



Balochistan Civil Services Academy

Policy Research Guide

A Handbook for providing guidance to the participants of Mid-Career Management Course (MCMC) in order to prepare them to conduct Policy Research

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About the Institution

Government of Balochistan has been facing significant shortfall in the capacity building of its officers due to absence of having its own training institute. The government had long felt the need for an indigenous training institution to address the gap in training management and capacity building of the civil servants in the province. The Balochistan Civil Services Academy (BCSA) was established in February, 2023 to address this gap. The main goal of the Academy is the professional development of the provincial civil servants of various cadres, who are responsible for implementing policies and programs of public service delivery that impact the lives of citizens. The Academy seeks to improve their knowledge, abilities, and professional skills to enable them to serve the public in effective and efficient manner.

In addition to its training management function, BCSA will also serve as research institute in disciplines of public policy and governance for the provincial government. The Academy, in its role as a center for developing the essential professional skills of civil servants, places particular emphasis on the value of evidence-based decision-making as well as policy research study in informing effective policymaking process. Against this backdrop, the BCSA has designed a comprehensive curriculum for the Mid-Career Management Course (MCMC). The purpose of this course is to develop managerial leadership skills of mid-career officers by providing them a multidimensional training that combines knowledge of public administration, public policy processes, and management principles with involving in experiential learning experiences. The course will equip the participants with tools and procedures they need to develop, implement, and assess policies. This will assist them in better understanding the process of formulating, evaluating and implementing policies.

An introductory sub-module on public policy process, policy development and implementation, and policy research methods has been developed to sharpen the research skills of the MCMC participants. Besides, the Academy offers a wide range of topics covered under various modules for the training of mid-level management course such as managerial leadership skills for effective public service delivery. The mid-career management course will enable the mid-level civil servants to improve the quality of public service delivery and to satisfy the evolving needs and desires of the general public.

In addition, the Academy is working on a long-term plan to design courses for ALL tiers of civil servants in the provincial government to foster the highest standards of integrity and ethics in public administration in the provincial government. The Academy's emphasis on quality training and capacity building is meant to guarantee that civil servants are equipped with professional skills and education they need to serve effectively the public interest and implement

efficiently the policies and programs in the province.

Preface

As the world is changing at an unprecedented pace, so are the complex issues and challenges faced by governments. As civil servants, it is our responsibility to address these issues and develop workable solutions for the people we serve. The need for evidence-based decision-making as well as sound policymaking and delivery of essential public services has become more critical than ever. This is especially the case in Balochistan because it attained the status of a province much later in Pakistan and, as result, the provincial government has a lot of ground to cover in terms of the coverage and quality of essential public services to large swathes of population scattered in rural areas across the province. Civil servants play crucial role in shaping public policy, and their ability to conduct research-based policy analysis and implementation is essential for improving the quality of service delivery.

Balochistan Civil Services Academy (BCSA), as the training and research arm of the provincial government, is expected to serve as a research institute in disciplines of public policy and governance, and provide research-based input on matters of public policy to the provincial government. Accordingly, the Academy has plans to send the best Policy Briefs and Policy Analysis Papers produced by participants to concerned departments for policy intervention and action. To this end, the Academy has developed this Policy Research Guide to help civil servants, especially those participating in a mid-career training course and who may not have the requisite background in research, gain familiarity with the policy research process and acquire the necessary research skills to conduct policy analysis effectively and in a systematic manner.

Though the Academy has devoted a sub-module-2-A aimed to enrich essential knowledge and develop research skills of the participants with covering topics on research methodology, conduct and perform qualitative, quantitative and mixed method researches as well as the case study as research method enabling them to write Policy Brief and Policy Analysis Papers. In addition, this Guide is helpful document for them to develop their individual assignments of the said two policy papers. It is divided into several chapters, each of which focuses on a specific aspect of policy research methods. It is meant to be used as a learning resource for civil servants who are involved in policy-making process and implementation. In the field of public policy, it is essential for policy practitioners to understand how policies are developed, implemented, and evaluated.

In this context, the manual provides an overview of the process of policy research and explains in detail the relevant methods, approaches, tools, and techniques of conducting research. It covers a wide range of topics, including research planning, research design, data

collection and analysis, policy evaluation, and writing a policy research paper with plausible recommendations. Further, it provides guidance for writing research-based policy papers along with links to useful resources for accessing the credible and latest research papers on the public policy discipline that intersects with different other multidisciplinary fields.

The best practices of policy research, as well as the knowledge and expertise of seasoned policy researchers, form the basis for this Guide. Therefore, it is hoped that this Policy Research Guide will be a valuable resource for the under-training civil servants, enabling them to conduct policy research that is supported by evidence. This, in turn, will help MCMC participants to propose sound and effective policy options and alternatives.

BCSA hopes that readers of this handbook will use this guide as a starting point for further exploring and learning. The Academy welcomes and appreciates feedback and suggestions for improving this guide and making it even more useful to readers.

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Chapter 1.

Research Orientation for Public Policy and Practice

Research Orientation for Public Policy and Practice

‘Knowledge is power’ is a cliché that we all know and heard, but it is crucial to take into account how knowledge is created, shared, challenged, and distributed. There are a number of discourses amongst disciplines, for instance, economics, law, politics and social study. ‘Common to most discourses is the basic language of research. Different academics in various disciplines attach wide range of meanings and interpretations to the terminology of research’ (Grix, 2004, p.120). The definitional approaches to the concept of research varies to research paradigms i.e. quantitative, qualitative and mixed-method. However, generally agreed upon definition of ‘research is an organised and systematic collection, analysis, and presentation of information in order to establish facts and generate knowledge by reaching a new understanding’ (Khan, 2022, p.1). Traditionally, research has been carried out to answer questions and contribute to existing understanding and knowledge about the subject (Kara, 2017, pp.20-23). It is systematic investigation, using a predefined research method, to gather information with the aim of answering a predefined research question (Kara, 2017, p.243).

Research is defined as human activity that is based on intellectual application in the inquiry of a question and discovering its answer. The literature that was searched to find and convey the meaning of research revealed that searching it again and again repeatedly means ‘research’. Research is an art that falls within the scope of scientific investigation. It is an organized attempt to learn new things and knowledge. The literature presents the definition of research as the process of defining and redefining problems; developing a hypothesis or a set of suggested solutions; collecting, organising, and analyzing data; drawing deductions and coming to conclusions; and, finally, testing the conclusions in great detail carefully to determine whether or not they are consistent with the developing hypothesis. Various dictionaries that were consulted offer definitional meaning of research as ‘a careful investigation or enquiry especially through search for new facts, creation of new knowledge, though using existing knowledge in creative way or systematic investigation to describe, explain, and analyze phenomenon’. Song in his paper on interpreting ‘*what is research?*’ presents the definition offered by the Western Sydney University as:

‘Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes’ (WSU, 2021 cited in Song, 2021, p.408).

A major issue is what is meant by the term ‘policy’. There is no fixed or single universally

agreed upon definition of policy. 'Policy is simply defined as a statement by government — at whatever level — of what it intends to do about a public problem. The most fascinating aspects of public policy is the relationship between ideas and problems.' (Birkland, 2011, pp.9-10). There are those who understand policy in quite candid terms as the actions of government aimed securing particular outcomes. However, some view policy as process rather than a product, involving negotiations, contestation or struggle between or amongst different groups who may lie outside the formal machinery of official policymaking (Ozga, 2000, p.2). The terms 'policy' and 'public policy' are used with the same concept, synonymous and interchangeably either separate as 'policy' or together 'public policy' in discipline of public administration and public policy studies.

Cochran et al. define the term as 'public policy always refers to the actions of government and the intentions that determine those actions. Public policy is the outcome of the struggle in government over who gets what' (Cochran et al., 1999 cited in Birkland, 2011, p.8). Dye states that 'public policy whatever governments choose to do or not to do' (Dye, 1992 cited in Birkland, 2011, p.8). Cochran and Malone explain that 'public policy consists of political decisions for implementing programs to achieve societal goals' (Cochran and Malone, 1995 cited in Birkland, 2011, p.8). Nonetheless, Peters state 'most simply, public policy is the sum of government activities, whether acting directly or through agents, as it has an influence on the life of citizens' (Peters, 1999 cited in Birkland, 2011, p.8). The systematic study of public policy as we understand it is fairly a recent discipline. Daniel McCool argues that modern public policy studies began in 1922, when political scientist Charles Merriam sought to connect the theory of policy and practice of politics aimed to understand the activities and actions of government (Birkland, 2011, pp.6-7). Research provides knowledge in identifying problems and presenting solutions for government to act by adopting policy or alternatives to policy performance to achieve desired outcomes in the process.

In public policy, 'research might be thought of as the study of the policy process, focusing on the factors and influences which shape public policy; public management or public administration, which are mainly concerned with how public organisations are run; policy analysis, examining policy and finding out what it actually does, and policy advocacy, making the case for particular policies' (Spicker, 2022, p.139). Research in public policy is a scientific endeavour that aims to explore a concept and/or a problem situation in order to get a deeper knowledge and arrive at a workable solution by organized and meticulous data gathering, analysis, and interpretation. The process comprises a thorough inquiry into a particular issue or problem using an appropriate approach to research (or method). Khan argues that research skills

allow you to: (a) plan, design, and carry out policy research; (b) assess the efficacy and utility of outcomes; (c) raise legitimate concerns about the research process and policy recommendations; (d) monitor situations requiring problem-solving by combining what tends to work and what doesn't, and why; and (e) it helps to improve both personal and professional effectiveness as well as efficiency in managing public policy decisions (Khan, 2022, p.1).

1.1. Conceptual Basis of Research in Public Policy and Practice

Research in public policy is defined as ‘analytical work concerned with tracing the results and outcomes of pursuing a given policy’ (Doll, 1949, p.711). Over the last decades, the field of public policy evolved that intersect with multidisciplinary and interdisciplinary approaches with its practice meant to put into actions the policies devised and adopted aimed to solve problems of the people in society through effective and quality service delivery. The multidisciplinary approaches involve policy studies such as political science, public administration, economics, sociology, psychology, public health etc. (Birkland, 2011, p.13), as well as sectoral agencies are all parts of public policy and practice. Research in these areas generate knowledge for policy interventions. From the definition *ibid* of the ‘research in public policy’, it is valid and fair to say that public policy and practice are complex as research in the field involves a number of stakeholders and factors which are interconnected to reach them such as policymakers, policy practitioners and executioners, and targeted audience of the policy to trace the impacts and achievements policy actions.

A review of literature on research in public policy and practice reveals that the research investigates systematically policies and their results they produce is known as policy research. The primary objective of policy research is to produce knowledge that is supported by evidence and that can be used to inform policy cultivation, execution, and assessment in contexts of political, institutional and socio-economic in the process. Thus, research in policy can be described as systematic study tries to figure out what happened as a result when a certain policy was put into action.

Research is an integral part of the knowledge base that is used to help make informed policy choices, and sometimes shift policy options by guiding to select suitable policy alternatives. Becker and Bryman argue that the goal of such research is to learn new things and advance knowledge which shape public policy by providing evidence from real-world that policymakers can base making their decisions and judgments. In practical terms, research is guided by policy, and the challenges that arise from policy are what establish and influence research priority (Becker & Bryman, 2011).

Hence, research is directed by policy, and the difficulties that result from policy are what shape and direct research agendas. The ‘evidence from real-world’ could be interpreted that the research in policy with practice based on credible evidence using real-world data help shaping policy. Research in policy and practice traces the effectiveness of execution of policy with fairness and equality in the society. Any gap in the implementation of policy invites research question for conducting the study through collecting data for further examination. The study of public policy literature helps in understanding to determine the approaches that are likely to be the most successful and cost-effective in resolving issues pertaining to social, economic, and environmental conditions and challenges, as well as in improving the quality of life for the people in society.

A review of literature on policy research indicates that overall, public policy and practice research is dedicated to understanding and solving challenging and complex social problems through evidence-based, socially equitable, participatory, and interdisciplinary methodologies, as well as multidisciplinary approaches. Generally, research in policy and practice is a vital means of promoting evidence-based policymaking and enhancing the effectiveness of policies and practices in a broader range of areas. Thus, research in policy is a vital tool for advancing evidence-based policymaking. It contributes to the development of societies that are more just, inclusive, and viable by helping to bridge the gap that appears to exist between concept and practice.

In general, policy research is an essential instrument for evidence-based policymaking, as well as for enhancing the quality and efficacy of existing policies. ‘The idea that policy development can be thought of as a series of steps in a decision-making process was first broached systematically in the work of Harold Lasswell, a pioneer in the field of policy research in policy cycle model of the public policy process identified stages of policy cycle and process, in most recent work in public policy studies, a *five-stage model* of the policy process is most commonly used. This is agenda-setting, policy formulation, decision-making, policy implementation and evaluation’ (Lasswell, 1971 cited in Howlett and Giest, 2013, p.17). ‘The term *public policy process* suggests that there is some sort of system that translates policy ideas into formulating and adopting actual policies that are implemented and have positive outcomes’ (Birkland, 2011, p.25). Coming back from agenda-setting to policy formulation, decision-making, policy execution and assessment, Howlett et al. argue that:

First, research, at the ‘*agenda-setting stage*’, helps to define an emerging or existing policy problem. Second, at the ‘*policy-formulation stage*’, research helps understanding and explaining the reasons as to why certain policy issues or problems arise and offers possible remedial

measures. This follows by the '*decision-making stage*' where data and evidence are crucial for making or dropping decisions. Then, the '*implementation stage*' is basically the phase wherein policy choices are put into practice which is policy in action in which governments put their decisions into effect using some combination of the tools of public administration in order to alter the distribution of goods and services in society. At the fifth and final stage of public policy cycle and process is '*evaluation*' wherein processes during this moment are frequently analyzed and extensively examined both by government and societal actors, often leading to the reconceptualization of policy problems and solutions in the light of experiences encountered with the policy in question (Howlett et al. 2009 cited in Howlett and Giest, 2013, p.17).

