Developing Ten Cases as Training Materials for the Advanced Course on Administration and Development (ACAD) of BPATC

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May 2024

Bangladesh Public Administration Training Centre (BPATC)
Savar, Dhaka

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DECLARATION

I, undersigned, on behalf of the research team, would like to declare that this is an original report of our research and it has been written by us and has not been submitted for any previous degree or project. Due references have been provided on all supporting literature and resources.

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Acknowledgment

Executive Summary

Training leans towards the development of participants' knowledge, skills, and attitudes (KSA) in materializing their day-to-day tasks in the context of the ever-changing working environment. Bangladesh Public Administration Training Centre (BPATC) is at the forefront of providing training for the development of public sector executives, equipping them with requisite skills and leadership qualities that lead them to be well-groomed and dynamic civil servants of the country. The motto of the BPATC is also to build capacity for an effective, inclusive, and accountable public administration system in the country. The BPATC provides various training courses for junior to senior-level bureaucrats to achieve the targets.

Among the training courses, the advanced course on administration and development (ACAD) has been designed for Deputy Secretaries to the government and equivalent officers of defense services. The objectives of the ACAD include: (i) to facilitate the apex authority of public organizations in policy making process after analyzing the socio-economic contexts of the national and international arena and implementing, monitoring, and professionally evaluating those public policies; (ii) formulate a strategic plan after analyzing internal and external tools and techniques and implement thereof effectively and efficiently; (iii) assess and review existing public service delivery system and device simple, innovative, effective and efficient ways of service delivery (using ICT wherever needed) for the clients; (iv) Identify and analyze the issues of development priorities of government and to design development projects, implement and manage them properly; and (v) build intra vis-à-vis inter-institutional networks and deal trans-border trade and aid negotiation effectively for upholding organizational and national interests.

This study developed ten cases for its learning course materials in line with the ACAD course. The cases have been designed with real-life experiences and events. It is expected that these cases as training materials in terms of content-specific modules and issues will contribute to achieving the objectives of the ACAD course.

However, the titles of the ten cases are (i) An Eye-wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh (ii) Public Management Reform in Bangladesh: An Inventory of Success Cases (iii) Public Private Partnership Brings Hope for Mega Projects in Developing Countries (iv) X Institute of Administration and Management (XIAM) Gets Momentum after 10 Years of Its Establishment (v) MATT-2, even, Failed to Develop Team-Building Practices in Bangladesh Civil Services (vi) Strategic Plan for Institutional Development of XYZ Royal Institute of Management: A Failure Case (vii) Experience of Disaster Management on Rana Plaza Collapse (viii) Public Hearing Fails to Attract Attention of Citizens (ix) Not to compromise with Merit-based Enrollment (x) Irrecoverable Cost of Pollution in Industrial Development.

The cases were developed and tested in Policy Analysis Training Course of Bangladesh Institute of Governance and Management (BIGM), Executive MBA Courses in East West University, BBA Courses in Department of Organization Strategy and Leadership (OSL), The University of Dhaka, Executive Master Courses in BIAM and ACAD and SSC courses of BPATC. Though the research team was not given exclusive slots to make trial-run of the cases in the ACAD course, the team leader of the research project used the selected cases in the abovementioned academic and training courses and found highly effective for achieving expected learning outcomes.

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Abbreviations

ACAD	Advanced Course on Administration and Development
BPATC	Bangladesh Public Administration Training Centre
CDC	Curriculum Development Committee
DS	Deputy Secretary
FTC	Foundation Training Course
ICT	Information and Communication Technology
KSA	Knowledge Skills and Attitudes
SDG	Sustainable Development Goal

CHAPTER ONE

INTRODUCTION

Background

Training leans towards the development of knowledge, skills and attitudes (KSA) of participants in materializing their day to day tasks in the context of ever changing working environment. Bangladesh Public Administration Training Centre (BPATC) is at the forefront in providing training for the development of public sector executives, equipping them with requisite skills and leadership qualities that lead them to be well-groomed and dynamic civil servants of the country (BPATC, 2019). The motto of the BPATC is also to build capacity for effective, inclusive and accountable public administration system in the country. For achieving the targets, the BPATC provides various training programmes that include: major core courses and advanced core course. The major cores courses are designed for the junior level civil servants whereas the advanced courses cover the mid-level to senior level bureaucrats of the government. The modules of all the courses have been designed to accustom with the governance challenges triggered by the complex, dynamic and ever-changing socio-cultural, politico-economic realities and global phenomenon.

Among the courses, advanced course on administration and development (ACAD) has been designed for Deputy Secretaries to the government and equivalent officers of defense services. The objectives of the ACAD include: (i) to facilitate apex authority of public organization in policy making process after analyzing the socio-economic contexts of the national and international arena and implement, monitor and evaluate those public policies in a professional way; (ii) formulate strategic plan after analyzing internal and external tools and techniques and implement there of effectively and efficiently; (iii) assess and review existing public service delivery system and device simple, innovative, effective and efficient ways of service delivery (using ICT wherever needed) for the clients; (iv) Identify and analyze the issues of development priorities of government and to design development projects, implement and manage them properly; and (v) build intra vis-à-vis inter-institutional networks and deal trans-border trade and aid negotiation effectively for upholding organizational and national interests (BPATC, 2019).

It is, however, considered that the ACAD primarily focuses on developing competency of the designated officials in dealing with critical situations. But it is observed that the officials holding the position to deputy secretary at the central administration have limited scope to play

role in formulating strategic plan, identifying development priorities, designing development projects and building institutional networks. They mostly carry out the decisions only.

In these bleak circumstances, it is very imperative to assess to what extent the ACAD is considered as vibrant programme. Therefore, this study intends to explore the effectiveness of ACAD and develop case studiesto make it more participatory programme.

Issue of the case

A case is a real-life story, generally prepared or written by an experienced executive. Cases recount—as objectively and meticulously as possible—real (or realistic) events or problems (Golich, Boyer, Franko, & Lamy, 2000). A case can be viewed from different perspectives— from a decision maker's viewpoint, decision implementation viewpoint, theoretical perspective and so on. Since a Case is a real-life story, it is originated from practical learning as well as could be used for learning materials. Raising the issues of decision making, a case, however, develops critical thinking. Consequently, it follows a realistic scenario of real-world problem. Therefore, case studies typically examine the interplay of all variables in order to provide a complete understanding of an event or situation. Such sort of comprehensive understanding is received through a process that is referred to as thick description and it involves an in-depth description of the event being evaluated, the circumstances under which it is used, the characteristics of the people involved in it, and therefore the nature of the community during which it is located.

However, in designing the study, researchers need to make explicit the questions to be explored, perceived challenges to be faced, and the theoretical perspective from which they will approach the case. There are three most common theories which include: (i) Individual Theories—these focus totally on the individual development, cognitive behavior, personality, learning and disability, and interpersonal interactions of a specific subject; (ii) Organizational Theories—these put emphasis on bureaucracies, institutions, organizational structure and functions, or excellence in organizational performance; and, (iii) Social Theories—these specialize in urban development, group behavior, cultural institutions, or marketplace functions (CSU, 2020).

Therefore, the three levels of theories were considered in designing cases under the current study.

The rationale of the Study

In several follow-up studies conducted on the effectiveness of ACAD courses, the researchers found the existing delivery methods of ACAD are not participatory at all. It is revealed in the

study conducted by Bhuiyan (2017) that there is a positive relationship between delivery method and transfer of training (Page 177).

A good number of researchers opined the level of effectiveness of the delivery methods of ACAD courses is not up to the mark (Alam, S. S., & Sundar, B. G. 2007; Kader, M. A. 2012 and Rezvi, M. K. I. 2013). All of them suggested reducing the lecture method and introducing participatory and constructive delivery techniques for ACAD courses. Considering the findings and recommendations placed in several studies, the current endeavor was undertaken to prepare ten academic cases for using in the ACAD course.

Scope and Objectives of the study

The focus of the study included: facilitating the policy-making process, monitoring and evaluating these policies, formulating strategic plans, assessing public service delivery systems, public service reform, leadership and team-building, identifying development priorities, and so on. This study highlighted these focusing areas to develop cases. The target group would be the participants of the ACAD course. The BPATC's institutional supports in different capacities were capitalized and the BPATC authority took the study as one of the important academic accomplishments.

The general purpose of the study was to develop 10 academic cases on the selected topic for the ACAD course. The specific objectives of the study were as follows:

1. To develop ten prototype cases for the ACAD course of BPATC;
2. To test the effectiveness of the cases as study materials for the ACAD course and obtain at least 85% level of learning achievements;
3. To suggest a valid and reliable method for developing academic cases suitable for training courses; and
4. To integrate case-based teaching in different courses of BPATC, specifically in the ACAD course.

The Outcomes of the Study

The study is fully outcome-based and after completion of the study expected training materials in terms of content-specific cases will be developed and integrated with the ACAD course. However, the expected outcomes are as follows:

Ten content-specific cases developed: After a rigorous review of contents as well as content-specific delivery methods, ten contents were selected for developing ten case materials for the ACAD course.

At least 85% effectiveness of the ten case materials achieved on delivery: After the development of draft cases, those were used for the trial run and 85% learning effectiveness was achieved.

Ten case materials integrated with the ACAD course for teaching materials: After the trial run of the cases, the developed cases were placed before the curriculum development committee (CDC) of BPATC for formal approval for integration into the ACAD course. The BPATC authority may direct a mandatory provision for the concerned trainer(s) to use the cases for delivery of those specified contents.

The effective and valid methodology for developing case-study as teaching material: As the by-product of the study, an effective and valid methodology for developing case-study as teaching materials was developed and suggested. Since the study will follow the grounded theory for developing cases as well as validate the methodology, the process can be replicated as one of the accepted methodologies for developing and validating case materials for training institutes. The BPATC faculty member could follow this method for developing case studies for other courses.

Validation Process of the Case Materials

Since it is not realistic to transform the whole delivery techniques of the ACAD into a single method like case-based teaching; therefore considering the nature of the contents, their comprehensiveness, the level of participants, and the nature of expected learning outcomes, the cases were developed and tested in Policy Analysis Training Course of Bangladesh Institute of Governance and Management (BIGM), Executive MBA Courses in East West University, BBA Courses in Department of Organization Strategy and Leadership (OSL), The University of Dhaka, Executive Master Courses in BIAM and ACAD and SSC courses of BPATC. Though the research team was not given exclusive slots to make trial-run of the cases in the ACAD course, the team leader of the research project (Dr. Md Sanwar Jahan Bhuiyan) used the selected cases in the abovementioned academic and training courses and found highly effective for achieving expected learning outcomes.

In the inception report presentation, a panel of faculty members of BPATC gave professional observations on the inception report. Accordingly, the report was revised. Consequently, the prototype cases were used in several executive courses and found effective for adult learning. The final version of the cases was presented in the faculty seminar of BPATC. The observations of the final presentation were adjusted to finalize the cases and the final version was submitted

to BPATC for review by two experts. The cases were reviewed accordingly by two experts and finalized the cases after adjusting the observations of the expert reviewers. However, the names of persons, organizations, and institutions used in the narrative are imaginary.

Table 1: TITLES OF THE CASES AND CORRESPONDING LEARNING OUTCOMES

Course: Advanced Course on Administration and Development The Contents were Selected Based on Course Guidelines published by BPATC (July 2018)			
Module	**Case Titles**	**Session Code, Contents and Session Duration**	**Key Learning Outcomes of Proposed Case**
Module-3	An Eye-wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh	03.02: Policy Implementation Models and Evaluation Techniques (02)	After analyzing and solving the case, the participants will be able to ➢ *Understand and explain key models of policy implementation,* ➢ *devise strategies to overcome the implementation barriers, and* ➢ *professionally manage policy evaluation.*
Module-4	a. Public Management Reform in Bangladesh: An Inventory of Success Cases b. Public-Private Partnership Brings Hope for Mega Projects in Developing Countries	04.01: Changing Trends of Public Service Management and Reform Initiatives (01)	After analyzing and solving the case, the participants will be able to ➢ *comprehend the dynamics of changing trends in public service management and* ➢ *explain the effects and impacts of recent reform initiatives in Bangladesh.*
	X Institute of Administration and Management (XIAM) Gets Momentum after 10 Years of Its Establishment	04.02: Leadership for Effective Public Management (1)	After analyzing and solving the case, the participants will be able to ➢ *Recognize own critical leadership role in own organization, and* ➢ *Explain the role of transformative leadership in the effective management of public sector organizations in terms of innovation and change management.*
	MATT-2, even, Failed to Develop Team-Building Practices in Bangladesh Civil Services	04.03: Exercise on Team-building (2)	After analyzing and solving the case, the participants will be able to ➢ *Explain the key features of an effective team,* ➢ *Understand and explain key barriers of team-building, and* ➢ *Lead effective and high-performing team in own organization.*

	Strategic Plan for Institutional Development of XYZ Royal Institute of Management: A Failure Case	04.05:Concept and Process of Strategic Management (01+03)	After analyzing and solving the case, the participants will be able to ➢ *formulate a strategic plan after analyzing internal and external tools and techniques; and* ➢ *implement thereof effectively and efficiently.*
Module-5	Experience of Disaster Management on Rana Plaza Collapse	02.02: Disaster Management for SDGs	After analyzing and solving the case, the participants will be able to ➢ *comprehend and explain the contribution of disaster Management to sustainable development.*
	Public Hearing Fails to Attract Attention of Citizens!	Building an effective, inclusive, and accountable Public Administration System	After analyzing and solving the case, the participants will be able to ➢ *recognize their role as civil servants in building an effective, inclusive, and accountable public administration system; and* ➢ *transform their organization into an effective, inclusive, and accountable one.*
Module-8	a. Not to compromise with Merit-based Enrollment	08.01: Understanding Organizational Conflicts & Conflict Resolution (02)	After analyzing and solving the case, the participants will be able to ➢ *Comprehend and analyze the dynamics of organizational conflict,* ➢ *Analyze the different levels of conflicts and their effects on conflict resolution* ➢ *Craft strategies for conflict resolution for different stages/levels of organizational conflict.*
	b. Irrecoverable Cost of Pollution in Industrial Development	08.03: Local Negotiation (02)	After analyzing and solving the case, the participants will be able to ➢ *Handle inter-organizational negotiations effectively; and* ➢ *Manage interest negotiation in a multilevel governance.*

Analysis of Andragogic Theories on Case-based Learning

Some pedagogical as well as andragogic theories validate the case-study method as a proper learning technique. Among the learning theories, the Kolb's Model of Experiential Learning, the Bloom's Taxonomy, the Andragogy Theory of Malcolm Knowles, SECI model of sharing knowledge are important pedagogical theories to explain the case-study method as an effective one for management development programs like ACAD.

Kolb's Model of Experiential Learning is a learning theory that is learner-centered and operates on the premise that individuals learn best by experience. A good way to describe this theory is "learning by doing". Experiential learning thus has the learner directly involved with the case material being studied instead of just thinking and talking about that material. The whole process is comprised with four steps including experiencing, processing, generalizing and applying. Under the **experiencing** step, the trainer creates a situation which is most likely to provide the trainees with the desired experience. At this stage, they gather experience through being involved in group discussions on the supplied case. During the **processing** stage, they share gathered experiences and reflections under the structure (case questions) given by the trainer. In the **generalization** stage, the trainer enables them to do de-briefing, reviewing, summarizing, concluding, and abstraction; then indication is to be made to relate the concept with real-life application. In the last stage (**applying**), the trainer facilitates to make application plan of the learning obtained in analyzing the case materials.

Bloom's taxonomy covered a wide range of learning domains. It includes—(i) the cognitive domain; (ii) the affective domain; and (iii) the psychomotor domain. Each domain has some unique characteristics that involve knowledge and the development of intellectual skills. It is considered one of the effective tools to help develop learning objectives and curriculum, devise learning outcomes and prepare case materials in a professional way (Munzenmaier & Rubin, 2013). If the trainer wants to develop the analytical (level-4) and evaluation (level-5) capacities of the trainees, it is better to use case materials.

The Andragogy Learning Theory of Malcolm Knowles consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with the structure of learning experience. In the case method of learning, the trainer creates and places a situation which is similar to their work environment. Sometimes, the trainees are placed in the position of the case-actor(s) and request them to solve the challenging situation narrated in the case. The participants then get enormous interest to solve the problem jointly or individually.

The SECI Model of Nonaka (1997) described the four ways of sharing knowledge. In the process of **externalization,** the experienced CEOs develop case materials to share their experience, insights, and outlooks. The written case is then termed as a document with explicit knowledge. When the same case material is used in classroom sessions to teach the trainees to acquire the same level of tacit knowledge such as the shared experience, insights, and outlooks of the CEOs is called **internalization.**

The four abovementioned theories support and validate the case-study method as one of the important effective delivery tools for the participants of the ACAD course.

Case Outlines

The form of an academic case is more or less different from that of a case-study method for conducting research. However, there are some similarities in both types of cases. In the proposed study, the research team developed a full case that will be used for teaching purposes. The following brief outline of individual cases is used in developing case materials:

Figure 1 Figure: 1 CASE OUTLINE

Case Outlines

- Course Title: ....
- Module Number:...................
- Session Code and Topic (s):.....
- Learning Outcomes:
  - ➢ ....
  - ➢ ....
  - ➢ ....

- The Case Title: ....
- Introduction
- The Background/Case Problem(s)
- Body of the case
- Analysis of the real-life situation of the problem
- Relevant example (s) of solution in similar situation/organization
- Conclusion of the case
- Questions to be solved

- Approaches of solving the case (Group-work-presentation/individual assignment and submission)
- Evaluation Criteria (Rubrics)
- Feedback questions

- Session Plan

Conclusion

The study is not like other traditional research work. Therefore, the report format is different from other research works. Consequently, the report consists of three chapters. The first chapter includes the introductory part. The introductory chapter includes rationale of the study, scope and purpose of the study, the validation process of developing cases and structure and theories of case-based learning. The chapter two includes the study methodology and the last chapter, the chapter three, includes the ten cases. The last part of the report includes the reference.

