

# The Four Responsibilities of the Learning Professional – Scenario script

## ACT 1

### Introduction

It's coming up for 12 noon and you have an appointment with, George Piatek, the IT Director, to discuss a new learning requirement.

George is a long-serving senior manager who, up until recently, liaised with a colleague of yours who has now left the company.

He's looking for a programme to ease the organisation's upcoming transition from Microsoft Office to Google Apps.

\*

### WELCOME

*George welcomes you in and shows you to a chair opposite his desk. George's own chair towers over it.*

George: Ah, welcome. Good to meet you. Take a seat won't you.

### Options

Take the seat at George's desk >>> **PREDECESSOR 1**

[Feedback: It's not a good idea to sit there, because your client will tower over you and this automatically places you in a junior position.] <P1->

Suggest the two of you sit round the coffee table >>> **PREDECESSOR 2**

[Feedback: Good thinking. If you took the seat your client suggested, he would tower over you and that would automatically place you in a junior position.] <P1+>

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### PREDECESSOR 1

*George beckons you to sit with him around the coffee table in his office*

George: Oh, I tell you what, why don't we move over here? Much more comfortable.

I don't think we've met before, have we? In the past I've dealt with one of you colleagues - Sarah was it? How's she doing? I gather she's left the company.

### PREDECESSOR 2

*George beckons you to sit with him around the coffee table*

George: Good idea. Much more comfortable.

I don't think we've met before, have we? In the past I've dealt with one of you colleagues - Sarah was it? How's she doing? I gather she's left the company.

### Options

Tell him that Sarah's doing fine as far as you know >>> **BRIEFING 1**

[Feedback: That's a good neutral response. You do not want to breach Sarah's right to confidentiality.] <P3+>

Build rapport by sharing some gossip you have about Sarah and why she really left >>>

### **BRIEFING 2**

[Feedback: Not a good tactic. While it's good to build rapport, you do not want to do that at the expense of Sarah's confidentiality.] <P3->

Suggest you get straight on with the issue at hand >>> **BRIEFING 3**

[Feedback: OK, that avoids having to disclose any confidential information about Sarah, but it's not a very friendly response. You need to build rapport with your client.] <P3+>

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### **BRIEFING 1**

George: Good to hear that. Anyway, I've only got 10 minutes if that's alright. Best we get on with things.

As I said in my email I'm looking for a training programme to help us with the transition from Microsoft Office to Google Apps. I thought you could put together a suite of e-learning modules to cover each of the apps, perhaps with an option of classroom training because some people learn better that way.

What do you reckon? Could you get it done in three months?

### **BRIEFING 2**

George: Well I never! That will raise some eyebrows at the Exec Committee meeting. By the way, I forgot to tell you I've only got 10 minutes.

*He looks at his watch*

Well actually 5 minutes now!

As I said in my email I'm looking for a training programme to help us with the transition from Microsoft Office to Google Apps. I thought you could put together a suite of e-learning modules to cover each of the apps, perhaps with an option of classroom training because some people learn better that way.

What do you reckon? Could you get it done in three months?

### **BRIEFING 3**

George: Sure, good idea. I've got a max of 10 minutes, so let's get on.

As I said in my email I'm looking for a training programme to help us with the transition from Microsoft Office to Google Apps. I thought you could put together a suite of e-learning modules to cover each of the apps, perhaps with an option of classroom training because some people learn better that way.

What do you reckon? Could you get it done in three months?

### **Options**

Say yes, that's probably OK, but you need to know what budget is available and who you will be working with >>> **BUDGET**

[Feedback: It's so tempting to just go with what the client suggests but what does that

say about you as a learning professional? You need to try and hold off on a solution until you have all the relevant facts.] <C1-> <C2-> <C4-> <C5-> <L1->

Say that you're sure you could help but that you would like to know more about the underlying need >>> **NEED**

[Feedback: That's great. You resisted the temptation to just go with the client's suggestion. You need to try and hold off on a solution until you have all the relevant facts.] <C1+> <C2+> <C5+>

\*

## **NEED**

George: Well it's a big change for us as you can imagine. We've been working with Microsoft Office for as long as anyone can remember. Shifting to a cloud-based system will be a bit of a shock for everyone but will bring huge benefits. People will be able to collaborate on producing documents from their desktops, mobiles - any sort of device. And of course it's a lot less expensive.