As Harold Lasswell, a pioneer in the field of policy research in policy cycle model of the public policy process noted the stages in the 1950s, the envisioning of policy development in stated stages, sequential, and iterative process is a useful analytical and methodological device. Methodologically such an approach reduces the complexity of public policy-making by breaking down that complexity into a small number of stages and sub-stages, each of which can be investigated alone, or in terms of its relationship to any or all the other stages of the cycle. The policy cycle idea also helps in research to answer many key questions about public policy-making regarding the effectiveness of different tools and the identification of bottlenecks in policy processes. The stages allow for the identification of typical actors and actions in different phases of tackling a problem which makes it easier to identify independent and dependent variables in the study of policy processes and behavior and moves thinking forward by helping to identify the relatively limited range of styles of activity possible at each stage of the cycle (Freeman 1985; Coleman 1994; Tuohy 1992 and Vogel 1986 cited in Howlett and Giest, 2013, p.24).

Policy research, when conducted properly can yield insights and evidence that help shape better policies and decision-making procedures. Policy-oriented research focuses with optimizing best practices for policy interventions for resolving problems by informing policymakers, practitioners and decision-makers with practical, decisive and beneficial suggestions (Becker et al., 2012, pp.3-5). Nonetheless, policy research aims to clarify and explain certain aspects of the public policymaking process (Becker & Bryman, 2011).

There are two kinds policy research. 'First, *Research for policy* and second, research of policy. The first is concerned to inform actors involved in managing the five stages of the policy cycle model of the policy process. This attempts to explain the policy-making process and its execution. This type of research is basically concerned with generating policy – suggesting possible solutions to deal with a particular problem. The second type i.e. *Research of policy* is concerned with how the problem was defined, the agenda was set, a policy was formulated,

decisions were made, and how the policy/intervention was implemented, and subsequently evaluated and changed. This attempts to review the whole (or a particular stage of) policy process and suggest revisions, if required. For instance, the evaluation of the whole program or particular policy stages involved in the Benazir Income Support Program (Khan, 2022, p.6).

Research in public policy can be conducted on a wide variety of subjects including healthcare, education, social welfare, environmental management, financial management, development policies and international development etc., and each sector for which government has specified sectoral department/division to deal with. Research on public policy is frequently carried out not only by academics and other researchers but also by research and development (R&D) wings of government departments, think tanks, and international agencies. The results of policy research are typically disseminated through policy brief, policy analysis paper, reports, articles, white papers, presentations, and other channels of communication.

Findings from research have the potential to influence policy debates and decision-making processes at various levels of government such as national, provincial/sub-national, or local as well as society by reviewing the policy implementation strategies. The results of study produced in policy brief and policy paper generate ideas for policy debates and decisions for subsequent policymaking with effective practices and standards. The research outcomes inform policymakers, practitioners, and stakeholders to identify the most efficient ways to address social, economic, and environmental challenges, and to improve the lives of the people through provision of quality public services.

1.2. Research Process in Public Policy Analysis

The process of policy research entails multiple phases. They include; (1) Research planning includes choosing the research topic, review of literature and selecting feasible research questions. This helps throughout the research project to complete by deadline. The research planning moves parallel on every step the researcher carries out the project, (2) research design, (3) data collection, (4) data analysis, and finally (5) writing the research project (Rapley 2011, p.286). Once decided the research topic or question, then every stage of the research processes interact and overlap the component parts of the research process (Karla, 2017, p.11). Thinking, reading and writing permeate the research process (Hart, 1998, p.6). Thinking is the most significant of the three components. Thinking, like everyone else's, develops and moves on continuously during entire process so as the reading and consulting documents and literature go on till completion of the write up (Kara, 2017, p.12). It is necessary to further elaborate the process aimed to facilitate the participants of the mid-level training course to gain broader understanding of the different

steps of the research process.

1.2.1. Research planning

The first stage is *planning research* or *research planning* which entails idea, background study and scope. The goal of the planning step should focus on a certain research area by select a topic, identify a problem, and generate research questions (Khan, 2022, p.20). Thus, in the first place, you need to establish the topic by identifying the problem you need to conduct research by determining and exploring the issue. The topic should reflect that you are interested in the field of study conducting further research on it. Choosing a topic can be a challenge, particularly if the choice is very wide, such as policy research on varied issues in backdrop of each sectoral department requires to intervene. ‘Where possible, the best approach is to focus and select the research topic on whatever interests you most’ (Robson and McCartan, 2016, p.49).

Research can be a hard and lonely journey, and a passion for your topic will help you to keep going through the difficult times during the entire research process, therefore, choose research topic you find most interesting. If you are not enthusiastic about the research topic then you may have difficulties later on (Kara, 2017, p.62). At this stage, it is necessary to review the topic repeatedly and refine it. If the topic addresses a broad range of issues, then reduce and narrow it down to the specific problem. Therefore, it is worth-quoting the timely advice of Jesson et al. as ‘take and devote enough time to refine your research topic. This enables you in developing useful questions. This is the only way that gives ultimately a clear focus to your overall research project in its entirety’ (Jesson et al., 2011, p.18). Once you’ve refined the topic and questions by narrowing down and making specific, then this will help you enjoy designing the entire research plan and process which fit into the topic. The choosing and finalization of the topic may be challenging or enjoyable experience in the research process.

What does the phrase ‘research question’ mean? It is the focal question a research project is intended to answer. It is not a question developed for a survey or an interview protocol. Most research methods, survey research, and interviewing texts cover writing that type of question very well. Such questions are tools designed to help develop an answer to the research question (Yeager, 2008, p.45). After the topic selection, research projects begin with developing and defining question(s) by identifying the research problem. This is one of the most important steps in the research process (McNabb, 2002, p. 54). Similarly, Johnson describes planning as the key to successful research and the first step in planning a research project is determining its question(s) (Johnson, 2002, p. 27). Johnson believes that this step is so crucial to the success of

a research project that if mistakes are made then ‘the research cannot be saved’ (Johnson, 2002, p. 27). The research questions developed assist in review of literature.

‘Whatever kind of research you are doing some background research is always helpful. This can range from just a few project and policy documents, to several hundred items of published, even ‘grey literature’, for a full-scale literature review. In conducting a literature review for academic research, you start from the literature and work towards your research topic, using the literature’ (Kara, 2017, pp.99-100). A review of literature on research process reveals that this stage interacts and overlaps with research questions. Either, review of literature helps in developing research questions or the research questions cultivated will help to review literature. ‘The review explains why the particular question is important to answer. The literature review is a comprehensive survey of previous inquiries related to a research question. Although it can often be wide in scope, therefore, it should be narrowly tailored, addressing only the question’ (Bearfield, & Eller, 2008, p.62). Many participants of the mid-career management course may be going to do research and write papers for the first time, hence, the research planning is the most crucial part of the process. This sets trajectory in determining from developing research questions to writing the paper. In short, this step establishes a course of action for the rest of the entire study project.

1.2.2. Developing a research design

The second stage is to build a *research design*, which describes the procedures and techniques that will be used to gather and analyse data. Justice defines the term ‘research design’ as it denotes both a process and a product aimed at facilitating the construction of sound arguments. An argument is a logical structure that marshals both evidence and reasons why that evidence supports some claim or point (Justice, 2008, p.75). Research design is a problem-motivated process of planning for the construction of a sound argument leading to find answer to research question, one that will address a significant problem in a manner that is ‘credible, useful, and feasible’ (Hedrick et al., 1993, p.ix), thus, the purpose of research design is related to the purposes of research itself (Justice, 2008, pp.77-78).

This stage is a strategy which guides on how to design your research project with feasible and rigorous studies, to research a particular problem in light of research question(s) developed. This step evaluates and identifies appropriate discipline specific, or interdisciplinary approach. A research design is the overarching strategy that guides the research methods on how data will be collected, analyzed, and interpreted. The design is driven by the research challenge at hand, and

determines which instruments and tools are employed and in what ways are decided during the study's design phase. The research design is essential to address the research questions which is crucial to guaranteeing the study's validity, reliability, and the meaningfulness of its findings.

Based on arguments of Berry and Otley, Saunders et al. and Yin, the research design is the plan for collecting, measuring, and analyzing data; it is the overarching strategy you employ to ensure that your study addresses the research problem in an appropriate and thorough manner. A research design becomes important to connect a methodology and an appropriate set of research methods in order to address research questions and hypotheses that are established to examine the given phenomena. Research purpose and research questions are the suggested starting points to develop a research design because they provide important clues about the substance that a researcher is aiming to assess (Berry and Otley 2004; Saunders et al.; Yin 2012 cited in Wahyuni, 2012, p.72). Khan encapsulates the research design as:

It is the research structure of an enquiry that integrates the method of data collection and analysis of data in a coherent and logical way. In simple words, once you know what you want to research (as you would outline this in your research scope), the strategy to collect and process relevant data/information would help to describe your research design. Any study needs a well-developed research design comprised of well-thought research method(s), sampling of cases, method of data collection (e.g., questionnaire, observation, document analysis), and data analysis approach (e.g., content analysis, thematic analysis, narrative analysis). This enables a researcher to meet the research objectives, find answers to the research questions, and systematically address the research problem (Khan, 2022, p.30).

1.2.3. Data collection

The third step, which is to *collect data* utilizing the methods and approaches that were selected earlier in the process. This may involve collecting and analyzing administrative data, conducting surveys, interviews, or focus groups, or conducting focus group discussions. Literature reviewed on data collection explain that the information gathered through data collection is necessary for finding answers to the research question. There are two types of data. First, quantitative data consisting primarily of numerical numbers, and second qualitative data which consists particularly of textual information in documents.

Primary data refers to information gleaned from first-hand accounts and other unmediated personal sources for the purpose of research. It is also known as primary source material or raw data. This sort of data mostly consists of the information collected through various methods such as in-person or online interviews, participant observation, sampling, surveys, questionnaires, in-depth case studies, group discussion and focus groups, etc. Each of this method requires to be

studied in depth before adopting it in your research design.

Secondary data refers to the information that has already been gathered and documented for another study or some other purposes but is not directly relevant to the current study's objectives. Information is available in a variety of formats, including books, journal articles, websites, reports, official documents and publication etc. This form of data collection is cost-effective, easily accessible, and time-efficient. It is worth-noting that it depends on researcher as how to use this data relevant to the current study.

Both quantitative and qualitative data require distinct methods and specific approaches during primary data collection. Quantitative ways of data gathering are geared on eliciting hard numbers via a predetermined set of questions by using structured questionnaires. Whereas qualitative data employing a semi- or un-structured interviews for collecting information and applying non-quantifiable or intangible observations like behavior and feelings, etc. The nature of your study dictates whether you should use quantitative or qualitative techniques to collect data. 'For collecting quantitative data, some research questions lend themselves to the collection of quantitative data. In particular, questions of 'how many' or 'how much' require numerical answers. Much quantitative data can be collected from existing sources such as organisational monitoring information, or national statistics etc.' (Kara, 2017, p.134).

Marshall and Rossman (1995) identify 15 techniques of qualitative data collection and analysis: participant observation, interviewing, ethnographic interviewing, elite interviewing, focus group interviewing, document review, narratives, life history, historical analysis, film, questionnaire, proxemics, kinesics, psychological techniques, and unobtrusive measures. These techniques can be broadly grouped under three categories: observation, interviewing, and documentary analysis (Gabrielian et al., 2008, p.156).

Interview is the most popular form of primary source and qualitative research method for data collection. Interviews can be distinguished along three dimensions: (1) type of questions (structured, unstructured, or semi-structured), (2) number of interviewees questioned simultaneously (individual or group), and (3) selection of interviewees (random or specialized). The most popular form is random, one-on-one, individual interview, very often using structured or semi-structured questionnaires. Polls, surveys, and censuses are examples of such interviews (Babbie, 1990 cited in Gabrielian et al., 2008, p.156). One-on-one, face-to-face, in-depth unstructured interviews are often called ethnographic interviews (Fontana & Frey, 1994 cited in Gabrielian et al., 2008, p.156).

'Once a researcher feels that he has collected enough data for conducting their analysis then he should employ "the principle of data saturation" to halt collection of further unnecessary

data' (Saunders *et al.*, 2018, p.1893). The data collection ends with data management through documenting, proper filing, translating, coding, categorizing thematic areas and securing the data. This elaboration provides sufficient clarity if any participant of the mid-career management course is looking for seeking quantitative or qualitative data to collect for writing up his policy analysis paper.

1.2.4. Conducting an analysis of the data

The fourth stage in the research process is to conduct an *analysis of the data* that were obtained. Depending on the methodology of the study, this step may involve statistical analysis, analysis of the content, or qualitative analysis. As previously cited the application of principle of saturation, researchers continue to collect data when fresh discoveries consistently produce and reproduce new findings replicating prior ones in their generic properties unless they arrive at saturation and stop further collecting data (Glasser & Strauss, 1967 and Morse, 1995 cited in Gabrielian *et al.*, 2008, p.158).

Data analysis can be broken down into three interconnected processes: (1) data reduction, which includes selecting the conceptual framework, research questions, cases, and instruments; (2) data display, which is the condensed and organized layout of the data that allows for conclusion drawing or action taking; and (3) conclusion drawing or verification, which is the act of interpreting and drawing meaning from the data (Miles and Huberman, 1994 cited in Gabrielian *et al.*, 2008, p.158). Miles and Huberman further argue that 'these processes occur before data collection, throughout research design and planning, during data collection when intermediate and early analyses are carried out, and after data collection as final products are approached and produced'. There is no one, conclusive stage in data analysis; rather, it is an iterative process that alternates between inductive and deductive reasoning in identifying and verifying patterns (Gabrielian *et al.*, 2008, p.158).

Data analyses are based on both primary as well as secondary data analysis. Primary data analyses include such as thematic analysis (method involves the identification of key themes, concepts, or categories (Bryman, 2021 and Ritchie and Lewis, 2003 cited in Khan, 2022, p.54); narrative analysis (stories told); content analysis (analyses both the content and context of documents and texts). Whereas secondary data analyses cover document analysis which involves reviewing and assessing documents in order to improve understanding and develop empirical knowledge (Bowen, 2009 cited in Khan, 2022, p.55), besides analysis of statistics of government containing in budget or documents as well as data collected and produced by international

organizations such United Nations Development Programme (UNDP) etc.