CHAPTER TWO

METHODOLOGY

It is a qualitative research, followed by a series of actions and follow-up actions involving key stakeholders of the study. Under the research framework, there are two important theoretical and methodological aspects to validate the study. <u>First:</u> the study followed the grounded theory of research methodology. The grounded theory has considerable significance in developing this type of training material and validating thereof. It was inductive and ready to accept the opinions of key stakeholders like participants of ACAD as well as faculty members of BPATC in different steps of the study. The grounded theory is the proper method here to provide clear-cut and sequential guidelines for conducting this type of study. It also provided specific strategies for managing every analytical phase of inquiry. In this study, a system of streamlining as well as integrating collected data after needed analysis in every stage was done. In the validation part of the study, there is a theoretical analysis of those qualitative data and the final result systematically before the participants to obtain the expected level of effectiveness of the draft case materials. <u>Second:</u> in every step of a horizontal process of research actions, there was a scope to take the opinions of the key stakeholders. The experience and expert opinion as well as the practical experience of the participants were adjusted with the prototype cases of the research work. The grounded theory of research is a flexible method which very liberal in accepting the opinions of key participants and the experience of experts in the relevant field.

The study process is horizontal and there were several sequential steps to complete the research venture. The study made the contents analysis of different modules of the ACAD course and finished obtaining validation of the cases as ACAD course material. The detailed study framework is described below:

Contents analysis of modules of ACAD

It has already been mentioned above that the study is like action research. It involved a series of actions. The following sequential actions were an integral part of the study:

Selecting topics: The first step was reviewing the contents of the ACAD course. Based on the selected contents, the delivery methods were analyzed. Comparing the level of the participants and the delivery methods, ten topics of the contents were selected for detailed review.

Crafting topic-wise learning outcomes: The second step was to craft topic-wise learning outcomes. Comparing the cognitive level of learning, the topic-wise learning outcome was crafted out. The cognitive level of learning outcomes would help to determine the proper delivery technique for a particular topic.

Ascertaining Learning levels as per Bloom's Taxonomy: The selected topics were compared with the cognitive level(s) of the learning theory of Bloom's Taxonomy and finally ascertain proper delivery method for those selected topics. A detailed evaluation and comparison were done to assess whether the case is a proper delivery method for selected topics of the ACAD contents. Primarily, it was considered that the primary validation would be taken from the participants of the ACAD course to finalize the methodology of the selected topics. But it was not possible due to the COVID-19 situation. However, the research team leader in different capacities in different institutions such as Dhaka University, BIGM, East West University, and so on, tested the developed cases at the higher level of the participants.

Developing Prototype-Cases

Later, ten prototype cases for ten selected topics were developed by the expert members of the research team. The developed cases, with expected learning outcomes, session-plan of those cases delivery, and feedback mechanism, were part of those prototype cases.

Trial-run with participants of ACAD

The developed proto-type cases were presented to the proper authority of the training center for trial-run with ACAD participants. It was expected that the proto-type cases then will be delivered on an experimental basis with the participants of the ongoing ACAD course. In the delivery process, the expert team will lead the delivery following a specific session plan. But it could not be possible due to the pandemic Covid-19 situation in the country. However, the research team leader in different capacities in different higher educational institutions such as Dhaka University, BIGM, East West University, and so on, validated the developed cases. The executive-level learners were the participants in the validation sessions.

Assessment of learning-outcome achievements

Before delivering the case materials in the sessions, a pre-test was taken to assess baseline knowledge on the topics. After delivery, there was a post-test to assess their learning achievements. A feedback questionnaire was administered to the participants to assess the overall effectiveness of the case materials and delivery mechanism.

Validation of cases as learning materials of ACAD

After the validation sessions, the cases were finalized with adjustment of the feedback. The following figure show it at a glance.

Figure 2 Methodology applied in the study
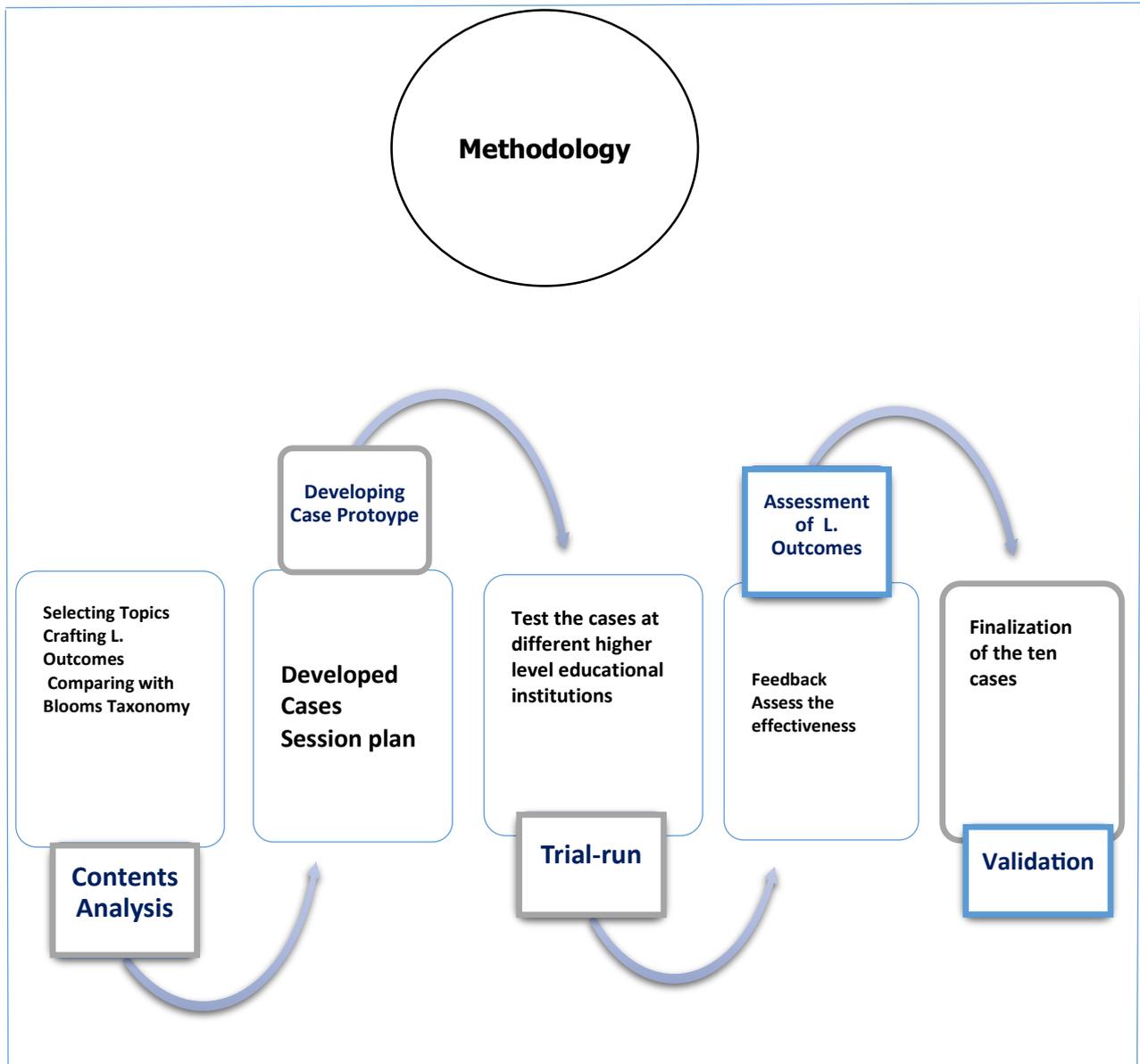
Source: Developed by research team

However, the focus of this study was to develop ten cases as training materials for the ACAD course of BPATC. Therefore, the importance of primary data could not be overemphasized. To collect data for this research both primary and secondary methods of data collection were used accordingly. To collect primary data, some respondents were consulted to craft case materials and for the secondary data, different types of literature were reviewed to understand the

theoretical concept of the case study-oriented research. Therefore, different learning theories, academic reports, books, articles, course curriculums, journals, national and international documents, and reports were consulted.

Conclusion

The case study is a story that is used as a teaching tool to establish the application of theory or concept to real situations. It is also a way of illustrating theories. So, it is a type of fact-driven and problem-based learning. Consequently, it helps to generate new ideas and gain skills in critical thinking, communication, and group dynamics. Therefore, it is believed that the developed cases would be considered as the learning materials for the ACAD course and would contribute to participants' enhancement of professional skills development, leading to better performance in public administration in Bangladesh.

However, the next chapter presents the ten cases.

CHAPTER THREE

TEN CASES

This chapter is dedicated to presenting the cases. The study develops ten cases which are presented in the following sections.

CASE NUMBER: ONE

XIAM Gets Momentum after 10 Years of Its Establishment

Course Title	Advanced Course on Administration and Development
Module Number	4
Session Code (04.02) and Title	04.02: Leadership for Effective Public Management
Case Title	XIAM Gets Momentum after 10 Years of Its Establishment
Learning Outcomes	After analyzing and solving the case, the participants will be able to 1. *Understand as well as explain the concepts of transactional and transformational leadership styles;* 2. *Distinguish between transactional and transformational leadership styles;* 3. *Comprehend your own role as a transformational leader in challenging environments;* 4. *Recognize own critical leadership role in own organization to transform it as a hi-performing organization, and* 5. *Demonstrate transformative leadership style for effective and pragmatic management of public sector organizations.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering **Understanding**	a. *Understand as well as explain the concepts of transactional and transformational leadership styles;* b. *Distinguish between transactional and transformational leadership styles;*
Applying	c. *Comprehend your role as a transformational leader in challenging environments;* d. *Recognize own critical leadership role in own organization to transform it as a high-performing organization, and* e. *Demonstrate transformative leadership style for effective and pragmatic management of public sector organizations.*

Approach to solving the case

The case was developed considering the role of the Deputy Secretary and equivalent officers of public organizations. Since, the participants are in midlevel positions, it is assumed that they have enough ideas on conceptual issues of leadership, such as definition, leadership styles and theories. Therefore, the case was developed based on two important contemporary styles of leadership: transactional and transformational, which are essential to understanding the ever-changing environment of public management.

In order to manage change, organizational development as well as innovation in an organization, there is no option but to follow a transformational leadership style. In the volatile situation and unstable situations of the environment, the transformational leadership style is assumed to be the effective style to grab the forthcoming opportunities as well as encounter threats to the organization. The case was developed following a practical situation of a public organization. The approach to solving the case is described below:

i)   The instructor would request them to solve the "Initial part of the Case" first. After taking all the presentations, the instructor, then, provide the trainees with the "Second part of the Case" to consult.

ii)   The case would be solved either in take-home and or in the classroom presentations. If the session duration is three hours, it is better to solve the case in the classroom.

iii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of a classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigning the case to participants.

iv)   In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

v)   The participants will be divided into several groups to prepare group presentations on case questions.

vi)   In the classroom, all the groups will present their group report in a plenary session.

vii)   Members of other groups will be invited to ask questions after the presentation. The assessment will be done on the basis of group reports as well as presentations.

XIAM Gets Momentum after 10 Years of Its Establishment

"The Initial part of the Case"

On the 2nd of April 1998, Mr. Zobri was appointed as Director General (CEO) of X-Institute of Administration and Management (XIAM) which is supposed to be one of the leading organizations for professional development of the members of the Administrative Service of the country. XIAM was established in 1992 under the Ministry of Public Administration following the instance of the Bangladesh Institute of Engineers (BIE), one of the pioneer organizations of professional development of the engineer's community of the country which was established back in 1948 at Ramna at the central point of Dhaka city. The visible activities of BIE are to rent out their big auditorium for political and social functions including some HRD training courses. As a professional organization, the BIE is also enroll members of engineers and the membership of BIE is considered as professional affiliation of the engineers' community.

XIAM was established at another forward place of Dhaka City. With a view to the professional development of the members of the administrative service, the government allocated three acres of valuable land for establishing the XIAM. Assessing the need of temporary accommodation for visiting officers of civil services, an eight-storied building with 120 accommodation rooms was built. The members of civil service, specifically members of administrative cadre, are now happy to have very good accommodation with three stars facilities with reasonable and subsidized rent. The cafeteria of XIAM has become one of the

excellent catering services in Bangladesh and it is capable enough to cater high-quality food and beverages on any occasion. Considering the problems of schooling of wards and dependents of the civil servants of Dhaka City, the founder DG of XIAM Mr. Mehmood established a very nice school and college at the premises of the XIAM. From the very beginning, XIAM Laboratory School has been maintaining a high standard of education and as a primary stakeholder of XIAM, the civil servants of Dhaka City are quite happy with the performance of XIAM Laboratory School and College. Considering another serious need for holding parties, gatherings, seminars, symposiums, AGMs etc., the founder DG took the approval of the Ministry of Public Administration for constructing a big auditorium. Accordingly, with the help of the Ministry of Planning, he built a big auditorium and multipurpose hall. Now the new auditorium is being used on rent by the different forums of civil servants with subsidized rates. With the excellent performance of XIAM, a large number of Civil Servants of the Administrative Cadre are now expressing their satisfaction to the founder DG of XIAM and they are also requesting the founder DG to continue the charge of XIAM for his lifetime. In the meantime, 3 tailor-made training courses on ICT, Communicative English and Procurement Management were introduced for the members of the Bangladesh Administrative Service which were not so different from what had been imparted by BCSAA and NAPD. Other than those three courses, the founder DG introduced two more courses on College Management and Instructional Techniques for college and secondary school teachers of Bangladesh under the Secondary Education Improvement Project. These two courses are on payment and as a consequence, the income stream of BIGM has increased significantly.

Observing the outstanding success of XIAM, top managers of similar organizations became interested to the leadership of XIAM. They started visiting XIAM frequently to know the secret of the success of XIAM. In a long interview with the DG of XIAM, the Director (Training) of the Financial Management Academy (FIMA) revealed that the Founder DG of XIAM introduced some exceptional management practices for the organization. He introduced a reward and punishment system for the excellent and sub-standard performance of the employees of XIAM. In order to improve the catering services, he made provision of award annual incentive bonus on the profit incurred annually for the cafeteria staffs. He introduced the provision of a special increment of salary for the teachers of XIAM Laboratory School and College for their outstanding performance in teaching activities. At the sametime, to ensure better performance a strict form of supervision is being done by him. In any gross violation of rules or misconduct, the employee concerned is to be fired in no time by the DG. In order to ensure the highest performance, from the very beginning of the year, the Director

(Administration) sets the performance targets for every department and unit of XIAM. As a result of those steps, mentioned above, a continuous success of XIAM has been found. Specially, observing the success of XIAM Laboratory School and College, the XIAM authority planned to open 8 more schools in eight big cities of the country.

The last five years' performance of XIAM was evaluated by the Board of Directors of XIAM in the Annual Board Meeting of 1997 and was appreciated highly and subsequently the founder DG Mr. Mehmood was awarded as the Best Administrative Leader of the Year.

Actually, XIAM is one of the associate organizations of the Bangladesh Administrative Service Association. All the members of the Bangladesh Administrative Service are associates to XIAM. Therefore, every member of the association has the right to raise any issue at AGM of XIAM. So, in the AGM of 1997, a group of young officers proposed to extend activities of XIAM in the areas of professional training, research, consultancy and publication. They made a specific proposal to introduce an Executive Diploma in the areas of Public Finance Management, Project Management, e-governance and MIS and Public Policy Analysis with the collaboration of reputed foreign or local universities. Moreover, they requested the BIAM authority to arrange joint research with reputed institutes at home and abroad, publishing online journals and arranging international conferences and seminars for developing the individual and institutional capacity of the Administrative Cadre. It is a matter of regret, that their proposal was not discussed in AGM with due attention. As a reaction, a good number of young members of the Administrative Service Cadre submitted a memorandum requesting him to pay special attention to the institutional development of the XIAM. Perceiving all the recent movements, the Ministry of Public Administration removed the founding DG and appointed a new DG named Zobri Malik. As a consequence, there and then, the young members of the Administrative Service requested the new DG to convene a special general meeting to discuss plans of action for the institutional development of the XIAM.

First Round Discussion

Suppose, you are in the position of the new DG of BIAM. What types of transformative plans would you take to transform the BIAM into a "Centre of Excellence" for a regional hub for training, research and consultancy? And what types of strategies would you take to implement the transformative plans?

"Second part of the Case"

On the 2nd April 1998, the government appointed Mr. Zobri as the new CEO of XIAM. Just after assuming the charge of the office. the new DG (CEO) asked the Secretary of XIAM to place a future plan for the organization. The Secretary came with a Training Calendar for the

current year and placed it before the new DG. Getting this paper, the new DG of XIAM told him, "It's not a future plan of the organization; it is simply a training calendar, an operational plan for the current year. I am searching the 5 or 10 years strategic plan of the organization." "XIAM never formulated any strategic plan for its development", the Secretary replied politely. "Ok gentleman, call a special Board meeting by the end of next week", DG instructed the Secretary.