## **Options**

Ask for more information on the people who will be affected by the change >>>

## **AUDIENCE**

[Feedback: You do need that information, but you still don't really know enough about the desired outcomes. Hold off on talking about the audience until you fully understand what people will need to do differently.] <L1+> <C2->

Ask whether the change will affect what people actually *do* on a day-to-day basis >>>

## **BEHAVIOUR**

[Feedback: That's a great question. This focuses the attention on performance, rather than learning - and that's what matters in the workplace.] <C1+> <C2+>

Ask what people will need to know for the change to be successful >>> **KNOWLEDGE**

[Feedback: This is a dangerous road to go down, because it is all too easy for knowledge to become the focus of the solution, not performance.] <C2->

\*

## **BEHAVIOUR**

George: I hope it will yes, because the workflow will be different - collaborating in real-time rather than working alone and then sending copies round for review. And that process will continue when they're using their mobile devices.

## **Options**

Ask for more information on the people who will be affected by the change >>>

## **AUDIENCE**

[Feedback: You could move on to talking about the target population at this point, but you might also want to dig in a bit more around learning outcomes.] <L1+> <C2->

Ask what they must know if they are to be able to do these new things >>> **MINDSET**

[Feedback: This is a reasonable question at this point, because you have established what behaviours are required for the change to be successful, and you do need to know if there is any essential knowledge.] <C2+>

Ask what budget is available and who you will be working with >>> **BUDGET**

[Feedback: You will need this information, but first make sure you have all the information you need about the desired outcomes.] <C2->

\*

### **KNOWLEDGE**

George: What will they need to know? Well, how to use the new apps I suppose. I'd say we need e-learning to cover all the features of every app, you know, with tests at the end of each module, just to make sure they've got it all.

### **Options**

Agree that makes sense but you need to know whether the budget will cover all that

>>> **BUDGET**

[Feedback: Oops. It is not the client's job to determine the solution, it's yours. And that's not a great solution.] <C2+> <C4-> <C5-> <L4->

Ask for more information on the people who will be affected by the change >>>

### **AUDIENCE**

[Feedback: Yes, that's a good question. Having determined the outcomes, you now need to know more about the target audience.] <L1+> <C4+> <C5+> <L4+>

\*

### **MINDSET**

George: Mm. I suppose it's not so much what they need to know, more that they need to be thinking differently about how they work. Now I think about it, the challenge is going to be the new mindset. Perhaps we need a workshop rather than e-learning. Can you do that?

### **Options**

Agree that a workshop makes sense but that you need to know more about the target population >>> **AUDIENCE**

[Feedback: No, don't agree - it's a poor solution and solutions are your job, not the client's.] <L1+> <L2+> <C4-> <C5->

Suggest that you hold off on a solution for now as you need to look at all the information

>>> **HOLD**

[Feedback: Brilliant stuff. Do not let the client dictate the solution - you're the expert.]

<C2+> <C4+> C5+>

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### **HOLD**

George: OK, I understand that, but I'm very short of time. I'll make sure you have all the information you need. Is there anything else I can help you with right now?

### **Options**

Say thank you, that will be all you need for now >>> **CLOSE**

[Feedback: Time is tight but don't be in too much of a hurry. You still need to know about the target population and any practical constraints, such as budget.] <C2-> <L1-> <L2->

Ask about the budget and who you will be able to work with in the IT team >>>

### **BUDGET**

[Feedback: Yes, you do need more information, although perhaps your next priority is to find out more about the target population.] <C2+> <L1-> <L2->

Ask for more information on the people who will be affected by the change >>>

### **AUDIENCE**

[Feedback: Good question. Time is tight but without this information you can't even suggest a tentative solution.] <L1+> <L2+>

\*

### **AUDIENCE**

George: About 4000 people will be affected by the change. Mostly they are young professionals - switched on to technology and pretty self-confident. I expect most of them will have used cloud-based software outside work. Of course there will be some who need help with making the most of particular office apps - although they probably need that with the current system.

### **Options**

Say thank you, that will be all you need for now >>> **CLOSE**

[Still a little hasty. What about the practical constraints such as budget?] <C2-> <C3->

Suggest that it may not be necessary for any training as such, just the provision of reference materials >>>

[Feedback: That's a good call. Now you know about the audience, it could be that to provide formal training would be overkill.] <C3+> <C5+>

Ask about the budget and who you will be able to work with in the IT team >>>

### **BUDGET**

[Good question. You do need this information before you finish the meeting.] <C2+> <C3->

\*

### **REFERENCE**

George: Mm, I hadn't considered that. I just sort of assumed that training was the right thing to do whenever he had a major systems change. Perhaps you could suggest what sort of resources might be needed. Anything else?

