

Appendix A

Managers as Faculty (Updated 2016)

ICMA—Resources and Tools

Welcome Teachers:

http://icma.org/en/icma/career_network/education

Go Teach A Course:

http://icma.org/en/icma/career_network/education/teaching_resources/go_teach

Cal-ICMA--So You Want to Be a University Professor:

http://icma.org/en/ca/newsroom/highlights/Article/105570/CalICMA_Releases_Three_HowTo_Papers_on_Encore_Careers

Why I Teach:

http://icma.org/en/press/pm_magazine/article/106888

The Path To Academia:

http://icma.org/en/press/pm_magazine/article/104186

Managers Who Teach or Would Like to Teach:

http://icma.org/en/press/pm_magazine/issue/129/2005/October

For Academics (And Managers):

http://icma.org/en/icma/career_network/education/teaching_resources/academic_resources

ICMA Publications:

<http://icma.org/en/press/home>

ICMA- Resources and Tools (Continued)

E- Chapters and Case Studies

http://icma.org/en/Page/101025/Browsing_eChapters_and_Case_Studies

ICMA Group—Managers Who Teach:

http://icma.org/en/icma/knowledge_network/groups/group/1112

ICMA’s Adjuncts Corner:

http://icma.org/en/icma/knowledge_network/documents/kn/Document/308054/ICMAs_Adjuncts_Corner_Collected

Managers in Residency:

http://icma.org/en/icma/career_network/education/teaching_resources/managers_in_residency

Teaching Tips:

http://icma.org/en/icma/career_network/education/teaching_resources/teaching_tips

Sample Syllabi:

http://icma.org/en/icma/knowledge_network/groups/group_files/1112

ICMA Student Chapter Program

http://icma.org/en/icma/career_network/students/student_chapters?mobile=false

K-12 Civics Education

http://icma.org/en/icma/career_network/education/civics_education

External Organizational Resources

Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

<http://www.naspaa.org>

NASPAA--Local Government Management Education Committee 2016--_Proposed Competencies for Programs with Local Government Specializations

http://www.naspaa.org/principals/committees/comm_lgmt.asp

NASPAA's Teaching Resources Guide for Public Affairs and Administration, Third Edition

Rutgers University—School of Public Affairs & Administration|Newark

<http://spaa.newark.rutgers.edu/teaching-resources-guide>

NASPAA—Roster of Accredited MPA Programs

<https://accreditation.naspaa.org/resources/roster-of-accredited-programs/>

American Society for Public Administration (ASPA)

<http://www.aspanet.org/public/>

ASPA's Foundations of Public Administration Series

http://www.aspanet.org/PUBLIC/ASPA/Publications/Public_Administration_Review/Foundations_of_PA_Series/FPA_about.aspx

**IBM Center for The Business of Government
Growing Leaders for Public Service**

<http://www.businessofgovernment.org/report/growing-leaders-public-service>

Athabasca University

Theory and Practice of Online Learning

http://cde.athabascau.ca/online_book/ch11.html

U.S. Department of Education

Family Educational Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

University of Washington—Evans School of Public Policy and Governance—Electronic Highway

<http://hallway.evans.washington.edu>

Appendix B

Using the “Case Teaching Method” in Public Administration Education

The case method is a teaching approach that uses stories of real world problems to put students in the role of public officials who are faced with difficult decisions full of complexities, ambiguities and uncertainties. In sharp contrast to many other teaching methods, the case method requires that instructors refrain from providing their own opinions about the decisions in question. Rather, the chief task of instructors who use the case method is to ask students to devise and defend solutions to the problems at the heart of each case.

City and county managers are well suited by training and experience to teach using the case method. Experienced managers have faced many difficult problems in their careers and have by necessity developed management oriented thinking and problem solving skills. Most of these thinking and problem solving skills were not learned in a classroom but are essential to convey to the next generation of professionals in order to advance the profession and the functioning of today's communities.

Case studies have historically been used as both a teaching method and as part of professional development, especially in business and legal education. The Harvard Business School is the most prominent developer and user of case studies. Faculties generally develop case studies with particular learning objectives in mind, using classroom experiences to refine the case prior to publication. Additional relevant documentation called “exhibits” (such as financial statements, time-lines, and short biographies of main characters), multimedia supplements (such as video-recordings of interviews with the case protagonist), and a carefully crafted teaching note often accompanies the case studies.

