmes, you will be immersed in Oxford's academic rigour, learning from some of the world's leading scholars and practitioners. Emphasising a combined focus on academic theory and practical approaches will allow you to gain highly recognised Oxford credentials, renowned globally as a sign of excellence and authority, which could significantly elevate the contribution you make to your public sector organisation.



BE PART OF A LIFELONG NETWORK

Upon completion of any of our programmes, you will become part of a network of people who share the same commitment to improve public service globally.

This lifelong community will not only serve as a powerful reminder of a shared desire to make a real difference in the world, but also allow you to forge connections that you can turn to as trusted sources of advice and research. As an executive programme alum, your connection to the School will continue beyond the classroom, and there are several ways for you to stay connected with us, including:

- Becoming a mentor for other students.
- Acting as an ambassador for the School, connecting us with future students, partners and donors.
- Collaborating with faculty on future projects.
- Attending and participating in events.
- Participating as a visiting expert, for example at a career-focused seminar or practical skills session.
- Invitations to topical online events throughout the year.





TAKE THE NEXT STEP

INTERESTED IN FINDING OUT MORE?

Please get in touch for more information and personalised advice.

Email: casecentre@bsg.ox.ac.uk