

# WELCOME AND INTRODUCTION

REFLECTIONS ON PEDAGOGICAL APPROACHES AND THE USE OF APPLIED LEARNING METHODOLOGIES FOR PUBLIC SECTOR EDUCATION, TRAINING AND DEVELOPMENT.

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school of government

Department:  
National School of Government  
REPUBLIC OF SOUTH AFRICA



## PEDAGOGY AND CASE STUDIES WORKSHOP

25-26 OCTOBER  
2021



Learn Serve Grow



## WORKSHOP MOTIVATION

The big stuck in state capability



## WORKSHOP MOTIVATION



PEDAGOGICAL AND  
CAPACITY BUILDING  
RELEVANCE



PEDAGOGICAL AND  
CAPACITY DEVELOPMENT  
ROOTEDNESS



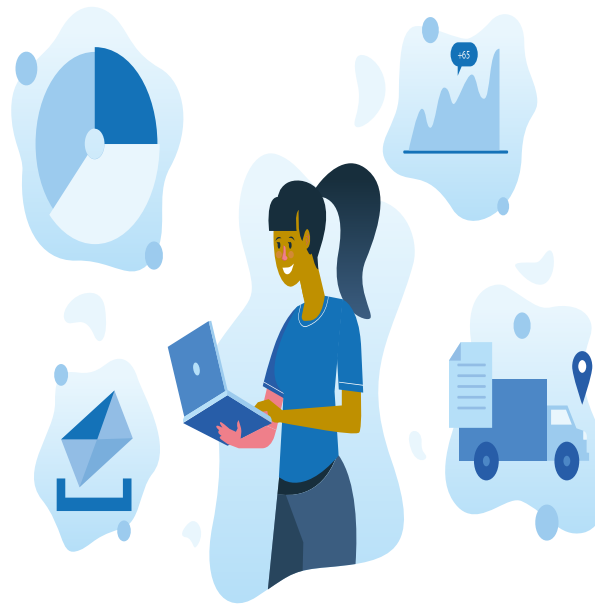
PEDAGOGICAL AND  
CAPACITY DEVELOPMENT  
CHANGE

# CASE STUDIES



AS PEDAGOGICAL TOOLS

# AS PRACTICE TOOLS



AS POLICY TOOLS

## SUMMARY PROGRAMME JOURNEY

<b>DAY ONE</b>	<b>SESSION</b>	<b>TOPIC FOCUS</b>
09:00-09:30		WELCOME AND INTRODUCTIONS
09:00-10:30	SESSION ONE	Using Teaching Cases and Simulations (A)
11:00-13:00	SESSION TWO	Establishing African Pedagogical Approaches
14:00-15:30	SESSION THREE	Using Teaching Cases and Simulations (B)
16:00-17:30	SESSION FOUR	Building on International Experiences (A)
<b>DAY TWO</b>	<b>SESSION</b>	<b>TOPIC FOCUS</b>
09:00-10:30	SESSION FIVE	Case Study Research and an Overview of Cases Completed
11:00-12:00	SESSION SIX	Using Teaching Cases and Simulations (C)
12:00-13:00	SESSION SEVEN	The Use of Cases for Policy and Change
14:00-16:00	SESSION EIGHT	Case Study Development and Databases
16:00-17:00	SESSION NINE	Building on International Experiences (B)
17:00-17:30		CLOSING

## SOME ESSENTIALS



WORKSHOP AND NOT A  
CONFERENCE

READING VITAL



PARTICIPATION IS  
COMPULSORY

MOSTLY

LETS HAVE SOME FUN!

Begin with a short survey and introductions ...

Tell us who you are, what you do and interest in the workshop!

Complete survey during introductions!