Use of the case method has become a best practice in public sector management education over the last three decades. The case method is used to teach the *application* of public management principles and practices, in other word “how to think like a public manager”. As such, the case method represents a significant intersection between theory and practice.

In general, fully developed public sector cases have many of the same features as those developed by the Harvard Business School. Teaching notes are frequently available to assist you in designing your case discussion in class and to help you select cases that compliment your class learning objectives.

Cases used in class can come from a variety of sources including problems that you have faced in your own organization or problems that students have faced in their

professional experiences. The two largest public sector case collections are housed at Harvard University, Kennedy School of Government (<https://www.case.hks.harvard.edu/>)

and the University of Washington, Evans School of Public Policy (Electronic Hallway at: <http://hallway.evans.washington.edu/case-teaching>).

The International City County Management Association (ICMA) also publishes casebooks and individual cases in various ICMA publications available through the ICMA web site. Some of the ICMA case studies are not designed for teaching but rather to describe a solution to a specific problem and may not be suitable for classroom use. To see more about the case method in action you can watch the following video from the Harvard Business School

<https://www.youtube.com/watch?v=eA5R41F7d9Q>.

As an instructor, you are strongly encouraged to add material from your own experience and video or news clips to help bring case material alive for students. Finding an opening question that serves as a “hook” for students to engage in the case discussion should be prepared ahead of each case teaching session along with a general outline of what you wish students to explore during the case discussion.

Many experienced case method instructors advise new instructors to enter the classroom with two or three major points that you want to explore in the case discussion – these become your goals for the case class session. In addition, it may help you to have an overall theme that you can use as a focus point or anchor for yourself and the class during the conversation.

The generic case discussion outline below can be used as a discussion framework for yourself and your students. You may emphasize only some of the parts of the outline in a given case working up to using the full outline as students gain skill and confidence. Depending on class size and case content, case discussions can take from 45 minutes to 2 hours.

Basic Outline of a Classroom Case Discussion

1. IDENTIFY from case material
 - a) PROTAGONIST and/or DECISION MAKER
 - b) Points of TENSION in the decision environment or between stakeholders, groups or ideas
 - c) CENTRAL ISSUE or DECISION QUESTION
 - d) Stakeholders and their interests
2. ANALYSIS of issue(s)
 - a) Ancillary Issues to be considered in addition to the central issue or decision question
 - b) Opportunities/barriers faced by protagonist, stakeholders and/or organization
 - c) Identify decision criteria that can be used to choose among alternative solutions
3. Identify and evaluate ALTERNATIVE SOLUTIONS
 - a) Compare or contrast the alternatives
 - b) Establish the evidence to support evaluation and/or conclusions
4. Identify protagonist's BEST CHOICE or the RECOMMENDED ACTION for decision makers using decision criteria and analysis
5. What ACTIONS are required to IMPLEMENT the best choice?
6. LESSONS LEARNED from the case

Helpful Hints for the Case Method Instructor

As the instructor, your job is to facilitate student conversation of the case, not provide the solution or tell stories about your personal (even though heroic) exploits. As class conversations mature, more and more of the conversation should occur among the students and less and less of the discussion with you as the instructor/facilitator. Early case discussions are bumpy affairs so don't expect a rousing robust discussion the first time around. In the beginning there will be long silent pauses, wait them out. Some helpful guidelines:

1. Be sure students know. A case discussion is an exploration of ideas, observations, strategies and opinions; the instructor is not looking for the student with the "right" answer. As such, everyone has a valid point of view and all ideas are welcome – there is no "right" answer in a well-written case. Ask for student's ideas, observations, opinions and potential strategies.
2. Goal of case teaching and learning. The case method is not about teaching students how to think the way you do, but instead, how to think for themselves -- thinking critically, using evidence and applying public management practices and techniques to address real world problems. Challenge students to do so.
3. Encouraging conversation. Wait through long pauses in the conversation – use prompts or re-state the question being addressed by the group if silence needs some priming.