### **Options:**

Say no, that's all you need for now >>> **CLOSE**

[Still a little hasty. What about the practical constraints such as budget?] <C2->

Ask about the budget and who you will be able to work with in the IT team >>>

### **BUDGET**

[Good question. You do need this information before you finish the meeting.] <C2+>

\*

### **BUDGET**

George: Well, we definitely do have a budget allocation for this but I think it's best if you talk to Barbara Delaney, who is looking after this project. She'll be your main point of

contact and will look after the detailed design for you. Is that it?

**Options**

Make clear that design is your responsibility but you will be pleased to liaise with Barbara about the technical content >>> **CLOSE**

[Feedback: Well done. You have asserted your role as designer. It is not up to the subject specialist to do the design.] <P1+>

Thank George for all his help and make clear you will be pleased to work with Barbara as designer >>> **CLOSE**

[Feedback: That's dangerous - it's not the subject specialist's role to design.] <P1->

\*

**CLOSE**

*George stands up and ushers you out*

George: Excellent. I'll leave that with you. I'm looking forward to hearing about your proposal.

## ACT 2

### Introduction

It's now 12.20 and you have a lunch appointment in 10 minutes with a colleague who has recently joined the organisation, called Lian. On the way, you spot a familiar face, although you can't quite place it.

\*

HELLO

*Bruno waves and comes over, grinning enthusiastically.*

Bruno: Hi, how are you doing? It's Bruno, I attended one of your workshops a few years back. Have you got a moment? I'd really like to have your help, if that's OK.

*Options:*

You explain that you're really busy and that anyway you don't offer a consulting service.

>>> OFFENCE

[Feedback: Hang on a minute - that is not going to send the right message! You have a long-term responsibility to your learners.] <L1->

You explain that you're short of time but you'd be pleased to help now if you can. >>>

SITUATION

[Feedback: A good response. It's OK to make clear that you are short of time, but you do want to be helpful to a past student.] <L1+>

You say that you're delighted to be of assistance so fire away. >>> SITUATION

[Feedback: It's good that you're being helpful, but perhaps a bit dangerous to leave it open because you are short of time and don't want to let down your next appointment.]

<L1+>

\*

OFFENCE

*Bruno is taken aback*

Bruno: OK, fair enough. You've made yourself very clear.

*He walks off*

\*

SITUATION

Bruno: Look, I'll keep it brief. I've got a big presentation coming up soon to senior management - I'm pitching for funds for a major project. I'm trying to see what I can do to make a really big impact with my presentation. Is there anything you'd recommend?

*Options:*

Explain that you happen to run an introductory presentation skills workshop. He can book this through the learning management system. >>> WORKSHOP

[Feedback: Not so quick! It's far too early to be making a recommendation like this. Are you just trying to get rid of him?] <L1-> <L2->

Ask what experience he's had of presenting and whether he's already had any training.

## >>> EXPERIENCE

[Feedback: Good question. It's important to know where he is on this particular journey.]  
<L1+> <L2+>

\*

## WORKSHOP

Bruno: I'm sure if you're running the course it will be great, but I went on a very basic presentation skills workshop some time back. I'm probably past that stage. I've made lots of presentations and I think I'm doing OK. What I need is to hone my skills - take them to the next level.

### *Options:*

Dig deeper to find out what it is he particularly wants to improve >>> PARTICULARS  
[Feedback: Yes, you need more information before you can make a sensible recommendation.] <L1+> <L2+>

Suggest he might benefit from some coaching >>> COACHING  
[Feedback: OK, but it's still a bit early to make that call.] <L1-> <L2->

\*

## EXPERIENCE

Bruno: Well I went on a very basic presentation skills workshop some time back. Since then I've made lots of presentations and I think I'm doing OK. What I need is to hone my skills - take them to the next level.

### *Options:*

Dig deeper to find out what it is he particularly wants to improve >>> PARTICULARS  
[Feedback: Yes, you need more information before you can make a sensible recommendation.] <L1+> <L2+>

Suggest he might benefit from some coaching >>> COACHING  
[Feedback: OK, but it's still a bit early to make that call.] <L1-> <L2->

\*

## PARTICULARS

Bruno: Probably the area in which I can most improve is with my visual aids - my slides. Bullet points just aren't enough any more.

### *Options:*

Suggest some great resources on this subject including books and web sites >>>  
RESOURCES

[Feedback: That's a good solution, because it is simple to take forward and may well be all that is needed.] <L2+>

Suggest he has some coaching from someone who's really good with visual aids >>>  
COACHING

[Feedback: Not a bad idea, but you might try a simpler suggestion first. Maybe all that's required is some useful resources.] <L2->

\*

## RESOURCES

*Bruno hands over his business card*

Bruno: Look here's my business card - if you could drop me a note with some suggestions that would be really helpful. Anything else I should do?