Factor analyses, sometimes more precisely referred to as common factor analysis, to understand and reveal underlying factors for specific results like improved or poor service delivery i.e. what we mean by red tape as an obstructing factor in bureaucracies (Pandey and Scott, 2002 cited in Julnes, 2008, p.528) and efficient leadership ability is factor that ensures better team performance for quality service delivery (Julnes, 2008, pp.530-531). Network analyses in public policy approach is based on inter-government relations (local, provincial/subnational or central governments) or the management of relations between public, private and semi-public organizations that influence policy (Thurmaier & Wood, 2002 and Kamarck, 2004 cited in Andrew & Feiock, 2008, p.766). These analyses require critical approach in evaluating and interpreting the data to answer the research question about the policy problem or issue.

1.2.5. Writing the research project

The fifth and last step in the process is *writing the paper*. This requires well-thought-out plan and organized outline to structure the paper aimed to present the study in its entirety. This final phase is to share the results of the study with the intended audience who can use them to make important policy decisions. Literature examined on policy research suggest that the findings should be laid out clearly so that they can be used effectively in making policy choices. Tables, figures, and graphs should be used to improve the clarity and impact of the presentation. It is essential to provide the findings of your research in a concise, understandable and standard format as expected. The policy recommendations should be presented based on the conclusions that were gained from the research. This entails making recommendations for policy development, implementation, or proposing alternative strategies after proper evaluation to execute the existing policy that are supported by evidence.

1.3. Ethical Considerations

The BCSA has set certain ethical considerations and principles for participants of the mid-career management course based on internationally recognized standards by academia which should be followed in letter and spirit. They are required to adhere to the research ethics which are a set of principles when conducting research. These include; informed consent from the interviewees by informing them the objective and procedures of the research as well as any risk involved in the participation of interview, and measures to be taken to minimize any such risk involved. Any

consent to maintain anonymity, confidentiality or data privacy and any such opinion or comments offered 'off the record' should be maintained at all costs. *Appendix-III* provides useful links on ethical considerations and rigors which need to be followed by the participants of the course while writing their individual assignments i.e. Policy Brief and Policy Analysis Paper.

Chapter 2.

Research Methodology

Research Methodology

A review of literature on research simply defines the phrase '*research methodology*' to the 'how' of conducting a research project for the purpose of generating new knowledge. To be more particular, it is about how a researcher systematically adopts specific procedures to identify the information for further processing and analyzing the information, designs a study to ensure reliable outcomes that answer the research goals, purposes, and research questions. The objective of a research methodology is to outline the plausible explanations behind the approach to research study. Therefore, you need to support, justify and defend your techniques of collecting data, methods of analysis, and other major parts of your work in the research process. The most important part of conducting research is deciding on choosing a suitable research method to use in the process. It is heavily dependent on the researcher's intended study in finding answer to research question.

Traditionally, research methodology is categorized broadly into quantitative and qualitative research methodology. 'These are two major approaches to research can be used in the research study i.e. quantitative and qualitative research' (Yilmaz, 2013, p.311). There are books and articles that compare and contrast various research methods, address a design problem at the crossroads of quantitative and qualitative research with using combination of the both methodology is mixed research method. Public policy research can be conducted using a variety of methodologies, including quantitative, qualitative, mixed-method and case study research. Researchers in all disciplines and every field need to be familiar with research methodology in order to choose the best approach for their investigation. The purpose of research is to generate evidence-based knowledge that can be used to inform the development, implementation, and evaluation of policy, as well as improve the efficacy, efficiency, and equity in policy practices.

2.1. Quantitative Research

In research practice these paradigms i.e. quantitative and qualitative methodological approaches are predominantly separately used help researchers to reach the proposed research aim (Lamnek, 2000 cited in Lang AG, 2004, p.40). What is quantitative research? Creswell, and Gay & Airasian state that the term quantitative research can be defined as research that explains phenomena according to numerical data which are analyzed by means of mathematically based methods, especially statistics. From a broader perspective, it can be defined as a type of empirical research into a social phenomenon or human problem, consisting of variables which are measured with numbers and analyzed with statistics in order to determine if the theory explains or predicts

phenomena of interest (Creswell, 1994, and Gay & Airasian, 2000 cited in Yilmaz, 2013, p.311).

Quantitative research methodology has a long tradition and is widely spread in empirical social research. In general, quantitative research is characterized by large sample size in contrary to qualitative research with limited sample size to a smaller number (Briisemeister, 2000, p.21 cited in Lang AG, 2004, p.40). In quantitative research existing theoretical propositions are tested with precise hypotheses. Quantitative techniques focus on measuring things that can be counted using predetermined categories that can be treated as interval or ordinal data and subjected to statistical analysis (Bucher, 1994 and Patton, 1997 cited in Lang AG, 2004, p.40).

When conducting research, a quantitative approach mainly prioritizes collecting and analyzing numerical data as precisely as possible. Statistical models are used to investigate the causative and correlative links between variables, and numerical data is typically used to evaluate measurable, aggregate trends and occurrences. This calls for the collection of primary data via surveys, which in turn calls for the collecting of structured information from large numbers of people using random sampling. Data can also be gathered and analyzed through secondary sources, such as published and/or government statistics. Quantitative research tries to test predetermined hypotheses and create generalizable conclusions which are often beneficial to answer more mechanistic 'what' questions such as 'how much', 'how many', and 'how often' (Khan, 2022, p.10). The quantitative method is beneficial for carrying out public policy research and proposing policy initiatives for resolving problems need policy interventions in any sector.

2.2. Qualitative Research

What is qualitative research? Although it is deemed 'difficult to define' because of its multifaceted nature underpinned by different paradigms (Hitchcock & Hughes, 1995, p. 26), a working definition has been provided by some researchers. Strauss and Corbin offer this definition as: 'by the term "qualitative research" we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification' (Strauss and Corbin, 1998, pp. 10-11). But this definition is simplistic since it focuses on procedures and techniques used to collect and analyze data. Gay and Airasian define qualitative research as 'the collection of extensive data on many variables over an extended period of time, in a naturalistic setting, in order to gain insights not possible using other types of research (Gay and Airasian, 2000, p. 627). Qualitative research is based on the epistemological assumption that social phenomena are so complex and interwoven that they cannot be reduced to isolated variables, so it is not appropriate to use the term variable when defining qualitative research.

Hence, qualitative research needs to be comprehensively defined to do justice to its key

characteristics. Based on review of literature written by Creswell, 2007, p. 37; Denzin & Lincoln, 1998, 2005, p. 3; Miles & Huberman, 1994, pp. 6-7; Patton, 2002, pp. 39-41, Yilmaz defines qualitative research as: ‘an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world’ (Yilmaz, 2013, p.312). In order to address the "why" and "how," qualitative research seeks to provide an in-depth understanding of human behavior/actions and complicated societal and policy challenges (Khan, 2022, p.10). Qualitative research aims to explain social reality by describing the complexity of the social setting under study from the people's experiences (Flick et al., 2000 cited in Lang AG, 2004, p.40).

It should be noted that qualitative research is not based on a single methodology and does not belong to a single discipline (Denzin & Lincoln, 2005 cited in Yilmaz, 2013, p.312). It 'draws on philosophical ideas in phenomenology, symbolic interactionism, hermeneutics and other traditions to support the attention on "quality" rather than "quantity"' (Brewer, 2003 cited in Yilmaz, 2013, p.312). Therefore, the term is used as 'an overarching category, covering a wide range of approaches and methods found within different research disciplines' (Snape & Spencer, 2003 cited in Yilmaz, 2013, p.312). There is a wide variety of theoretical paradigms, methodologies, research strategies and methods in qualitative research traditions, ranging from descriptive study, case study, field research, ethnography, participant observation, biographical method, life history, oral history, narrative inquiry to phenomenological research, ethno-methodology, symbolic interactionist study, grounded theory and action research (Yilmaz, 2013, p.312).

The qualitative research strategies aim more toward interpreting or revealing meanings rather than generalizing causal relationships under which the researchers ‘attempt to make sense of, or interpret, phenomena in terms of the meanings people bring to them’ in natural settings (Gabrielian et al., 2008, p.142). Qualitative research is the most appropriate for investigating human behavior, interactions of actors and stakeholders in policy and the intricacies of policymaking process such as politics of development financing and other sectoral reforms in the governance system. Hence, qualitative research possesses great significance in policy research as the discipline of policy research has produced some of the highest quality qualitative research to date, and most of it is grounded in actual policy practices and in-depth case studies, as well as rich data based on semi-structured qualitative interviews and focus group sources presented standard documents that influenced policy decisions.

2.3. Mixed Methods Research

Apart from the two research paradigms explained above as literatures have differentiated and compared them in terms of their epistemological, theoretical, and methodological underpinnings, the third research approach is the combination of qualitative and quantitative methods in the same research study is called '*mixed methods research*' approach. 'Mixed methods research has been termed the third methodological paradigm (movement), with quantitative and qualitative methods representing the first and second paradigms or movements respectively (Ridenour and Newman 2008; Teddlie & Tashakkori 2003 cited in Venkatesh et al., 2013, p.22).

'This method can be used in conjunction with both qualitative and quantitative methods. The use of mixed methods in research projects has recently gained renewed popularity in public policy scholarship since it has successfully incorporated archival data and in-depth interviews into single research designs' (Baum, 2005; Berry et al., 2000... cited in Piotrowski, 2008, p.282). This method can help develop rich insights into various phenomena of interest that cannot be fully understood using only a single method either quantitative or a qualitative (Venkatesh et al., 2013, p.21).

Based on review of numerous literature on mixed methods research approach, Venkatesh et al., conclude that although proponents of mixed methods research have suggested areas in which this approach is potentially superior to a single method design. It is, in fact, feasible to conduct research that cuts across multiple methodologies and paradigms. 'Several researchers have reviewed prior calls for methodological combination and suggested that a peaceful coexistence of multiple methodologies is possible' (Datta 1994; House 1994; Ridenour and Newman 2008; Rossi 1994 cited in Venkatesh et al., 2013, p.22).

Others have called for a combination of research methods, particularly triangulation of qualitative and quantitative data, to develop a deeper understanding of a phenomenon (Denzin 1978; Jick 1979; Mingers 1997, 2001; Reichardt and Rallis 1994 cited in Venkatesh et al., 2013, p.22). The triangulated outcomes of using this approach necessitates the collection of both qualitative and quantitative data on the same issue and time period for purposes of mutual verification. Researchers prefer this strategy, particularly in policy research, to explain and analyze the results in one method which are generated by another one. There is no bar in the field of public policy research opting for a mixed methods research if you believe doing so will help in obtaining plausible answers to your research questions. This brief discussion depicts the significance and popularity of the mixed methods approach in policy research.

2.4. The Case Study as a Research Method

Law schools first showed the case study method in 1870. The approach began when Christopher Langdell in Harvard Law School changed the way of teaching case studies to explain and interpret cases to reach legal judgment (Breslin & Buchanan, 2008, p.36). In public administration and public policy research, case study research approach started in 1951, when pioneers of case study research formed the Inter-University Case Program which included members from almost 50 institutions as the group later produced a large number of policy research papers based on case studies approach (Jensen & Rodgers, 2001, pp.236-238).

A case study as research method can be defined as: ‘an intensive study of a single unit with an aim to generalize across a larger set of units. Case study relies on the same sort of covariational evidence utilized in non-case study research. Thus, the case study method is correctly understood as a particular way of defining cases (Gerring, 2004, p.341). The essential procedure of the case-study method is to take account of all pertinent aspects of one thing or situation, employing as the unit for study. An individual, a social group, an institution, a nation or community, is considered as a “unit”. The case consists of the data relating to a phase or some phases of the life-history of the unit or its entire life process, whether the unit is an individual, a family, a social group, an institution, and a nation or community (Good, 1942, p.161).

In the realm of policy research, the literature reveals that the ‘unit’ of case study is policy, programme, policy process, policy intervention, policymaking and policy practitioners and executioners as well as stakeholders and targeted audience of the policy such as an individual, group or community. Now, case study is massively practiced in public policy research. Case study as investigational procedures studies a phase, some phases or entire life of a unit, therefore, the method uses all the research paradigms discussed above either or multiple such as quantitative, qualitative or combination of the both, i.e. mixed method research.

‘Case study is an empirical inquiry that investigates complex contemporary phenomenon in-depth within real life context, and real-life organizational and managerial events in the public policy processes (Yin, 2009, p.18). The fundamental benefits of case studies are that they allow for in-depth analyses of facts, events and behaviors within their respective circumstances and situations that encourage the understanding of background standpoints, and ensure that the phenomena seen are accurate reflections of reality. Case studies can be tailored to specific situations and individual researchers. ‘In many instances, direct observation of a situation can lead to develop a case study by verifying and using data-gathering and recording investigational procedures and instruments’ (Good, 1942, p.164). It is necessary that in policy research the case study should complete its cycle by maintaining standards of credibility of the study with

presenting plausible recommendations for policymaking or suggesting alternative strategy to the execution of the existing one.

2.4.1. Comparative Case Study

As previously discussed that a case study is a focused with in-depth analysis of a 'unit' i.e. specific situation, person, policy, program, policy intervention site, implementation process, or participants; whereas Goodrick defines comparative case studies as to compare and contrast two or more cases or instances shed additional light on the 'whys' and 'hows' of a phenomenon, such as the success or failure of a project or policy and their causal questions. Comparative case studies are undertaken over time and emphasize comparison within and across contexts. Comparative case studies may be selected when it is not feasible to undertake an experimental design and/or when there is a need to understand and explain how features within the context influence the success of program or policy initiatives. This information is valuable in tailoring policy interventions to support the achievement of intended policy outcomes (Goodrick, 2014, p.1).

Although comparative-case studies are evaluated under a case study is possible. While both single and comparative-case studies use research methodologies that involve collecting data and analyzing it, but the second approach necessitates a more in-depth conceptual and analytical investigation of examples, comparisons of problems and policy cycle which in turn results in a much broader study. 'Comparative case studies holds considerable promise for both researchers and policymakers. The opportunities it provides from the broadest perspective, comparative analysis raises the possibility of much richer insights concerning the influence of cultural milieu, political competition, and governmental or institutional structures themselves on the characteristics of public policy' (Cyr & deLeon, 1975, p.378).