4. Fostering participation in discussion. Say something positive about *every* student's contribution in order to build trust and engagement. Be respectful, no matter how off base the student sounds! Ask other students to help if a student is speaking and gets stuck. Respectfulness is key to trust; trust to engaged learning. Engaged students use what they have learned at a later point in their career!
5. Classroom discussion ground rules. Encourage civil engagement between students. You may need to establish a few ground rules for this at the outset. Respectful disagreement and expressing different points of view are encouraged – personal attack, blaming and name-calling is discouraged -- in and out of class.
6. Tracking case discussions. Track the main points of the conversation on the board or an overhead to refer back to and track progress. You can design what the board or overhead “record” looks like in advance to complement what you are teaching in the case.
7. Case discussion preparation. Be sure students have the case reading and any study questions at least one week in advance. Prepare for the case discussion in the classroom the class session before by clarifying basic background facts, showing a short video or news article related to the case or subject matter, define new terms that not all students may understand and/or provide study questions that the students can use to prepare prior to class. Case preparation in student study groups prior to class can add depth to the class conversation and promote learning. Students who are more reluctant to speak out have an opportunity to practice or develop material to contribute in the smaller group setting.
8. Fostering student engagement. Open the classroom case discussion with a question that connects student experience to the case at hand or identifies strongly felt tensions or conflicts described in the case. Create an emotional connection for the students or a clear focused mental picture of the situation from the perspective of an individual with whom they can relate. This technique “hooks” students into the case and creates higher energy, encouraging open participation and learning that informs later practice in a student's work life.
9. Strategies to increase participation. If students are having a hard time contributing to the conversation –
 - a. Use name plaques in class so you can call on students if you do not know everyone's name. Call on students after giving them advance warning.
 - b. Pause mid-conversation, indicate the next subject that will be discussed and let one or more students know you will be calling on them to contribute. This gives students some time to think about what they wish to say.

- c. Solicit different points of view periodically during the conversation – take an absurd position if no other is offered, to kick start comments.
 - d. When a student finally participates, compliment or thank the student for their contribution to the class discussion.
 - e. Break down into smaller groups or pairs to discuss some dimension of the case and present their findings to the larger group.
 - f. Ask students to select the best option and present their reasoning followed by a class vote or making a group presentation to the class.
 - g. Clarify how participating in case discussions contributes to the student’s grade in the class.
 - h. Attach the case study to a graded written assignment or class presentation completed either before or after the case discussion in class.
10. Strong closing. When the case discussion is complete it is often useful for students to hear what “really happened”. You can also use this time to discuss “lessons learned” and how they might apply in practice today. Here is the place to tell stories of your personal exploits as a way of reinforcing lessons learned.
11. Connecting case discussion to other assignments that expand learning. Case discussions can be followed by written assignments that challenge students to critique or expand on the classroom conversation; describe their own case approach including definition of the problem, solution analysis, evidence and their rationale; develop mock staff reports or presentations for elected decision makers; or use the case method to develop “cases” and/or solutions for real world examples the students explore in an organization outside of the classroom in the “field”.

Here is what some ICMA members who teach have said about their use of the case method:

“With case studies I usually started by asking about the facts, what do we know as opposed to opinion. I often spent a good deal of time on defining the Problem or Issue because I found that all too often students jump to a conclusion and tended to define the problem in terms of the solution. ...I even found that my own staff sometimes tended to define the problem in terms of the solution they wanted. So I was keenly aware of this tendency and pressed my class in this area.”

As a case teacher “...I would usually listen in on their discussions and sometimes either add to their confusion, ask some questions or make a comment but certainly not solve it for them. That’s the beauty of the case study approach.”

“... graduate schools in public policy take pride in offering an evidence based model of learning, relying upon solid facts, data and case experiences which can be objectively analyzed and tested to validate the learning objectives and the conclusions which are established. This model is presumed to be equally applicable in the work place for students pursuing careers in public management. In my opinion what is not sufficiently understood and recognized by students when they enter into their professional careers in municipal jurisdictions is that this methodology is not always transferable, acceptable or even believed by some policy makers. The conclusions from such methods of research in local, state or federal government may prove to be unacceptable and rejected by some policy makers who by virtue of their own ideology and bias will question the very origin and truth of the "evidence, data and facts" as well as case experiences that are used for policy research and which help form the basis for policy recommendations and decisions by elected officials. ...But in today's political environment Managers as teachers must somehow learn to communicate these realities effectively to students seeking careers in municipal management so they do not become discouraged or disenchanted in their professional career when their best analysis, experience and advice is rejected.”