

S-Cube Didactical Manuals

***Futurepositive* Tutor Guidance on Administering the Scenario and Conducting the Debriefing**

This document outlines some standard text that needs to be used by the tutor when instructing with the *Futurepositive* scenario. The text highlighted in red should be copied & pasted into the software. This document also include some general guidance on how to manage the tutor to tutee interactions.

The *Futurepositive* scenario is informed by the *Cultivation Cycle*. The *Cultivation Cycle* is a framework that can help structure the process through which organisations might gain support from external stakeholders to help meet their objectives. For instance, this support might take the form of donations or investment. Please see the link below to the framework: <http://www.fundraisingresearch.info/page6.htm>. It will be useful for the tutor to familiarise themselves with this framework prior to administering the scenario.

Text for Session Description Box under Storyboard Management / Launch Session

Once you launch the *Futurepositive – final scenario* session, make sure that you set the 3D graphic to “true” and assign a duration for the role play of 90 minutes. Assign a character role to each of the participants, then “submit query”.

PASTE (in the Session description box):

Welcome to the S-cube role play session. Please click on the other tabs to find out about the scenario and how you get into role.

Pre-Start

Make sure all players are logged on as characters within the scenario.

At Start

Make sure that you press the “record” button. Throughout the session use the “bookmark” function to identify critical events.

From the Events Documents option insert “Message 1”

Welcome to S-cube. Before starting the role play, please spend 5 minutes reading the scenario description and character information. I'll message you again when it is time to begin. If you need to retrieve the information screen click on the "I" button at any time.

After 5-6 Minutes

From the Events Documents option insert "Message 2"

The role play will now commence. At the start of the role play, Giles, Andy and Trevor are in conversation, whilst Jane and Ralf are having a short private conversation before joining the others.

Prompt Jane & Ralf to come up with a communication strategy, if necessary.

Make sure that Jane & Ralf return to the group as soon as they have come up with an approach to their communication with the others.

Next Period of Approximately 20 Minutes

The next period will be more free-form in that the tutor should only intervene on an ad hoc basis where necessary to prompt characters either as individuals or as a whole group.

Helpful hints and suggestions should be provided by the tutor to encourage effective interaction, but only where necessary to help maintain conversations within the boundary of the exercise.

Message from Taxi Driver after Approximately 30 Minutes (Since the Start)

Introduce the "Taxi for Mr Green" announcement via the Messages tab. The session should start to come to a conclusion from this point & the added time pressure may encourage unresolved issues to be closed.

Close of Scenario

At a suitable point after approximately 35 minutes send the following message.

From the Events Documents option insert "Message 3"

The role play is coming to a close, so please finalise any last communications with other characters.

After another 1-2 minutes insert **"Message 4"** from the Events Documents option

The role play exercise has now ended. In a moment you will see a debriefing survey. Please answer the questions & click on the arrow button to send your response.

Immediate Post-Game Tutor Feedback

Once the survey is complete, please attempt to provide some brief constructive feedback to the group. For example:

I was impressed by how quickly you got into role.

You worked effectively together, & in most cases achieved your characters goals.

There was good use of communication skills to persuade & influence.

Do any of you have any questions about how the scenario played out?

You should then move on to discuss the responses of the participants to the debriefing survey questions. The survey questions are reproduced below for information:

- Do you think that Giles Green met his goals within the role play?
- Do you think that Jane Brown met her goals within the role play?
- Do you think that Ralf Peterson met his goals within the role play?
- Do you think that Trevor Sparks met his goals within the role play?
- Do you think that Andy Swift met his goals within the role play?

Each time the scenario is acted out with different participants, the outcomes and areas of main interaction will vary. Accordingly, some tutor judgement needs to be applied in determining the line of questioning facilitated by the tutor where the focus is on aspects most pertinent to the role play just completed.

Follow up questions for discussion from the tutor may include some of the following;

- Why did CharacterX not meet their goals?
- How could CharacterX have met their goals more effectively?
- How could CharacterX have adapted their approach to communication in order to meet their goals more effectively?