In study of a number of cases, multiple-case studies method is used in which comparison is also applied. The strategies used in data collection for single, comparative and multiple case studies are similar, nonetheless, comparative and multiple case studies require more extensive conceptual, analytic and synthesizing work by incorporating quantitative, qualitative and mixed method research approaches. 'The synthesis across cases extends beyond the comparison of similarities and differences to using these similarities and differences to support or refute propositions as to why policy intervention succeeds or fails (Goodrick, 2014, p.1).

Apart from these, there are a number of other approaches to policy research such as applied research (explores real-world practical questions in order to provide relatively immediate solutions by policymakers), action research (diagnose an immediate and specific policy problem

or societal situation in order to solve it), evaluation research approach (assesses time, resources and energy to achieve policy goal in its process within organizational context; cost-benefit analysis is its one sub-approach); and orientational research (investigates on income and wealth inequality, gender inequality, racial and ethnic inequality, sexual orientation inequality, as well as international inequality i.e., rich and poor nations). Participants of the training courses interested in any sort of these research approaches can explore through the recommended list of useful online resources vide [Appendix-V](#).

Chapter 3.

A Guide for Writing Policy Brief

A Guide for Writing Policy Brief for Oral Presentation

Para.2.12. of the BCSA Handbook of Guidelines and Instructions states that all participants are required to write a Policy Brief relating to / on current public policy issues or proposing policy to address the problem or issue or any gap in the implementation of policy which invites research question for conducting the study through applying research methods and data collection for further examination and evaluation. The research question can be selected and conducted on wide range of policy issues and subjects surrounding education, healthcare services, socio-economic, gender and social welfare, environmental management, public finance management, development policies, public private partnership and international development etc., or any public service delivery sector for which government has specified sectoral department to deal with.

Participants are required to write a Policy Brief of **1200-1500** words length (Font size of 12 inches, Times New Roman, and line spacing of 1.5 as per organizational criteria of the BCSA). Thereafter, they are required to give presentation of 20 minutes followed by five (05) minutes for Question/Answer Session. The participants are asked to submit THREE (03) topics of their interests at the opening weeks of the course. However, the Academy reserves the right to assign any other topic. The objectives of the assignment are to:-

- a. Gain understanding of a current policy issue;
- b. Be able to give overview of information that helps readers know public policies and administrative actions in order to make judgments on those policies;
- c. Develop policy analysis skills;
- d. Improve research writing and presentation skills; and
- e. Build confidence to present before an audience.

Based on a number of literature and credible academic websites on policy brief reviewed, the Academy provides a guide to writing a Policy Brief as follows. A policy brief is a concise and persuasive document that explains a particular policy problem or issue, offers data-driven and evidence-based recommendations, and suggests solutions to the problem in an organized and compelling manner. Policy Briefs are usually written for policymakers, implementers and other stakeholders in mind, as they are the ones who are ultimately responsible for making decisions that will have influence and impact on the general public. The following is a comprehensive guide that will walk you through the steps of writing a policy brief:

The recommended approach for structuring a policy brief to be organized in a manner that includes the components such as the List of Abbreviations (if acronyms are used repeatedly and

required, else not necessary). This is followed by an Executive Summary. Generally, the policy briefs produced by researchers, institutes and international organizations contain an Executive Summary as its essential component, but the BCSA has made it optional for participants this part of the assignment. If any participant wishes to write Executive Summary this does not constitute the total word count. The fundamental sections begin with an ‘introduction’ providing background information and explaining the trajectory of subsequent parts which will be analyzed later. Thereafter, make a statement outlining the problem. This is followed by exploring ‘situation analyses’ and discussing and analyzing ‘policy alternatives or alternative strategies’ for addressing the gap in executing the existing policy. Then, in a ‘conclusion’ to summarize the key arguments, and finally, ‘recommendations’. It is essential to ensure that the policy brief complies with the ibid prescribed structure that also includes appropriate references and proper acknowledgement of sources in accordance with the referencing style specified by the BCSA, such as APA or Harvard Referencing Style in the last section. List of References or Bibliography also do not constitute in the word count.

A policy brief is a written document that provides a clear, succinct and comprehensive overview of a problem or issue that invites policy action. Its purpose is to address a policy research question, answer a specific topic or gap in exploring and analyzing various options and approaches for offering policy proposals and choices, and alternative strategies for executing existing policies in finding answers to the question. The ultimate goal of a policy brief is to make concrete recommendations on the most effective course of action to solve the identified problem or issue. Policy briefs are commonly developed with the intention of inviting attention of policy leaders in positions of authority within organizations, policymakers, and other influential figures who bear the responsibility of formulating, influencing and shaping policies.

Policy briefs typically focus on a current and pertinent matter or a perennial concern that is of significance to a department/division of a government for initiating action for service delivery that impact the lives of the people. The participants are required to establish the currency of the policy concern that determines the current relevance or significance of the situation or issue at hand. This can be explained that the problem or issue under consideration is of current in nature and is relevant in the present time. The establishment of this can further be made possible by examining current news stories and articles published in newspapers or websites recently, analyzing topics that have been subject to policy debates, or identifying by societal segments that have garnered the attention of policymakers, all with the aim of resolving the issue under consideration.

The goal of policy briefs is to ascertain and establish the key features and essence of the

problem. Thereafter, identify the nature of the policy concern that necessitates attention to be addressed. This requires to state the issue clearly what it is that you are seeking to resolve, how significant it is, and who the stakeholders are for taking policy action or those impacted by it. The primary purpose of a policy brief is to provide readers with a comprehensive understanding of a specific issue, propose potential policy options and alternatives, and offer informed recommendations. It is advisable to clearly articulate the intended objective of the writing from its beginning, ensuring transparency and clarity.

Additionally, it is crucial to maintain a consistent and unwavering focus on the chosen direction during the process of constructing compelling arguments. Furthermore, it is essential to establish a cohesive connection between each paragraph and the overarching purpose of the work. Due to the brevity nature observed in policy briefs, it is prudent to refrain from writing unnecessary details and tangential discussion. An effective policy brief should effectively convey the critical urgency and underlying significance of the issue being deliberated upon, while emphasizing the merits and advantages associated with the proposed policy advice and proposals.

A policy brief needs to possess clarity, conciseness, and a singular thematic focus. It is important to ensure the written submission should be confined to minimum 1,200 words but not exceeding a maximum of 1,500 words in length. It must establish a clear articulation of its aim. The participants should make sure that the write-up should contain only essential information with a perfect identification of the key points that substantiate with quality arguments the purpose of the write-up. The brief papers should possess characteristics that make them easily understandable and tailored to a particular intended audience

Before initiating the writing process, it is of the utmost importance to determine the target audience, their level of interest, engagement and familiarity with the topic, and deliver the necessary information for decision-making while considering the realistic receptiveness to your recommendations. Thus, target audience of the brief study should clearly be identified. The policy brief must be evaluated and discerned in terms of its intended audience, including which policymakers, policy implementers, interested parties, partners and stakeholders who will be engaging with the document. By acquiring insight and wider understanding into their interests, values, attitudes, and concerns, one may effectively tailor policy advice and recommendations to align with their specific requirements. Consequently, the best policy brief written by participants will be forwarded to relevant departments, by the BCSEA either directly or through its Research Bulletin, for appropriate intervention for policy actions.

Please bear in mind that policy briefs are research and evidence-based proposed policy document with presenting data by acknowledging their sources properly and analyze the data

to serve as a crucial instrument for effectively conveying research findings and offering recommendations to the target audience. The BCSA encourages participants to use graphs, pie charts and tables for presenting data for analysis. Thus, the policy briefs function as a medium via which evidence-based policy advice is disseminated which help readers in making well-informed decisions. The existing literature pertaining to policy briefs reviewed indicate that a strong and robust policy brief effectively distils research findings in clear language and establishes explicit connections to policy endeavors. The perfect and effective policy briefs are characterized by their clarity and conciseness, serving as self-contained documents that center their attention on a singular research question to be addressed by conducting proper research.

In this backdrop, research is the most essential part of writing your policy brief to develop main body of the brief paper containing the overall situation analyses and evaluating policy alternatives. Conduct research by collecting data, evidence, and any other relevant information related to the policy problem or issue. Make sure to use sources of high reputation, such as credible scholarly publications, government reports, and other authoritative and reliable sources. It is necessary to perform a comprehensive examination and evaluation of the data collected to elucidate prevailing trends, patterns, and other insights that will facilitate a more profound comprehension and a better understanding of the problem being examined that invites policy actions. This study can be utilized to generate evidence-based policy proposals and suggestions.

Coming to the conclusion which requires preferably two but not more than three short paragraphs to summarize the main situation analyses and discussion of the policy alternatives in the main body by restating key arguments. Further, it is inevitable to develop appropriate policy recommendations which are being the most important part for addressing the challenges surrounding the issue. In light of the current situation, it is required to propose policy measures that may effectively tackle the identified issues. Such policy proposals should be concrete, practical, acceptable and achievable that are not just grounded in empirical facts, but also feasible and implementable in practice. They should not be your wish-list. It serves to ensure that the recommendations and plan of actions are firmly based on real-world conditions, while also considering the political, social, economic, environmental, and financial factors, realities, circumstances and situations that will shape their implementation.

When drafting your policy brief, this Research Guide once again emphatically reminds the participants to employ language that is both clear, succinct and concise. It is very important to ensure that the language employed in writing the brief is clear, explicit and understandable to the intended readers. It is also imperative to ensure proper revision and editing of your policy

brief to enhance its organization, clarity, conciseness, and brevity. It is significant to make sure that your arguments are structured in a coherent and rational manner, while also being supported by data and substantiated with evidence.

In order to be sure of that your policy brief is written well-structured and effective in addressing the problem/issue and resolving the challenges with reasonable approach, it would be quite helpful to solicit comments and feedback from faculty members of the Academy. Subsequently, the submission of the policy brief entails final revisions and edits, ensuring that any essential editing and improvements are made in the final draft of the brief paper. Then, verify and confirm its readiness for submission, then submit to the given email by the Academy. The BCSA faculty will announce the deadline for submission of the Policy Brief.

In the end comes Individual Oral Presentation of the Policy Brief. Devote sufficient time for comprehensive preparation in order to make an effective and excellent oral presentation. The BCSA will share the format of the presentation in a separate PowerPoint file as well as the rubrics for marking each individual presentation with the participants. The assignment holds significant weightage in the overall Course Assessment Reports of the participants which will be sent to Services and General Administration Department (S&GAD) for consideration before the Provincial Selection Board for their promotion to the higher grade. Hence, it is extremely significant that your attitude and approach to this important individual assignment should be characterized with high level of seriousness and professional responsibility. *Appendix-I* presents a guideline to the structure of writing Policy Brief.

Chapter 4.

A Guide for Writing Policy Analysis Paper

A Guide for Writing Policy Analysis Paper

It is essential to point out here that para-2.13. of the Handbook of Guidelines and Instructions states that each participant is required to write an individual Policy Analysis Paper of minimum **3500** and maximum **4,000** words length with Font size of 12 inches, Times New Roman, and line spacing of 1.5 with justified format as per organizational criteria of the BCSA. All participants should submit THREE (03) topics of their interests in order of priority on which he/she intends to write Policy Analysis Paper. The Policy Analysis Papers are critical evaluations of significant social problem or governance issue that involve the study, investigation and development of a defensible plan i.e. specific policy proposal, for policy intervention in order to address the issue through the formulation of workable policy advice and strategies for putting the plan into action.

Literature of renowned academic institutes reviewed on Policy Analysis Paper state that primarily there are three major focuses of the paper to (first) identify major policy problem, issue and challenges; (second) utilize the finest and up-to-date research to assist in better understanding of the issues; and (third) study the implications of the research for the formulation and implementation of policy. The Policy Analysis Papers are usually assumed that these would raise the amount of participation of organizations and people in significant efforts at some level. The anticipated implication of the papers is in the first place whether it be supporting and/or approving the policy. Further, embracing the usage of the set of criteria for conducting research for the study on this subject matter. The BCSA management plans to assign a faculty adviser to each participant, but not necessarily, who should feel free to consult his/her faculty adviser for seeking in-depth advice on any aspect of the Policy Analysis Paper. The prospective learning outcomes of the assignment will enable the participants to learn practically:-

- a. Methods and processes of research and hone research writing skills;
- b. Use different research methods;
- c. Review of policy literature;
- d. Analysis and development of research questions on existing and proposed policies;
- e. Demonstrate the ability to understand and develop hypothetical, theoretical and analytical framework;
- f. Analyze issues to discover and assess the benefits and drawbacks of certain government policies, recommend options, and evaluate alternative solutions; and
- g. Paracademic (practitioner-cum-academic) writing of policy document.

All participants are required to e-mail their assignments to the academy email or their

respective faculty supervisors or advisors, who serve as their sponsor Directing Staff. Besides, each participant should also upload their assignments on the BCSA's portal to be developed soon if finalized by the deadline. The deadline for submission will be communicated during the course. Each participant is required to fill the Form vide Annexure-G and submit their proposed three topics of their interest for Policy Analysis Paper by the deadline set in the Handbook of Guidelines and Instructions.

As a mid-career civil servant and policy practitioner, you are responsible for proposing, designing, implementing and assessing public policies and programs. Given this background, it is necessary for participants of the mid-career management course to hone their professional ability of writing a Policy Analysis Paper. This is a systematic and objective method to evaluating the processes of public policies and programs, and it is a skill that must be honed professionally. Building the skills of civil servants in the art of producing policy analysis papers is a component of effective policymaking that is both important and essential. As a result, each participant is being given the assignment to write a Policy Analysis Paper, which is a mandatory task that will count for a large portion of their overall Course Assessment Report and will be submitted to the Services and General Administration Department for consideration before the Promotion Selection Board for their promotion to the next grade. The assignment enables the participants of the training course to learn about the decision and policy-making processes.