*Options:*

Ask him what he feels might help him to improve his skills in producing visual aids >>>

### HIS IDEAS

[Feedback: That's a good response because it keeps Bruno in charge of his own solution. You don't want him to be dependent on you.] <L2+>

Suggest he might look to have some coaching from someone who's really good with visual aids >>> COACHING

[Feedback: OK, that's not a bad suggestion. A coach might help.] <L2+>

\*

### HIS IDEAS

George: Well, I had been thinking of booking on the Advanced PowerPoint course that Devesh in IT Training runs. Any good?

*Options:*

Tell him not to waste his time because the course is rubbish >>> STYLES 1

[Feedback: No, no, no. You should not be slagging off a colleague's course!] <P3->

Suggest that if the resources aren't enough he might be better off looking for some coaching >>> COACHING

[Feedback: A good suggestion at this point.] <P3+>

\*

### COACHING

Bruno: I hadn't thought of that. How would that work?

*Options:*

Offer to provide some one-to-one coaching on a private basis in the evenings >>>

### PRIVATE COACHING

[Feedback: no, this is a conflict of interest. You shouldn't be looking to make money privately from an opportunity that arises at work.] <P2->

Offer to find a suitable coach within the organisation >>> FIND COACH

[Feedback: Yes, a sensible solution.] <P2+>

\*

### PRIVATE COACHING

Bruno: Well, are you sure that's OK? Perhaps when you email me you could let me know your rates.

*Options:*

Say you will but he must keep it to himself >>> STYLES 2

[Feedback: Oh dear, you're getting deeper in the mire. This is not professional behaviour.] <P2->

Say that there will be no charge - it would not be appropriate >>> STYLES 3

[Feedback: Well you recovered from that one. It would not have been appropriate for you to have charged a fee.] <P2+>

\*

FIND COACH

Bruno: That would be fantastic. Thanks so much.

Look, I had originally been thinking of booking on the Advanced PowerPoint course that Devesh in IT Training runs. Any good?

*Options:*

Tell him not to waste his time because all the IT training you've experienced is just rubbish >>> STYLES 1

[Feedback: No, no, no. You should not be slagging off a colleague's course!] <P3->

Suggest that a PowerPoint course is probably not going to improve his visual aids >>> STYLES 4

[Feedback: This is sensible advice.] <P3+>

\*

STYLES 1

Bruno: OK. Glad I asked!

One last thing if that's OK. One of my friends who's a teacher has been telling me about the different learning styles that people have. He reckoned that some people are more visual, some more auditory, some more hands-on. Is that going to affect how I design my presentation?

STYLES 2

Bruno: No problem. I can do that.

One last thing if that's OK. One of my friends who's a teacher has been telling me about the different learning styles that people have. He reckoned that some people are more visual, some more auditory, some more hands-on. Is that going to affect how I design my presentation?

STYLES 3

Bruno: That's brilliant, if you're sure that's OK.

One last thing if that's OK. One of my friends who's a teacher has been telling me about the different learning styles that people have. He reckoned that some people are more visual, some more auditory, some more hands-on. Is that going to affect how I design my presentation?

STYLES 4

Bruno: Yep. You're probably right.

One last thing if that's OK. One of my friends who's a teacher has been telling me about the different learning styles that people have. He reckoned that some people are more

visual, some more auditory, some more hands-on. Is that going to affect how I design my presentation?

*Options:*

Explain that his friend is right and that he does need to take account of learning styles >>> CLOSE 1

[Feedback: Well, there is no evidence to support this view. Learning styles models may be popular, but they are not supported by any research.] <L5->

Explain that you are not aware of any scientific evidence to support that theory - he's got enough other things to think about >>> CLOSE 2

[Feedback: That's good advice.] <L5+>

Ask him to justify that assertion with some hard evidence >>> CLOSE 3

[Feedback: That could come over a little aggressively. You don't want to intimidate him.] <L5+> <L3->

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CLOSE 1

George: Thanks for the advice. I will.

Sorry to have taken so much of your time. You've been really helpful.

CLOSE 2

George: You're right. I won't worry about that then.

Sorry to have taken so much of your time. You've been really helpful.

CLOSE 3

*George is taken aback*

George: I'm not sure I can do that. Not an expert I'm afraid.

Sorry to have taken so much of your time. You've been really helpful.

## ACT 3

### Introduction

Your conversation with Bruno has left you a little tight for time but looks like you'll make your 12.30 appointment. You're meeting Lian Peng, a fellow learning professional who has recently joined the organisation, fresh from studying the psychology of learning at college. She has been given the task of re-designing the induction programme and wants to discuss her ideas with someone more experienced - and that means you.