Closing the Debriefing Discussion

From the Events Documents insert “Message 5”

The interactive session is now completed. Thank you very much for your input into the role play scenario. We hoped you enjoyed the experience and have had the opportunity to reflect on the importance of soft skills when people interact. We will provide you with some group feedback via email in due course, along with a recording of the role play scenario to help you to further reflect. Please could you finish by completing the S-cube evaluation survey. Please click on the link below.

https://plymouthbusiness.eu.qualtrics.com/SE/?SID=SV_cTpMIbIHCPbvA0t

Further Post-Game Tutor Feedback

Additional more structured group feedback should be emailed to all participants. This should provide a permanent record of the group dynamics and how soft skills were applied in the scenario. This should be based around the discussion of the short debriefing survey responses and any observations made by the tutor. An indicative length for this feedback should be less than one side of A4 paper. Tutors should also attach a recording of the role play to allow participants to further reflect on their interaction. Within the feedback you can refer to bookmarked incidents within the recording.

Appendix 1 - S-Cube Scenario: *Futurepositive*

Training Needs Analysis conducted as part of the S-CUBE project identified that soft skills relating to the following areas were rated as being 'important' or 'very important' by a large proportion of respondents from social enterprises: communication (83.7%), consultation (66.7%), ability to influence (68.1%), and ability to convince (65.8%). However, existing skills in these areas were rated to be low. Therefore, the scenario that has been developed aims to provide an opportunity for participants to develop key communication skills in a social enterprise context. The scenario context is designed to facilitate reflection, discussion and practical application concerning aspects of the 7 step 'Cultivation Cycle' – see <http://www.fundraisingresearch.info/page6.htm>

Context & Playing Instructions:

Futurepositive is a role play scenario that has been developed by partners from across Europe. The purpose of the *Futurepositive* scenario is to provide participants with the opportunity to take part in a role play exercise focused on the use of communication skills, particularly those of persuasion & influence.

The role play scenario concerns a new social enterprise venture called *Futurepositive*. Full details about the scenario & the role play characters can be found on the remaining tabs within this screen. Please spend the next 5 minutes reading this information and familiarising yourself with the scenario. You will receive a message from the tutor when it is time to begin the role play exercise.

Please note that you can recall the Information screen by clicking on the "i" button at any time.

A new social enterprise is being launched in Corfranmouth, a large provincial European city with a population of 500,000. Bradstock, an area to the east of the city, suffers from problems of social and economic deprivation. In addition, crime levels are high and there is a particular problem with youth offending. Many in the local community believe that part of the solution to Bradstock's problems lie in providing opportunities for young people to develop work skills that will enable them to contribute positively to the community, earn an income and gain a sense of purpose and direction. *Futurepositive* is a new social enterprise set up to provide short, paid work placement opportunities for young people living in Bradstock. It targets ex-offenders and young people felt to be at risk of offending. *Futurepositive* also provides free pre-placement training and on-going mentoring, and this aspect of its work is supported by a two year grant from the local authority. However, they recognise the need to avoid over-reliance on public sector funding. Hence, they are seeking the support of local employers to (i) provide paid placement opportunities for

young people (and in so doing provide revenue to cover operational costs through placement arrangement fees) and (ii) provide substantial sponsorship beyond the next two years to support pre-placement training.

Futurepositive is holding a launch party and has invited a number of local employers who they think could be good supporters for their organisation. The two Directors of *Futurepositive* (Jane Brown and Ralf Peterson) have opened the event with a formal presentation and for the rest of the evening, there is an opportunity for networking and informal discussions over drinks and canapés.

Characters:

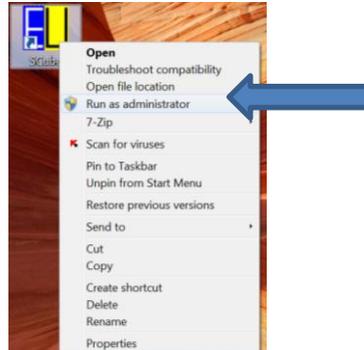
Character	Description	Goals
Jane Brown	<p><i>Public information:</i> Futurepositive Director. Jane is passionate about supporting young people and addressing the social and economic problems of the area. She has a training background and is driven by the social mission of the organisation and has less interest in the 'business model' and the money side of the social enterprise.</p> <p><i>Private Information:</i> Jane believes that many of the employment and training problems that young people in Bradstock are facing is due to the excesses of capitalism and the activities of private sector organisations like Rivitco. Jane finds it difficult to get along with corporate people and has been known to get into debates on ideology with such individuals. Jane sometimes worries that Ralf is willing to compromise his principles in order to secure a deal.</p>	<p><i>Public Goals:</i></p> <ul style="list-style-type: none"> • Get people to support the social mission of Futurepositive • Harness the support of passionate supporters <p><i>Private Goals:</i></p> <ul style="list-style-type: none"> • Persuade people of the social good of the work placement project • Identify those whose values are aligned to those of <i>Futurepositive</i>
Ralf Peterson	<p><i>Public information:</i> Futurepositive Director. Ralf has a strong focus on the organisation's business model, and is seeking to place the business on a firm footing. He wants to build up the client base of employers quickly and explore opportunities for longer term sponsorship or partnership.</p> <p><i>Private Information:</i></p>	<p><i>Public Goals:</i></p> <ul style="list-style-type: none"> • Get employers to commit to offering placements • Generate fee revenue by harnessing the support of employers most