In the special Board meeting the new DG took approval for formulating a five-year strategic plan for XIAM. After getting approval from the Board, the DG arranged a week-long stakeholder's workshop on "Exploring Stakeholder's Expectations and Formulating Strategic Plan for XIAM." The new DG facilitated the Workshop with the active participation of 60 officers of Administrative Service of different levels. Being the primary stakeholders of XIAM, the participants were asked to list down their expectations and aspirations to XIAM and outline the possible ways for XIAM to fulfill those expectations. Three teams were formed as three task forces to work on the outcomes of the workshop. They were assigned to formulate vision & mission statements for XIAM, craft objectives and strategies after analyzing the strengths, weaknesses, opportunities and threats (SOWT) of XIAM, and formulate implementation strategies with action plans. Before assigning the specific tasks to respective teams a three-day training with simulation on Strategic Planning was held with the participation of team members. In the inaugural session of the training workshop, the DG of XIAM expressed his philosophy, visionary zeal and thinking styles in front of the team members. He strongly articulated, "XIAM is for the professional development of the members of Bangladesh Administrative Service and subsequently Bangladesh Administrative Service is for the well-being of the poor people of the country". He then requested the team members to think out of box, anticipate internal and external changing forces, and envision and reframe the future for institutional development of XIAM. The opening session was very long and very interactive. DG also reiterated his openness and expressed, "You are free to express your expectations, innovations, grievances, problems and feelings to me at any time in any way." "If you need any special assistance from me, please don't hesitate to ask me directly", he mentioned openly. Within a short time, the faculty members and employees of XIAM started to feel committed to their jobs and assignments. They expressed their level of satisfaction for being associates and followers of the new DG.

After imparting the training and orientation program, teams started to work on their assignments with full confidence and enthusiasm. DG himself acted as coordinator of three teams. Within a two-week effort, the respective teams formulated vision & mission statements

for XIAM, crafted realistic objectives and strategies and formulated implementation strategies with detailed action plans. DG, XIAM expressed his heartfelt satisfaction with the outcomes of the teams. To recognize the outstanding performance of the teams he arranged a special dinner for the team members with Cabinet Secretary of the Government and in this way he recognized the performance of the team members.

Within a short time, DG, XIAM took the approval of the strategic plan for the institutional development of XIAM and started the implementation of three development projects after arranging funds from the Ministry of Finance.

He spent only six months starting Executive Diploma Courses on Public Finance Management, Public Policy Analysis and Executive MBA for the members of the administrative service with the collaboration of Bradford University of UK. By this time, one research and consultancy department was established and obtained three assignments on payment from UNDP and UNESCO. One issue of the International Journal on Public Management was also published containing some valuable articles authored by academics and practitioners of prestigious universities and organizations at home and abroad. A series of seminars, workshops, and conferences were held on burning issues of national and international in participation of renowned intellectuals of the home and abroad. Institutional linkup with KDI of South Korea and INTAN of Malaysia had been established and as a result of international collaboration, as much as three international symposiums on public governance issues were held. As a result of the International Workshop on Performance Appraisal System, the government already took the initiative to overhaul the existing performance appraisal system for civil servants of Bangladesh.

All the initiatives were taken in addition to ongoing programs introduced earlier by the founding DG. The new DG is also interested in XIAM Laboratory Schools and Colleges and other tailor-made training courses. He instructed the Director (Service) to maintain good managerial practices introduced by the founding DG but in addition to those practices a new style of management must be applied. He reminded the Director (Service), "Mind it, laboratory schools, catering services and managing accommodations for visiting officers are not the statutory obligations of XIAM. Arranging and managing activities related to the professional development of the members of administrative service are the statutory obligation and mandate of XIAM." Therefore, he reminded that laboratory schools, catering services and managing accommodations for visiting officers would be considered as supplementary services in addition to professional development activities and HRD functions.

Actually, Mr. Zobri is the person who internalized the institutional obligation of XIAM. He took the real initiative accordingly to make it worthy and trained and developed his subordinate officers to keep the success up. As a result, within three years, because of the exceptional leadership quality of Mr. Zobri, XIAM became a regional hub for development of competent, innovative, and morally sound public servants and as a think tank to influence public governance.

Assessing the outstanding organizational performance of XIAM, the Nation Council for Training & HRD, headed by the Honorable Prime Minister and awarded XIAM as the best organization of HRD for the year 2005.

Final round questions to be discussed

1. *What type of leadership style was demonstrated by Mr. Zobri? Give arguments in favour of your answer citing example (s) from the case.*

2. *Suppose, you are appointed as the CEO of your organization, then what type of steps would you opt to take to transform your organization into a high-performing organization?*

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

  i.   Group Report (Word Format)   : 60
  ii. Group Report Presentation   : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature. The evaluation rubrics are given below:

Questions	Rubrics	Marks
What type of leadership style was demonstrated by Mr. Zobri? Give arguments in favour of your answer citing example (s) from the case.	i. Transactional leadership style ii. Minimum four arguments from theory iii. Minimum four examples following arguments	4 4X2 4X2

What type of leadership style would help you to be a champion of your organization; and how?	i. Transformational leadership style
	ii. Transformational leadership would help in the following ways:
	  a. Encouraging creativity and pragmatism
	  b. Empowerment of followers
	  c. Envisioning future make-up
	  d. Communicating vision with followers
	  e. Integrating them with vision
	  f. Motivating the HR
	  g. Developing sense of belongingness
	  h. Developing sense of urgency
	  i. Rewarding outstanding performance personally
	  j. Other interventions which are related to transformational leadership process
		4
		4x4

Suppose, you are appointed as the CEO of your organization, then what type of steps would you opt to take to transform your organization into a high performing organization?	i. Developing Strategic Plan ii. Before crafting strategies, Arranging stakeholdes' consultation? Review mandate of the org. Review mission/vision of the org. Imparting training for HR Motivating HR in an intrinsic-way Building strategic collaboration with other institutions Team-building Other interventions related to nature of the org.	5X4
		60

For Group Report Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X4
Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least two questions Level of clarity while answering questions	2X5
Time management	Complete within the stipulated time Over all time management	2X2
		40

Irrecoverable Cost of Pollution in Industrial Development

Course Title	**Advanced Course on Administration and Development**
Module Number	08
Session Code (08.01) and **Title**	Understanding Organizational Conflicts & Conflict Resolution
Case Title	**Irrecoverable Cost of Pollution in Industrial Development**
Learning Outcomes	After analyzing and solving the case, the participants will be able to 1. *Comprehend and analyze the dynamics of organizational conflict,* 2. *Identify different levels and nature of the organizational of conflicts,* 3. *Identify different parties and necessary information for conflicts negotiation and* 4. *Apply different techniques of negotiation conforming different levels of conflicts*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering	-----
Understanding	a. *Identify different levels and nature of the organizational of conflicts,* b. *Identify different parties and necessary information for conflicts negotiation*
Applying	*Apply different techniques of negotiation conforming different levels of conflicts*

Analyzing	*Taking negotiation steps analyzing different types of information*
Evaluating	---
Creating	----

Approaches to solving the case

The case was developed on a real-life conflict situation of an organization. Before developing the case, it was assumed that the participants of ACAD course had enough knowledge and understanding about the definition and nature of organizational conflict. The case was developed keeping the focus on the nature of different stages of organizational conflict. Understanding the distinct features of different stages would help the participants to devise effective strategies for managing and resolving organizational conflicts.

Understanding dynamics and different forces of conflict are also critical for the participants in managing organizational conflicts. In order to manage conflicts effectively, it is also essential to involve concerned parties, accumulation of relevant information and understand the problems empathetically. The following cases are developed in such a way that after analyzing the case, participants will be capable enough to manage organizational conflict effectively.

The approach to solving the case is described below:

i) The case would be solved both in take-home and classroom presentations. If the session duration is three hours, it is better to solve the case in the classroom.

ii) A basic theoretical literature is annexed with the case for the participants for prior consultation. In the case of a classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigning the case to participants.

iii) In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv) The participants will be divided into several groups to prepare group presentations on case questions.

v) In the classroom, all the groups will present their group report in a plenary session.

vi)   Members of other groups will be invited to ask questions after the presentation. The assessment will be done on the basis of group reports as well as presentations.

Irrecoverable Cost of Pollution in Industrial Development

Local people of the Narakandi village of Narsingdi District blocked the Dhaka-Sylhet Highway to protest against environmental pollution caused by the local dying industries. After getting information OC, PS and local UNO rushed to the place of occurrence and requested the protesters to withdraw the blockage. Thousands of people gathered there and using a loudspeaker they were releasing their emotions describing the enormous suffering caused by the industries. In the presence of local administration, one of them mentioned, "We have been suffering from the factory effluents since 2001. All of our agricultural lands have been severely polluted by the chemical by-products of the dying industries. We are quite unable to cultivate the agricultural land. The quality soil was damaged abruptly. We requested local authorities at least ten times to take appropriate measures against the dishonest and profit-hungry industrialists. Last year we submitted one memorandum to the Deputy Commissioner with a copy to the Director, Environment of Dhaka Division but we experienced no action in this regard." Another speaker alleged, "On the 5th of January of this year we also protested against environmental pollution by building a three-mile-long human chain. But we did not observe any significant step taken by the appropriate authority against the factory owners.'' Mr. Rafat, a local activist of Green Movement, an environment-related NGO urged, "DoE is not working well. Inspectors of DoE are coming frequently but not for re-enforcing law but for rent-seeking; they have no any accountability at all, he opined." "More than 80% of factories do not operate their ETPs. 20% of them have not yet installed ETP in their respective parks," Mr. Rafat mentioned. Last of all, Mr. Kawsar, a former UP Chairman, declared, "We will not withdraw the blockage until and unless the DC, Narsingdi arrives here and declares a clear commitment to solve the problem.'' The Upazilla Nirbahi Officer (UNO) saw no way but to make a phone call to DC, Narsingdi. Within 20 Minutes Deputy Commissioner, Narsingdi came to the spot and gave a clear commitment to solve the problem involving the Ministry of Environment & Forest, local community leaders, affected farmers, NGO officials and factory owners. On his commitment, the protesters withdrew the blockage. Immediate after coming back to his office the Deputy Commissioner sent a letter to the Secretary, MoE&F describing the real situation of the problem. After receiving the letter, the Secretary, MoE&F formed a high-powered

committee comprising of the Director of DoE, Dhaka Division, Director (Agriculture Extension) of Dhaka Division as the members and Joint Secretary (Enforcement) as the Team Leader with the following ToR:

1. The Committee will investigate into the matter intensively and make a list of relevant information to be collected;

2. Identify the related stakeholders and parties;

3. Finalize a list of agendas for negotiation with the parties concerned.

Questions to be solved

Assume that your group is the same as the Committee formed by the Ministry. Your group is requested to discuss, prepare and make a presentation following the ToR described in the letter of MoE&F.

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

    i. Group Report (Word Format) : 60
    ii. Group Report Presentation   : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature. The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
What are relevant information to be collected for the negotiation meeting? Mention the sources of the information.	20	1. 10 types information 2. 10 sources of the info	10X1 10X1
Identify the related stakeholders and parties to be invited in a negotiation meeting.	20	1. 10 types of stakeholders	10X2
finalize a list of agenda for negotiation meeting with the parties concerned.	20	1. 5 agenda	5X4
			60

Group Report

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3
Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	Complete within the stipulated time Over all time management	2X2.5
		4 0

Not to Compromise with Merit- based Enrollment

Course Title	Advanced Course on Administration and Development
Module Number	08
Session Code (08.01) and Title	Understanding Organizational Conflicts & Conflict Resolution
Case Title	**Not to Compromise with Merit-Based Admission**
Learning Outcomes	After analyzing and solving the case, the participants will be able to 1. *Comprehend and analyze the dynamics of organizational conflict,* 2. *Identify different levels and nature of the organizational of conflicts,* 3. *Identify different parties and necessary information for conflicts negotiation and* 4. *Apply different techniques of negotiation conforming different levels of conflicts.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering	-----
Understanding	a. *Identify different levels and nature of the organizational of conflicts,* b. *Identify different parties and necessary information for conflicts negotiation*
Applying	*Apply different techniques of negotiation conforming different levels of conflicts*

Analyzing	*Comprehend and analyze the dynamics of organizational conflict*
Evaluating	---
Creating	----

Approach to Solving the Case

The case was developed on a real-life conflict situation of an organization. Before developing the case, it was assumed that the participants of the ACAD course had enough knowledge and understanding about the definition and nature of organizational conflict. The case was developed keeping the focus on the nature of different stages of organizational conflict. Understanding the distinct features of different stages would help the participants to devise effective strategies for managing and resolving organizational conflicts.

Understanding the dynamics and different forces of conflicts are also critical for the participants for managing organizational conflicts. In order to manage conflicts effectively, it is also essential to involve concerned parties, accumulation of relevant information and knowing the problems empathetically. The following cases are developed in such a way that after analyzing the case, participants will be capable enough to manage organizational conflict effectively.

The approach to solving the case is described below:

i) The case would be solved both in take-home and classroom presentations. If the session duration is three hours, it is better to solve the case in the classroom.

ii) A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of a classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigning the case to participants.

iii) In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv) The participants will be divided into several groups to prepare group presentations on case questions.

v)   In the classroom, all the groups will present their group report in a plenary session.

Members of other groups will be invited to ask questions after the presentation. The assessment will be done on the basis of group reports as well as presentations.

Not to Compromise with Merit-based Enrollment

"Initial Part of the Case"

The XYZ University is one of the largest universities in the country. Providing full accommodation facilities for the cent percent of students is the uniqueness of the XYZ-U. Over the last five years, employees of the XYZ-U raised an issue of obtaining quota facility in undergraduate admission for their ward (dependent). The issue of quota facility was the exclusive and long-standing demand of the employees of the XYZ-U. The employees met several times in meetings and discussed among them to ascertain a modality to raise the issue with the authorities. Accordingly, they formally applied to the Register of the University to keep the enrolment quota for their wards. But, in the last year's admission process, their demand was not considered. Therefore, the employees felt depressed and frustrated with the behavior of the Register.

During the period of admission process of 2020, the Employee Association raised the issue formally by submitting a written memorandum to VC. The leaders of the employees explained their demands in a very gentle manner and requested him to consider their demands with empathy. The VC mentioned to them that the matter raised to him is a policy issue and the authority to take that type of decision is a matter of a Syndicate meeting. The VC requested them to wait until the issue is raised at the Syndicate meeting.

By this time, BPATC employees obtained a historic verdict in favor of them on the issue of having the Rest & Recreation Leave (R&RL) with full pay like government employees. After obtaining the message, the employees of XYZ-U started demanding 'R&RL' like BPATC's employees. However, the Registrar of the University also showed negative interest in introducing 'R&RL' for the employees of XYZ-U. He uttered, "The verdict which has been obtained by the BPATC is specific for them. We cannot introduce 'R&RL' for our employees

without having another order in favor of us from the competent court." The statement of Register triggered the frustration of employees.

The representatives of the Employee Association then called on VC to explain their demands to him. In an instant briefing on the issue, the incumbent VC expressed his doubt about the demand. He mentioned, "It is a matter of policy; thus those types of decisions can be taken by the syndicate of the Varsity, I am quite unable to express any hope for this issue." Both the statements expressed by Register and VC triggered the level of frustration of the employees. As a result, fifteen days after the submission of the memorandum, the Employee Association met in a meeting and expressed their grievances and frustration about the roles of VC and Register in this regard. After the meeting, they declared three months long programs including a procession, protesting meeting, pen stoppage etc. Over the year 2020, they observed various types of programs and activities to obtain their demand.

After observing a very negative attitude from the authority, the grievances of the employees went up further. They failed to get empathetic behavior from the authority of the university. In an emergency meeting, the leaders of the employees expressed their deep concern and rigid stand for their demands. By this time a syndicate meeting was held in the XYZ-U but the two important demands of the employees were not included even as a miscellaneous agenda in the syndicate meeting. Hearing this bad news, the level of agitation grew rapidly. The employee association declared a one-hour pen-stoppage program from their work instantly as a part of a protest for ignoring their demands in past the syndicate meeting.

The Employee Association drafted and submitted another memorandum to VC & Register with a humble request to fulfill their demands. In this memorandum, they gave a 3-month dateline to materialize their two-point demands. They did not forget to mention their next hard-lining steps in case of failure to materialize the demand by the authority.

In the meantime, another issue that aggrieved the teacher's community is the appointment of Pro-VC of the university superseding at least ten senior professors of the university. The Teacher's Association of the XYZ-U convened an emergency meeting on that issue and expressed their concern about this irregular appointment. They also took regulations accusing the incumbent VC of that so-called appointment. They strongly demanded the withdrawal of the irregular appointment of the Pro-VC. The Teacher's Association also declared an ultimatum for fulfilling their demand within the next 60 days. In order to clear the position of VC, the Public Relations Department arranged a press conference. The VC

categorically mentioned that the issues and demands raised by the Employees & Teachers Association are not valid, he mentioned appointment of the Pro-VC is not an exclusive business of the university authority. After having the approval of the Honorable President of the Republic, the Ministry of Education issued the appointment letter,'' he mentioned. In the same press conference, the VC mentioned, "The employees are doing movements for their own interest. Maintaining quota for the wards of employee is against the existing policy of merit-based admission.'' Perceiving the message of the press conference of the university authority, the two Associations understood the pulse of the VC. As a reaction to the so-called press conference, the joint committee convened a meeting and finalized a joint statement demanding the resignation of the Vice Chancellor. They then declared a continuous strike until the resignation of the VC. Therefore, all the academic and administrative businesses were stopped. All scheduled exams were postponed. All the rooms of the administrative building were locked. The guardians, the members of Civil Society, and the Federation of University Teachers' Associations of Bangladesh expressed their deep concern in this matter. They demanded rapid settlement of the stalemate situation at the University and drew the attention of the Ministry of Education and UGC. For a last step, the VC convened a meeting with two associations, the University administration and selected members of the Syndicate. However, the Teacher's and Employee's Associations refused several times to attend the meeting with the current VC.