In light of this explanation of the objective of the assignment, it should be made clear that a Policy Analysis Paper is an in-depth investigation into the various approaches that can be taken to address a specific policy issue, as well as its roots, ramifications, and possible solutions. A well-written policy analysis paper should offer policymakers, decision-makers and other stakeholders an impartial and in-depth examination of a contentious policy matter, as its primary purpose. The paper should adhere to a clear, organized, standard structure, be succinct and convincing, and easy to understand even for general readers and audience.

The process of policy analysis entails the systematic examination and evaluation of a problem which needs policy action, identifying a gap in its implementation. This academic endeavor involves a structured approach to comprehensively assess the various aspects of a problem or issue or the gap in implementation of the existing policy, its objectives, implementation strategies, and potential impacts. This chapter aims to provide guidance on the structure and steps involved in conducting a policy analysis, offering a framework for effectively analyzing and understanding policies. Based on literature reviewed, the policy analysis process comprises a number of distinct components as follows.

First, problem identification by analyzing and examining different options. The

task involves the identification and assessment of the policy problem, as well as an examination of its type and extent. Please begin by identifying the problem or issue or challenge by providing a research question on the issue being thesis statement you intend to conduct study which is also the topic of the paper. This comprises either a proposed policy or assessing an existing policy or program that has been implemented for a considerable time or why amend a policy or abolish a policy. The issue which requires policy action necessitates attention and solutions must be specified. Provide an overview of the question or problem, explaining its origins, the factors contributing to its emergence, and the subsequent implications experienced by diverse stakeholders and society.

Second, formulate a comprehensive framework or plan for conducting the study for writing the paper. Develop an analytical framework by formulating the key research questions that will guide for further research pertaining to the policy problem. The formulation of the questions should be designed to facilitate the respondent in acquiring a comprehensive understanding of the issue, its historical context, and the policy option and alternative courses of action currently under consideration.

Then, third step is data collection. The process of collecting data for the purpose of analysis has been discussed in the Chapter 2 of this Guide, and the Academy has also devoted lectures on quantitative research method. So in this step collect relevant information, quantitative and qualitative data, as well as empirical evidence that are relevant to address the question. It is strongly suggested to utilize reliable sources, such as scholarly publications, government papers and data, and other reputable sources. This follows by the subsequent, fourth step to analyze the data collected. After the collection of data and information, you should engage in a thorough analysis in order to identify the most significant problems, patterns, trends, and insights. It is important to carefully consider the potential outcomes and implications of different policy solutions along with the opinions and interests of stakeholders. Such study helps providing valuable support for evidence-based recommendations. In this regard the BCSEA encourages participants to use graphs, pie charts and tables for presenting data for analysis and evaluation which essential skill for public policy analysis.

The fifth step involves the identification of policy options and alternatives. The analysis of data and information should ultimately result in the development of policy initiatives that have the potential to address the topic. The analysis should take into account both the advantages and disadvantages of the policy choice, as well as the probability and practicality of its execution. This is followed by the next (sixth) stage to assess and analyze the various policy options and alternatives that are available. This evaluation process involves carefully considering the possible

pros and cons of each option, as well as their feasibility and effectiveness in addressing the issue. Such thorough evaluation helps policymakers to make informed decisions on policy choice(s).

Further, in this step, you evaluate the policy options and alternatives and possibilities you've discovered, taking into account factors including their efficacy, efficiency, fairness, and most importantly its political viability. You should also consider the potential unintended consequences of each policy option on various stakeholders, as well as consider the advantages and disadvantages of every options on the economy and society as a whole. Assess both positive benefits, which refer to the quantitative effects on objectives, and negative impacts, which pertain to unforeseen consequences. Evaluating the feasibility of proposing the policy alternative is crucial. All stakeholders who stand to be affected by the policy should have their voices heard in the policymaking process. Stakeholders may range from individuals to community to special-interest groups to government departments.

Once the process of analyzing and assessing the various policy options and alternatives has been completed, then comes subsequent seventh step which involves the composition of the Policy Analysis Paper. Your analysis should be well articulated, and the paper must be well-organized. It is essential to incorporate appropriate references by acknowledging sources properly with in-text citations from relevant sources while developing arguments based on other sources. Compose your Policy Analysis Paper using simple, clear and concise language. Ensure the clarity of your written work by refraining from the use of jargon.

The eighth step is most significant part of the paper in which policy recommendations of the paper, based on research developed in the main body, are presented for policymakers and decision-makers for policy choices and actions or alternative options with concrete argument why the current policy is not worthwhile requires amendment or present alternative strategies for its implementation. The participants need to present at least two or more policy recommendations. So carefully construct credible, practical and achievable recommendations, based on your analysis of the data and facts and your evaluation of the policy options and alternatives in mind. The policy recommendations should be actionable, reasonable, evidence-based, and effective for resolving the issue in your paper. Be sure to examine the interests of all stakeholders involved and to make recommendations that are grounded in reality and appropriate to the political, social, and economic environment in which they must be implemented. Cost-effectiveness must be considered in the policy recommendations. Besides, policy recommendation that takes into account both advantages (the positive benefits and quantifiable effects on objectives) and disadvantages (the negative impacts and unintended consequences).

Lastly, organize your Policy Analysis Paper that should have a logical progression with

clear structure from the title page to the cited list of references/bibliography page, including a Title on title page, Abstract or Executive Summary, Acknowledgment (is optional if you want acknowledge individuals who help in guiding and providing information), List of Abbreviations (is optional if acronyms are used repeatedly), Introduction, Statement of the Problem, Literature Review, Research Methodology, Current Policies, Analysis of the Policy Options and Alternative Solutions, Policy Recommendations and Implementation Strategy, Conclusion, and References/Bibliography. In-text citation and referencing should follow the policy of the BCSA including APA or Harvard Referencing Style. The word count constitutes from Introduction to Conclusion. *Appendix-II* provides a comprehensive outline on how to organize the structure of your Policy Analysis Paper.

The final product i.e. Policy Analysis Paper is ultimate document for well-informed decision-making instrument designed to streamline government decision-making procedures in relation to a particular problem or issue on a series of interconnected matters. Thus, the best Policy Analysis Paper produced by participants will be forwarded to relevant administrative departments and attached departments, by the BCSA directly or through its Research Bulletin, for appropriate intervention for policy actions.

To conclude, please make sure your Policy Analysis Paper is well-received and effective in addressing the policy issue, hence, if feel necessary seek input from your faculty supervisor. Make final revision and finalize your Policy Analysis Paper and making sure it is ready for submission. The BCSA faculty will communicate the deadline for the final submission date for the Policy Analysis Paper during the course. The Academy does not accept any request for extension of the deadline.

Chapter 5.

Using the Extended Case Study Method in Policy Research

Using the Extended Case Study Method in Policy Research

Case study is a common methodology in the social sciences. A lot of methodological papers have been dedicated to case study but, paradoxically, the question ‘*what is a case?*’ still needs more study (Dumez, 2015, p.43). Gerring defines case study as ‘for methodological purposes a case study is best defined as in- depth study of a single unit (Gerring, 2004, p.341). This guide has explained previously the term ‘unit’ under sub-para-2.4 above. George and Bennet define a ‘case’ as an instance of a class of events. The term ‘class of events’ refers here to a phenomenon of scientific interest, such as revolutions, types of governmental regimes, kinds of economic systems, or personality types that the investigator chooses to study with the aim of developing ‘generic knowledge’ regarding the causes of similarities or differences among instances (cases) of that class of event (George & Bennet, 2005, pp.17-18). Despite their similarities, it is important to note that the term ‘case study’ may refer to a teaching case study, case study analysis, or case study as a research method. At BCSA, the vast majority of case study exercises refer to teaching and analysis cases studies, **EXCEPT** for the Policy Brief and Policy Analysis Paper where the participant may use case study as a research method. These **teaching cases** usually depict a scenario in which a policymaker/public official has to make a decision in order to address a particular policy or management problem facing the organization.

Kennedy School of Government Case Program states that since the term ‘case’ is used in so many different ways, it may be useful to clarify at the outset what is meant by cases. The cases published by the John F. Kennedy School of Government Case Program describe a real situation in which a specific decision must be made by public or private official/manager. The cases summarize the various considerations that the official or manager must weigh in making the decision and the often incomplete or contradictory information available at the time. For examples, should the secretary of transportation require that all new cars produced in the United States be equipped with airbags or automatic seat belts instead of manual seat belts, or the Arizona state legislature fund organ transplants as part of its program to pay for the health expenses of the indigent? Should the Urban League support a proposal to lower the minimum wage for teenagers? (Kennedy School of Government Case Program, n.d., p.1)

Similarly, Khan argues that in most cases, the case study research design is structured around the context rather than sample cases. In such circumstances, the subject of a case analysis might be, for example, a person (e.g., Imran Khan being a cricketer or a politician), a policy (e.g., trade policy, madrassa reform, or Vision 2025), a project, program or policy intervention (e.g., CPEC, Ehsaas programme), a process (e.g., legal proceeding or electoral reform process), an

institution (such as the role of Federal Public Service Commission in civil service reforms), or an organizational context (such as a university or hospital, involving their management, beneficiaries and stakeholders). Less complex case study designs might involve only two individuals in a case, such as a professional lawyer and his/her client etc., as its instance (Khan, 2022, p.13).

One might ask why should we use cases? Why is it worth the effort for you to struggle in understanding the case to the point where you can formulate and defend your own course of action? *Prepare the case and reading the case numerous times* in order to familiarize yourself with the basic situation in the case (Kennedy School of Government Case Program, n.d., pp.2-3).

The Kennedy School of Government Case Program further guides that during this first reading, create a checklist of questions like: - Who makes the decision, and what is it? What do decision-makers want? What are the case's other key players' goals? What's the case's main dispute and how they relate? What limits or opportunities does the decision maker's surroundings create? What is the product, market, competitors, and regulators or stakeholders? Does the decision-maker have financial, time, institutional, or other constraints? What options does the decision-maker have? What are each action's likely outcomes or consequences? What assumptions, arguments or justifications about the problem must one assume to make each course of action seem rational or successful? How plausible are those assumptions, claims or arguments? Then, try to come up with one or more courses of action(s). Reread and find evidence for or against the case. Refine and review your knowledge of the problem or case until you're satisfied.

Using evidence and data: Sorting through facts and evidence is one of the hardest parts of case preparation. The case usually offers historical background, which may or may not be relevant to the decision. The case usually involves numerous actors arguing for different actions and presenting evidence. As in life, selecting relevant information and assessing conflicting evidence are crucial to case preparation. Then, ask yourself what evidence would be needed to support (or oppose) those hypotheses and reread the case to find the evidence and data. Interpret your data in favor of your argument or find alternative interpretations of that data. If the evidence appears crucial to the debate or decision, consider what it implies and whether it is as compelling as it seems (Kennedy School of Govt. Case Program, n.d., p.4).

To conclude, the extended case approach is a rigorous yet flexible means to reveal the social, economic, and political institutions that shape daily lives through vivid depictions of face-to-face behavior. The extended case method can help policy scholars and practitioners to examine structure and action and set organizational research in perspective. The extended case method emphasizes creative research that combines different stories, viewpoints, and knowledge. The

extended case method can help organizational researchers address substantive concerns by building a more rigorous and comprehensive policy-development (Wadham, H. & Warren, 2014, p.19). For seeking further insight into an extended case study method, please consult the Kennedy School of Government Case Program given below.

Kennedy School of Government Case Program (n.d.) *Learning by the Case Method*. [online] Available at: <https://case.hks.harvard.edu/content/1136_0.pdf> [Accessed 20 April 2023].

Above in view, the Extended Case Study (ECS) is an important pedagogical technique for training public policy practitioners in their mid-level career. The BCSA has incorporated the ECS into the course as a part of providing opportunity to participants an experiential learning. The use of ECS will bring the real situation of the outside world inside the classroom. This is teaching strategy in which participants are assigned with specific roles in their respective syndicates or groups. The ECS exercise is designed to provide participants the chance to put their expertise and abilities to use the core concepts and skills to benefit the team in order to find solution with concrete policy recommendations for a policy problem or issue aimed to promote, safeguard, and further not only our national interests but also benefit the society as a whole in terms of public service delivery. Participants are required to write a comprehensive Research Report and give a group presentations at the end of the exercise. After completion of the group presentation on ECS, the syndicate or group leader is required to present *debriefing* in the lecture hall. The outcomes of the ECS exercise will enable the participants to:-

- a. Develop teambuilding skills and contribute as a team member in group setting;
- b. Use analytical and ICT skills to benefit of group activities;
- c. Use research skills and analyze qualitative and quantitative data/information for decision-making;
- d. Equip participants with evidence-based research for enhanced performance in their professional life;
- e. Assess evidence-based policy formulation, find alternative strategy for existing policy implementation, and strategize policy implementations;
- f. Identify, explain and assess policy and governance issues;
- g. Set priorities for solution of problems;
- h. Separate the important details from the frivolous or sift out the essential from trivial;
- i. Work on your teamwork and consensus-building abilities;
- j. Improve presentations and communication skills; and
- k. Foster inventive, outside-the-box thinking with focus on 'How', rather than 'What', to think.

The format for writing research and analysis report of the *Extended Case Study* is at [Appendix-IV](#).

Chapter 6.

Guidelines for Simulation Exercise (SE)

Guidelines for Simulation Exercise (SE)

Simulation Exercise (SE) occupies significant place and time allocation during the MCMC. The BCSA has scheduled at least one SE during the course. The objective learning outcomes of the Simulation Exercise (SE) for mid-level management officers are to enhance their skills, capabilities, and decision-making competencies by involving them in experiential, realistic and immersive learning environment it provides. Depending on the nature of situation and the participants, the precise goals of the exercise as per literature in public policy on the SE, may include, but are not limited to: -

This exercise is meant to help mid-career civil servants hone their skills such as problem-solving, critical-thinking, communication, teamwork, managerial leadership, negotiation, policy-analysis, and decision-making are all examples of transferable talents. Second, the participants get to practice decision-making under time and pressure restrictions that are similar to the ECS and those they will face in the real world in their professional life. They learn to analyze complex situations and events, balance their pros and cons, and make decisions aligned with organizational priorities. Third, the simulation can help the under-training participants who are tasked with executing policy comprehend the challenges and difficulties in a constantly changing context. It aids in the formation of plans to overcome challenges, oversee relationships with stakeholders, and guarantee efficient policy execution.