	<p>Ralf has major concerns about the long-term financial sustainability of the organisation, particularly if the local authority stops providing funding. Given the opportunity, he would sign up client employers tonight. Ralf sometimes worries that Jane is so focused on the social mission of the organisation that she neglects the need to ensure that revenue streams are sustained.</p>	<p>able to provide a high volume of placement opportunities</p> <p><i>Private Goals:</i></p> <ul style="list-style-type: none"> • To secure opportunities even if this means compromising on who offers the work placements
Trevor Sparks	<p><i>Public information:</i> Trevor runs a small optometrist firm which employs one other person. He is very passionate about the vision of <i>Futurepositive</i> and his talkative nature means that he would be happy to chat all evening about what could be done to support young people and the area. He is a well-known and liked character in the local business community.</p> <p><i>Private Information:</i> Trevor's business generates just enough revenue to maintain a good income for Trevor and his employee. Whilst he is full of good intentions, he is not in a realistic position to commit financial resources to supporting work placements. He is well placed to broker relationships within the small business community through his links with the local Chamber of Commerce. Trevor is inclined to enter into long monologues about himself, and can take conversations off track.</p>	<p><i>Public Goals:</i></p> <ul style="list-style-type: none"> • Engage in stimulating conversation about the social mission of <i>Futurepositive</i> • Help to support the aims of the social enterprise <p><i>Private Goals:</i></p> <ul style="list-style-type: none"> • Help to support the aims of the social enterprise but not in a way that involves a financial commitment • Voice his passion for pro-social action in the community so as many people as possible can hear it
Giles Green	<p><i>Public information:</i> Giles is CEO of a major employer in the city, a manufacturing company called Rivitco. He holds a traditional view of business and though he is aware of the importance of social responsibility in business, it is not something that interests him a great deal. Rivitco has recently had some bad PR about its supply chain operations in Vietnam concerning the</p>	<p><i>Public Goals:</i></p> <ul style="list-style-type: none"> • To explore the possible benefits to Rivitco of working with <i>Futurepositive</i> • To show Rivitco's support for pro-social action

	<p>environmental contamination of a local watercourse. Rivitco were involved in rectifying the problem and made a financial contribution towards the clean-up.</p> <p><i>Private Information:</i> Giles dislikes being given the 'hard sell', but is willing to spend money if he sees a clear benefit to Rivitco. He has the authority to make decisions that could provide a large number of placement opportunities for young people. He is accompanied by Andy Swift, an HR manager at Rivitco whose opinion he values.</p> <p>As a consequence of their bad PR in Vietnam, they will consider different ways to improve their corporate social responsibility but only if there are clear organisational benefits. Giles has some pressing business to attend to this evening, and is keen to move on from this event after around 30 minutes. Having worked hard to achieve all he has in life with no help from anyone, he is not naturally empathetic towards those who argue for social intervention.</p>	<p><i>Private Goals:</i></p> <ul style="list-style-type: none"> • To be seen to be at the event for PR reasons • Go home as soon as possible to get on with some important work
Andy Swift	<p><i>Public information:</i> Andy is an HR Manager at Rivitco and works very closely with Giles in an advisory capacity. He grew up in an area similar to Bradstock, but gained a scholarship for grammar school before going to University and then gaining a graduate position at Rivitco. Andy is quiet and thoughtful.</p> <p><i>Private Information:</i> Andy listens a lot but is not the easiest person to engage in conversation. He is keen to get promotion at Rivitco and wants to do something to make an impression, but doesn't want to risk his reputation for reliability and clear thinking through making a bad recommendation to Giles. He has no decision making authority in relation to resourcing issues but has strong influence over Giles.</p>	<p><i>Public Goals:</i></p> <ul style="list-style-type: none"> • To learn about the social and business missions of <i>Futurepositive</i> <p><i>Private Goals:</i></p> <ul style="list-style-type: none"> • Make a good impression on Giles • Listen carefully to sensible proposals • Make recommendations to Giles on the basis of what he hears •