1. *Suppose, currently you are in the position of the VC of the XYZ-University. What are the possible steps to be taken by you to solve the conflicting situation?*

2. *Suppose, currently you are in the position of the Chairman of UGC. What are the possible steps to be taken by you to solve the conflicting situation?*

"Second Part of the Case"

After observing this situation Ministry of Education formed a high-powered committee comprising the Chairman UGC as the convener, the Joint Secretary (University) of MoE and the Secretary of the Federation of University Teacher's Associations of Bangladesh as the members. Joint Secretary (University) has been nominated as the members-secretary of the committee. The committee is supposed to follow the ToR mentioned below:

1. Investigate the matter and analyze the existing situation.
2. Work as the Third-party Negotiator.

3. To negotiate the issues involving relevant stakeholders.

4. Finally, make recommendations to solve the problem permanently.

After getting the news of forming a high-powered committee, different groups of agitator suspended their movement for the time being. In a press conference, the Teacher and Employee Associations jointly declared temporary postponement of their movement hoping for a satisfactory solution to the problem within a month; otherwise, they would start the serious movement again. On their decision, full-swing academic and administrative activities of the University have been started.

Assume, your group is working as the high powered committee as mentioned above. Your task is to:

Questions to be solved

Assume, your group is working as a high-powered committee. Your task is to:

1. Assess the conflicting situation by analyzing the case and place example(s)/event of every stage in the following table:

Stages	The demand raised by the employees/teachers (First Party)	Corresponding steps were taken by the employees/teachers' associations (First Party)	Reactions from the University Authority (Second Party)
Latent Conflict			
Conflict Emergence			
Conflict Escalation			
Stalemate			
De-escalation			

2. Specify the concerned parties for convening a conflict negotiation meeting.

3. Prepare a list of agenda for the negotiation meeting with the party (s) concerned.

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

    i.   Group Report (Word Format) : 60

    ii.   Group Report Presentation   : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature. The evaluation rubrics are given below:

Questions	Rubrics	Marks

1. Assess the conflict situation analyzing the case and place example(s)/event of every stage in the following table.
  a. Latent Conflict
  b. Conflict Emergence
  c. Conflict Escalation
  d. Stalemate
  e. De-escalation
	i. Identification of events of five stages of with one example for each stage	5X8

2. Specify the concerned parties for convening a conflict negotiation meeting.	i. 5 parties identified	5X2
3. Prepare a list of agenda for negotiation meeting with the party (s) concerned.	i. Five agenda identified	5X2
		60

For Group Report

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3

Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	Complete within the stipulated time Over all time management	2X2.5
		40

CASE NUMBER: FOUR

MATT-2, even, failed to develop team-building practices in Bangladesh Civil Services

Course Title	Advanced Course on Administration and Development
Module Number	
Session Code (00.00) and Title	Team-building
Case Title	MATT-2, even, failed to develop team-building practices in Bangladesh Civil Services
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Comprehend and analyze the dynamics of team-building;* *Understanding the role of a team-leader for managing a hi-performing team; and* *Identify and analyze the barriers to teambuilding under the bureaucratic culture.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering	-----

Understanding	*Understanding the role of a team-leader for managing a hiperforming team*
Applying	*Comprehend and analyze the dynamics of team-building*
Analyzing	*Identify and analyze the barriers to team-building under the bureaucratic culture*
Evaluating	---
Creating	----

Approach to solving the case

The case was developed basing on a real-life experience of senior civil servant of the Bangladesh Civil Service. Before developing the case, it was assumed that the participants of ACAD course have enough knowledge and understanding about features and natures of an effective team. The case was developed keeping the focus on different steps for forming a team. The diversified roles of the team-members were also focused in the case. In the case, the detrimental behavior of team leader was also illustrated in the case. How the bureaucratic behavior and culture of a team-leader destroyed the team-cohesion and mutual respect among the team-members is also another focus of the case.

It is expected that after analyzing the case, the participants will have a sufficient level emotional intelligence (EQ) and liberal attitude to manage a team effectively. The teambuilding learning will help them to solve problem in an innovative way and obtain common goal in an effective way.

The following case is developed in such a way that after analyzing the case, participants will be capable enough to manage team in own organization effectively.

The approach of solving the case was described below:

  i)   The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

  ii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

  iii) In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

  iv)   The participants will be divided into several groups to prepare group presentations on case-questions.

v) In the class-room, all the groups will present their group-report in a plenary session.

vi) Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

MATT-2, even, failed to develop team-building practices in Bangladesh Civil Services

Managing at the Top-2 (MATT-2) Leadership Development Program was designed to develop higher-level leadership competencies among the top management of Bangladesh Civil Services. The integrated model of the MATT-2 leadership development program includes four important areas of the working environment. It starts with "Understanding and developing self" and gradually covers areas like "understanding and developing team", "understanding and developing organization" and finally "understanding the priority of the clients and responding to them accordingly". One of the important objectives of the MATT-2 is to develop team spirit and accordingly team-leading capacity in senior officials of the civil service. In order to instill team spirit among the MATT-2 participants, the academic activities of the workshop as well as the subsequent implementation of the performance improvement project (PIP) were done by respective teams.

The main vehicle of the activity of the MATT-2 was to prepare a performance improvement project and implement thereof by the team. It was a team-based activity. In the PIP preparation process, the team has to perform several rounds of brain-storming and group work followed by presentations. The team has to collectively defend their proposal and reply to the questions of other groups collectively.

In order to develop team spirit among the team members, the facilitators suggested them to ensure equal participation in group-works, report preparation, exercise and presentation. They also reminded them to make interdependent efforts among the members to generate expected outcomes and mutual respect for each other, even, though some of them are juniors to other members. In the academic part of the workshop, the participants were requested to listen actively each other. They were also requested to practice shared leadership while doing any assignment.

In the process of the workshop, the participants had to prepare their PIP and then went to the field for a feasibility test. In a team, they had to do the assigned feasibility study of the proposed PIP. Then, in the action plan of the PIP implementation, the individual as well as team roles were specified. After the implementation of the PIP, they had to prepare the group report on the implementation status of the PIP. Finally, the team had to present the group report before a panel of evaluators.

Moreover, in the leadership development workshop, the participants had to do a good number of exercises, management games, group works, disadvantaged citizen visits, regional exposure visits, identifying REV learning points, and subsequent presentations and production of reports were also done in team-basis.

Mr. Datta, the narrator of the case, was included in a MATT-2 team titled SHAPLA with other 5 members. Another member, Mr. Minhaj, is also from the same batch (Batch 11) as Mr. Datta. The rest of the team members are senior to them. The other three members are from the Batch-6 of Bangladesh Civil Service (BCS). The MATT-2 facilitators requested to select team leaders on the basis of leadership aptitude rather than seniority. In a session, the facilitator also mentioned that in a team, the style of leadership would be shared leadership. Unfortunately, the members of the senior batch selected leaders from their batch and his name was Qutub Uddin. Mr Qutub is an extrovert person with a dominating temperament by nature. Other members from his batch felt proud of having the team leader from their batch. It is worthwhile to mention that several team-building exercises were done to sensitize the participants for forming a synergic level of cohesion among the teammates. The Myers and Briggs personality temperament exercise was done at an individual level to identify the personality temperaments of all participants. The exercise facilitates every team to know each other by personality type. In another exercise, the participants identify team-building actions for transforming an ineffective team into a hi-performing team. Moreover, equal opportunity for participation, presentation-rotation, and doing almost all activities on a group basis were the mandatory modalities for MATT-2 HRD workshops.

The Team Shapla selected a PIP titled, 'Introducing Land Development Tax Card in a Union of Dhaka District'. Because of the strong reform value of the PIP was appreciated by all facilitators. Mr. Minhaj was the mastermind of the innovative project since his immediate past assignment was Assistant Commissioner Land in an Upazilla. Considering the reform value, expected outcome and feasibility test report, the proposed PIP was approved by the Ministry of Public Administration for implementation. One mentor was nominated for the team Shapla to oversee the implementation of the PIP. There is a provision for holding monthly meetings

with mentors. In the first meeting, the mentor requested the team to place the implementation report for the previous month. In the meeting, the team leader said, "Sir, we are not fully ready to place a full report, rather we can describe the progress orally". It was the responsibility of Mr. Minhaj to remind me well ahead about the report, it is mainly his failure", he added. The mentor replied to the team, "It is not an acceptable excuse, however, you are given chance to describe orally about the progress". After completion of the meeting, the team leader reacted roughly and accused Mr. Minhaj for not preparing the monthly progress report. In a reply, Minhaj told the team, "It was not my specific responsibility, even no one specifically told me to prepare any report". "We should sit together and distribute specific responsibility to all members", he told. "Being the junior most members in our team, you two should understand your responsibilities", the senior members replied to Minhaj and Datta.

In the PIP implementation process, the three seniors used to request Minhaj and Datta to visit project areas frequently requested them to follow up the implementation process and finally gave them to make a draft implementation report. The two juniors prepared a draft PIP implementation report.

In the PowerPoint presentation on the implementation report, the two juniors added some video-clips and illustrations. In a mock presentation, the senior members disagreed on including illustrations and video clips in the PowerPoint presentation. However, the team leader took responsibility for finalizing the PIP implementation report.

In the final presentation of the implementation report before the panel of adjudicators, the team leader took the responsibility of presentation. He presented well. Immediately after the presentation, the panel asked him to place some evidences of meeting, stakeholders consultation, feasibility test visit in the form of video clips or even still pictures. The presenter failed to produce those types of evidence instantly since those were discarded from the presentation. However, in the question-answer session, the three seniors responded to the questions and those were not very to the point. Mr. Minhaj and Datta tried to supplement the answer, but they were not given space to make any response. In order to check the authentication of the report, one member of the evaluation panel asked the senior members to tell about the specific date of their visits to the project area. In reply, they failed to provide specific answers with specific dates of their visits. After the final presentation, all members of the SHAPLA team were found very hopeless and frustrated and started blaming each other.

In the final result of the PIP evaluation, the team SHAPLA was not selected for the Stage 2 of MATT2 (popularly known as super MATT).

Questions to be solved:

1. Please make an inventory of the wrong steps taken by the team leader of the team SHAPLA that impeded the development of team spirit in team SHAPLA.

2. If you were selected as the team leader of the team SHAPLA, how would you behave to develop better cohesion and synergy in the team?

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

        i. Group Report (Word Format) : 60

        ii. Group Report Presentation : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature.

The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
Please make an inventory of the wrong steps taken by the team leader of the team SHAPLA that impeded to a perfect teambuilding.	30	Background Identification of 10 wrong steps Consequences of wrong steps (at least 5)	5 10X2 5X1
"Team-building is difficult in hierarchical and bureaucratic culture"—how do you justify the proposition? Give your opinion citing example from the case.	30	i. Introduction ii. At least five justifications iii. 2 examples	5 5X4 2X2.5
			60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3
Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	☐ Complete within the stipulated time ☐ Over all time management	2X2.5
		40

CASE NUMBER: FIVE

An Eye-Wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh

Course Title	Advanced Course on Administration and Development
Module Number	**6**
Session Code (6.04) and Title	Policy Implementation Models and Evaluation Theories & Techniques
Case Title	**An Eye-Wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh**
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Comprehend and understand the process of policy evaluation;* *Identify and apply qualitative as well as quantitative indicators for policy evaluation;* *Plan and implement policy/program evaluation for own organization professionally.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering	---
Understanding	*Comprehend and understand the process of policy evaluation;*
Applying	*Identify and apply qualitative as well as quantitative indicators for policy evaluation;*
Analyzing	
Evaluating	
Creating	*Plan and implement policy/program evaluation for own organization professionally.*

Approach of Solving the Cases

The approach of solving the case was described below:

i)   The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

ii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

iii)   In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv)   The participants will be divided into several groups to prepare group presentations on case-questions.

v)   In the class-room, all the groups will present their group-report in a plenary session.

vi)   Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

An Eye-Wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh

Since independence in 1971, Bangladesh has been making policy interventions to reduce the gender gap in education. Empowerment of women has been articulated strongly in every five-

year plan of the government and based on the five-year plans public actions were taken in education. Among the gender-responsive interventions in education, The Female Secondary School Assistance Program has been contributing a lot to increase the ratio of the female enrolment at the secondary level. In the policy evaluation process, the Female Student's Assistance Program was taken as a case of gender-responsive policy interventions in secondary education in Bangladesh.

To empower women and enhance their socio-economic status through the expansion of female education, the government has arranged to waive tuition fees of female stipend holders up to *twelfth grade*. The relevant projects of the *FEMALE STUDENTS' STIPEND* laid down the following objectives and preconditions.

To enhance the opportunity for the education of females, the government started a nationwide free studentship and stipend program for female students of class VI to X in 1994 with a view to achieving the following objectives:

   i)   To increase female enrolment in the secondary level and continuity of schooling;
   ii)   To protect child marriage and thus reduce population growth indirectly;
   iii)   To increase participation of females in socio-economic activities;
   iv)   To motivate female students for self-employment and with a view to achieving the target of producing opportunity of vocational education after the secondary level;
   v)   To reduce dropout of female students; and
   vi)   To enhance the social status of women.

The statistics of the Directorate of Secondary and Higher Education shows that during FY 2003-04 a total number of 39,04,723 female students enjoyed stipends under 4 different projects. More than Tk. 200 crore per year had been spent to run the programs. The Government also took measures to make secondary schools more female-friendly by recruiting more female teachers, including female members in SMCs, building separate latrines for female students, establishing more girls' schools and colleges, imparting training of those female job searchers who are ready to take teaching profession etc. The program has been implemented since 1994 and the donor agencies and development partners imposed a pre-condition of conducting a comprehensive evaluation of the program for further financing.

The program has been run successfully for the last twenty years. In the year 2014, the government took the initiative to evaluate the program. Considering the abovementioned objectives of the program, the evaluation process was designed. Accordingly, a set of ToR including evaluation outcomes, detailed tasks, the scope of the evaluation study, tentative

report outlines and methodology were specified. The procurement unit of the DoS & HE engaged a firm to conduct the evaluation. On behave of the firm a group of consultants were involved in conducting the study. In the inception report presentation, the consulting firm articulated the following objectives for the evaluation research in the following ways:

i) to assess the trend of female enrolment, dropout and pass-out rates in secondary education;

ii) to examine the effectiveness of female students' stipend program for secondary education for eliminating gender gaps in primary and secondary levels;

iii) to explore weaknesses and limitations of gender-responsive policy interventions of government at the secondary level and make recommendations for better policy options.

To obtain the expected outcomes of the evaluation study, the following techniques were employed for collecting data and relevant information:

Review of Secondary Information

i) to analyze and review the government actions (plans, policies, programs, projects and action plans etc.) and interventions in secondary education and training for attaining gender parity;

ii) to analyze critically the female enrolment, completion, pass-out rates, and dropout rates of various classes of secondary education.

Field Study and Review of Primary Data

Finally, a rigorous effort was made to take primary information from the stakeholders by using questionnaires, in-depth interview and seeking expert's opinions. Data, opinion and information were collected from 300 female students, 100 teachers, 100 guardians, 50 education managers and 5 experts covering 6 High Schools from 6 administrative divisions.

A purposive sampling method was followed in this research. For obtaining the research objectives, both secondary and primary data were collected and analyzed thoroughly. Secondary data was collected mainly from Ministry of Education, Directorate of Secondary and Higher Education, Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Primary data was collected from the female students who are the direct beneficiaries of the stipend program, guardians of the students, teachers and education managers of secondary schools (mainly from Upazila Secondary Education Officers).

After completing a six-month field study and data analysis, the consultant group arranged a validation workshop. The draft report was presented in front of relevant stakeholders. The gist of the report is stated below:

    a. As a result of government intervention in female education at the secondary level, the enrolment rate, the pass-out rate, and attendance rates were increased significantly. After the introduction of the female stipend program in 1994 the female enrolment jumped up to 47.00% in 2014 from 33.00% in 1994. In the higher secondary level, the female enrolment also increased to 44% in 2014 from 27% in 1994.

    b. Over the period of 1994 to 2014 a moderate level of development happened in dropout, survival and completion rates of female students of secondary level. The female dropout rate decreased to 10% in 2014 from 14% in 1994.

    c. The study also revealed that the percentage of female teacher in secondary education increased to 20% in 2014 from 14% in 1994.

    d. About 80% of respondents of teachers opined that the enrolment of female students in class six had been increased due to the stipend program. Same opinion was passed by 100% Upazila Secondary Education Officers.

    e. Fourteen percent of respondent guardians opined that if there were no arrangement of stipend they would not have enrolled their daughters into class six.

    f. Cent percent of respondent guardians opined that after completion of SSC level, they enrolled their daughters in HSC level. They had been motivated enough to enroll them to HSC level since the government arranged a stipend program for higher secondary level.

    g. 94% of respondent guardians opined positively in favor of the effectiveness of the stipend program of higher secondary level and requested to continue the same.

    h. In terms of quantity, the impact of gender-responsive intervention in secondary education is more or less acceptable. However, it is imperative to evaluate the completion rate, stagnation rate and internal efficiency of female students of secondary education to judge the effectiveness of the gender-responsive government interventions. Under this study, the effectiveness of gender-responsive interventions is taken and evaluated both in quantitative and qualitative dimensions.

To make gender-responsive government interventions more effective, some specific recommendations were furnished as conclusions of the study. These are, in short, to strengthen

SMCs so that accountability of teachers can be ensured; to build capacity of Upazila Secondary Education Office; to enhance the amount of stipend; introduce stipend program for poor but meritorious male students; to recruit more female teachers and filling up the 30% quota of female teachers strictly; to take special measures to take dropout female students to TVET; to include more biographies of successful women of the nation in textbooks; to introduce transport services for female students and to introduce stipend for female but meritorious students of higher levels.

In the validation workshop of the final report presentation, a group of experts raised the following observations on the evaluation study:

a It is an eye-wash evaluation, an in-depth analysis of program outcomes was not done professionally;

b The study failed to cover whole areas of outcome and impact of the program; and

c Moreover, the study ignored the qualitative part of the program outcomes.

