# Local ParTnering training

# Guidelines for Role Play Coaches – during the workshop

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This document should be read with the session plans and handouts for the role plays (internal dialogue and role plays 1 – 4).

### 1. Introduction

**THE MOST IMPORTANT MOMENT IN THE WEEK: THE ROLE PLAY DEBRIEF**

Understanding what is happening in the role play, what is good (or bad!) partnering behaviour, and what is good (or bad!) partnership brokering or facilitation are the foundation for the learning experience in the LPT workshop. The coach needs to facilitate the debriefs to be able to ask rigorous questions that help the participants think through those lessons.

The role play coach is the facilitator of the overall role play sessions – and a silent observer of the role play itself. He/she is a resource person to ensure that the task is understood by participants, that they are able to prepare and participate, and then the coach supports the learning process through debriefing after the role play. They support the critical processes of getting into and then back out of role before and after each role play. The coach ensures that the group reflects on and learns about partnering as well as group facilitation.

During the role play, the coach is silent and sits outside the role play itself – the coach is an observer of what is happening. The coach’s only intervention during the role play is to start and finish the role play as timekeeper.

Before and after role play the coach is:

1. The logistics and process master and timekeeper for the session
2. A resource person, but still mostly silent
3. Knowledgeable and briefed in language and practices of Collaboration Space and Decision Gate, and able to remind Role Players where they are on the Critical Path
4. Can remind role players of the CWB discussion from summit
5. Helps group to build consensus and find shared learning in debrief after role play.

At the beginning of the role play, coaches help everyone to get into their roles and take on their characters for the role plays. Afterwards, coaches help participants to “de-role” – becoming themselves again – at the end of the role play. These boundaries are important, to keep distinct being in role and not. Participants will engage emotionally so this process is essential to allow safe and helpful debriefing and learning.

Role play coaches are critical. Please read these guidelines carefully and if in any doubt contact your partnering trainers or master trainers as appropriate.

**NOTE: Session plans will be provided for each coach during briefing at the workshop by the trainers. These session plans contain specific timings and may have slightly different debrief questions.**

### 2. Behaviours of an effective role play coach

Coaching is a demanding role with respect to planning and managing the logistics, and in particular regarding facilitation of the debriefs after each role play.

The role play itself is very important as this is where participants practice their new found skills and use new knowledge and understanding.

The debrief then enables analysis and evaluation of this practice and is therefore potentially where the highest levels of learning according to Bloom’s New Taxonomy are reached. Areas of learning include:

* partnering issues/content
* LEAP3 and technical programme issues
* application of partnering principles
* cross sector perspectives
* multi-stakeholder facilitation processes and techniques
* implications of personal and organisational behaviours and practice

The learning within the role plays take place within the safety net of simulation. It is a great place to learn, being lower risk than real life. But, many role players will find these exercises to be very challenging and for some, threatening. As the role play coach, and specifically the facilitator of the debriefs, your role is to create a safe environment where learning can be maximised along multiple dimensions.

### 3. Logistics

1. BEFORE THE SESSION, Ensure that there are full supplies present in your allocated space – flip chart, paper, post-its, pens; any specific flipcharts required by the session plan
2. Be sure of the timings from the session plan to brief the group.
3. Be clear about the objectives of each role play from the role play instructions. At the point of PB (‘Partnering Broker’) pair preparation, everyone needs to be sure of the facilitation task of that role play.
4. Familiarise yourself with the role play assignments table (spreadsheet) provided by the workshop facilitator which shows the PB pairs and how the role play personas are assigned across the series of role plays.

YOU NEED TO BE 100% CONFIDENT IN HOW TO USE THIS TABLE. IF YOU ARE NOT ASK THE TOP FACILITATOR/TRAINER TO EXPLAIN. Be absolutely clear that the PB pairs each facilitate at least once, and everyone has a chance to observe. Note that the PB pairs will split up to 2 different roles during the role play (eg 1 to observe, 1 to play BBA) – it is only when they facilitate that they stay together.