Fourth, the activity encourages its members to work together as a team. It gives them practice working in interdisciplinary groups, where they can learn the value of coordinated effort and different viewpoints in achieving a shared and common goal. Fifth, those in the civil service who work in high-risk or crisis-prone regions can benefit from a simulation exercise that emphasizes risk management. It gives the participants a chance to hone their skills in risk assessment, contingency planning, and making quick decisions in the face of uncertainty.

Sixth, it promotes thinking critically about results, which helps people figure out how to make their efforts more effective, hone their methods, and build resilience in the face of adversity. Last but not least, the activity boosts participants' self-confidence through active participation in and effective completion of a simulation exercise. This assurance leads to higher productivity and a readiness to take on additional responsibilities in real-world in their professional life. Above all, it helps mid-level civil servants to bridge the gap between theory and practice by giving them experiential learning opportunities to get real-world experience that will strengthen their skills and ultimately help them do a better job.

In short, the intended Learning Outcome Objectives of this exercise, for the participants of courses offered by the BCSA, are expected to be achieved:

- a. To develop among participants the skills of working as a team and building consensus through effective negotiation skills/ techniques and harnessing group dynamics towards achievement of the assigned tasks;
- b. To polish the policy research skills of participants through exposure to practical research works, involving various stages of the research process, from research methodology to writing report;
- c. To help participants undertake a strategic appraisal of the prevailing dispensation, identify key challenges and areas calling for reform, and frame corresponding policy options and strategy for reforming the system on more efficacious lines;
- d. To develop in participants the ability to sift the essential from the trivial in a given set of situations;
- e. To train participants in prioritizing issues according to their importance in a given set of circumstances and present practical and realistic policy solutions to a problem or issue;
- f. To enable participants to demonstrate the ability to strike a balance between continuity and change based on a realistic analysis of the challenges and opportunities;
- g. To make participants come up with specific and concrete set of strategies/action plans for sustained execution of the operational plans, ensuring sustainable public good in the short-term (1-3 years), medium term (3-5 years) and long term (5-7 years); and
- h. In doing all above, they learn to think Out of the Box & become innovative. The emphasis would be on *How to Think*" rather than *What to Think*.

Based on the review of training courses document of the National School of Public Policy (NSPP), Lahore, provides the following guidelines for the SE for the MCMC (NSPP, 2023, pp.44-46).

Type	Group Activity (<i>assigned Syndicates & Research Groups-RGs</i>)
Process / procedure	<ul style="list-style-type: none"> ▪ Simulation Exercise (SE) training material will be given to all participants on the day as per the schedule issued by the BCSA management. ▪ The DG BCSA or Sponsor Directing Staff (DS) will brief the participants about the aim, objectives, scope, requirements, and timeline of the SE. Detailed instructions will be provided prior to the

exercise.

- Participants will be allocated specific groups (Syndicate and Research Group-RGs) and assigned specific roles as per the requirement of each research group activity.
- Syndicates and RGs will be allocated to Faculty members (*Supervising DS*), who will supervise the research activities.
- After the SE briefing, all participants will be required to assemble in their respective Syndicates and RGs, and read/ discuss the training material thoroughly. Respective Syndicate/RG leaders are required to plan their activities accordingly.

***REMEMBER:** Every participant is required to fully understand and adopt the role assigned to him.*

- Each Syndicate/RG will be required to submit the following deliverables:

I. ***Individual Write-up:*** Each member of the Syndicate/RG shall submit his Individual Report to the concerned Chairman of the Syndicate/RG and to the concerned DS.

II. ***Group Report:*** The Chairman of the Syndicate/RG shall do the following with regard to the individual reports:

(a) Consolidate all individual reports into a final group report and submit it to the Sponsor DS with a copy to the Covering DS both through email and/or e-portal, and

(b) Forward through email all individual reports to the DS and the Covering DS well before the cut-off date & time.

Group Presentation: Each Syndicate/RG shall prepare and deliver a PowerPoint Presentation before the whole MCMC batch in the presence of the faculty and review panelist. The duration and schedule for each presentation will be available in the Guidelines for each SE to be issued by the BCSA management at the start of the SE.

IV. ***Post Presentation Final Submission of the SE Write Up:*** The Group leaders shall submit the final report of the SE after incorporating the comments/suggestions/observations of the review panelist, and of the faculty, along with the compliance report highlighting the changes made in the final report.

<p>Content / Structure</p>	<p>Sample Contents / Structure of Simulation Exercise Report</p> <ul style="list-style-type: none"> ▪ Title page (<i>see Appendix-VI</i>) ▪ Executive Summary (<i>one page</i>) ▪ Table of Contents ▪ List of abbreviations ▪ List of tables/figures ▪ Section I: Introduction <ul style="list-style-type: none"> ○ Introduction and Background ○ Review of literature/Documents’ Analysis ○ Scope (<i>ToRs</i>) ○ Organization of the Report ▪ Section II: Research Methodology <ul style="list-style-type: none"> ○ Research design ○ Data sources and collection method/process ○ Data analysis technique ▪ Section III: Situation Analysis <ul style="list-style-type: none"> ○ Historical evolution ○ Policy and Institutional Arrangement ○ Status and Comparison (<i>Secondary Data Analysis</i>) ▪ Section IV: Analysis (of Issues & Challenges) & Findings ▪ Section V: Way Forward <ul style="list-style-type: none"> ○ Strategy Formulation ○ Action Plan (<i>Goals, Targets, KPIs, Executing Agency, Timeframe, Costing and Assumptions for solving problems</i>) ○ Contingency Plan (Shift of Focus) ▪ References (APA Style) / Bibliography (Harvard Referencing Style) and in-text citation and referencing should follow the policy of the BCSA including APA or Harvard Referencing Style ▪ Annexures <p><i>NOTE: Length of the Report must NOT exceed 20 pages. Length of individual reports should not exceed four (04) pages. Title page, initial pages and references pages will NOT be counted. Annexures are NOT encouraged, nevertheless if used, will be counted towards page limit. Report and presentation should be properly cited and referenced as per academic research policy of the BCSA including APA or Harvard Referencing Style.</i></p> <p>Sample Contents / Structure of A Simulation Exercise Presentation</p> <ul style="list-style-type: none"> ▪ Title slide ▪ Composition of Syndicate/RG ▪ Sequence of Presentation ▪ Introduction ▪ Scope ▪ Research Methodology ▪ Situation Analysis ▪ Analysis of Issues, Challenges & Response
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	<ul style="list-style-type: none"> ▪ Key Question ▪ Action Plan ▪ Contingency Plan <p><i><u>NOTE:</u> All Syndicate/RG members be given equitable chance to present parts of the report and to respond to the questions.</i></p> <p><i><u>NOTE:</u> The schedule of SE presentations will be issues separately by the BCSA management.</i></p> <p><i><u>REMEMBER:</u> Time management is an important performance indicator during the SE. Meet the deadlines and group presentation rehearsal prior to the final presentation is recommended.</i></p>
<p>Writing & Presentation Style</p>	<p>Follow the writing instructions as per policy of the BCSA. Follow the presentation format to be shared.</p>

Before commencement of the exercise, the BCSA faculty staff form the Syndicate and Research Groups, then provide a separate document containing detailed guidance regarding the methodology, sponsor faculty to be assigned for each syndicate and research group, conduct and timelines, role of syndicate/ group leaders and theme-wise brief for each syndicate and group etc. The participants as leaders as well as other roles assigned as team-members are required to go through the same document in addition to this Policy Research Guide. Besides, the format for the title page for writing research and analysis report of the *Simulation Exercise* is at [Appendix-VI](#).

Chapter 7.

BCSA Plagiarism Policy

BCSA Plagiarism Policy

According to the Concise Oxford Dictionary, Plagiarism is defined as ‘taking and using the thoughts, writings, and inventions of another person as one's own’. The academic institutions and universities have concluded the definition of Plagiarism as understood to include, in whatever or any form it is presented, writing materials or online submissions, or oral presentations, the act of copying or paraphrasing from a text source, whether in printed or electronic form, without appropriate and proper acknowledgement, and even the commissioning or outsourcing a work and representing it as if it were own. This may include, but is not limited to, the following:

- i) “Verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author's paper or unpublished report without citing the exact reference.
- ii) Copying elements of another author's paper, such as equations or illustrations that are not common knowledge, or copying or purposely paraphrasing sentences without citing the source
- iii) Verbatim copying portions of another author's paper or from reports by citing but not clearly differentiating what text has been copied (e.g. not applying quotation marks correctly) and /or not citing the source correctly
- iv) The unacknowledged use of computer programs, mathematical /computer models / algorithms, computer software in all forms ..., diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artifacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music / composition of any sort, posters, presentations and tracing
- v) Self-plagiarism, that is, the verbatim or near-verbatim re-use of significant portions of one's own copyrighted work without citing the original source” (HEC Plagiarism Policy, n.d., p.2).

BCSA discourages **ALL** forms of plagiarism, and uses detection to identify potential plagiarism by using a variety of means, including electronic systems such as Copycatch and Turnitin.com. The faculty at BCSA have been instructed to impose grade penalties on the individuals who are suspected of plagiarizing in their assignments. In addition to losing marks for the particular assignment which has been plagiarized, and thereby receiving a lower overall grade in the final Course Assessment Report, besides, the participants found guilty of plagiarism will face disciplinary proceedings as per academic integrity policy of BCSA which is in line with the rules of the Higher Education Commission (HEC), Government of Pakistan.

BCSA has adopted the Plagiarism Policy of the HEC, and all participants of the training courses are required to read and adhere to the policy. Please find below the link for details:

HEC Plagiarism Policy (n.d.) HEC Plagiarism Policy [online] Available at: <<https://www.hec.gov.pk/english/services/faculty/Documents/Plagiarism/Plagiarism%20Policy.pdf>> [Accessed 24 April 2023].

The BCSA encourages participants to produce original research in their individual assignments including writing Policy Brief and Policy Analysis Paper as well as in the group assignments such as writing reports of the Extended Case Study and Simulation Exercise. This can involve using research methods discussed above such as interviews, collecting data, or working in archives. Whatever approach you take, it is important the research is conducted ethically. This chapter explained above some of the main ethical issues you should be aware of when planning and conducting your research. In this regard *Appendix-III* provides detailed guideline for Research Ethics in connection with this chapter.

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Appendix-I:



Balochistan Civil Services Academy

1st or 2nd... Mid-Career Management Course

Policy Brief

on

‘Title of the Policy Brief’

by

ABC i.e. Name

Service Group i.e.

**Balochistan Civil Service (BCS) or
Balochistan Secretariat Service (BSS) etc.**

This Policy Brief is submitted directly to the faculty of the Balochistan Civil Services Academy (BCSA), GoB, Quetta, which is an individual assignment as partial fulfilment of the requirements of the 1st or 2nd... Mid-Career Management Course (MCMC). I declare that this brief is my own work and its contents are the end product of my personal efforts based on research which reflect my own views, and do not necessarily reflect the official opinion of the Academy.

Signature: _____

Sponsor Faculty: Mr. ABC

Date: _____

Policy Brief and Individual Oral Presentation

Intended Learning Objectives:

- Analyze a current social, economic, political, or legal-administrative policy issue
- Develop solutions or policy options for a given problem or issue
- Communicate effectively and persuasively for a target audience
- Develop data analysis and information visualization skills
- Develop oral presentation skills including tone, gesture, body language, and time management

Policy Brief:

Policy briefs are short concise documents, usually written for a variety of policy actors, providing information on critical topics and frequently suggesting policy options, advice, and recommendations. They are increasingly used for policy advocacy within government and by non-governmental organizations (NGOs). Your assignment includes **TWO** parts:

- I) Written Brief
- II) Oral Presentation

NOTE: The Oral Presentation and Written Brief carry 60:40 weight in terms of assessment i.e. the Oral Presentation part carries MORE weight than the Written Brief. However, both parts are inter-related and the Oral Presentation **MUST** be based on the Written Brief.

I) Written Policy Brief

Policy briefs are short concise documents written for practitioners in the government or non-profit sector. The length of the Policy Brief should not be more than **1200-1500 words** (5-6 double-spaced pages, excluding the Title Page and References). It should comprise the following sections:

1) Title

The title is usually the first visible part in the policy brief and it acts as an introduction to the contents of the brief. When one looks at the policy briefs the first thing that the reader engages with is the title, it should therefore be short, catchy, and to the point.

2) Executive Summary (optional)

Generally, the policy briefs produced by researchers, institutes and international organizations contain an Executive Summary as its essential component, but the BCSA the BCSA has made it optional for participants this part of the assignment. If any participant wishes to write Executive Summary this does not constitute the total word count.

3) Introduction and Context

This part of the brief serves as the introduction which tries to convince the audience of a current problem which exists and requires action. As such, this section should include the following:

- a. A clear statement of the problem or issue based on the context (the local context where the problem is situated in).
- b. A short overview of the root causes of the problem or what has led to the current problem.
- c. A clear statement of the policy implications of the problem that clearly establishes the current importance and policy relevance of the issue and its impact.

3) Situation Analysis

This section should describe the shortcomings of the current policy approach (or lack of a policy) based on facts and evidence. It is important that key dimensions of the current situation or policy issue are discussed in enough detail and a persuasive case and argument is made for change in the current policy/approach based on good quality evidence from available sources of data. Participants can make use of charts, graphs, or other kinds of data visualization in support of their arguments. (Please refer to your ICT Training Module or see the following website on how to present information/evidence in the form of charts, graphs, and tables: <https://writingcenter.unc.edu/tips-and-tools/figures-and-charts/>)

4) Policy Alternatives

Based on the situation analysis in the previous section, this section should describe and illustrate the policy alternatives that can be used to change the situation. The main aim should be to present a convincing argument for the policy option you have chosen. This section should include one or more of the following elements:

- The policy options or alternatives considered;
- The principles and evaluation criteria you have used to weigh up the options;
- An argument on why you are recommending one option over the others available.