Case questions to be solved:

If you were assigned as the team leader of the evaluation study, how would you design a valid and reliable research program for covering the intended and unintended outcomes and impacts of gender-responsive interventions in secondary education in Bangladesh? What types of qualitative and qualitative indicators do you select for conducting the study professionally?

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

h.   Group Report (Word Format) : 60

ii. Group Report Presentation : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature.

The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
1. In the report validation workshop, a group of experts raised following questions: It is an eye-wash evaluation, in-depth analysis of outcomes were not done; The study failed to cover whole areas of outcome and impact levels result; and Moreover, the study totally ignored the	30	i. Background ii. Placing arguments for how the iii. assigned firm did an eye-wash iv. evaluation? What are the outcome and impact they failed to include in evaluation of the program? What are the qualitative indicators they failed to include in the evaluation study?	5 5X3 5X2 5X2
qualitative part of the result. ----- Please make comments.			
If you were assigned as the team-leader of the evaluation study, how do you design the research program? What types of qualitative and qualitative indicators do you select for conducting the study professionally?	30	i. Introduction ii. A plan to conduct the evaluation, including: Methodology Indicators (Outcome, impacts) Sources of data Report outlines	5 5X4 5
			60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	➤ Quality of PPT ➤ Use of stylish English ➤ Pronunciation ➤ Fluency	4X3
Ability to Communicate contents	➤ Explain clearly ➤ Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	➤ Answer at least three questions ➤ Level of clarity while answering	3X4
Time management	➤ Complete within the stipulated time ➤ Over all time management	2X2.5
		40

CASE NUMBER: SIX

Public Private Partnership brings hope for mega projects development in developing countries

Course Title	Advanced Course on Administration and Development
Module Number	
Session Code (00.00) **and Title**	PPP
Case Title	**Public Private Partnership brings hope for mega projects development in developing countries**
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Understand and comprehend the major issues to be considered in taking PPP decisions;* *Analyze and evaluate the causes of failure of PPP initiatives; and* *Identify the potential risks of PPP projects and accordingly craft mitigation strategies.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes
Remembering	
Understanding	*Understand and comprehend the major issues to be considered in taking PPP decisions;*
Applying	*Identify the potential risks of PPP projects and accordingly craft mitigation strategies.*
Analyzing	*Analyze and evaluate the causes of failure of a PPP initiatives*
Evaluating	
Creating	----

Public Private Partnership brings hope for mega projects development in developing countries

Approach to Solving the Case

The case has been developed based on analysis of a project implemented under a public private partnership (PPP) model in the context of a developing country. For this, 'X' Metro Rail Project, one of the mega projects implemented under a PPP model in India, was taken under consideration. Activities of the project were studied deeply from different point of view to understand the phenomenon of a PPP modeled mega project. Different important factors such as financial issues, technical issues, impacts of the project on individuals as well as on whole society, on culture and so on, were observed to develop the case.

However, after analyzing the phenomenon of a PPP modeled project, a lot of potential factors are observed in one hand and also it finds some challenges and limitations to be faced during and after implementation of such mega projects in the developing countries. As a result, the case has been developed on the basis of the potential issues. After analyzing the case, participants will be capable enough to craft the insights of a PPP modeled project to be implemented effectively in the country.

However, the approach of solving the case is described below:

i)   The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

ii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

iii)   In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv)   The participants will be divided into several groups to prepare group presentations on case-questions.

v)   In the class-room, all the groups will present their group-report in a plenary session.

vi)   Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

Public Private Partnership brings hope for mega projects development in developing countries

Financial resource constraint is one of the major problems in developing countries to implement any mega projects. Despite national need, the Government of developing countries cannot provide much money to execute gigantic projects, meeting regular requirements. So, it takes time to lift a country from one stage to another upper stage, for example, middle income country to higher income country in the world map.

Therefore, to develop the living style, accommodating all sorts of sound improvement such as education, health, habitat, hygienic sanitation, pure drinking water, climate resilient environment, safe communication, transportation and so on and so forth, it needs huge investment in these said sectors. But it could not be possible due to financial resource constraints. Consequently, different approaches are followed to manage resources such as financial, technical, intellectual, human, etc. Public private partnership is one of them. However, among many other sectors, transportation and communication sector is considered as one of the important areas for national development of any country. For the improvement of this sector, construction of flyover, metro-rail, mono-rail, etc. is getting preference.

X Metro Rail Project: A Case of Public Private Partnership (PPP)

It is observed that the Hyderabad city is growing fast, turning into a hub of innovators, entrepreneurs, and talented youngsters. It also accommodates the world's giant companies such as Facebook, Google, Apple, Uber, Amazon, Goldman Sachs, making it truly a cosmopolitan city. This all has led to a rapid urbanization and the city prides itself with some iconic landmarks including a glamorous airport and glitzy metro rail. The metro rail project is implemented under a PPP model.

Major features of the X Metro-rail Project

It is an elevated metro rail with two tracks (up and down lines) on a deck erected on pillars generally in the central median of the road, without obstructing the road traffic. Stations are located at an average interval of one kilometer. It is planned to connect to major bus stations, integrate with existing rail terminals and link to Multi Modal Transport System (MMTS services. It has also planned feeder bus services to metro-rail stations from different areas of the city. The metro-rail is a green and eco-friendly model of travel, reducing carbon emission,

fuel consumption and pollution. It is faster, safer and comfortable air-conditioned travel with reduced travel time. It has ultra-modern coaches. It has high frequency of trains reducing waiting time, with a frequency of 3 to 5 minutes during peak hours, and is expected to carry about 17 lakh passengers per day by 2017 and 22 lakh by 2024. Userfriendly stations with lifts, staircases and facilities for the disabled is another special feature of this modern communication system. Parking facilities at strategic locations along with route is another important feature of the metro-rail project. Commuters would be happy for automatic ticket vending machines, reducing waiting time in queues and counters. It would also contribute to hassle free entry and exit from the stations. Hygienic sanitation, telephones and public address and information system are also major characteristics of the Hyderabad metro rail project.

'X' Metro Rail Project: Is it a failure or success case?

Metro rail is considered as an alternative option in big or mega cities compared to other public transports due to comfortable, duration, security, hygienic sanitation and hassle free travel facilities. Commonly, it is used to the city commuters to go to offices and return to home daily. In the case of Hyderabad metro rail, Mr. Kumar, a regular commuter, describes that `there are few takers for metro trains because of lack of first and last mile connectivity.' Mr. Prashanth, another traveler, faces difficulties to avail metro rail. He describes, `to reach metro station, he needs to board an auto or cab from his locality that is Baduppal and after reaching he destination, he needs again to board an auto or cab. This brings financial incurred for him. For him, only advantage of the metro is the duration.' Mr. Chaitanya states that `I used to regularly travel by metro train but the fare of metro is too high compared to the bus, for instance from Madhapur to Paradise bus charge is Rs 20 whereas metro fare is Rs 45.'

As per data published in the *The Hans India*, the X metro rail had a footfall of over 1.30 lakh per day but due to the pandemic COVID-19 it has fallen by 50 per cent, incurring losses around Rs 1700 crore in 2020 and total accumulated loss is of Rs 4000 crore. As per HMRL, the Metro system was expected to carry about 17 lakh passengers per day by 2017 and 22 lakhs by 2024. But, as on April 27, 2019, with only two partly operational lines (Red and Blue) in Phase I, the maximum it achieved was paid passengers at 2.55 lakhs and a total footfall of 2.71 lakhs.

"Given all that, it is not surprising that HMRL needs to do a lot more before it can reach anywhere close to its expected ridership. With a current expected patronage of a little over 2 lakh people per day, Hyderabad Metro is lagging far behind Delhi (28 lakhs per day), Kolkata (5.5 lakhs) and Bengaluru (4.2 lakhs). "The corridor I from Miyapur to LB Nagar is considered the busiest corridor and two corridors (I and III) are operating fully," said

Prof. C. Ramachandraiah, "These two corridors should have been currently carrying 11.74 lakh passengers (as per 2014 estimates). But what the metro is actually carrying is only an average of 2.20 lakh passengers per day, less than 19 per cent of its own estimates. As a transport project, Hyderabad Metro is a miserable failure".

It is now discussed that `*the metro rail project is a failure, as the metro train fares are too high. There is lack of proper parking facility and to reach a particular destination there is lack of first and last mile connectivity. Also nowadays, people are forced to opt for other public transport, as metro rail authorities have closed down few exit points, foot over bridges and not operating elevators at many stations in the city. Slowly the metro rail is losing its charm.'*

Experts observe that the metro rail project which was planned in 2004 has been unable to keep up with the rapid growth and expansion of the city. *"There has been a fundamental shift in the living areas in the city," explained Prashanth Bachu, a Subject Matter Expert (SME) on Urban Transportation. "The Metro line was originally planned from Miyapur to LB Nagar, which had a high concentration of people residing along that route. But now the city is sprawling. Also, earlier, the city centre – areas like Koti, Abids, Secunderabad, Punjagutta, Nampally, etc – were the hub of commercial activity. Now the activity hubs have moved to the periphery, where the Metro does not operate. With the Metro, it will always be a catch-up game".*

Prof. C. Ramachandraiah, Centre for Economic and Social Studies (CESS), Hyderabad, also said that growth of the city has been much faster in the peripheries in the last four decades, than in the metropolitan core. He made an observation, "Any public transport model should be designed to the specific characteristics, history, heritage, street and traffic pattern of that city." He further observes that "activities undertaken for the Metro has led to defacement of some parts of the city and its 400-year-old heritage, causing irreparable damage to the streetscapes and street life of Hyderabad."

Some basic information of the X Metro Rail Project

To address the increasing traffic congestion problem and pollution levels in Hyderabad city, Government of Andhra Pradesh took the Metro Rail project. The Project covers three high density traffic corridors of the city spanning over 72 km. The Project was implemented under Public Private Partnership (PPP) following on Design, Build, Finance, Operate and Transfer (DBFOT) model. Of the total cost of Rs. 14,132 crore (US $ 2.3 bn), Government of India sanctioned Rs. 1,458 crore (10%) and the rest of the amount Rs.12,674 crore was invested by the Concessionaire M/s. L&T Metro Rail Hyderabad Ltd., a special purpose company of the Indian infrastructure and manufacturing giant L&T.

The project started in June 2012 and was scheduled to be completed by June 2017. However, the 'X' Metro Rail Ltd (HMRL) was launched with limited connectivity in November 2017.

Out of the original Phase I length of 72 km across three corridors (red, blue and green lines), a stretch of 56.5 km and 48 stations (out of the proposed 66) is currently functional.
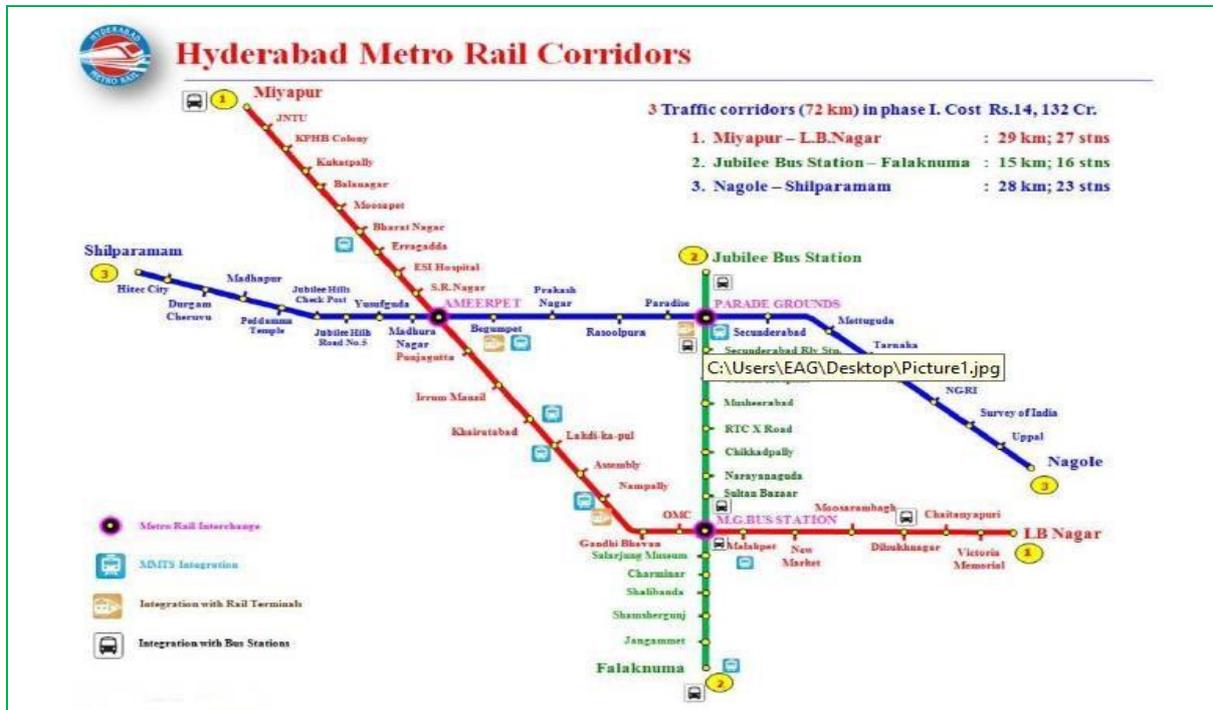
Source: NVS Reddy, Managing Director, HMRL, https://hmrl.co.in/articles/2014-01-04Article-for-IPE.pdf accessed on December 3, 2021

Expected advantages of metro rail

NVS Reddy, the managing director of HMRL, asserted that the metro rail project would bring a very impressive and positive impacts as follows:

- *The Metro Rail System has proved to be the most efficient in terms of energy consumption, space occupancy and numbers transported.*
- *High-capacity carriers – very high volumes of peak hour peak direction trips.*
- *Eco-friendly – causes no air pollution, much lesser sound pollution.*
- *Low energy consumption – 20% per passenger km in comparison to road based systems.*

Questions to be solved:

1. How do you describe the Hyderabad Metro Rail Project whether it is a successful or a failure project under the PPP model? Give arguments in favour of your answer citing example (s) from the case.
2. Suppose, you were designated to develop a project to be implemented under a PPP based Metro Rail Project in Chattragram City, what would you do to make the project successful?

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

    i.   Group Report (Word Format) : 60
    ii.   ii. Group Report Presentation : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature. The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
1. How do you describe the X Metro Rail Project whether it is a successful or a failure project under the PPP model? Give arguments in favour of your answer citing example (s) from the case.	30	Background Proposing arguments in favour of the answer. Citing example (s) from the case.	5 5X3 5X1
2. Suppose, you were designated to develop a project to be implemented under a PPP based Metro Rail Project in Chattragram City, what would you do to make the project successful?	30	i. Introduction ii. Strategic steps to design and implement a PPP based Metro Rail Project in Chattragram City. iii. Conclusion	5 5X4
			60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3

Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	☐ Complete within the stipulated time ☐ Over all time management	2X2.5
		40

CASE NUMBER: SEVEN

Public Hearing fails to attract attention of Citizen!

Course Title	Advanced Course on Administration and Development
Module Number	5
Session Code (05.08) and Title	Building Effective, Inclusive and Accountable Public Administration System
Case Title	Public Hearing fails to attract attention of Citizen!
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Understand the barriers to effective public hearing event;* *Identify and apply effective ways of conducting public hearing; and* *Ensure accountable public administrative system through conducting public hearing in different level of field administration.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes	
Remembering	---	
Understanding	*Understand the barriers to effective public hearing event;*	

Applying	*Identify and apply effective ways of conducting public hearing;* *Conducting public hearing in different level of field administration.*	
Analyzing		
Evaluating		
Creating	**----**	

Introduction

The case has been developed based on a real-life experience. The government is trying to provide services to its citizens hassle-free and smoothly. For this, the government has introduced different mechanisms such as citizen charters, e-services, one-stop services, and so on. In addition, the government has also adopted strategies to ensure accountable and inclusive governance in the country. Accordingly, the government introduced `public hearing' to hear the voice of citizens, and to resolve the complaints made by citizens rapidly. The strategy was undertaken to enhance the service quality and expedite the services to the service recipients in the country.

However, real-life experiences reveal a lot of issues that need to be addressed to make it effective and fulfill its purposes. After analyzing the case, participants will be skillful in crafting insights into the government strategies to be implemented effectively in the country.

Approach to Solving the Cases

The approach to solving the case is described below:

i) The case would be solved both in take-home and classroom
presentations. If the session duration is three hours, it is better to solve the case in the classroom.

ii) A basic theoretical literature is annexed with the case for the participants for prior consultation. In the case of a classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigning the case to participants.

iii) In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv) The participants will be divided into several groups to prepare group presentations on case questions.

v) In the classroom, all the groups will present their group report in a plenary session.

vi) Members of other groups will be invited to ask questions after the presentation. The assessment will be done based on group reports as well as presentations.

Public Hearing fails to attract attention of Citizen!

Background and Real-life Experience

The cabinet division issued a circular on June 1, 2014, requesting all public offices to hold a `public hearing' on a specific day of a week to hear the complaints of citizens and to resolve it rapidly. The circular contains a 16-point guidelines to make it effective and expansion of the activities at the different public offices.

The decision came after the instruction of the Prime Minister at the `Secretary-Meeting' held on April 7, 2014. At the meeting, Prime Minister instructed the high officials to hear the complaints of the citizens directly and to take action rapidly for resolving the complaints. The instruction was made to enhance the service quality and to expedite the services to the citizens in the country.

However, among the 16-point guidelines for holding the public hearing at the public office, the majors one are: (1) fixation of a day of the week to hold public hearing during office time (Wednesday has been fixed for public hearing); (2) no other meetings, events, visits or other programmes is scheduled to be held on the day of public hearing; (3) maintaining a register of complaints/application; (4) taking action rapidly to address the complaints/problems and informing it to the service seekers.