WiFi Access

THE CAPITAL CONNECT

Password

connectme

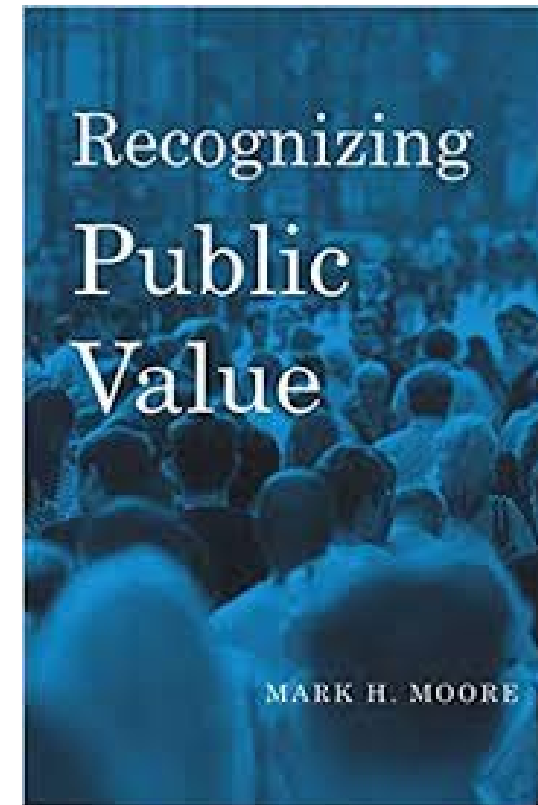
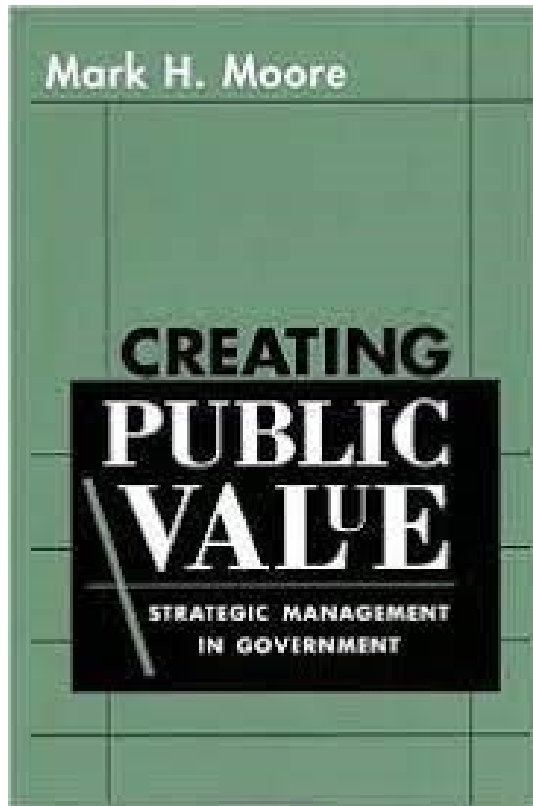


<https://www.menti.com/>

Session One: Using Teaching Cases and Simulations (A)