1. Create a badge for each of the 8 role play participants to hand out in the 5 minutes ‘getting ready’ time, starting with the chosen PB pair for that session, along with the appropriate props (eg tie, baseball cap).
2. The PB pairs are only announced AFTER everyone has done the 20 minute preparation exercise. Use this 5-10 minutes also to:

* Coach the observers to take good notes in prep for the debriefing (what do they see, hear, feel, interpret)
* Assist four characters in taking on their role

**THE LEAD FACILITATOR MUST PROVIDE SESSION PLANS FOR EACH RP COACH**

### 4. Timings

* You can use time cards: ‘10 min’, ‘5 min’, ‘2 min’, ‘FINISH’ – and hold them up for the PB pairs at appropriate times and according to your discretion.
* It is highly likely that you will find that all the group role plays will want more than the allotted time. However in general it must be stopped after the time which has been allowed.
* If the role play is at a really interesting moment allow it to run on for a max of 2-3 more minutes **only**.
* The timings for each role play setup, role play, and debrief are given in the session plans. The basic structure for role plays 2 to 6 is as follows (it may be helpful to have a flipchart up in your role play area with the information below):

10 to 20 group discussion on the specific role play setup, assumptions of history since the last role play + specific objectives for the PBs

20 PB pairs plan their approach to the meeting

5 PB pair announced, and they prepare their space / others prepare their roles

20 – 25 role play (in RP4 this can be 25 - 30 minutes depending on guidance from the lead facilitator)

20 – 25 debrief within role play groups

(Several role play sessions may overlap with a coffee break. If it does, tie the break with the facilitation preparation BEFORE the role play, but do not break between the role play and the debrief.)

### 5. General guidelines for debriefs after the role play exercises:

### *learning about facilitating multi-stakeholder processes and partnering*

* The role plays are critical : they are where the highest level of learning happens
* They develop understanding of what WV’s own principles of partnering are and what their practice involves.
* Your primary role is to enable learning amongst the participants; teaching is minimal
* Coach is empathetic quiet, non-dominant, unbiased, yet provocative. Coach provides a ‘safe space’ in the debriefing – no one is embarrassed; shows appreciation; positive body language; is strengths focused
* Coaches do not judge or evaluate individuals
* Emphasise that debriefs are not carried out in role – space to de-role is important
* Affirm positive aspects of the role play (don’t forget this!)
* Do identify what worked and what did not work. Why did it work, or why did it not work?
* Give space to the observers to provide their comments first, and to generate their own dialogue with each other, apart from the coach and players – as they have been the only ones entirely free to observe.
* Ensure the discussion covers both partnership brokering AND the way that partners behave
* Include questions about how the role players felt at different points, what might have made them feel like that, and what insights can be drawn. It can be helpful to ask about how people felt at key moments in the role play, before technical analysis of those parts.
* Ensure to include theory and practice issues from the previous sessions

### 6. LOCAL PARTNERING TRAINING: ROLE PLAY HANDOUTS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Description | Set-up | Internal dialogue | RP1 | RP2 | RP3 | RP4 |
| Role Play Instructions | y | y | y | y | y |  |
| Character Brief | y | y | y | y | y |  |
| CFC’s Youth-Lit programme |  |  |  | y | y |  |
| Project options |  |  |  |  | y |  |
| Role Play 4 instructions |  |  |  |  |  | y |
| Role Play 4 character brief |  |  |  |  |  | y |

### 7. coping mechanisms when role players drop out during the series of role plays

From the start of the workshop you need to ensure that your participants know the need for everyone to be present for each role play as far as possible. Explain that the role play series will be compromised if people are not able to attend all 5 and that there needs to mutual accountability between participants and coach to support the role plays as a key learning space within this 5 day workshop

**A role player is absent from a role play:**

This guidance is designed primarily when running a standard group of 8 role play series. The guidance can be applied to groups of 6, 7, 9, or 10. With groups of 9 or 10 it is easy to cope with one role player absent. For groups of 6 or 7, it is more difficult.

1. One of the PB pairs will be missing someone. EITHER: 1/ The role play coach can plan with the person who is left on their own. OR 2/ The single person can plan on their own;

OR 3/ *the single person can join a pair that you privately know will not be facilitating –this has the disadvantage of altering the planning pair dynamics*

1. If the absent role player is one of the PB pair which are due to facilitate, then switch round the whole RP set of assignments so that another pair is facilitating e.g. if you are going into RP 3 when this happens, swap the RP3 and RP 4 assignments
2. If the absent role player is an observer then there is no need to change any of the assignments as you can proceed with just one observer (or none!)
3. If the absent role player is due to represent his/her org and the other org rep would have been observing, then swap in the other person to represent the org
4. If the absent role player is due to represent his/her org and the other org rep is due to be one of the PBs, then you have problem. You might want to swap all the RP assignments with an upcoming RP as in 2 above. If you cannot do this, either you or another role player who is due to observe could represent this organisation – but as they have been representing another organisation up to this point, this is not ideal.