\*

HELLO

*Lian is sitting at a table in a lounge area used by staff to have coffee and eat lunch. As you arrive, she stands up and shakes your hand.*

Liam: Hi there. How are things? I saw you got way-laid by someone in the corridor. You looked deep in conversation - anything interesting?

*Options:*

You explain about Bruno's problem and what you recommended for him >>>

INDUCTION

[Feedback: Oops. You really should not be sharing confidential information about a learner.] <P2->

You explain that the person was a former student and just asking for some advice >>>

INDUCTION

[Feedback: That's a good response. You do not want to disclose any confidential information about your discussion.] <P2+>

\*

INDUCTION

Lian: OK. It's obviously a day for chance encounters - I just bumped into someone I met when I did my induction. It was a great opportunity to ask him what he thought about it, seeing as I'm working on a redesign.

His thoughts were the same as mine. It was a really poor programme. The trainer seemed to have no idea at all about how people learn. What are we doing employing people like that?

*Options:*

Say that you understand why Lian might think like that but it's probably best to stick to the facts and not make it personal >>> NEUROSCIENCE 1

[Feedback: Good response. You do not want to encourage Lian to criticise a colleague.] <P3+>

Agree that you'd heard similarly bad things about that trainer and that he probably should not still be in a job >>> NEUROSCIENCE 2

[Feedback: No, you really should not be criticising a colleague.] <P3->

\*

## NEUROSCIENCE 1

Lian: You're right, I shouldn't have said that.

Anyway, I'd like your opinion. I'm thinking of starting from the ground up re-designing the induction to take account of the latest findings from neuroscience, particularly what we now know about cognitive overload. What do you reckon?

## NEUROSCIENCE 2

Lian: Well we're agreed on that then.

Anyway, I'd like your opinion. I'm thinking of starting from the ground up re-designing the induction to take account of the latest findings from neuroscience, particularly what we now know about cognitive overload. What do you reckon?

### *Options:*

You dismiss all this as psychobabble and best avoided - there's nothing wrong with the old techniques. >>> TEST 1

[Feedback: Mm, while there are certainly myths related to neuroscience (anything with the word 'brain' in it is instantly credible!), neuroscience is a reputable field of study and cognitive overload is a proven phenomenon.] <S2-><S3->

You say that you will try anything on the basis that it can't be any worse than what you do now. >>> TEST 2

[Feedback: Well, that's not really helping, is it? You don't want to be presenting a negative attitude to a new colleague.] <S1-> <P4->

You say that you are always interested to investigate new ideas if they have been tested to be effective. >>> TEST 3

[Feedback: Yes, that's a positive response and shows you are open to new evidence on learning.] <S1+> <S2+>

\*

## TEST 1

Lian: Surely the whole thing about neuroscience is that it is science not psychobabble. I know some of it is mis-represented - like the whole left brain, right brain thing - but there's some hard science in there.

I'm interested in the possibility of having new starters do a knowledge test on their first day to see what they already know. That way we'd be able to adapt the programme to their needs. Would that work?

## TEST 2

Lian: I can see where you're coming from.

I'm interested in the possibility of having new starters do a knowledge test on their first day to see what they already know. That way we'd be able to adapt the programme to

their needs. Would that work?

### TEST 3

Lian: Absolutely. That's where I'm coming from - an evidence-based approach.

I'm interested in the possibility of having new starters do a knowledge test on their first day to see what they already know. That way we'd be able to adapt the programme to their needs. Would that work?

#### *Options:*

You agree that some sort of diagnostic testing might work but ask Lian whether she has considered how this may feel for someone on their first day >>> RESOURCES 1

[Feedback: That's a sensible response, because Lian needs to look at her proposal from the learner's point of view.] <L3+>

You agree that this could work really well and would reduce the amount of unnecessary teaching that usually takes place >>> RESOURCES 2

[Feedback: Yes, this idea would introduce efficiencies, but how would it appear to learners on their first day, when they are likely to be stressed?] <L3->

\*

### RESOURCES 1

Lian: Mm. I hadn't looked at it from that point of view. I do need to consider the emotional aspect of the learning experience, not just what works rationally.

Another idea I have is to use online resources to reduce the amount of information that we cover in the formal sessions. There's no way anyone can take in all the data we throw at them.

### RESOURCES 2

Lian: That's what I thought.

Another idea I have is to use online resources to reduce the amount of information that we cover in the formal sessions. There's no way anyone can take in all the data we throw at them.