However, on Wednesday, August 18, 2021, one Deputy Commissioner (DC) of a district of Rajshahi Division scheduled `District Coordination Meeting (DCM)' at the DC office at 10:00 A.M. The prescheduled meeting was held at the conference room, adjacent to the DC's official room. At the meeting, Deputy Director, Local Government (DDLG), additional deputy commissioners (ADCs), all upazial nirbahi officers (UNOs) under the district, senior assistant commissioners, assistant commissioners took part and the meeting was presided over by Deputy Commissioner (DC).

Just before starting the meeting, the assistant commissioner (confidential), hereafter AC (con), was busy to arrange the meeting with necessary ICT preparation and others such as arrangement of Zoom link, sitting arrangement of the conference room, making phone calls to some participants, and so on. However, the AC (con) was supported by a female assistant commissioner who was senior to AC (Con), a very young officer of 38 BCS batch who joined for about six months back at this office. It is learnt that this batch got only 21 days training of the 72th FTC.

As Wednesday was the scheduled day for 'Public Hearing Day', visitors from different parts of the city and beyond came to the DC office to meet and talk to DC in person about their issues and problems so that they could get solutions from him (DC) immediately. The visitors, however, gathered and be seated at the AC (con) office. The visitors waited there until they were not allowed to meet DC.

To maintain the situation, AC (con) asked the visitors why they came. Why do they want to meet DC sir? What is the problems do they want to share/say to DC sir? Is the issue concerned with DC sir? Who asked/advised to meet DC sir?' The AC (con) asked such types of questions to the visitors individually. But he could not pay heed to all visitors due to his/her other business. However, after getting answers from the visitors, he advised the visitors `wait'. He/she also assured the visitors that after ending the meeting (DCM), DC sir will be informed about your issues and if sir (DC) permits/allows me (AC/con), you will be then allowed to meet him to talk in person.

It was observed that as the AC (con) was one of the youngest officers at the DC office, he/she used to stand up and sit down repeatedly when his/her senior officers entered his/her room. The senior officers used the room as a passage to attend the meeting (DCM) at the conference room. The AC (con) office room is located in the middle point between the DC's office room and the conference room. Consequently, all the officers invited/eligible to attend the meeting used this room as a passage, instead of using the corridor to enter the conference room. It was also observed that he/she was also a dealing officer to receive official letters designated/addressed to deputy commissioner (DC). It was further observed that he/she was not experienced and familiar with dealing with such a kind of tasks professionally as well as smartly. He/she was found less capable to handle the visitors as well as others who came for official purposes from other government offices.

However, though it was the day of `Wednesday', the prescheduled day for `public hearing', there was no fixed time for this particular purpose. It was informed and learnt that the public hearing event was supposed to be held at the conference room. But no such arrangement was

found. Visitors and others gathered at the office room of the AC (con) and informed him about their issues.

However, a man who introduced himself as a freedom fighter entered the room of the AC (con) at the 10:30 A.M and informed him/her that he has come from a village of an Upazila and wants to meet DC sir. AC (con) asked the visitors why does he want to talk to DC sir? The freedom fighter replied that he needs a house. `People of my locality are getting government allocated houses. But despite being a freedom fighter, I could not get a house. So, I would like to talk to DC sir about this issue so that I can get house.' Getting reply, AC (con) told him to wait. `After ending the meeting (DCM), you can get a chance to talk to DC sir' AC (con) assured.

Another man with a physical disability accompanied by his wife entered the AC's room and sat on the sofa since at this time the AC (con) was not available at his/her chair. During this period, another age-old woman entered the AC's room. She also sat on a chair. Some other visitors also entered during this period. It was about 11:30 A.M.

However, again the AC (con) were asking the visitors individually `why have they come here?'. When asked, the man with disability approached to AC (con) and tried to convince him/her that `it is his personal issue and wants to share it DC sir only.' Okay. Wait, the young officer replied. When asked the age-old poor women, who came a village from another upazila of the district, `why has she come?' The women rushed to the table of the AC (con) with tears. She informed that her nephew had grabbed her inherited land. Her husband is very sick. She was kicked off from her land. Her nephew threw away the land demarcation pillars and stone, and cut the trees she landed on it. Even she was beaten by her nephew. She visited the local police station to get remedies and solutions. But she did not get any help from the police. She is very frustrated with the behaviour of police personnel. This is the last option for her to meet `Boro (big) sir' (DC sir) to get back her land from the grabbers. She also placed an application before the AC (con) so that he/she reads it and understands her problem intensely. The AC (con) took the application and asked the woman `who has written this application for her'? But she/he did read it and gave it back to her. `Sir, please do something for me' requested the old woman. AC (con) replied `wait'. The illiterate woman who wore old and black colored veil was waiting eagerly and patiently for the time of call to meet DC.

With the passage of time, more visitors gathered at the room of the AC (con) and they were waiting to end the meeting (DCM). At one stage, the young officer could not offer the visitors to sit because there were no seats or enough space to sit down at the room. Consequently, the visitors were compelled to wait at the corridor of the DC office.

In the meantime, more other visitors came to the room of the AC (con) to meet DC. Among the visitors, a group of people, representing a Book Publication Agency, entered the room to meet DC. Among them, one introduced himself as a former UP chairman and current vice-chairman of Jobo Front of ruling party. In the meantime, another person who came from an upazila of the district also wanted to meet DC. The visitor informed that despite an official lease order of a jal mohal (water body) in favour of him he could not get possession of the water body from the grabbers. When asked, `the man informed the AC that he made a mobile phone call to DC directly two days ago and he has been advised by DC to meet with him today (Wednesday). So, he has come today (Wednesday) to meet with him.' It was about 12:25 P.M. In the meantime, the meeting of the district coordination committee was over at 12:30 P.M. and DC entered his office room.

The AC (con) asked the representatives of the book publication agency `Why have they come?' They replied to hand over a memorandum to Prime Minister through DC. `Would DC sir receive it?' the AC made a query to the people and advised them to contact to CA to DC and he (CA) would proceed it to Prime Minister office. At this time, the AC (con) made a call to CA over telephone. `Okay. Two of you are allowed to meet DC sir', AC (con) told them. But it was observed that all the people (about 7-8) entered forcibly into DC's office room and handed over their memorandum.

In the meantime, the ex-UP chairman along with two women who came at 12:15 P.M. were also allowed to meet DC. It is noted that the ex-UP chairman was talking in favour of the two women. The freedom fighter, the man with the disability, and some other visitors were also allowed to meet DC at this time in phases. The young BCS cadre officer asked the employees (DC office staff) to maintain the serial and instructions. One of the employees stands in front of the door of DC's office room, keeping his hand on the handle. It was observed that the employees sometimes misbehaved with the visitors, using harsh words and rude behaviour, especially with those who were deemed to be rural or poor people or ill-dressed (usually not with well dressed up) people.

It was noticed that the age-old woman who was always crying, was not allowed to meet DC for this first phase. At that time, the old woman repeatedly requested the AC (con) to allow her to meet DC as many visitors who came after her arrival were allowed to meet with DC. She was crying and requesting the AC (con) to allow her to meet with DC. But the AC (con) did not allow her and repeatedly asked the old poor woman `wait'. Even one of the employees also misbehaved with the poor woman in front of the AC. During this time, the poor woman said with sorrow `as I am poor, I am not allowed'.

In the meantime, more visitors gathered at the room of the AC (con) to meet DC. It was about 01:15 P.M. The AC was busy for arranging another meeting to be held at the conference room. It was learnt that the meeting was a farewell-oriented. One of the UNOs of the district has been transferred and the farewell event was organized for him/her. The farewell meeting continued till 2: 35 P.M.

To attend the meeting, when crossing the passage, DC asked the gathering (visitors waiting at the AC's room), have you come to talk to me? Yes, sir, one of the visitors replied. On standing, the DC replied `You have already been informed about your issue. Again, DC called one of the UNOs who came to attend the farewell meeting and DCM, and instructed him that *he is a freedom fighter. You (UNO) along with your committee will visit his residence physically and if he is eligible, make all arrangement for allocating a home for him*'. `What is your problem?' DC asked a mother who stood with her two years old baby at her arm. The mother replied that her `baby is sick'. She needs financial help. `How much money?' asked DC. `I do not know. Doctor knows. Doctor advised her for surgery', the mother replied. Then, DC advised her to come tomorrow (Thursday) with both of your and your baby's birth certificates and `I shall do necessary financial help for you.'

Standing at the gathering at the room of the AC (con), DC was talking to the visitors and all other officials stood behind him. At one stage, DC entered the conference room, leaving all other visitors at the AC's (con) room. As the poor woman could not recognize the DC and could not understand the situation, she could not tell him (DC) about her problems. Even, the AC (con) who was repeatedly requested by the poor woman could not inform to DC anything at that time about the woman's issue.

It was about 02:35 P.M. Ending the farewell meeting, DC entered his office room. Again, the visitors were allowed to meet DC in person at this office room. At the office room of DC, a man, who introduced himself as a journalist, was talking in favour of three women. DC stopped the man and the women were asked to talk about their own issues. The women informed, `they took loan from NGOs and now the NGO personnel are now putting pressure to pay back their dues/installment.' `What do you want?' DC asked the women. `They need time for about three months. And then they will continue regular installment', they replied. DC asked one of the women, `how much money and from how many NGOs, have you taken credit?' She replied, `she took credit from five NGOs, ranging about 30-40 thousand taka from each NGO.' Hearing the reply, DC informed them the whole process of credit system, and he assured the women that he would request the NGOs at a meeting which was scheduled to be held at the next day (Thursday/19/08/2021) about this `not to take credit installment for one month'.

Then, DC asked, ` baba, tomar ki somossa?' (What is your problem?). The old poor woman (who is supposed to be senior to DC by age) approached to DC and caught his hand, even tried to catch his (DC) leg, describing her problems. She was always crying and telling that her land has been grabbed forcibly by her nephew …as mentioned above. She also placed the application before the DC who is considered as the chief executive government officer of the district. DC took the application and marked on it something, informing the old poor woman that her problems will be solved. `What you eaten?' DC asked the woman. She replied, `Na baba' (No sir). Pushing the calling button, DC ordered an office staff to pay Taka 500/- to this woman to have lunch. With tears and cry, she left the DC's office room.

Then, DC asked another man with a disability, `What is your problem?' The man replied, `Sir, I have come for financial help.' While talking to DC, the man remained `stand' on his one foot. He was physically challenged and could not stand properly as one of his legs was not fit to stand normally. But the district chief government officer seated at his chair with his junior officers did not tell the physically challenged man to sit down and talk to him (DC). `Have you brought your NID card and Birth Certificate?' DC asked the physically challenged visitor. He replied, `No sir.' Okay. `Bring these document tomorrow (the next day/Thursday) and I shall pay you Taka 2000/- (two thousand).' The man replied politely, `Sir, one of these cards is at my home, at Bogura. Another is not available. Shall I bring one card from Bogura?' `No, you have to bring the two cards to get financial help. I cannot pay taka without these cards. It is public money. So, these cards/documents are required to pay public money,' DC replied to the visitor. The man left the DC office room with frustration.

However, the whole interaction/conversation (between DC and visitors) happened in the office room of DC in the presence of other officials (DD LG and ADCs) who were seated, covering a half portion of the front side to the left side of DC. The AC (con) also sat at a corner, behind the officials. However, all visitors except one talked to DC on standing. DC has not asked them (visitors) to sit down on the chair though there were available of chairs in front of him.

In addition, despite the fixed day, Wednesday, for public hearing, there was no separate arrangement for public hearing and no records/register was maintained of the (so called) public hearing for future reference and action.

It was 03:10 P.M. DC stood up and prepared to go out to have lunch with his officials, outside of his office (DC office).

Questions to be solved:

1. What is your impression about the way the DC office conducted the public hearing? Give specific example (s) of events that impede effective public hearing.

2. What are the ways to conduct a public hearing effectively to ensure accountable, inclusive and transparent public administrative system?

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In the case of a classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in the following way:

i.   Group Report (Word Format): 60

ii.   Group Report Presentation: 40

After completion of the group presentation, the group will be given two working days to submit it to the module director or concerned speaker. The group report will be prepared based on the question of the case, generally, placed in end-of-the-case literature. The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
What is your impression about the way the DC office conducted the public hearing? Give specific example (s) of events that impeded effective public hearing.	30	Background Identifying 5 example(s) that impeded effective public hearing Conclusion	5 5X3 5
What are the ways to conduct a public hearing effectively to ensure accountable, inclusive and transparent public administrative system?	30	i. Introduction ii. Strategic steps to implement the government decision effectively. iii. Conclusion	5 5X4 5
			60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3

Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	Complete within the stipulated time Over all time management	2X2.5
		40

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CASE NUMBER: EIGHT

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Experienced of Disaster Management on Rana Plaza Collapse

Course Title	Advanced Course on Administration and Development
Module Number	13
Session Code (13:06) and Title	Climate Change and Disaster Management: Global Targets
Case Title	**Experience of Disaster Management on Rana Plaza Collapse**
Learning Outcomes	After analyzing and solving the case, the participants will be able to: 1. *Comprehend a clear idea about disaster management as well as role of civil servants during crisis moments;* 2. *Apply effective techniques of coordination among different rescue teams immediate after the disaster happened;* 3. *Comprehend own role as a crisis manager and guide other*s *concerned to tackle any unwanted situation like natural and manmade disaster;* 4. *Confident enough to work in challenging environments during and after disaster;* 5. *Demonstrate own critical leadership role in managing sabotage and contribute substantial level of support through saving lives and properties.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes

Remembering	---	
Understanding		*i. Comprehend a clear idea about disaster management as well as role of civil servants during crisis moment;* *ii. Confident enough to work in challenging environments during and after disaster;*
Applying		*. Apply effective techniques of coordination among different rescue teams immediate after the disaster happened;* *ii. Confident enough to work in challenging* *environments during and after disaster;* *iii. Demonstrate own critical leadership role in managing sabotage and contribute sustentative level of support through saving lives and properties*
Analyzing	----	
Evaluating	----	
Creating	----	

Approach to solving the case

The case was developed considering the role of the Deputy Secretary and equivalent officers of government different offices. Since the participants are in mid-level positions, it is assumed that they have enough ideas in the theoretical field of disaster management, such as definition, management styles and modalities. Thus, the case was developed on the basis of two main effective management styles: during and post-disaster, which are essential to understand for minimizing loss and damages and saving lives and properties.

, manmade disasters like building collapses, road accidents, and fires in factories and industries including high-rise housing apartments frequently experienced like natural disasters in Bangladesh. Therefore, there is an immense need to have practical demonstrations if how to manage disasters smoothly and effectively. To minimize disaster risk and quick response during a disaster, practical demonstration is necessary among the stakeholders. Government officials have to play a crucial role in disaster management and thus case based study is considered an effective tool to disseminate disaster management-related issues. Disasters may bring different volatile situations in society and in the environment at times. Therefore, having preparedness of manpower and equipment is necessary to support the citizens. The case was developed following a practical situation of a public organization.

The approach to solving the case is described below:

The case study would be solved both in take-home and classroom presentations. If the session duration is three hours, it is better to solve the case in the classroom.

A basic theoretical literature is annexed with the case for the participants for prior consultation. In the case of a classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigning the case to participants.

In the case of take-home exercises, the case and theoretical literature will be supplied to them at least a week before the presentation.

The participants will be divided into several groups to prepare group presentations on case questions.

In the classroom, all the groups will present their group report in a plenary session.

Members of other groups will be invited to ask questions after the presentation. The assessment will be done based on group reports as well as presentations.

The approach of solving the case was described below:

i)   The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

ii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

iii)   In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv)   The participants will be divided into several groups to prepare group presentations on case-questions.

v)   In the class-room, all the groups will present their group-report in a plenary session.

vi)   Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

Experience of Disaster Management on Rana Plaza Collapse

Background

Bangladesh is a disaster-prone country. Both natural and man-made disasters are a common phenomenon in this country. People get used to living with disasters as they face them regularly. Therefore, both the government and the people have extensive disaster management techniques. Despite significant improvements, especially in reducing loss of life in disaster

management in Bangladesh, economic losses are a major problem. Moreover, the loss of life due to man-made disasters in Bangladesh is still alarming compared to other countries. Road accidents, bridge and culvert collapse, building and industrial collapses, fires, chemical explosions, gas and electricity pipeline leaks, restaurant and ferry construction accidents are common tragedies that occur almost throughout the year. Lack of planning in the laying of utility and supply lines and inadequate monitoring after laying lead to malfunctions that cause disaster. There are similar consequences with buildings and communication facilities. The government is very keen to ensure development in all sectors and is implementing hundreds of projects. The development projects are facing disaster related challenges and in many cases, the implementation of the projects is hampered by disaster events. Considering the reality, disaster risk reduction is considered an important issue in development planning. Currently, disaster risk reduction is given limited consideration in project proposals. To better align the planning process with disaster risk management, an initiative has been taken to include disaster impact assessment (DIA) in the planning process. Therefore, government officials need to know about disaster management. Considering all these things, a case study was developed for the participants of the Advanced Course on Administration and Development (ACAD), which was usually attended by mid-level government officials. This case will help the government officials to get a practical demonstration of disaster management:

RANA PLAZA CASE

On April 24, 2013, the collapse of the Rana Plaza building in Dhaka, Bangladesh, which housed five garment factories, killed at least 1,132 people and injured more than 2,500. Just five months earlier, another tragic accident killed at least 112 workers at the burning Tazreen Fashions factory on the outskirts of Dhaka.