# Chinese Checkers

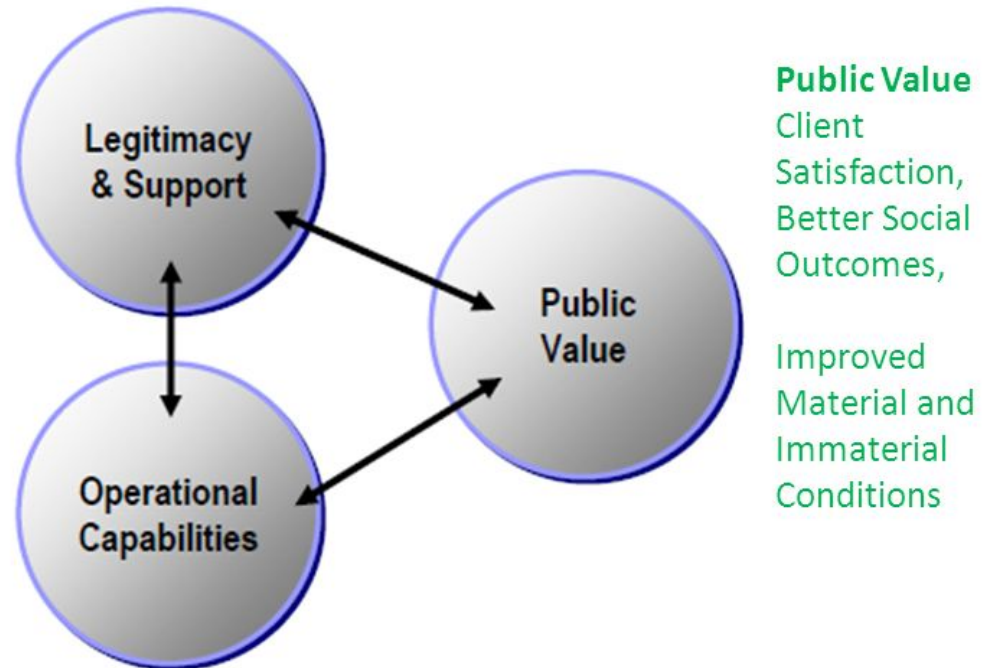
# LEARNING FROM TEACHING CASES



# THEORY FROM CASE DISCUSSIONS

**Support**  
Approval or  
Endorsement by  
the Authorizing  
environment

## Strategic Triangle



**Capacity**  
Available  
Resources  
across  
organizational  
boundaries

*Creating Public Value,*  
Mark Moore, 1995

# Chinese Checkers

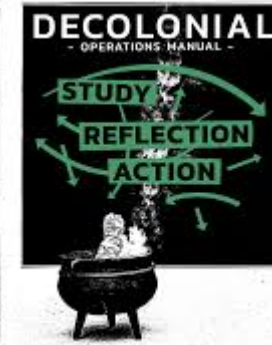
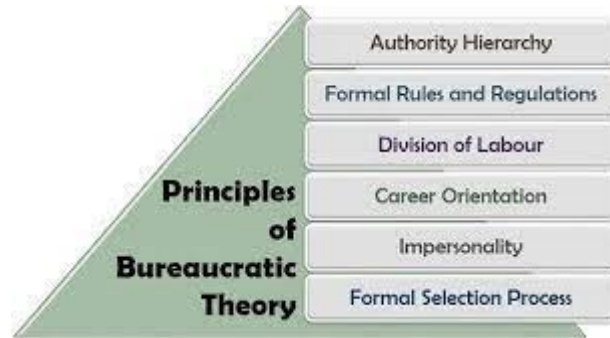
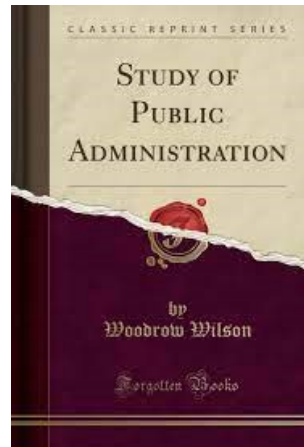
What would you do if your were Michael Burns?

# What would you do if you were Michael Burns?

- A. Ignore the provisions of the memorandum and allow delegation to proceed as agreed with the Regional Commissioner
- B. Comply with the memorandum and ignore the discussion held with the Regional Commissioner

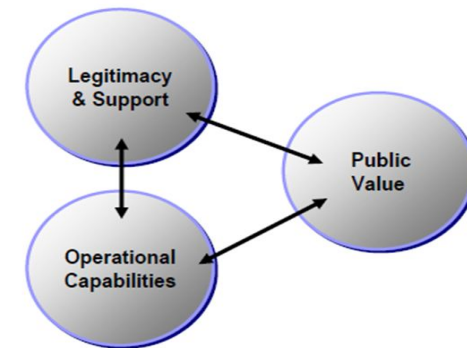
LET'S DISCUSS THE OPTIONS

# IS THERE A THEORY RELEVANT TO THE CASE



**Support**  
Approval or Endorsement by the Authorizing environment

## Strategic Triangle



**Public Value**  
Client Satisfaction, Better Social Outcomes,  
Improved Material and Immaterial Conditions

**Capacity**  
Available Resources across organizational boundaries

*Creating Public Value, Mark Moore, 1995*

Did the teaching case content matter?





Is there a difference between a teaching case and a case study used for teaching ?

?

<https://player.vimeo.com/video/205065810?h=dbb83db457>

# Different types of case studies for capacity development

## Research Cases

Research and  
Conceptually Driven  
to derive or support  
conclusions



## Teaching Cases

Narrative account,  
written in such a way as  
to frame decision  
points for engagement



## Practice Cases

Reflecting on practices  
to draw conclusions or  
develop knowledge  
products.



## Best Practice Case

Documenting sector,  
institutional or  
country experiences to  
facilitate replication.



# Locating cases in the spectrum of pedagogical orientations.

## **CHALK AND TALK**

Lecture the students  
on the theory and  
example



## **READ AND WRITE**

Lecturer Encouraged  
Students to Read and Write  
for Assessment



## **EMPOWERMENT**

Students forced to  
think in a process led  
by Facilitator



## **PRESENT AND THINK**

Students Encouraged  
to Think around  
Application



## **PARTICIPATION**

Students are involved  
through Discussion  
Groups



# Locating teaching cases in the spectrum of experienced based learning



Are cases studies rooted in our own capacity development practices and contextual realities.



READ **PARK PLAZA A**  
IF YOU DO NOT IT WILL BE A DISASTER

# Session Two: Establishing African Pedagogical Approaches

## **Reflections on Decoloniality and an African Approach to Education, Training and Development.**

- Dr Botshabelo Maja, Deputy Director General, Professional Support Services, NSG.
- Professor. Martin Morgan Tuuli, Deputy Rector at the Ghana Institute of Management and Public Administration (GIMPA).