Appendix 2 – Getting started with the S-Cube software trial

Right click S-cube software icon on the desktop



and select “Run as administrator”

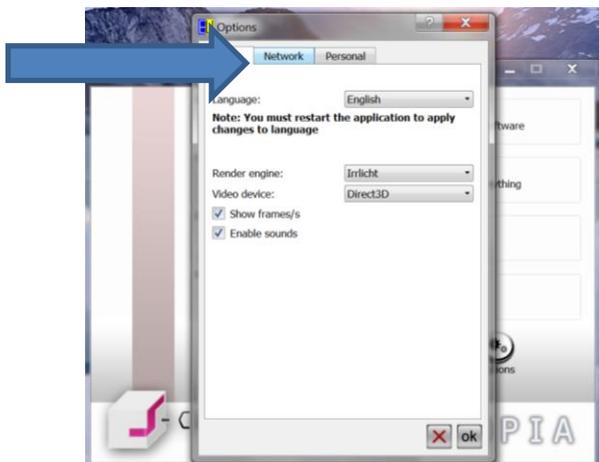
The username is .\student

The password is Stud3nts! (note it is case sensitive)

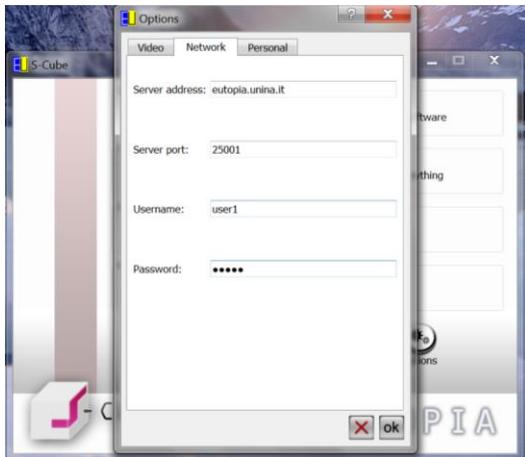
When the S-cube software launches select the options button,



select the network tab



Remove guest from the username box and use user1 with pass1 for the password
(user2 with pass2, etc)



Then select “ Player session ” and the role play begins

Tutor Guidance for Administering the Problem Resolution Scenario and Conducting the Debriefing

This document outlines some standard text that needs to be used by the tutor when instructing with Feedback scenario. The text highlighted in red should be copied & pasted into the software. This document also include some general guidance on how to manage the tutor to tutee interactions.

The *Problem Resolution* simulation serves well in a mix of training methods to improve feedback behaviour. It is inspired the Cycle of Experimental Learning by David Kolb, a researcher and organizational psychologist. He asserts that knowledge results from the interaction between theory and experience (Follow the link below for more information: <http://academic.regis.edu/ed202/subsequent/kolb2.htm>).

The *Problem Resolution* simulation functions as concrete experience of feedback behaviour. Through the simulation the participants simultaneously experience different roles as actor, opponent and assessor. Consequently they will learn through experience, observation and insight.

A set of questions at the end of the role-play session will help the participants to reflect upon their experience and serves as a debriefing and introduction to further discussion of feedback behaviour.

To complete the training experience an abstract conceptualisation can be worked out or presented through general *Feedback Rules*. This commonly acknowledged set of rules helps to give and receive feedback in a correct way. To give feedback means to inform each other about the effects of the other person's behavior with the intention to obtain improvements in the future (please see the link below to feedback rules: http://w3.tue.nl/fileadmin/stu/ID_s_ME/Feedback_rules.pdf and https://stat.ethz.ch/education/semesters/ss2013/seminar/index/edit/feedback_rules.pdf).

In an active experimentation phase the participants can plan alternative behaviour of their protagonists. A repetition of the simulation session will close the cycle of learning.