On that day, Mr. Rafiq, a reporter for a Bangladeshi national daily, was on duty to cover the commerce minister's program at Nabinagar. It was 11 a.m. Everything was as usual and there was a festive mood in the garment industry as the commerce minister was to visit Dhaka EPZ and talk to representatives of the garment industry. Suddenly, reporter Rafiq received a call and came to know that a building called Rana Plaza in Savar, which housed a garment factory, had just collapsed. When the reporter heard the news, he immediately went to the vicinity of Rana Plaza with his cameraperson. It was very difficult for him to guess what had actually happened there, as people were rushing back and forth with great concern and the area around the building was covered with dust and smoke. The area was becoming gloomy with people shouting all around. The Rana Plaza site was covered by a shadow of melancholy as the badly

injured and dead people were taken out one by one from the rubble of the collapsed building by the excavator. No one can provide information about what happened inside the building. Mr. Rafiq notes that within no time, members of the media are on the scene. The fire brigade and police arrived after a while. Police took control of the area where the incident happened, but as many people had gathered and there were no specific guidelines to deal with the situation, people and police were busy rescuing in their own way. People spread the news and videos on social media, causing instant panic among the countrymen. The police blocked the road and tried everything to keep the crowds away from the scene to ensure a smooth rescue operation, but failed to do so as the curious people and compassionate garment workers from various other industries were impatient to join the rescue work. Since the Rana Plaza is adjacent to the Dhaka Aricha Highway - the access road to Dhaka for Greater North Bengal - it has been blocked for hours. Savar, the major entry point to the capital Dhaka, has become a city of panic. As the building had collapsed in the shape of a pancake, daylight could not penetrate and so darkness hampered the rescue operation. Since there were no flashlights, people had little chance to escape, resulting in huge casualties.

Various groups of people willingly participated in the rescue operation. They tried their best to get the people out of the collapsed building alive, but they could not do it properly or in time because of the lack of proper instruments. A hummer, a pole cutter, a clutch machine, a generator, a drill, a torch and a crane were urgently needed to remove the debris and bring the trapped people out of the building. Unfortunately, there was a lack of such equipment as most of the volunteers came with their bare hands, which made the situation worse.

From the very beginning of the disaster, there was a lack of coordination between the parties involved. The police took charge six hours after the building collapsed. Later, after a day, the army took over the entire responsibility of the rescue. In the meantime, citizens started the rescue work and contributed a large part of the initial salvage work. The local administration also cooperated initially, but after the army took over the entire responsibility, the other team, including the upazila administration, was apparently not needed, while the local people asked the local administration for logistical support. They could hardly reach the army personnel to provide or receive information about the incidents. The army opened a control room, but the civil administration was hardly involved. Moreover, medical personnel, including doctors, were urgently needed and many formal and informal medical teams were working on the ground to support the victims. The Enam Medical University hospital in particular was working dedicatedly, but there was no need-based medical team for the different categories of injured. Thus, the victims who needed immediate surgery had to wait for a long time because there was no assigned medical team to document the different types of injuries. The lack of coordination hampered the rescue operation and increased the suffering of the victims and their relatives.

A control room is a prerequisite for managing all vital incidents. Since the Rana Plaza collapse is the second leading cause of industrial accidents, a control room equipped with all kinds of communication devices and aids was urgently needed. However, the control room that was set up two days later was not well equipped.

Normally, it is very difficult to make a decision immediately in this kind of accident. But it is very important as making a wrong decision can make the situation worse. Many people involved seem to be unable to do the right thing. Everyone wants to do their best, but in the absence of an accurate decision, no one can trust themselves to do it right away. A particular dilemma is whether or not the rescue team will use heavy equipment and when it will be used. If they use heavy equipment, it could lead to the loss of people who are still in the collapsed building. Therefore, the operation is delayed and finally, after five days, the army started to use heavy equipment when they were sure that there was no chance of finding people still alive or injured in the building.
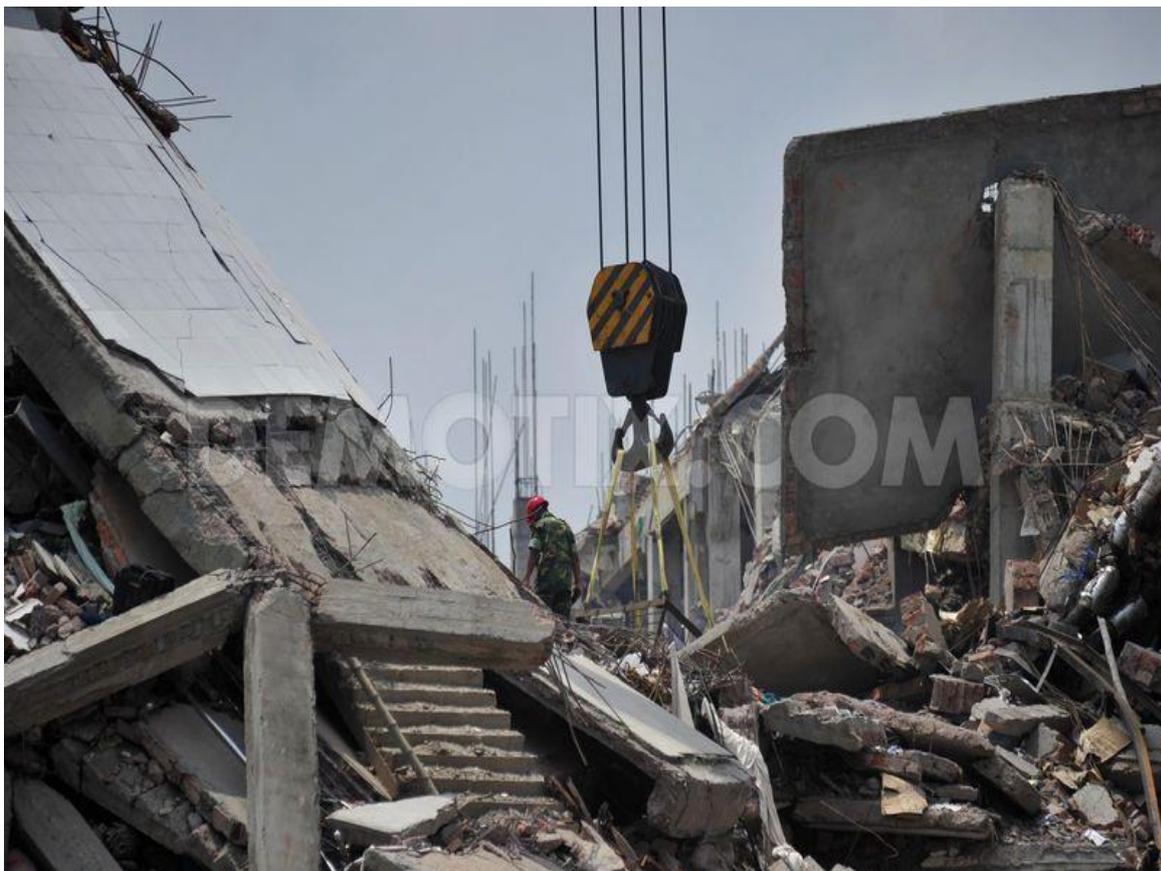
Even it takes two days on how to use the heavy instruments. Though Rana Plaza was unanimously a tragedy for all of us, yet many political and conspiratorial disputes developed based on this tragic event. Reshma's rescue after 17 days and Shahina's rescue after thirty hours alive and without any injuries become the source of many disputes. People and social media are confused and demoralizing the voluntary work of citizens. They thought that the

government was going to invoke disaster management and army capabilities to rescue Reshma, which is hard to believe. Thus, many who are helping the injured and assisting the families of the victims are demotivated. Access through the duty of mass media. Immediately after the incident, numerous mass media and social media come forward to share the news and pictures of the incident. Some of them broadcast live programs and showed the sensitive and horrific images that cause trauma to those whose relatives work in other garment factories. In addition, some members of the media, especially cameramen, went inside the collapsed building without wearing proper protective clothing, which was very risky. Moreover, the excessive curiosity of the media personnel hampered the rescue operation as they remained on the scene for 24 hours. So the mass media is responsible for damaging the image of Bangladesh in the world.

Now answer the following questions and give your valuable comments

Now answer the following questions and give your valuable comments:

1. What kind of inconsistencies do you find in the Rana Plaza rescue operation?

2. What mistakes were made by the rescue team and others involved in carrying out their work?

3. What gaps in coordination between the various teams involved in the rescue operation have you found?

4. Do you find any negligence on the part of the authority with reference to the Standing Order of Disaster Management-2019 page 77-89 (the relevant pages of SOD -2019 will be made available in the classroom)?

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

    i.   Group Report (Word Format) : 60

    ii.   Group Report Presentation : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature.

The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
What kind of inconsistencies do you find in the Rana Plaza rescue operation?	15	i. Identifying 5 inconsistency that impeded smooth rescue operation	5X3
What mistakes were made by the rescue team and others involved in carrying out their work?	15	Identification of 5 mistakes	5X3
What gaps in coordination between the various teams involved in the rescue operation have you found?	15	5 gaps in coordination	5X3
4. Do you find any negligence on the	15	i. Introduction ii. Identifications of	5 5X2
part of the authority with reference to the Standing Order of Disaster Management-2019 page 77-89 (the relevant pages of SOD -2019 will be made available in the classroom)?		negligence as per Standing Order	
			60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3
Ability to Communicate contents	Explain clearly ➢ Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	☐ Complete within the stipulated time ☐ Over all time management	2X2.5
		40

The Strategic Plan for Institutional Development of Bhutan Royal Institute of Management: A Failure Case

Course Title	Advanced Course on Administration and Development
Module Number	02
Session Code (2.04) and Title	Strategic Management in Public Sector: Scope, Approach and Strategies, and Internal (SWOT) and External Analysis (PESTLE)
Case Title	**The Strategic Plan for Institutional Development of Bhutan Royal Institute of Management: A Failure Case**
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Comprehend and understand the process of strategic plan for institutional development;* *Analyze and identify relevant key stakeholders for effective consultation and involvement in formulation as well as implementation process; and* *Craft implementation as well as monitoring strategies and process of a strategic plan.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning		Learning outcomes
Remembering		
Understanding	1. 2.	Identifying the validation process of strategic plan. Understanding, how does the validation of the strategic document create ownership as well as involvement in implementation process.
Applying	1. 2.	Outlining the detailed implementation strategies of Strategic Plan. To suggest monitoring mechanism, with possible indicators, periodicity, authority and process.

Analyzing	1. Analyzing and identify the contextual issues for formulating strategic plan. 2. Analyzing and identifying the stakeholders, their roles in formulation as well as implementation process of strategic plan.
Evaluating	
Creating	

Approach to solving the case

The approach of solving the case was described below:

i) The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

ii) A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

iii) In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv) The participants will be divided into several groups to prepare group presentations on case-questions.

v) In the class-room, all the groups will present their group-report in a plenary session.

vi) Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

The Strategic Plan for Institutional Development of Bhutan Royal Institute of Management: A Failure Case

Institutionally, Lesotho Royal Institute of Management (RIM) was established in 1990 as an autonomous institute for imparting training for Senior Royal Civil Servants, conducting policy research, and publishing books and journals. It is entrusted with the responsibility of enhancing the capacity of the public administrative system to analyze, develop and implement national policies; building an effective, innovative, accountable, transparent and committed public service capable of delivering quality and cost-effective services to the people; developing progressive attitude in the public servants to assume greater enabling and facilitating role in the performance of their duties as leaders and agents of change and finally facilitating a dynamic and enlightened Public Administration capable of integrating and transforming progressive ideas into reality for establishing good governance and for meeting the challenges of the 21st century.

It is also the responsibility of RIM to create a congenial environment for attracting trainees as well as trainers for making training attractive, enjoyable and rewarding. RIM is also mandated to conduct meaningful research for enriching own capacity as well as public management of the country. According to the National Human Resource Development Policy 2010 (NHRDP 2010), RIM is entitled to get the necessary support from the government to establish itself as the apex training institution and as a think-tank capable of providing advisory services to the government on public policy, administration and management matters. In the same clause of NHRDP, RIM is advised to make linkage with other training institutions, both public and private, at home and abroad.

Considering the mandated responsibility, RIM, the apex HRD institute of the country, since its inception in 1990, has been engaging its utmost efforts to impart need-based, results-oriented and market-responsive training programs aimed at developing professionalism in civil servants at different levels. In order to fulfill its mandated commitments, RIM, with its all limitations, imparted 50 batches of Foundation Training Courses for the new entrants of all cadres of Lesotho Civil Service covering 3000 participants. Over the period of last 20 years, RIM imparted as much as 30 batches of Advanced Course on Development Administration covering 1000 Deputy Secretaries and equivalent officers from Royal Military Services. RIM also successfully completed 12 batches of Senior Management Course covering 350 Joint Secretaries and equivalent officers from Royal Military Services. Other than core courses, RIM also covered about 3,000 participants of different levels by imparting seminars, workshops, special training programs etc.

In terms of management development, RIM successfully organised and completed Senior Leadership Development Program-1 (SLDP-1) and Senior Leadership Development Program-2 (SLDP-2). As one of the partner organizations (DFID, MoHRD, RIM) RIM facilitated 15 mainstream batches and 10 stage-2 groups covering 600 participants during the last 5 years of the SLDP-2 program (it ended in 2010) with a view to creating a critical mass of reform-minded civil servants who, through mutual support and pressure, at strategic and influential locations within the civil service, and through their own improved performance, will generate and demand administrative reform from inside the Royal Government of Lesotho. Through SLDP-2 development workshops, a good number of faculty members developed expertise experts in experiential learning and management development techniques.

RIM also took initiatives to enhance the institutional capacity of the institute to train public servants in TQM to manage the public sector with the assistance of JICA. Under Phase I of the TQM Project, a pool of certified TQM trainers was developed and very effective TQM training

materials were developed while a total of 140 small improvement projects were implemented. Phase II of the same project aims at having nationwide coverage of TQM by implementing ±12000 small improvement projects each year until 2012.

To some extent, quantitatively its success can be accepted but in terms of quality there are some questions and doubts often raised by the patriotic intellectual folk. In order to face the challenges of an ever-changing environment, RIM must consider the quality of the training. The citizen-clients are now expecting rapid, efficient and quality public services.

In the context of the ever-changing environment of governance, enhanced expectations of general people, complex role of media and civil society, the emergence of life-long learning, competition between public and private sectors, and multidimensional challenges of virtualization, RIM must review its role and achievement in the area of training and HRD. It is the right time to analyze its mandate, vision, mission and core values. RIM should re-examine its institutional capacity in terms of both physical and non-physical. In order to stay relevant in the context of the changing situation of the training and HRD market of Lesotho, RIM must revisit the contents and process of training, and issues of research and development. Internalizing the current reality and future challenges, RIM, thus took the initiative to review its strengths and weaknesses, threats and opportunities for transforming itself as a dynamic, productive and responsive HRD platform of the country. The RIM has set forth a direction stating that "the existing training institutions will be further strengthened by developing appropriate infrastructural facilities, capacity of the faculties and research activities so that the institutions are competent enough to provide quality training." Perceiving its leading role specified in the National Human Resource Development Program (NHRDP) 2010 in HRD area of the country and realizing the common expectations of key stakeholders, the RIM appointed a group HRD consultants to assess and analyze the relevancy of the existing activities and outcomes of RIM in context of ever-changing environment and values of the governance. The consultant team was given the responsibility to do SWOT and PEST analysis of the RIM. They were given the responsibility to redefine the vision and mission, core values, strategies for institutional development of the RIM. They collected relevant information from different departments of the RIM, took the opinion of the Rector and Senior Directing Staff (SDS) and analyzed those for assessing the existing performance of the RIM. The Consultant Team conducted a SWOT-PEST analysis of RIM and professionally outlined the factors of strengths and weaknesses, and identified the potential opportunities and threats of internal and external environments of the RIM. For drafting and finalizing the document, the Consultant Team worked hard and engaged their utmost intellectual capacity to forecast the future direction and

makeup of the organization. Within a six months, the Consulting Team formulated a **Ten Years (2011-2021) Strategic Plan for the Institutional Development of the RIM**. To get validity on the technical aspects of the strategic plan, the Consultant Team also obtained support and opinion from AIT, Thailand. The strategists of AIT, Thailand opined that the strategic plan had been formulated professionally if implemented properly, the institutional capacity of the RIM would have developed to an excellent level.

An indicative format for roll-out yearly plans for the next ten years was suggested for further exercise. The provision was made to place progress of implementation at every meeting of BoG. The ten-year strategic plan is endorsed and formally validated by the Board of Governors (BoG), the highest policy-making forum of RIM. Now, it is the moral and official obligation of the employees as well as the Ministry of Human Resource Development to implement and support the strategic plan.

In a BoG meeting, held on the 10th of March 2021, the Chairperson of the BoG directed the Rector of RIM to prepare an evaluation report on the Ten Years (2011-2021) Strategic Plan for the Institutional Development of the RIM and place it before the BoG in next meeting. There and then, he formed an evaluation committee to assess and evaluate the implementation status as well as its impact on the institutional capacity development of the RIM. In a faculty meeting, the committee presented an evaluation report for discussion. The Rector found a hopeless level of achievement of the strategic plan in the presentation. Maximum expected outcomes of the strategic plan had not been achieved. Observing the situation, the Rector became frustrated.

Questions to be solved

1. Identify, what were the main reasons for the implementation failure of the strategic plan of the RIM.
2. Could you please identify the relevant stakeholders of the Strategic Plan for the Institutional Development of the RIM?
3. What would be the validation process for that type of strategic document? How it could help to create ownership as well as involvement in the implementation process?
4. Do you think that the Strategic Plan outlines detailed implementation strategies? What would be the possible implementation strategies for the Strategic Plan?
5. Could you please suggest a monitoring mechanism, with possible indicators, periodicity, authority and process?

Appendix: The Situation Analysis

The Current Context and Related Strategic Issues

Analysis of the current context is the first stage in identifying strategic issues which need to be considered in order to meet the vision. Internal strengths and weaknesses and external constraints together describe the context. Through analysis of the context, the key strategic issues and associated risks can be identified.