# Session Two: Establishing African Pedagogical Approaches

**Are there particular realities that would define what we do and how we do it?**

**Capacity Building**

**Or are we just romanticising the idea of ‘African Approaches’?**

# Session Three: Using Teaching Cases and Simulations (B)

## Park Plaza A



# Session Three: Using Teaching Cases and Simulations (B)

Please read the case study Park Plaza A. Do not get caught up on the details, focus attention on the role of Miles Mahoney and how well he functioned as a Public Manager. Respond to the following questions and be prepared to engage in a discussion on the case study. Ensure that you read the case as you may be called upon to discuss various aspects of the case.

1. In exercising his leadership, how well did Miles Mahoney manage his responsibility on the submission of the Boston Redevelopment Agency?
2. Could Miles Mahoney have acted differently in his interaction with the Governor and his office?
3. How should Public Managers think of their role with respect to the wider political context and what boundaries should they establish in their wider interactions?

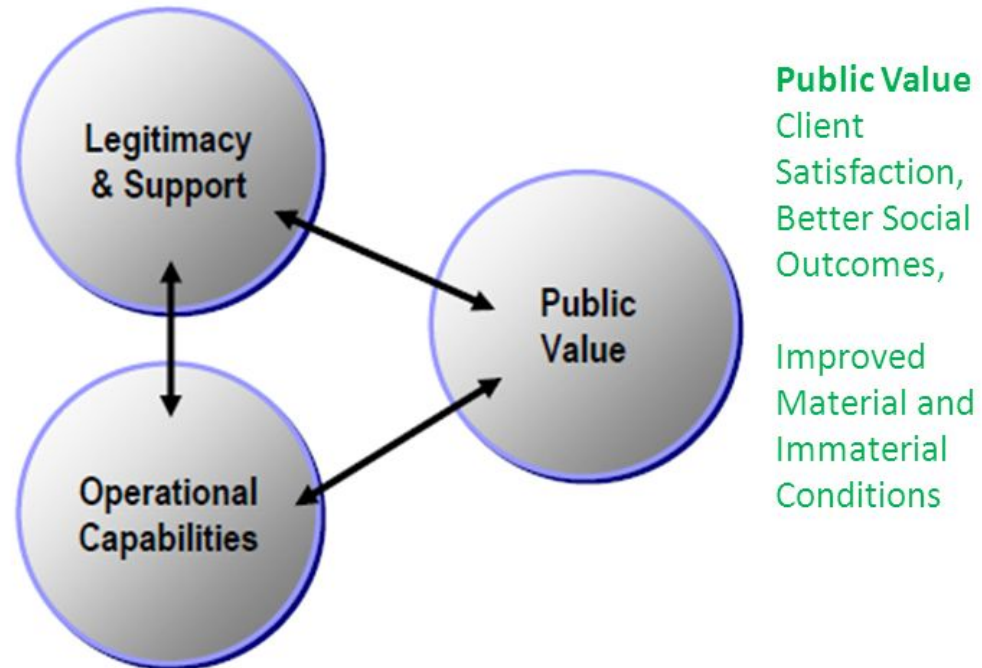
Is there a right or wrong in this case?

Many either love or  
hate Milles Mahoney

# Is there a right or wrong in this case?

**Support**  
Approval or  
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## Strategic Triangle



**Capacity**  
Available  
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**Public Value**  
Client  
Satisfaction,  
Better Social  
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Improved  
Material and  
Immaterial  
Conditions

*Creating Public Value,*  
Mark Moore, 1995

# Session Three: Using Teaching Cases and Simulations (B)

## **Critical Questions:**

1. Was there a dilemma that required a resolution?
2. Did the case generated opposing views?
3. Did people change their minds during discussions?
4. Are there theories or approaches that could inform actions?
5. Did the case generate excitement for learning?
6. Was it relevant for varied contexts?

# TEACHING CASES

DO THEY WORK AND ARE THEY  
DIFFERENT TO OTHER TYPES OF CASES?