#### *Options:*

You explain that you hate all technology and feel it has no place in learning >>> COP 1

[Feedback: Maybe this is how you feel, but it presents a really negative attitude to a new colleague. It also places you at a distinct disadvantage in terms of your own professional development.] <L4-> <P4-> <S3->

You agree that this will definitely take the load off the learner >>> COP 2

[Feedback: A good response, because this is a good suggestion from Lian.] <L4+>

\*

### COP 1

Lian: Really? I didn't have you down for a dinosaur! Have you never used YouTube to

learn how to do something? Or the Wikipedia for factual information?

Anyway, forgetting the induction for a minute, I was thinking of campaigning for a community of practice for learning professionals in the organisation. We could use the groups function on the intranet as a home for it, but we could meet up as well. We don't seem to share enough what we do - we're all working in isolation.

COP 2

Lian: Absolutely. I'm going to make that a big part of the design.

Anyway, forgetting the induction for a minute, I was thinking of campaigning for a community of practice for learning professionals in the organisation. We could use the groups function on the intranet as a home for it, but we could meet up as well. We don't seem to share enough what we do - we're all working in isolation.

*Options:*

Suggest that this is a great idea and long overdue - you would be delighted to help. >>>

DEVELOPMENT 1

[Feedback: Excellent. Lian's suggestion is a good one - even though it might seem a little early for her to be coming up with ideas like this. You want to be encouraging.]

<P4+> <P5+>

Suggest that in your experience this sort of thing never works - it's best just to do your own thing. >>> DEVELOPMENT 2

[Feedback: Well, that's not at all encouraging. If you really do think it's a poor idea, you need to position this in a constructive way.] <P4-> <P5->

Suggest that Sian concentrates on the job in hand and doesn't try and move too quickly.

>>> DEVELOPMENT 3

[Feedback: That's a real put down. It is early for Lian to be coming up with ideas like this but surely these are the sorts of changes from which the organisation would benefit.]

<P4->

\*

DEVELOPMENT 1

Sian: Excellent. Let me draft a few ideas and then perhaps we could talk again.

One final thing, because I know you've got to get to your meeting with Heather, do you have any quick suggestions for ways in which I could continue to develop myself professionally?

DEVELOPMENT 2

Sian: Really? That would be a shame because this definitely works in other organisations - we looked at some case studies as part of our course.

One final thing, because I know you've got to get to your meeting with Heather, do you have any quick suggestions for ways in which I could continue to develop myself professionally?

### DEVELOPMENT 3

Sian: You reckon? That's really disappointing. But if I'm going to put noses out of joint then fair enough.

One final thing, because I know you've got to get to your meeting with Heather, do you have any quick suggestions for ways in which I could continue to develop myself professionally?

#### *Options:*

Suggest that she seems to be doing just fine anyway but you'll give it some thought and get back to her >>> CLOSE

[Feedback: That's a fair response. There's no reason why you should come up with something instantly.] <P4+>

Suggest that she shouldn't really worry about development just yet - she's only just started >>> CLOSE

[Feedback: Well, that's not encouraging for her, is it? Surely development is always relevant.] <P4->

Suggest that it is not for you to say - this is a matter for her manager >>> CLOSE

[Feedback: This might be primarily Lian's manager's responsibility, but you also have a duty to help a colleague.] <P4->

\*

CLOSE

Lian: OK, thanks for all that. I hope I didn't stop you enjoying your lunch!

*She gets up and they walk off*

## ACT 4

### Introduction:

It's time for your last scheduled meeting of the day, with your manager, Heather Boyd. The purpose of the meeting is to discuss your development over the coming year. Heather has already made it clear that she has ambitious plans for the department and wants to modernise many aspects of what the department does.

### WELCOME

*Heather stands up to say hello and beckons you over to her circular meeting table. You sit next to each other.*

Heather: Hi there. Let's sit over here.  
How has your day been going? I know you had a meeting with George Piatek this morning. And you saw Lian for lunch, didn't you?

### Options:

Tell Lian that she obviously has her spies everywhere >>> GETTING STARTED 1  
[Feedback: That's fine. A little humour helps to build rapport.]

Suggest to Heather that she shouldn't be micro-managing you >>> GETTING STARTED 2

[Feedback: Not a great start to the meeting. This will probably come over as hostile and will be counter-productive.]

\*

### GETTING STARTED 1

Heather: Indeed I do!

Anyway, there are a few things I'd like to talk to you about. The first is technology. As you know our plans are to operate more of a blended strategy making more use of learning technologies alongside the stuff we've always done face-to-face. What do you think you could do to increase your own knowledge and skills in this area?