5) Conclusion

This section should summarize the preceding discussion in two short paragraphs.

6) Policy Recommendations

After presenting the argument for various policy alternatives, you should then suggest policy recommendations that can address the shortcomings highlighted in the sections above. This should include a closing paragraph with a numbered list of the main recommendations and mention the policy actor or department that should carry out the implementation action. The

recommendations should be presented in bullet points.

7) References

List of References (APA Style) / Bibliography (Harvard Referencing Style) are added at the end of the policy brief to support and establish the credibility of the information included. References included should be minimal, only highlighting the key sources as per policy of the BCSA including APA or Harvard Referencing Style.

II) Oral Presentation

The BCSA will share the format separately in PowerPoint file with the participants and the scheduled will be communicated accordingly in advance.

Note: The format is that the Policy Brief begins with List of Abbreviation (if used repeatedly and required) followed by Table of Contents, Executive Summary (optional), Introduction followed by suitable headings for each section of the body containing Situation Analyses and Policy Alternatives, conclusion, then finally present concrete Recommendations (not wish-list). References (for APA style)/ Bibliography (for Harvard referencing style) should be placed in the in the last section. The word count constitutes from introduction to recommendation.

Appendix-II:



Balochistan Civil Services Academy

1st or 2nd... Mid-Career Management Course

Policy Analysis Paper

on

‘Title of the Paper’

by

ABC i.e. Name

Service Group i.e.

**Balochistan Civil Service (BCS) or
Balochistan Secretariat Service (BSS) etc.**

This Policy Analysis Paper is submitted directly to the faculty of the Balochistan Civil Services Academy (BCSA), GoB, Quetta, which is an individual assignment as partial fulfilment of the requirements of the 1st or 2nd... Mid-Career Management Course (MCMC). I declare that this policy paper is my own work and its contents are the end product of my personal efforts based on research which reflect my own views, and do not necessarily reflect the official opinion of the Academy.

Signature: _____

Sponsor Faculty: Mr. ABC

Date: _____

Writing a Policy Analysis Paper

Policy Paper:

Chapter 4 of this Guide has discussed at length about writing Policy Analysis Paper. Policy papers are critical analyses of an important social issue or problem that involves the research and development of a defensible plan (policy proposal) for solving the problem and formulate workable strategies for implementing the plan.

Three key focus of a Policy Paper:

- a. aims to identify key policy issues;
- b. apply the best and most up-to-date research to help understand these issues; and
- c. explores the implications of this research for the design and conduct of policy.

Purpose of Policy Paper:

The purpose of the policy paper is:

“to provide a comprehensive and persuasive argument justifying the policy recommendations presented in the paper and therefore, to act as a decision-making tool and a call to action for the target audience.”

Policy papers are generally expected to increase the involvement of decision-makers, stakeholder organizations, and individuals in the policy issue, such as:

- a. supporting and/or endorsing the recommendations contained in policy paper,
- b. adopting the use of the set of criteria,
- c. joining a working group, community partnership, etc., and/or
- d. educating others on this topic.

The orientation and style of Policy Paper:

- a. presentation (tailored for relevant audiences/stakeholders);
- b. manageability and digestibility (structured to facilitate access to major points and arguments);
- c. maximum impact (solutions guided by practicability and implementability)
- d. Policy papers need to be formal, concise, straightforward, organized, logical, thoughtful, well researched, well supported, well written, and well argued.

Structure of policy analysis paper:

The length of Policy Analysis Paper should be 3,500-4,000 words from introduction to conclusion.

Title

You should create a title that engages the reader's interest and focuses on your topic area.

I. Introduction or background information of the issue:

The purpose of this section is to provide the reader with background information about the social issue. Questions to consider are as follows:

- how did the issue originate? What is the historical background of the issue? Are there critical incidents which emphasize the importance of the issue?
- why is this an important issue for society at large and policy makers to address? Why should citizens be concerned with this issue?
- what philosophical or ethical issues underscore the importance of the issue?

II. Statement of the problem

The purpose of this section is to analyse the specific issues related to the problem your group has chosen and the societal consequences if this problem continues unaddressed. Questions to focus on in this section are as follows:

- what evidence is there suggesting a change in policy is needed?
- how does the problem affect critical populations, groups, and society at large?
- what is the specific problem? (define the specific problem.)
- what are the major causes of the problem?
- What are the key questions, ethical debates, or controversies associated with the problem?

Literature Review and Research Methodology (optional)

If any participant wishes to devote chapters on Literature Review and Research Methodology separately, then, the subsequent Section-III becomes Section-V.

III. Current policies

The purpose of this section is to analyse current policies (or programs) that deal with the problem.

The questions to address are as follows:

- what aspect of the problem are current policies (or programs) trying to solve?
- have these policies solved, alleviated, exacerbated, or had no effect on the problem?
- who supports the current policies? Why do they support them?
- what are the major flaws or limitations of the current policies?

- who is in favour of changing the current policies? Why do they want to change them?

IV. Policy Options (Alternative Solutions)

The purpose of this section is to analyse two or three alternative solutions to the problem. In selecting the alternative solutions, choose alternatives that have been seriously proposed by advocates or policy makers. You do not have to analyse every possible alternative, but you should analyse alternatives that have been or are being seriously considered. Ultimately, keep in mind that you might be rejecting these alternative solutions or using parts of them for your own policy proposal in the next section of the paper. The questions to address are as follows:

- what are the alternatives to the current policies?
- what are the strengths and weaknesses of the alternatives? Why?
- who supports and opposes the alternatives? Why?
- why haven't these alternatives been made into policy? Is there some fatal flaw inherent in them or in the way that society views them? Is there another reason why these alternatives haven't been implemented?

V. Policy Recommendations & Implementation Strategies (or this section is sometimes called – “action plan”)

The purpose of this section is to formulate an effective policy proposal for the problem you are addressing, demonstrate that your proposal is practical and feasible, and prove that your proposal will work. The questions to address are as follows:

- what are the specific policy recommendations that your group is proposing to solve the problem? What specific administrative or legal guidelines will your policy provide?
- how does your policy proposal solve the problem better than current policy or any of the alternatives? What evidence can you offer that demonstrates your proposal will be effective? What reasoning and/or evidence can you provide that demonstrates your proposal is feasible and workable?
- what legislative body, agency, or other policy-making group will need to approve your proposal in order for it to be implemented? What agency or group will be responsible for administering your proposal?
- how might you go about influencing these specific groups so that your proposal will be adopted? What spokespersons or policy makers might realistically be interested in supporting your proposal? What evidence can you provide which indicates these people will be likely to serve as advocates for your proposal? What other groups might you entice

to form a coalition in support of your proposal? What other implementation strategies might you use to gain support for your proposal?

- what are the most critical obstacles (financial, legal, ethical, or political) you anticipate in implementing your policy proposal? How do you plan to overcome these obstacles? What policy-makers or groups might be opposed to your proposal? Why would they be opposed to your proposal? How will you counteract the influence of these policy-makers and groups?
- are there additional benefits or advantages of your proposal? If your policy proposal is adopted, how soon might we see results? What changes can we expect to see right away? Five years from now?

VI. Conclusion and Summation

This section is the capstone of your policy paper, and, as such, should briefly summarize the argument you have made. This section should also include a final persuasive appeal to you reader(s).

VII. Works Cited or Reference Page or Bibliography

This section contains the works Cited page (for Chicago Style) or Reference Page/List (for APA) or Bibliography (for Harvard Referencing Style).

Appendix-III Research Ethics

Complement this Appendix with the Chapter 7 of this Guide on BCSA Plagiarism Policy. The BCSA encourages participants to produce original research. This can involve using research methods discussed above such as interviews, collecting online data, or working in archives. Whatever approach you take, it is important the research is conducted ethically. This guidance explains some of the main ethical issues you should be aware of when planning and conducting your research. The main areas of public policy research might be thought of as:

- the study of the policy process, focusing on the factors and influences which shape public policy;
- public management or public administration, which are mainly concerned with how public organizations are run;
- policy analysis, which is about examining policy and finding out what it actually does; and
- policy advocacy, making the case for particular policies. This is often the province of ‘think tanks’ and lobbyists, but their work is based in research, too (Spicker, 2022, p.139).

What are research ethics?

Ethical issues are implicated in all aspects of research, from planning the project, conducting the study, through to storing the data you collect and sharing your findings. **The main ethical consideration is to minimise the risk of harm, and maximise the potential benefits of the research.** The following are six core ethical principles that arise in social research along with questions you should ask about your project.

- 1. Research should be designed, reviewed and undertaken to ensure integrity and quality.**
 - *Is the research study worth doing?*
 - *Can you ensure the integrity and quality of the research?*
- 2. Research staff and participants must be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved.**
 - *Can you ensure that any potential participants will be fully informed of the purpose, methods and intended possible uses of the research?*
- 3. The confidentiality of information supplied by research participants and the anonymity of respondents must be respected.**

- *Is it possible to maintain participant confidentiality and anonymity?*
4. **Research participants must participate in a voluntary way, free from any coercion.**
 - *Can you guarantee that your participants' involvement in the research is truly voluntary?*
 5. **Harm to research participants must be avoided.**
 - *Can the research guarantee the absence of harm to the participants? In social science research, 'harm' means more than just physical harm, and can refer to emotional harm and risk of upset, as well as to reputational damage.*
 6. **The independence of research must be clear, and any conflicts of interest or partiality must be explicit.**
 - *Will the research design enable the researchers to remain independent throughout the process? Are there any conflicts of interest?*

Adopted from source given below: (The_Research_Ethics_Guide_Book, n.d cited in Lancaster University Ethical Consideration in Research Guide PPR Department).

The Research Ethics Guidebook (*n.d.*) *The Research Ethics Guidebook: A Resource for Social Scientists*. [online] Available at: <<http://www.ethicsguidebook.ac.uk/Key-ethics-principles-15>> [Accessed 23 April 2023].

Additional relevant information on ethical considerations of research

Online sources of information

ESRC. (2015) ESRC Framework for research ethics. Available at: <<https://esrc.ukri.org/files/funding/guidance-for-applicants/esrc-framework-for-research-ethics-2015/>>

Leanne, T. & Claire, W. (2016). *Social Media Research: A Guide to Ethics*. Available at: <https://www.gla.ac.uk/media/media_487729_en.pdf>

The Research Ethics Guidebook: A resource for Social Scientists. (n.d.) Available at: <<http://www.ethicsguidebook.ac.uk/>>

Further references

Bryman, A. (2016) *Social Research Methods*. (5th ed.) Oxford University Press. Chapter 6.

Grix, J. (2004) *The Foundations of Research*. Basingstoke: Palgrave Macmillan. Chapter 8.

Laine, D. (2000) *Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research*. London: SAGE Publications. Chapters 1 and 2.

McKenna, L & Gray, R. (2018) *The Importance of Ethics in Research Publications*. *Collegian*, no. 25, pp. 147-148.

Resnik, B. (2015). *What is Ethics in Research & Why is It Important*, London: National Institute of Environmental Health Sciences.

Shamoo, A. & Resnik, B. (2015) *Responsible Conduct of Research*. New York: Oxford University Press.

Appendix-IV
Format for Extended Case Study Analysis Report



Balochistan Civil Services Academy

1st or 2nd... Mid-Career Management Course

Syndicate or Research Group-I, II or III

Extended Case Study

on

‘Title of the Extended Case Study ’

S.No	Names	Roles of Participants
1.	Mr.	
2.	Mr.	
3.	Mr.	
4.	Mr.	
5.	Mr.	
6.	Mr.	
7.	Mr.	
8.	Mr.	

This research and analysis report is submitted to the faculty of the Balochistan Civil Services Academy (BCSA), GoB, Quetta, which is a group assignment as partial fulfilment of the requirements of the 1st or 2nd...Mid-Career Management Course (MCMC). We declare that this report is our own work and its contents are the end product of our collective research endeavors which does not necessarily reflect the official opinion of the Academy.

Sponsor Faculty: _____

Date: _____

The Extended Case Study Analysis Report should be written in a narrative style and its length should be **1200- 1500 words**, approximately.

