



Facilitator Guide

W. Christopher Musselwhite Ed.D

This is an excerpt of the guide to help you decide if this is a good fit your your team or organization

More information about certification is at www.oka-online.com



ISBN 1-9311194-08-4

Discovery Learning International

In the U.S.A., P.O. Box 950, North Tonawanda, NY 14120-0950, 1-800-456-3003.

In Canada, 3770 Victoria Park Avenue, Toronto, ON M2H 3M6, 1-800-268-6011.

Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Paper Planes, Inc. ©1995, 2015, Discovery Learning International – All rights reserved.

Paper Planes, Inc. ® and Discovery Learning ® are USA trademarks registered to Discovery Learning International. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without written permission of the publisher.

TABLE OF CONTENTS	
SECTION 1 Introduction	
Purpose of Facilitator Guide	6
Why Use a Simulation?	6
Paper Planes, Inc.® Overview	8
Production Process Overview	9
Paper Plane Role Sample – Flight Tester	10
Objectives	11
Applications	11
Positioning PPI	12
Who Should Participate?	13
PPI Time Line	13
Using Problem-Solving, Cognitive and Behavioral Style Assessment Tools	14
Tips for Use of This Facilitator Guide	15
SECTION 2 Customer vs. Facilitator	
Customer versus Facilitator	17
Customer Interaction with Team Leader	17
Customer Interaction with Inspector	17
Customer Interaction with Flight Tester	18
From Customer Back to Facilitator	18
The Customer and Final Inspection	18
Changes Introduced By the Customer	18
The Customer and the Redesign	19
Participant Attitude toward the Customer	19
Avoiding an Adversarial Relationship	19
Trusting the Process	19
Customer Quality Issues	20
SECTION 3 Paper Planes Setup	
Physical Setup	22
Workstation Layouts	22
PPI Materials	27
Individual Workstation Setup	28
Group Size and Role Distribution	29
Group Size Role Chart	31
Logistics	32
SECTION 4 Run I	
Beginning PPI	34
During Run I	34
Ending Run I	35
Introduction to Debrief I	35

Conducting Debrief I	36
Base Pay Calculations	37
Labor Cost Calculations	38
Performance Measurement Calculations	39
Individual Debrief Questions for Reflection/Discussion	40
Facilitator Debrief Questions for Reflection/Discussion	40
SECTION 5 Run II	
Participant Instructions for the First Redesign	42
Questions Commonly Asked by Participants During Redesign	42
Facilitator Preparation for Run II	43
During Run II	43
Ending Run II	44
Introduction to Debrief II	44
Conducting Debrief II	44
Performance Measurement Calculations	46
Individual Debrief Questions for Reflection/Discussion	47
Facilitator Debrief Questions for Reflection/Discussion	46
SECTION 6 Run III	
Second Redesign	49
Participant Instructions for the Second Redesign	49
Questions Commonly Asked by Participants During Redesign	49
Facilitator Preparation for Run III	50
During Run III	50
Ending Run III	51
Introduction to Debrief III	51
Conducting Debrief III	51
Performance Measurement Calculations	53
Individual Debrief Questions for Reflection/Discussion	54

SECTION 1

INTRODUCTION

Purpose of Facilitator Guide

This Facilitator Guide is intended to convey knowledge and process that prepares a Trainer/Facilitator to run the business simulation Paper Planes, Inc.® (PPI) It is highly recommended that you make your own notes as you go through each section. Each person has their own style of facilitation and we want to honor that while sharing what we know works well.

Your willingness to go through a certification process has demonstrated your intent to use this simulation with your external and/or internal clients. Should you have questions at the end of the certification process, please contact a Discovery Learning International (DLI) representative.

Why Use a Simulation?

Personal experience, adult learning theories, and research conducted at the Center for Creative Leadership* suggest that successful adults learn by doing. Researchers have identified four ways that successful learners report acquiring their most significant work-related learning: learning from assignments, hardships, other people and structured learning events. This research presents a solid rationale for why hands-on, experiential learning can be so effective.

*The Center for Creative Leadership is an educational not-for-profit management training center specializing in management assessment for development. It has the largest management database in the world.

Learning from Assignments

Significant learning events include difficult assignments such as starting a project from scratch, stepping in to deal with a problematic situation, special projects and task forces, a substantial increase in job scope, and movement from line to staff or staff to line.

Learning from Hardships

Hardships may include business failures, bad jobs, undesirable assignments, downsizing, subordinate performance problems, personal trauma, or being forced to break out of old patterns.