Internal factors

1. Demand for staff development to meet the changing needs as well as to fulfill RIM's vision and mission. In addition, imparting quality training to the clients also requires the RIM trainers to be equipped with latest knowledge and skills.

2. Low motivation level of the own recruited staffs particularly due to meager promotion prospect has direct bearing on the quality of trainings imparted in the institute. This area requires special attention with a view to boosting up the morale of the trainers.

3. Staffs on deputation by the MoHRD leave RIM after serving the RIM for a particular period and in absence of a staff retention policy qualified trainers cannot be retained. Again, senior officials are posted to RIM without prior consultation with the institute. The situation requires a special attention and there should be a deputation policy for inclusion of competent resource persons in trainer's deputation pool.

4. The Ordinance, through which RIM came into being, incorporates provisions of autonomy of the Institute, which has hardly been exercised since its inception. RIM's massive financial dependence on the government is deemed as a serious hindrance to exercising policy autonomy. Perceptions among its stakeholders are pervasive that without financial autonomy, the Institute cannot fully exercise its policy autonomy. This has led to the realization that the Institute, with a view to achieving financial autonomy, need to introduce market-driven courses, revisit and redesign its existing courses and formulate a policy of growing market orientation in order to capture the ever-expanding training markets, both within and across the boundary.

5. Run in the traditional ways, quality of trainings imparted by RIM is recurrently put under criticism from different quarters. In addition, the satisfaction level of the clients regarding the services given to them does not pose a very encouraging picture. Changes in training methods as well as curriculum, use of modern training equipment and improvement in physical infrastructure and other facilities are considered as ways to significantly improve training quality and satisfaction level of its clients. Full digitization of the Institute is

deemed an imperative. RIM has made considerable strides in this regard, but the pace of digitization is far from satisfactory.

External factors

1. With the changes in the socio-politico-economic realities geared by unprecedented technological advancements, the civil servants of the nation are required to be equipped with new/latest skills and knowledge to address the governance challenges posed by the ever-changing world as the leading training institution of the land, RIM is expected to play a vital role in this regard. Running its functions in the traditional ways RIM cannot fulfill the growing expectations of its stakeholders and cannot also prepare the civil servants to be competent and resourceful enough to successfully address the governance challenges to steer the nation towards its desired destination. Without continually responding to the changing needs of its clients, RIM cannot fulfill its mandated responsibility. The whole issue requires systematic and rigorous analysis of clients" needs, subsequent realignments of the training courses and, above all, an institutional framework to manage the changes.

2. In this era of digitization and virtual reality, without full and functional adoption of technologies particularly information and communication technology providing satisfactory public services to citizen-clients is deemed almost an impossibility. The changing realities along with the growing needs and demands of citizenry require not only adoption of latest technologies for improved delivery of services but also ask for development and maintenance of competent human resources. RIM, mandated with the responsibility of preparing the country's civil servants as pro-poor and citizen-centric service providers, is expected to play an instrumental role in preparing the human resources. In addition, the civil service is seen as the most important machinery for materializing the dream of digital Lesotho. This also requires the members of the civil servants at all levels to be well-prepared to carry the dream forward. RIM cannot deny its huge responsibility in this regard. It can play a lead role by setting examples by digitizing its services and continually updating its training curriculum in line with the national vision and objective.

3. In the wake of growing training markets, private sectors institutions have propped up and have been successfully offering market-driven training programs. These private institutions which have hitherto designed and imparted training to corporate executives and job aspirants, in recent times, have penetrated in the public sector arena. Funded by donor agencies, they have already designed and offered courses to the members of Lesotho Royal Civil Service. The government has also implicitly recognized its role and importance by

nominating its members to undergo training in those institutions. It is not hard to anticipate that in the days to come these institutions will make significant attempts to capture a good chunk of the government budget allocated for training and human resources development. Against this backdrop, RIM has to come with plans to face the challenges posed by the growing private sector as well as to show its relevance in the field of training and human resources development.

4. As is mentioned earlier, the ever-expanding training markets offer RIM opportunities to gain financial autonomy by selling it products, tangible as well as intangible. But, to capture a sizeable portion of the market RIM needs to redesign its existing courses and introduce new courses and align them with the market demands. The life-long learning and executive education are two important emerging issues for the civil service. The civil servants, now-a-days, are more eager to engage themselves in developing their knowledge and skill.

The ever-changing internal and external environment and challenges of globalization asking for more knowledgeable, capable and forward-looking civil servants for facing the challenges of governance. So, it is now the responsibility of RIM to offer specially designed executive education programs to members of the Royal Civil Service to keep them abreast of the latest theories and practices as well as to better equip them with latest knowledge.

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

i.   Group Report (Word Format): 60
ii.   Group Report Presentation: 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature.

The evaluation rubrics are given below:

Questions	Rubrics	Marks
1. Analyzing the case, could you please identify the contextual issues, the technical committee could have consulted with?	Background Ten contextual issues identified Conclusion	1 10X1 1
2. Analyzing the case, could you please identify the stakeholders, the technical committee consulted with and also identify more other stakeholders, the technical committee could have identified as well as consulted?	Background/ underpinnings 5 stakeholders identified 5 more other stakeholders identified Conclusion	1 5X1 5X1 1
3 What would be the validation process of that type of strategic document? How it could help to create ownership as well as involvement of stakeholders in implementation process?	a. Background/ underpinnings Description of validation process 5 implications discussed Conclusion	5X1 1
4. Do you think that the Strategic Plan outlines detailed implementation strategies? What would be the possible implementation strategies for the Strategic Plan?	Background/ underpinnings 5 implementation strategies identified Conclusion	1 5X2 1

5. Could you please suggest monitoring mechanism, with possible indicators, periodicity, authority and process?	• Background/ underpinnings
	• Monitoring mechanism proposed with possible
	  a. indicators,
	  b. periodicity,
	  c. authority and
	  d. process
	• Conclusion
		1
		2
		2
		2
		2
		2
		1

		60

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	60 4X3
Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	☐ Complete within the stipulated time ☐ Over all time management	2X2.5
		40

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CASE NUMBER: TEN

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Public Management Reforms in Bangladesh: A Critical Analysis

Course Title	Advanced Course on Administration and Development
Module Number	02
Session Code (2.01) and Title	Public Service Management and Reform Initiatives
Case Title	**Public Management Reforms in Bangladesh: A Critical Analysis**
Learning Outcomes	After analyzing and solving the case, the participants will be able to *Comprehend the global factors influencing public management reform in Bangladesh;* *Analyze the features and natures of public management reform, specifically, NPM types of reforms in Bangladesh;* *Analyze the post-NPM reforms in Bangladesh and accordingly explore its elements as well as implications in SDGs implementation;* *Analyze and explore the reasons for failure and success of the public management reform in Bangladesh; and* *Craft strategies for making public management reform for improving effectiveness of public management reform in Bangladesh.*

Analysis of Level of Potential Learning Outcomes using Bloom's Taxonomy

Learning Domains/ Levels of Learning	Learning Outcomes	
Remembering	---	
Understanding	1.	*Comprehend the global factors influencing public management reform in Bangladesh;*
Applying	----	
Analyzing	2.	*Analyze the features and natures of public management reform, specifically, NPM types of reforms in Bangladesh;*
	3.	*Analyze the post-NPM reforms in Bangladesh and accordingly explore its elements as well as implications in SDGs implementation;*
Evaluating	4.	*Review and explore the reasons for failure and success of the public management reform in Bangladesh; and*

Creating	5.	*Craft strategies for making public management reform for improving effectiveness of public management reform in Bangladesh.*

Approach to Solving the Cases

The approach of solving the case was described below:

i)   The case-study would be solved both in take-home and class-room presentations. If the session duration is three hours, it is better to solve the case in class-room.

ii)   A basic theoretical literature is annexed with the case for the participants for prior consultation. In case of classroom exercise, the facilitator may explain the theoretical part using 20-25 minutes before assigned the case to participants.

iii)   In case of take-home exercise, the case and theoretical literature will be supplied to them at least a week before the presentation.

iv)   The participants will be divided into several groups to prepare group presentations on case-questions.

v)   In the class-room, all the groups will present their group-report in a plenary session.

vi)   Members of other groups will be invited to ask question after presentation. The assessment will be done on the basis of group-report as well as presentation.

Public Management Reforms in Bangladesh: A Critical Analysis

Introduction

Historically, the bureaucracy of Bangladesh inherited a rigid, elitist, conservative and compartmental temperament from British colonial rule. The administrative system as a whole is found to reform distaste (Khan, 1980). The bureaucrats are over-conscious about externalities, reactions and risks associated with change initiatives. Moreover, they are less oriented to long-term plans, strategic thinking, and innovation in the practice of public management. Zafarullah (2011) concluded that they are generally change-averse and unwilling to step into uncharted territory. They are contented with the status quo not ready to accept the unfamiliar for the conventional (p.39).

Bureaucracy in general is not sufficiently pro-people. Due to limited interaction and communication with citizen clients and other stakeholders, the bureaucracy of Bangladesh could not assess and prioritize the actual needs of the people. Moreover, the pressure and demand from civil society to increase efficiency and improve the performance of public sector agencies has been sporadic (Zafarullah, 2011). Specifically, donor-driven programs are

dominated by foreign consultants. That is why, they generally used to fail to internalize the real needs of the people.

The self-serving tendency and parochialism of a public manager are also responsible for obtaining a failure-marked label of public management reform. Sometimes, ignoring the general interest of people they 'choose and pick' such type of reform recipe which is tasty and nutritious for their own organization. The recent initiative of formulation of a draft of the Bangladesh Police Act (proposed) is an example of self-serving and preserving own organizational interest in the name of autonomy, neutrality and other cosmetic-surgery types of prescriptions. The long-standing demand for land reform, enacting the Civil Service Act, ensuring autonomy of the Election Commission and Anti-corruption Commission and having an independent judiciary have not yet materialized because of self-serving tendency and protection of coterie interest by the elected as well as appointed public managers of the country. Institutions and legal-rational setup of the country are lacking capacity to prepare, implement and follow-up need-based reform recipe for the country. For fruitful and effective reform, it needs a strong institutional mechanism where interaction, communication, and consultation among the stakeholders could make a congenial environment and favorable conditions. Unfortunately, the institutions of public management seriously lack needed values, commitment, mechanisms and legal-rational frameworks; finally, they lack the capacity and capability to carry out a fruitful and radical reform for establishing better governance (Morshed, 2007) dedicated to the public interest.

There is no alternative to a strong political commitment to carrying out fruitful and effective public management reform in any country. A fruitful and effective reform needs legal-rational change, a strong institutional support system, adequate resources and strong vertical and horizontal accountability which to be ensured by elected leaders of government. Unfortunately, in Bangladesh, we seldom experience strong political support from elected officials. In the era of structural adjustment, whatever success we have seen is the result of strong political commitment and the unavoidable pressure of globalization.

One of the valid causes of the failure of reform initiatives in Bangladesh, even all over the developing countries, is treating context-eccentric dishes which are generally cooked by outsider chefs who are hardly oriented with local taste, spices, context and reality. Pollitt (2004) opined that there is no (such) standard solution and one-size-fit 'single approach' for the transfer of management technology. Trading of reform ideas from 'there' to 'here' "commonly entail the import of more than just the tool or instrument". According to Pollitt (2004), those "tools usually come not neatly packaged, but bound up with packages of assumptions, norms,

prerequisites and unintended consequences". Therefore, importing or trading reform products from the 'Yellow Book' of developed countries is one of the important causes of the failure of reform initiatives in the context of developing countries like Bangladesh. With a few exceptions, a good number of public management reform recipes were prepared and suggested by foreign consultants with the assistance of international donor agencies. Crafting and suggesting of public management reform recipes ignoring the local context produce a 'tragic consequences' in country like Bangladesh. The recent OECD report opines,

> *'The mistaken perception that countries share a common problem is often accompanied by the idea that there is a smorgasbord of solutions available, any or all of what will be beneficial. This misconception, peddled under the label of "best practice", has had tragic consequences in developing countries…'*
>
> *(OECD, 2003, p. 6)*

One of the main reasons of the failure of the attempts of public management reform in developing countries is ignoring the cultural issues of government. The reform dishes prepared with culturally insensitive and non-responsive menus naturally will not satisfy the hungry customers of public management. It will rather produce 'perverse', wastage and 'ugly reform hybrids' (Bowornwathana, 2007). According to Bowornwathana, (2007), the basic objective of governance reform is to ultimately change the governmental culture of the society (p.275). He then suggests culture must be taken into consideration as both 'independent' and 'dependent' variables. It is a dependent variable because the ultimate target of public management reform is to obtain a pro-people, client-lenient, dedicated, transparent and accountable culture in public management behavior. And it is an 'independent' variable that affect the processes and outcome of governance reform (p.275-276). The bureaucracy of Bangladesh inherited the legacy of 200-year British colonial rule. With a very few exceptions, the bureaucracy of Bangladesh still has been nourishing and cherishing the colonial culture and values like 'mastery', 'dominant', 'formal', 'rigid', 'rule-bound', 'self-serving', 'hierarchical and top-down', 'conservative and non-innovative', 'aristocracy', 'non-responsive' and 'highly authoritative' etc. In this context, without intervening in the cultural issue which is not matched in a democratic political system, the undertaken reform initiatives will certainly produce a zero level of result. The NPM and post-NPM paradigms of public management demand a wide range of cultural shifts from a traditional bureaucratic model to liberal, participatory, result-oriented, dynamic, innovative and responsive public management. With few exceptions, the previous

reform initiatives in public management areas of Bangladesh ignored the cultural issues which naturally produced hopeless results (Bowornwathana, 2007).

The reform initiatives do not go haphazardly; they should deliberately maintain sequence, phase and episode. Reform initiatives like liberalization of international trade before privatization is not sequentially an expected step. During the era of structural adjustment, Bangladesh experienced a good number of reform initiatives suggested by donor agencies which were not arranged sequentially. The World Bank and IMF made pressure on the government to downsize the state-owned enterprises before having created enough employment and re-employment opportunities in the private sector. So, reform initiatives like 'buying a riding costume, before buying a horse' is obviously generate awkward resistance, adverse results, chaos and confusion in public management areas.

The public management reforms carried out so far were not integrated, interlinked and overall vision-directed. The donor-sponsored studies conducted in Bangladesh were also based on their country-specific strategy. An interesting thing is that those country-specific strategies are not context-specific because the consultants are used to observe our problems through their lens. The main concern of international organizations like World Bank, IMF, ADB, USAID is economic issues. They show very little attention to socio-cultural issues. Therefore, programs taken and sponsored by them were found piecemeal, disintegrated—and lacked coherence and overall vision (Kim & Monem, 2009).

Questions to be solved

1. *Explore and outline the reasons for the partial success of public management reform in Bangladesh.*

2. *If you were given the responsibility of Chairperson of the Public Service Reform Commission, keeping the socio-economic context of public management in Bangladesh in mind, what types of pragmatic strategy would you take to implement public management reform?*

Evaluation Criteria (Rubrics)

For Group Report

Every case is subject to evaluation by the module director/faculty member. In case of classroom exercise, the speaker/facilitator may evaluate it instantly during session time. The case will be evaluated in 100 marks. The marks distribution may be done in following way:

i.   Group Report (Word Format) : 60

ii.   Group Report Presentation : 40

After completion of group presentation, the group will be given two working days to submit it to module director or concerned speaker. The group report will be prepared on the basis of the question of the case, generally, placed end-of-the case literature.

The evaluation rubrics are given below:

Questions	Marks	Rubrics	Marks
Question-1: What are the global factors that influence for taking more public management reform initiatives in Bangladesh? Identifying the global factors that influenced public management reform The effects of global factors in public management reform in Bangladesh;	60	Background Ten factors identified Ten effects identified Conclusion	10 10X2 10X2 10
Question-2: What are the salient feature of NPM type of public reform in Bangladesh? Discuss with example. Identifying salient features of NPM reform Illustrating examples of NPM reform	60	Background/ underpinnings 5 salient features of NPM reform identified 5 examples of NPM reform in Bangladesh illustrated Conclusion	10 5X4 5X4 10

Questions	Marks	Rubrics	Marks
Question-3: What are the elements of post-NPM public reforms in Bangladesh? How this type of reform elements are beneficial to SDGs implementation? Identifying elements of post-NPM reform Identifying implications of post-NPM reform in SDGs implementation	60	Background/ underpinnings 5 elements of post-NPM reform identified 5 implications of post-NPM reforms discussed Conclusion	10 10X2 10X2 10
Question-4: What are the reasons for failure of public management reform in Bangladesh? Identifying reasons for failure/success of public management reform	60	Background/ underpinnings 5 reasons for failure/success identified Conclusion	10 5X8 10

Question-5: Put forward some recommendations in the form of strategies for improve effectiveness of public management reforms in Bangladesh?	60	Background/ underpinnings 10 strategies for making public service effective identified Conclusion	10 10X4
Question-6: Crafting strategies for making public management reform effective. Identifying implications of post-NPM reform in SDGs implementation			10

For Group Presentation

The basis of group presentations will be based on questions asked at the end-of-the case

Activity	Criteria	Marks
Style of Presentation	Quality of PPT Use of stylish English Pronunciation Fluency	4X3
Ability to Communicate contents	Explain clearly Coverage of contents	2X5
Ability to answer to the questions asked by participants of other groups	Answer at least three questions Level of clarity while answering	3X4
Time management	☐ Complete within the stipulated time ☐ Over all time management	2X2.5
		40

Conclusion

The study is fully outcome based. Therefore, considering the nature of the contents, their comprehensiveness, the level of participants, and the nature of probable learning outcomes, the above mentioned ten case studies have been developed with real-life experiences and events. It is expected that these case studies as training materials in terms of content-specific cases will be integrated with the ACAD course.

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