Text for Session Description Box under Storyboard Management / Launch Session

Once you launch the *Problem Resolution* session, make sure that you set the 3D graphic to “true” and assign a duration for the role play of 90 minutes. Assign a character role to each of the participants, then “submit query”.

PASTE (in the Session description box):

Welcome to the S-cube role play session. Please click on the other tabs to find out about the scenario and how you get into role.

Pre-Start

Make sure all players are logged on as characters within the scenario. If any of the avatars get into difficulty with movements then instruct the participant to click on “alt”+”left mouse button” simultaneously.

At Start

Make sure that you press the “record” button. Throughout the session use the “bookmark” function to identify critical events.

From the Events Documents option insert “Welcome”

Welcome to our S-Cube Role-play Session "Problem Resolution"!

Please take your time to familiarize yourself with the Scenario and your character.

Read the session info to learn about the setting and the characters you will meet soon.

Try to imagine the person you represent. It is your acting according to your character that will contribute to the benefit of this role-play for everyone. Please stay tuned with your role and experience a feedback to a certain behavior you might not get in reality.

You might find yourself ENJOYING it!

If you need to retrieve the information screen click on the “I” button at any time.

After 5-6 Minutes

From the Events Documents option insert “Practice Avatar”

Before we start our role-play, practice moving your avatar and applying mood and gesture.

You can move and change direction with <> keys.
Click with your mouse into the environment and change the perspective by scrolling in and out.

In 3rd person free camera position you can turn your avatar around to face you.
That way you can see how your avatar will look like by changing mood and adding gestures.

Please, raise your hand and say hello when you are ready.

Wait for your participants to raise their avatars hand, before you continue

From the Events Documents option insert “Intro Play”

Now, let us start the role-play session:

You will meet at the Plaza and introduce yourself to all.

While exchanging common courtesousness, make sure you act in accordance with your role.

Liberally use mood and gestures to express your character.

Make sure that all protagonists act according to their role. Remind them of their communication styles, if necessary.

After 5 Minutes

From the Events Documents option insert “Start”

You will now start with the “Problem Resolution” Scenario.

Remind yourself of the purpose of the meeting:

- Finally you can tell the others why this project isn't working
- Make others understand the importance of your role within the team

Recall your general and personal goals and get into ACTION!

Next Period of Approximately 30 Minutes

The next period will be more free-form in that the tutor should only intervene on an ad hoc basis where necessary to prompt characters either as individuals or as a whole group.

Helpful hints and suggestions should be provided by the tutor to encourage effective interaction, but only where necessary to help maintain conversations within the boundary of the exercise.

Close of Scenario

At a suitable point after approximately 30 minutes from the start send the following message.

From the Events Documents option insert “End of Session”

You have reached the end of our role-play session.

Your acting was magnificent!

Please, answer the following questionnaire to help you reflect on your characters performance. The width of the questionnaire box can be adjusted by dragging on the corners or sides of the box.

After a minute

From the Events Questionnaires option insert “Questionnaire1”

How easy was it to empathise with your character’s role?

Do you think that the other characters reactions to your behaviour were appropriate.?

Please identify three soft skills that would help the team in this scenario (open question).

Did your use of the mood and gestures (emoticons) make any difference to your communication?

Once the survey is complete, you may save the answers for further reference. Insert a file name and save it.

The questions mainly serve the purpose of debriefing and guiding some reflective thinking.

It should be followed by an online workshop, small group discussion, a presentation on feedback rules, etc. This is more effectively conducted with a different virtual training tool.

Closing the Debriefing and Reflection

From the Events Documents option insert “Good Bye”

Thank you very much for participating in this Feedback Scenario Online Session.

We hope you had as much fun being part of this role-play as we had being your tutor.

We are looking forward to seeing you again for another session.

Good Bye! - Arrivederci! - Auf Wiedersehen! Slán Leat!

Further Post-Game Tutor Feedback

If the online session is not immediately followed by another virtual training tool a more structured group feedback should be emailed to all participants.

This should provide a permanent record of the group dynamics and how soft skills were applied in the scenario. This should be based around the reflection and questionnaire and any observations made by the tutor. An indicative length for this feedback should be less than one side of A4 paper. Tutors should also attach a recording of the role play to allow participants to further reflect on their interaction. Within the feedback you can refer to bookmarked incidents within the recording.