### GETTING STARTED 2

Heather: No, it's not that. It's just that George dropped me a line after he met you this morning and I bumped into Lian just a moment ago.

Anyway, there are a few things I'd like to talk to you about. The first is technology. As you know our plans are to operate more of a blended strategy making more use of learning technologies alongside the stuff we've always done face-to-face. What do you think you could do to increase your own knowledge and skills in this area?

### Options:

Say that you're keen to update your skills but that you don't know where to start - does Heather have any suggestions? >>> SUGGESTIONS

[Feedback: That's a reasonable response and doesn't sound like you are abdicating responsibility for the solution.] <S2+> <S3+> <S4+> <S5+>

Say that you're not safe to be left alone with computers. You've been thinking and you'd rather spend the time qualifying as an MBTI Practitioner. >>> MBTI

[Feedback: Not good. You're avoiding the issue, which is not really solving the problem. Heather may also have a problem with MBTI, as it not an evidence-based approach.]

<S1-> <S2-> <S5->

Suggest that there must be some sort of course on the subject that you could go on.

>>> COURSE

[Feedback: Well, it's a positive suggestion, but opting straight for a course doesn't demonstrate your ability to consider all the options.] <S2+> <S5+>

\*

## SUGGESTIONS

Heather: Well, perhaps the best place to start would be to increase your awareness of what's possible these days - I'd like to think we've moved on from simple 'click next' e-learning. Perhaps Lian could suggest some good web articles or blogs. And you could see if there are any suitable webinars.

### *Options:*

Agree that these seem like sensible options and you'll check them out. >>>

### MENTORING 1

[Feedback: That's a positive response and shows you're keen to develop your knowledge and skills.] <S5+> <S4+>

Complain that you never have time for learning during the working day - you prefer whole-day events when you can get away from the job. >>> MENTORING 2

[Feedback: That's a reasonable response but it doesn't send the right messages, particularly when the subject is technology.] <S5->

\*

## MBTI

Heather: MBTI? It's not really addressing the problem is it? I'm not just looking for a course to send you on, I'm trying to make a real difference to how we operate. Oh, and now you mention it, we're dropping MBTI anyway.

So, the question remains. What do you think you could do to increase your knowledge of learning technologies?

### *Options:*

Say that you probably do have to update your skills but that you don't know where to start - does Heather have any suggestions? >>> SUGGESTIONS

[Feedback: That's a reasonable response and doesn't sound like you are abdicating responsibility for the solution.] <S2+> <S3+>

Suggest that there must be some sort of course on the subject that you could go on.

>>> COURSE

[Feedback: Well, it's a positive suggestion, but opting straight for a course doesn't

demonstrate your ability to consider all the options.]

\*

## COURSE

Heather: Well, perhaps there is, but I'd like us to stop thinking of the course as a default solution. We're not going to make the transformation we need just by spending a few days in a classroom - however great that experience might be in the short-term.

Options:

Suggest that you look for some alternative resources to increase your knowledge of technology. If in doubt, there's always Google! >>> MENTORING 3

[Feedback: That's a good, positive response and shows that you are keen to consider new options.] <S2+>

Protest that courses are what we do in training - no-one seems to be complaining. >>> MENTORING 4

[Feedback: You may be frustrated at Heather's response but she is only stating what is a widely-held current belief about learning and development. The problem is that you are appearing to be reluctant to consider change and that's not a professional stance.] <S2-> <S4->

\*

## MENTORING 1

That's great.

One idea I have is for you to act as a mentor to Lian in terms of her general development and that she shares with you the latest in terms of learning theory - a sort of reverse mentoring. What do you think?

## MENTORING 2

Heather: I know what you mean but we have to stop thinking that learning can only take place face-to-face. Perhaps the best way to learn about technology is by using it. I'll leave that with you.

One idea I have is for you to act as a mentor to Lian in terms of her general development and that she shares with you the latest in terms of learning theory - a sort of reverse mentoring. What do you think?

## MENTORING 3

Heather: There is indeed!

One idea I have is for you to act as a mentor to Lian in terms of her general development and that she shares with you the latest in terms of learning theory - a sort of reverse mentoring. What do you think?

## MENTORING 4

Heather: It's true that most trainees don't complain, but then they wouldn't would they?

The problem is that short courses simply don't bring long-lasting benefits on their own. There's plenty of research to back that up.

One idea I have is for you to act as a mentor to Lian in terms of her general development and that she shares with you the latest in terms of learning theory - a sort of reverse mentoring. What do you think?

