#  **EMERGENCY MANAGEMENT & HOMELAND SECURITY: INTERAGENCY COLLABORATION**

For PSC 759, Dr. Margaret Hermann, April 14, 2021

**EMERGENCY!!**

**DRAFT**

**Annotated Facilitation Agenda / Lesson Plan**

v. two (3.11.21)

**12:45 to 3:30 class time, allowing 2 hrs., 45 minutes**

**Pre-Class Activity**

* TBD (April 1 or 2?) – Adam will come to campus and visit w. Peg and her Research Assistant, to discuss the technology for the 14th and walk through this annotated agenda/facilitation lesson plan.
* April 7 – Adam will zoom into the class, to observe the room, students, etc. Also to speak to students in preparation for the next week. For approximately 15 minutes:
	+ Adam will give a background on the role play—the outline of the scenario, expectations, how to stay ‘in role’, other details and homework
	+ The students will also be given a chance to pick the roles for the role play to take part the next week
* One week before the Role Play session, right after the April 7 class, Adam and/or Peg (we will figure out the distribution step later) will send the students their assigned roles and other preparation information (via email or other?)
	+ Also/Key- Adam will remind the players they are free to contact anyone else to play ahead for the meeting—with one caveat: they must be ‘in role’ in discussions… to simulate bargaining, creating joint-interests and strategy, or any other preparations and approach.
	+ This pre-work step is especially important for the County EM Director who is acting in the Facilitator role… (will they have an agenda? Facilitation plan of their own, strategy?
	+ Also- given the short timeframe for the role play, the MOU and the Press Strategy documents will NOT be needed in any developed form, only as notes/outline… these will serve as the summary ‘talking points’ for the debrief where the final negotiated agreement is summarized.

**Overall Instructional Approach:**

* The *Emergency!* case/role play is written for 6 ‘players’. Since there are 6 students on-line and 7 in-person, I still think we will should run *two separate, simultaneous groups*—where the on-line folks do one on their own, and the in-class students do one on their own. I think this can minimize the ‘back and forth’ glitches for the exercise and the on-line group can exist in their own ‘breakout room to do their role play work.
* For the in-person/7 group, two students will double-up on one of the more challenging roles – I’ve done this before. (Likely the County Emergency Management Director—who is also the Facilitator. This disperses the facilitation requirements between two people)
* Play calls for 6 roles

| **#** | **Time** | **Topic** | **Involved** | **Process Notes** | **Materials & Times** |
| --- | --- | --- | --- | --- | --- |
| **Pre-Role Play** |
|  | **10:00 am****To 12:30 pm** | **Meet up & Set-up of room** | **Peg and Adam** | **Peg, I’ll suggest the following if this works for the day:** * Adam will meet Peg at her office about 10:00/10:30 am for an early lunch
* Have a bite to eat, either in your office or elsewhere of choice
* We can discuss any last-minute issues/ details for the day’s plans
* Then we can migrate to the lecture hall location to arrive there by noon, to set up for the class role play (and get computers ready, etc.)

**Notes on the in-room:** * For the ‘in room’ group, we will have students socially distanced and placed in a ‘semi-circle’ style, so the facilitator(s) can face the group and mediate

**Notes for the online group:*** For the online group this is moot.

(Allow enough time to be set up before students come in, with room arrangement, computers, etc.) | Computers set up to communicate via zoomFor those in the room, Adam will set up **‘name tents’** designating their roles. This will help the role play itself as well as the debrief. |
|  | ***12:30 - 12:45*** | **Students arrive; get online** |  | **Adam and Peg; get set up:** * **Adam’s suggestions:** Peg, we need to set ourselves up ‘out of the way’ of the students…at the back of the room or off to the side. Also, I’ll learn how you engage the room and the onliners at the same time—as we
* Ideally, we can set ourselves up at a desk where we can watch the in-room discussions proceed, and when we want, either one of us can put a microphone into our ear (both of us?) or either of us can whenever we want to listen in.

**Notes on the in-room:** * As the students come in, direct them to their seats and explain the set up.

**Notes for the online group:*** Students to sign in; make sure all are ‘okay’ with technology today
 | **15 min total**(Note- Adam will have extra copies of the roles and case on hand if anyone needs in the room; can be emailed to onliners, if needed |
|  | ***12:45 - 12:55*** | **Start class session** | **All Students**In class and online | All Students get settled for the role play session, final instructions given, any last-minute questions1. Peg kicks of the class per usual approach, welcomes all-
2. Peg hands off to Adam to give final instructions about the room set up, the online set up and any last-minute issues to be aware of.
* Explains that Peg & Adam will be moving between groups to observe
* Answers any last-minute questions before starting ‘play’
* Remind them to stay in role, take a few notes only capturing key observations to share during the debrief.
1. Adam let’s play begin… by handing both groups over to their facilitators
 | **10 min total** |
|  **Play Period**  |
|  | ***12:55 - 2:40***  | **Play Period**  | **All**  | **Notes on ‘play period’:** * 2:40 end play (1 hr., 45 min—)… approximately
* This time can be less…(Note- may end play at 1 hr, 30 minutes…we can decide later; allows for more debriefing time)
* Key- make sure they don’t get ‘stuck’… AND make sure that they don’t drop out of roles…
* Adam will give facilitators ‘time check’ reminders:
* For in-room, will slip a note or show a large time check from back of room
* For online, Adam will send a ‘chat’ note to them via Zoom
* At about 50 minutes, marking ‘halfway’ point
* At about 5-minute remaining mark so they can wrap up and confirm agreements and findings.

**Adam & Peg:*** Both of us to take notes on people and item to discuss at the debrief
* Especially take note of ‘good things’ or well-played issues observed to give them a ‘good job’ motivational statement.
 | **105 min total (max)** |
|  **Debrief** |
|  | ***2:45 – 3:25*** | **Debrief time** | **All** | **Notes on debrief:** * Adam will welcome them back; make sure the in-room and online groups are both paying attention and engaged.
* First, Adam will offer ‘stand out’ observations that were observed; Peg will then do the same. Also offer ‘good job’ comments to a couple of people that were notices.
* Second, Adam will turn over to the Facilitators to give their observations first…
* *Anything happen you did not expect?*
* *Did the participants act in a way consistent with what you have expected were important to their positions?*
* Third, Adam will let the participants give their observations… (if there is any reticence to speak up, I’ll call on one of the ‘roles’ to speak first
* Adam will ‘toggle’ between the in-room and online groups, asking questions and offering observations… Peg also.

**Adam & Peg:*** During the debriefing process remember to link back to:
* (Adam) interest-based negotiation; stakeholder engagement; dispute resolution; facilitation techniques
* (Peg) other crisis-management principles learned in class and readings
 | **40 min total** |
|  | ***3:25*** | **Full end** |  | ***3:25 full end. Adam closes exercise; wrap up class by Peg.*** | N/A |