# Session Four: Building on International Experiences

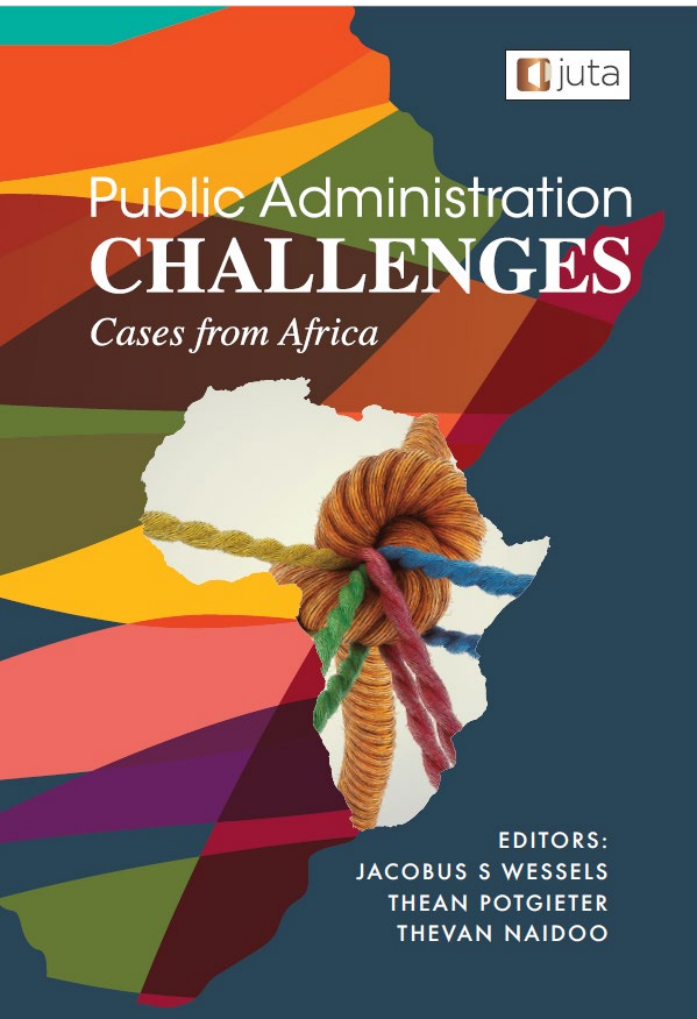
**What can we do differently or more on the basis of what is unfolding in other parts of the world?**

# Session Four: Building on International Experiences

## **Reflections on Country Experiences and Lesson on the Use and Value of Case Studies**

1. Professor Andrew Graham (Canada), Adjunct Professor, School of Policy Studies, Queen's University
2. Professor June Gwee, (Singapore), Principal Researcher and Faculty Member at the Civil Service College
3. Dr Fabrice LARAT, (France) Head of the Department for the Development of Education and Research, ENA

# PREPARATION FOR DAY TWO



**Firstly, Dinner is compulsory!!! Your health is our concern and body needs good food and great company.**

**Secondly, Read the Chapters (1 and 17) and the Case Study (10) from the book**



# Session Five: Case Study Research and an Overview of the Completed Case Studies and their relevance

1. Professor Thean Potgieter and
2. Dr Johnny Pietersen

National School of Government

How can we better utilise the cases and generate new and more cases for the future?

# Session Six: Using Teaching Cases and Simulations (B)

**Governance and Accountability in Public Sector  
Procurement: Procuring a service-provider for social grant  
payments**

**How can we use this case study for our programmes?**

# Session Seven: The Use of Cases and Knowledge Products for Policy and Change

**Governance and Accountability in Public Sector Procurement: Procuring a service-provider for social grant payments**

**How can we develop and use cases and knowledge products for capacity building?**

# Session Eight: Case Study Development and Databases

**Claire Beswick, Head of the Case Centre, Wits Business School (WBS)**

**How can we develop similar centres and learn from the experience for the development of case studies.**

# Session Eight: Case Study Development and Databases

**The Case Centre**

<https://www.thecasecentre.org/>

Largest Globally

# Session Eight: Case Study Development and Databases

The Kennedy School of Government at Harvard

<https://case.hks.harvard.edu/>

Eish! Sells African Cases

# Session Eight: Case Study Development and Databases

“In recent years, the case method has been knocked for several serious moral failures, accused by various critics of **'constructing mythical, heroic portrayals of leadership'** and 'privileging senior management views and managerialism’”

*( EVEN AFTER Harvard Business School (HBS) MADE UPWARD OF USD 220 MILLION PER ANNUM)*

“ **Our job is reflection, research and theory construction, not to be diluted by concerns with practice or the limits embodied in these’**”

*Nobody Really*

# Session Nine: Building on International Experiences (B)

## **Reflections on Country Experiences and Lesson on the Use and Value of Case Studies**

1. Diana Coutinho (Brazil), Director of Higher Studies, National School of Public Administration (ENAP).
2. Vera Obonyo, Kenya School of Government.



# Session Nine: Building on International Experiences

**What can we do differently or more on the basis of what is unfolding in other parts of the world?**

# Commitment

- Try to sustain network
- Encourage engagements
- Share Case Studies
- Sustain the Moodle Site

# Closure

<https://www.menti.com/>