*Options:*

Suggest that you haven't got time to do that and learn about technology. >>>

EVIDENCE-BASED 1

[Feedback: Well, time may well be tight but you have a responsibility to your colleagues as well as to yourself.] <P4-> <S3-> <S4->

Accept the idea of acting as a mentor to Lian but explain that you don't think it's appropriate to be mentored by a junior. >>> EVIDENCE-BASED 2

[Feedback: That may be how you feel but the reverse mentoring relationship would aid your development.] <P4+> <S3-> <S4->

Accept that both the mentoring and the reverse mentoring could work really well. >>>

EVIDENCE-BASED 3

[Feedback: Yes, that's the way to go.] <P4+> <S3+> <S4+>

\*

EVIDENCE-BASED 1

Heather: OK, but I want you to make that time - for Lian's benefit and yours. If your schedule is unrealistic let me know and we'll talk about it.

One of the things you'll gain from Lian is that she's bang up-to-date with the latest science of learning. I'm really keen that we kick out all the psychobabble and adopt practices that are based on solid evidence.

EVIDENCE-BASED 2

Heather: Well there are people in much more senior positions than you who are getting a lot of benefit from reverse mentoring. The reality is that everyone can be a teacher and everyone a learner.

One of the things you'll gain from Lian is that she's bang up-to-date with the latest science of learning. I'm really keen that we kick out all the psychobabble and adopt practices that are based on solid evidence.

EVIDENCE-BASED 3

Heather: I agree. I'll talk to Lian and we'll get it set up.

One of the things you'll gain from Lian is that she's bang up-to-date with the latest science of learning. I'm really keen that we kick out all the psychobabble and adopt practices that are based on solid evidence.

*Options:*

Say that you could provide Lian with some useful knowledge too. She's never even heard of neuro-linguistic programming. >>> PROFESSIONAL MEMBERSHIP 1

[Feedback: OK, but maybe NLP is an example of what Heather is calling psychobabble - sounds like science but not grounded in evidence.] <S1-> <S2->

Say that you're really interested in the latest thinking on learning, although it's hard sometimes when things you believe in are challenged. >>> PROFESSIONAL MEMBERSHIP 2

[Feedback: It's good to be honest about how you feel. Heather will appreciate that it's hard to give up on long-held beliefs.] <S1+> <S2+> <S4+>

\*

PROFESSIONAL MEMBERSHIP 1

Heather: I'm sure you have lots to offer Lian, just don't start with NLP - that's another thing we'll be ditching. We're not going to align ourselves with approaches that aren't based on solid research. If it's a big thing for you, then I'm sorry - you'll just have to take it on the chin and move on.

One last thing. I was wondering, how active are you with your professional association? Not just updating your own knowledge but sharing your expertise with others.

PROFESSIONAL MEMBERSHIP 2

Heather: It is hard. Sometimes people build a whole career around an approach that is later found out to be based on sand. We have to take it on the chin and move on. After all, modern-day astronomers can't go on thinking that the sun rotates around the moon.

One last thing. I was wondering, how active are you with your professional association? Not just updating your own knowledge but sharing your expertise with others.

*Options:*

You admit that you just pay the fee in order to get the letters after your name - you can't see why you'd want any further involvement. >>> CLOSE 1

[Feedback: Well, a professional association provides an opportunity not only to take something out of the community but to put it back, and that's part of being a professional.] <P5-> <S4->

You admit that you don't really have much to do with it but that you would probably benefit from a more active involvement. >>> CLOSE 2

[Feedback: That's a great response. A professional association provides an opportunity not only to take something out of the community but to put it back, and that's part of being a professional.] <P5+> <S4+>

You explain that you already take an active interest - you have been to a number of events and are considering volunteering to do more. >>> CLOSE 3

[Feedback: Excellent. Heather will be really encouraged.] <P5+> <S4+>

You explain that you don't actually belong to a professional body but you are a member of an online community and take a keen interest. >>> CLOSE 3

[Feedback: That sounds fine. Heather will be encouraged.] <P5+> <S4+>

\*

#### CLOSE 1

Heather: Well I think that's a shame, because there's a lot to be gained from supporting your own professional community.

Well look, that's all for now. I'm going to pull together a few notes and get these to you later on today. We can talk again in a few days.

#### CLOSE 2

Heather: That's good because I think there's a lot to be gained from supporting your own professional community.

Well look, that's all for now. I'm going to pull together a few notes and get these to you later on today. We can talk again in a few days.

#### CLOSE 3

Heather: That's good to hear. I think there's a lot to be gained from supporting your own professional community.

Well look, that's all for now. I'm going to pull together a few notes and get these to you later on today. We can talk again in a few days.