

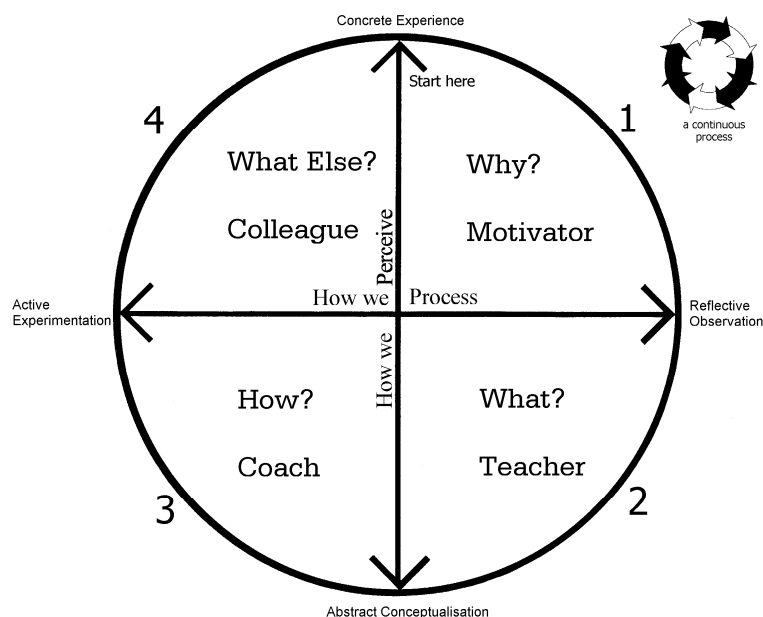
Facilitation of Scenarios

Any new business initiative incorporates behavioural change. Experience has shown that knowing what to do and how to do it is not enough. The new practice must be embedded, so that it becomes 'business as usual'.

As a change leader, the skill of facilitation; what is involved and how to correctly manage the scenario event is essential for the team members or individuals to gain maximum benefit. Any practice session or debrief should use extensive questioning, encouraging the team members to provide comments (hence, developing self-prompted and reflective learning) and giving the team members the opportunity to embed the new behaviours.

Scenarios are a sophisticated training and change leadership method relying on skilled facilitation and coaching. Scenarios require you to be a facilitator. You will need to perform four basic roles:

- a. be a **motivator** who explains why the scenario is of value and illustrates specifically why this scenario is of value to the team member.
- b. be a **teacher** who conveys what is to be done and guide the scenario to the conclusions that add value to the team member's experience.
- c. be a **coach** who works with the team member to develop the scenario fluidity and confidence that is required. (Scenarios are team member-led, NOT instructor-led.)
- d. be a **colleague** who draws out the experience of the group to share the experiences so that all may gain from the expertise and breath of knowledge.



Bernice McCarthy's approach has extensive empirical research to support it and comes highly recommended by change practitioners world-wide.

Facilitation Plan

1. Guide the team members through the reasons for scenarios. (integration of skills, practice for the role (competence), management of job outputs, etc)
2. When using the role-play, fully brief selected team members who will be acting in the scenario.
3. Invite a team member to be the specified lead role in the scenario.
4. Direct more candidates to assist at the appropriate time(s) as the scenario progresses.
5. Give sufficient time (and/or repetition) for the learning value to be extracted before calling a halt to the scenario.
6. Debrief the scenario by conducting a walk-through of the circumstances, picking up the relevant points by questioning the group whilst allowing the group to critique their own performance. Remember, some team members will come to this exercise with extensive experience, so use that knowledge for the group's gain.
7. Summarise the outcomes and expected learnings. Ask for advice on how to better handle this scenario.

References:

- McCarthy, Dr. Bernice, Fran Zidron (Editor), Michael McCarthy (Editor), Margaret Gray Hudson (Illustrator). (2012). *The learning cycle, the 21st century and the millennial learner: who they are and how to teach them*, About Learning, Inc, USA.
- Priest, Simon and Gass, Michael A. (2005). *Effective Leadership in Adventure Programming - 2nd Edition*, Human Kinetics, USA.