**An additional participant joins the workshop unexpectedly:**

If this happens late in the series of role plays then the extra person can join a PB pair and work with them on facilitation planning and during the role play, they can observe.

If the extra person appears early in the role play series then consider using the group of 9 or group of 10 options (as appropriate) from the excel spreadsheet to integrate the person more fully.

|  |
| --- |
| **COACHES!**  By Role Play 3 or 4, good facilitation by the partnership brokers needs to be recognised and discussed; similarly, weaker facilitation needs to be identified and considered.  The PB pairs should not be ‘centre-stage’ in each Role Play, but **PBs should be enabling discussion between the potential partners**. They should not be making hard work of a complex agenda, but very carefully sharing ownership of the process with these partner groups.  The coach should reinforce this in the briefing and in your discussions with PB pairs during their preparation. You can then ask questions to prompt discussion of good/bad brokering in the debrief. |

# **APPENDIX: ORID / ARLP: A LEARNING TOOL**

The key words:

Step 1 - Actions & **Observations**

Step 2 - Reactions and **Reflections**

Step 3 - Learning and **Interpretation**

Step 4 – Planning and **Decisions**

**The debrief:**

To start, it is often helpful to frame the conversation with just one of the following:

* What were the key turning points in the role play?
* What were the highlights?
* What were the key moments of the role play for you?

The coach then builds off one of the identified moments with the ARLP sequence.

1. What did we **Observe** happening in the Role Play? What words or **Actions** stand out – for the characters, the DFs, and the observers? What did our five senses tell us, about the process, and about the relationships? (Recount, don’t interpret.)
2. How did we **React** to the Role Play? How did it make you feel? Where were you surprised about the process, about the relationships? Where delighted? Where did you struggle? What authentic emotions and feelings do we each name?
3. How do we **Interpret** the Role Play? How do we make sense of the value of role-playing different organisations? What do you judge to be the core challenges for DFs brokering multi-stakeholder collaborations? What is really happening here, in terms of the partnering process? And the relationships between organizations? What does all this mean for us? What are we **Learning** from this? What are the insights?
4. What **Decisions** do we make? How should this affect our work in Multi-Stakeholder collaborations? What is our response to the demands of Partnership Brokering? What next steps are called for at both levels: 1) by the role players, and PBs, and 2) by coaches and trainers? What would we include as individuals in our **Plans**?

Read this page to help gain a broader understanding of ORID:

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **What it is** | **Purpose** | **Possible questions** |
| **O: Objective Level**  **MCj03408780000[1]** | The O questions identify objective facts relevant to the topic. The key question is: what do we know about this? Facts not feelings. | * To examine the data * To identify factual information | * What do you see? * What factual statements can you make based on the data? |
| **R: Reflective Level**  **MCj00787510000[1]** | The R questions are about how people feel about the topic. They are about subjective perceptions. The key question is: how do we feel about this? Feelings, not analysis. | * To encourage participants to make connections * To encourage free flow of ideas and imagination | * What surprised you? * What encouraged you? * What discouraged you? * How does this make you feel? |
| **I: Interpretive Level**  **MCj03126560000[1]** | These questions have to do with meaning. The key question of the interpretive stage is this: what does it mean for me/you/the organisation etc? Analysis and interpretation. | * To identify patterns and determine their significance or meaning * To articulate underlying insights | * What does the data tell us? What new insights do you have? * What good news is there for us to celebrate? * What doesn’t it tell us and what else might we need to know? * What areas of need seem to arise? |
| **D: Decisional Level**  **MCj03789470000[1]** | Based on information coming from the three previous stages of questioning, this is the stage at which a decision is produced. The key question at the decisional stage is: What are we going to do? Moving to the future. | * To propose next steps * To develop an action plan * To make decisions * To experience “coming together” | * What are our proposed next steps? * What decisions can we make? * What is our action plan for moving forward? |

(For more information on ORID, see Stanfield, B. (General Editor), 1997, *The Art of Focused Conversation*. Gabriola Island, BC: New Society Publishers and Toronto: Canadian Institute of Culture Affairs)