Required Sections	Guidelines
I. Executive Summary	<ul style="list-style-type: none"> • One to two paragraphs in length • Briefly identify the major problems/dilemma facing the policymaker(s)/key person(s) • Summarize the recommended plan of action and include a brief justification of the recommended plan
II. Statement of the Problem	<ul style="list-style-type: none"> • State the <u>problems/dilemma</u> facing the policymaker/key person • Identify and link the symptoms and root causes of the problems • Differentiate short-term from long-term problems • Conclude with the <u>decision</u> facing the policymaker(s)/key person(s)
III. Causes of the Problem	<ul style="list-style-type: none"> • Provide a detailed analysis of the problems identified in the Statement of the Problem • In the analysis, apply theories and models from the text, and/or readings, including group discussion • Support conclusions and /or assumptions with specific references to the case and/or the readings
IV. Situation Analyses, Policy Alternatives, Decision Criteria and Alternative Solutions	<ul style="list-style-type: none"> • Identify criteria against which you evaluate alternative solutions (i.e. time for implementation, tangible costs, acceptability to higher authorities/political leadership) • Include two or three possible alternative solutions • Evaluate the pros and cons of each alternative against the criteria listed • Suggest additional pros/cons if appropriate
V. Recommended Solution and Justification	<ul style="list-style-type: none"> • Solution and implementation should address the problems and causes identified in the previous section. Participant will <u>lose marks</u> or get a lesser grade if the recommendations are <u>not connected</u> with the analysis section. • Identify who, what, when, and how in your recommended plan of action • Using models, theories, and group discussion, explain why you chose the recommended plan of action – <u>why it’s the best</u> and <u>why it would work</u> • The recommended plan should include a contingency plan(s) to back up the ‘ideal’ course of action
VI. Conclusion	<ul style="list-style-type: none"> • Summarize the key arguments in the conclusion.
VII. External Sourcing	<ul style="list-style-type: none"> • 5-7 external sources (in addition to the assigned reading materials) should be referenced to back up your recommendations or to identify issues. This information would be ideally sourced in current journals, magazines and newspapers and should reflect current public policy thinking or practice with respect to the issues identified.
VIII. Spelling Grammar and Presentation	<ul style="list-style-type: none"> • Your case analysis should: • Include the 5 sections listed in the outline • Be double spaced and the pages should be numbered • Have 1inch margins – top bottom left and right • Use 12-point font size Times New Roman with 1.5 spacing line

- | | |
|--|---|
| | <ul style="list-style-type: none">• Be free of spelling errors• Use an established referencing system• Present the executive summary on the first page of the assignment along with your name (s), student number(s), course section and due date |
|--|---|

Appendix-V

List of Useful Online Resources for Research

The BCSA suggests the following List of Online Research Reports, Books, Journals, and Articles for the MCMC participants:-

Online Library of Free High-Quality PDF Books and Research Articles

<http://libgen.rs/>

Research Guide on Pakistan Studies Research Sources at Columbia University

<https://guides.library.columbia.edu/sasia-pakistan/home>

A) Public Policy Books, Research Reports, and Policy Briefs

<https://pide.org.pk/rasta/publications/>

<https://pide.org.pk/research/>

<https://www.iba.edu.pk/ishrathusain/>

<https://sdpi.org/publications>

<https://pildat.org/publications-page>

Institutional Research Hubs (WB, IMF, UNDP, ADB)

<https://openknowledge.worldbank.org/>

<https://digitallibrary.un.org/?ln=en>

<https://ideas.repec.org/>

<https://dec.usaid.gov/dec/content/search.aspx>

B) Useful Govt Websites for Public Policy Research

<https://www.pc.gov.pk/web/psdp>

<https://cpec.gov.pk/progress-update>

<http://www.sdgpakistan.pk/>

<https://www.finance.gov.pk/updates.html>

<https://www.fbr.gov.pk/publications-brochures/131209>

https://www.finance.gov.pk/publications_latest.html

<https://www.finance.gob.pk/>

<https://balochistan.gov.pk/departments/planning-and-development/#1664955127404-73a34d83-f0d3>

C) Academic Journals and Databases

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

<https://www.researchgate.net/>

<https://journals.openedition.org/?lang=en>

<https://journals.sagepub.com/>

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

<https://onlinelibrary.wiley.com/>

<https://scholar.google.com/>

D) Theses and Dissertations

<http://prr.hec.gov.pk/jspui/>

https://oatd.org/?__cf_chl_tk=hr7FpePr3_9If2179auIPml7P5FrluETeyBLPc2oURw-1677696663-0-gaNycGzNCXs

<https://ethos.bl.uk/Home.do>

<https://dash.harvard.edu/>

Appendix-VI
Sample Title Page of Simulation Exercise Report



Balochistan Civil Services Academy

1st or 2nd... Mid-Career Management Course
Simulation Exercise

on

‘Title of the SE’

by

Syndicate-I or Research Group-I, II or III

S.No	Names	Roles of Participants
1	Mr.	
2	Mr.	
3	Mr.	
4	Mr.	
5	Mr.	
6	Mr.	
7	Mr.	

This research and analysis report is submitted to the faculty of the Balochistan Civil Services Academy (BCSA), GoB, Quetta, which is a group assignment as partial fulfilment of the requirements of the 1st or 2nd... Mid-Career Management Course (MCMC). We declare that this report is our own work and its contents are the end product of our collective research endeavors which does not necessarily reflect the official opinion of the Academy.

Sponsor Faculty: _____

Date: _____

Appendix-VII

Glossary

Please consult the glossary if you want to refresh yourself with meaning of research terms. The terms and concepts used in this field of study are defined in the glossary. The glossary broadly covers the words and terms used in research. You need to keep in mind that not everyone uses research phrases in the same way. Italicized terms and phrases are defined within the glossary. The glossary is adopted broadly from Helen Kara's book on *Research and Evaluation for Busy Students and Practitioners: A Time Saving Guide* (Kara, 2017, pp.235-245), with inclusion of from some other sources on policy research.

abstract: summary of *academic research*, usually 200–500 words long

academic research: *research* conducted for an academic qualification, such as a diploma, Master's degree or PhD, or in support of an academic career

action research: an iterative process of reflection and problem solving in groups or communities

activist methodology: a *methodology* in which victims of oppression will research that oppression. Also known as *emancipatory methodology*

analysis: see *data analysis*

archival data: a sub-set of *secondary data* made up of historical records. Consulting this data is called archival research

arts-based research: *research* that makes use of arts techniques such as drawing, photography, or performance

background research: part of a *research* project designed to give context to the *research question*, which may be in the form of a *document review* – for *workplace research*; or a *literature review* – for *academic research*

bibliography: a list at the end of a book or other written *document* containing *references*, some of which are cited in the text and some of which are not but may be useful to readers

case study: a *research method* in which a single 'case' (person, organization, country and so on) is studied in depth

citation: giving the details of the source of an idea, fact or opinion which you draw on in your *research*

closed question: a question with predefined answers to choose from

code: a label for a piece of *quantitative data* or *qualitative data*

coding: labelling *quantitative data* or *qualitative data* to facilitate *data analysis*

constructionist methodology: *methodology* that views social phenomena as constructed by social actors, and recognizes multiple realities rather than one independent reality

content analysis: a method of analyzing *qualitative data* where you count the number of instances of each *code*

copyright: the legal right of control over original written (or musical or artistic) work

critical realist methodology: a type of *realist methodology* that allows for an independent reality, but views that reality as only accessible through people's perceptions

cross-analysis of data: see *data synthesis*

data: information collected for *research*

data analysis: methods of analyzing *data* to find out what it can tell you

data collection: methods of collecting *data* for *research*

data preparation: methods of preparing data for *coding* and *analysis*

data repository: a place where *data* is kept, usually on the web

data synthesis: comparing and contrasting the *findings* of different segments of *data analysis* within the same piece of *research*. Sometimes called *cross-analysis* of data

data visualization: presenting data in the form of images such as *graphs*, charts, and info-graphics

deconstruction: an approach to separating meaning from content

dependent variable: a measurable characteristic which stays constant in the course of the *research*

descriptive statistics: *statistics* which enable us to summarize and describe numerical *data*

digitally mediated research: *research* using digital technology

dissemination: sharing knowledge gained through *research*

dissertation: the write-up of a piece of *academic research* conducted for a qualification such as a Master's degree. It is used interchangeably with 'thesis'

document review: a review of relevant *documents* to provide context for *workplace research*

documents: pieces of text which may be used for *background research* or as *data*

doi: Digital Object Identifier, used to uniquely identify electronic resources and cited in the references and bibliography

draft: an unfinished piece of writing

edit: work to improve a *draft*

emancipatory methodology: a *methodology* in which victims of oppression will research that oppression. Also known as *activist methodology*

ephemera: text and/or images that are not designed to be kept, but may be useful as *data*, such as advertising leaflets and social media updates

epistemology: how knowledge of the world is learned

ethics: the rules of conduct for a particular activity

ethnography: a time-consuming *research method*, used in *qualitative research*, from the discipline of anthropology

evaluation: a type of applied *research* used to assess the effectiveness of services or interventions, and make *recommendations* for improvement

Excel, MS: computer software by Microsoft designed for spreadsheets and with the ability to perform statistical calculations

executive summary: summary of *workplace research*, usually one to four pages long

feminist methodology: a *transformative methodology* designed to redress the power imbalance between the sexes

findings: the results and outcomes of *research*

focus group: a *data-collection* technique in *qualitative research* that usually involves one or two *researchers* and several *participants*

gatekeeper: someone who is able to help you reach potential *participants*

geographic information system: a way of working with *data* that contains location or place information, and plotting it on a map or doing calculations related to its position on the Earth

graph: a diagram to show changes in one *variable* or the relationship between two variables

grey literature: *documents* that are not formally published, but that may be available in hard copy and/or electronic formats from individuals, organizations, or governments

grid: a table designed for keeping records, for example of *documents* or *literature*, or making notes, for example of *observations*, for the purposes of *research*

hermeneutic methodology: an *interpretivist methodology* focusing on the principles of interpretation

hypothesis: a hunch, guess, or suspicion about something unknown

independent relationship: a relationship where two *variables* change independently of one another

independent researcher: a researcher who is not part of an academic or any institution

independent variable: a measurable characteristic that changes in the course of the *research*

informal theory: a way of making sense of an aspect or aspects of the world around us, based primarily on experience

intellectual property: original ideas or words, which are held to belong to the person who created them

interval data: *quantitative data* in ranks with a defined numerical distance between them, such as age in years

interview: a *data-collection* technique in *qualitative research* that usually involves one *researcher* and one or two *participants*

inventory: see *measuring devices*

literature: academic texts that may be used for *background research*

literature review: a review of relevant *literature* to provide context for *academic research*

measuring devices: scales, tools, instruments or inventories designed to measure human characteristics and conditions

meta-analysis: similar to a *systematic review*, but also includes a statistical summary of *findings* from *quantitative research*

methodology: a coherent and logical framework for research based on views, beliefs, and values

mixed-methods research: *research* drawing on both *quantitative data* and

qualitative data

nominal data: *data* in categories with labels, such as categories of ethnicity

non-probability sample: a *sample* in which every member of the *population* does not have an equal chance of becoming a member of the *sample*

objectivity: considering or managing a situation on the basis of facts and logic without the involvement of emotions, values, or other intangibles; impartiality

observation: a *data-collection* technique in *qualitative research* that usually involves one *researcher* and many *participants*

ontology: how the world is known

open access: free access for everyone, for example to academic journal articles

open data: *data* collected by governments and made freely available to everyone

open question: a question with no predefined answers

participants: people who participate in *research*, for example by completing a *questionnaire* or taking part in an *interview*; In this research guide, participants are also referred to the officers got nominated and taking part in the mid-career management course

participatory action research: similar to *action research*, but with a slightly stronger emphasis on partnership

participatory methodology: a *transformative methodology* in which *participants* are involved throughout the *research* process

phenomenology: an *interpretivist methodology* focusing on how people experience the world they live in

pie chart: a way to show how many times a particular *variable* has occurred, of itself and in relation to other variables

plagiarism: presenting someone else's ideas or words as your own original work

policy analysis paper: a policy analysis paper is an in-depth investigation into the various approaches that can be taken to address a specific policy issue, as well as its roots, ramifications, and possible solutions.

policy brief: a policy brief is a concise and persuasive document that explains a particular policy problem, offers evidence-based recommendations, and suggests solutions to the problem in an organized and compelling manner.

policy research: a research conducted to analyze policy processes for suggesting solution to problem with policy proposal and suggesting alternative strategy for executing the existing policy

polish: the final stage in the writing process, to remove any remaining errors and finalize structure, grammar, word choices and so on

population: all of the people you could, in theory, include as *participants* in a *research* project

positivist methodology: *methodology* originating in the natural sciences that places a high value on *objectivity*

postmodernist methodology: a *methodology* that holds objective reality to be inaccessible and knowledge to be relative

post-positivist methodology: a form of *positivist methodology* which accepts that a researcher will influence what they observe

practitioner: someone who works in *public services*, whether paid or unpaid

primary data: *data* collected specifically for your *research* project

public services: services run by government or society for society, such as health, social care, criminal justice, and education services from pre-school to university

qualitative data: *data* in the form of words, images, sound, or anything except numbers

qualitative research: *research* based on *qualitative data*

quantitative data: *data* in the form of numbers

quantitative research: *research* based on *quantitative data*

questionnaire: a *data-collection* instrument for *quantitative research*

quota sample: the *population* is divided into segments on the basis of characteristics (for example gender, age, geographical location) and then a different type of *sample*, such as a *convenience sample* or *purposive sample*, is taken from each segment

random sample: a *sample* where random numbers are used to select *participants*

range: the difference between the smallest and largest values in a set of *quantitative data*

realist methodology: *methodology* that uses theory, recognizes complexity, and acknowledges context

recommendations: suggestions for how *workplace/policy research* can be put into practice

reference: the full details of a *document* or piece of *literature*, signposted by a *citation*

reference list: a list at the end of a research report, dissertation, or thesis, containing *references*, all of which are cited in the text

reliability: the extent to which a *research method* will produce the same results when used in different situations

research: systematic investigation, using a predefined *research method*, to gather information with the aim of answering a predefined *research question*

research method: system for conducting *research*

research plan: similar to a *research proposal*, most commonly used in *workplace and policy research* to inform people such as research commissioners, managers, and colleagues

research proposal: a written explanation of what you intend to *research* and why, and how you intend to carry out the research, to inform people such as potential funders or PhD supervisors, most commonly used in *academic research*

research question: the stated question which a piece of *research* aims to answer

research report: the write-up of a piece of *workplace or policy research*

research topic: the subject area of a piece of *research*

researcher: a person who does *research*

sample: the people you include as *participants* in a *research* project, drawn from a *population*

secondary data: *data* collected previously for another study that was not collected specifically for your *research* project, but that you can use in your research

standpoint: a person's own position from which they view or judge things

statistics: a branch of mathematics that enables the *analysis* and interpretation of numerical *data*

stratified random sample: a sample where the *population* is divided into segments on the basis of characteristics such as gender, age, or geographical location, and then a *random sample* is taken from each segment of the population

stratified sample: a *sample* where you use one number generated at random to select the first *participant*, then choose other participants at regular intervals, for example every third or every tenth person

subjectivity: taking emotions, values, and other intangibles into account when considering or managing a situation

survey: a piece of *research*, often large-scale, to investigate people's experiences, attitudes, behaviors, judgments, beliefs and so on

systematic review: a review of all the *research* previously conducted around a specific *research question*

theory: a way of making sense of an aspect or aspects of the world around us.
See also *formal theory*, *informal theory* and *generated theory*

thesis: the write-up of a piece of *academic research* conducted for a qualification such as a PhD; In postgraduate study, the term thesis is interchangeably used with *dissertation*

transcribe: to convert *data* from audio to text

transformative methodology: *methodology* suggesting that research will not only investigate, but also create, change

URL: Uniform Resource Locator; that is, the address of a web page

user-led methodology: a *transformative methodology* where the *research* is led by *service users*, with or without help from a professional researcher **variable:**

a measurable characteristic

visual data: *qualitative data* in the form of images, such as photographs, paintings, drawings, collage, video