Learning from Other People

These learning events involve other people, including positive and negative role models. Differing individual values may lead to more risky situations, such as whistle blowing or personal confrontation.

Learning from Structured Learning Events

These learning events include training, rotations, 360° assessments and other types of structured, formalized developmental experiences. In these situations, expectations for learning may be higher.

Implications for Learning From Simulations

Interestingly, only 18% of key learning's occurred in structured learning situations such as a classroom instructional setting. Simulations provide a planned, structured setting in which to experience the first three learning opportunities (assignments, hardships and other people). Simulations also provide a planned, yet purposeful opportunity for intensifying learning. In Paper Planes, Inc.®, participants will experience new roles, unexpected obstacles and conflicts and have significant opportunities to observe and learn from co-workers.

Paper Planes, Inc.® Overview

Designed from a “systems” perspective, Paper Planes, Inc. (PPI) is a simulation focusing on issues of team work, collaboration, organization effectiveness, silos, engagement and customer focus. A company, PPI, receives a contract to make “test model” planes for an international consortium in the process of designing a new high altitude transport plane. The tasks involved in making the planes are compartmentalized or functionalized. Roles are assigned to participants and participants are assigned to a workstation for their role/task. With the exception of the Team Leader or Assistant Team Leader, no participant has a full description of the production process.

The simulation consists of three Runs. The first Run follows a pre-designed system provided by the Facilitator. After this Run and a subsequent Debrief, the participants redesign the production process for a second and third Run. The simulation can be effectively ended after the second Run. However, utilizing all three Runs of the simulation is most desirable and creates greater opportunities for the exploration of engagement, empowerment, change and learning. The following flow chart summarizes the flow of events:

Run I	<p>The Traditionally Designed System: Missing the Big Picture</p> <ul style="list-style-type: none"> • Participants run a pre-designed production system for making planes. • With the Facilitator, participants debrief the experience of Run I.
Run II	<p>A Participatively Designed System: Engaging for Change</p> <ul style="list-style-type: none"> • Without the Facilitator, participants redesign the production system for making planes. • Participants run the redesigned production system. • With the Facilitator, participants debrief the experience of Run II.
Run III	<p>A High Performing System: Succeeding Through Empowerment</p> <ul style="list-style-type: none"> • Without the Facilitator, participants redesign the production system a second time. • Participants run the redesigned production system. • With the Facilitator, participants debrief the experience of Run III.

Role Sample

Flight Tester

Job Description: The first task of the Flight Tester is to apply the stabilizer to the plane. In many ways this operation is more an art than a science. Positioning the stabilizer requires experimentation to find the best location. One stabilizer (paper clip) is attached to each aircraft (Flight Testing Specification Guideline, Diagram A). The plane is delivered to the Tester by the Airfoil Technician. Stabilizers are procured from the Supply Chain Manager.

The next job of the Flight Tester is to test-fly the plane. See Specification #2 below. A Troubleshooting Guideline is provided to help you assess performance problems. Call the Team Leader with any problems or questions.

Following testing, planes are delivered to the Inspector.

Base Pay: \$11.00 per hour.

It is the responsibility of the Flight Tester to log the number of planes tested. See bottom of page.

Sample

Specifications – Operation 9: Flight Testing

1. Attach stabilizer to aircraft so as to provide optimum flight stability
(see Flight Testing Specification Guideline, Diagram A).

2. Test for flight performance according to following acceptance criteria:

The aircraft must fly at least 4.9 m (16 feet) without veering more than 1.8 m (6 feet) to the right or left (see Flight Testing Specification Guideline, Diagram B). This flight is made with the airfoil in the lowered position. The stabilizer will need to be adjusted for optimal performance.

LOG # REJECTED		LOG # REJECTED		LOG # REJECTED	
LOG # ACCEPTED		LOG # ACCEPTED		LOG # ACCEPTED	

Objectives

- Develop greater team cohesion and effectiveness
- Break down silos and understand ownership and commitment on a team
- Experience “HOW” to adjust the culture in a team to improve goal attainment, customer focus, communication, partnership and collaboration
- Understand the dynamics for implementing change and the role of collaboration and customer feedback
- Have fun learning together
- Understand the need for clear, shared goals on a team

Applications

PPI can be used in many training and development contexts. The desired objectives are obtained by tailoring the Debrief and the discussion to “real world” implications. Possible applications include:

- **Team Building** - PPI is a great tool for team building. Team issues such as participation, collaboration, responsibility, communication, conflict and commitment can be explored.
- **Learning Teams** - The popular terms “learning” organization or “learning” team represent a concept that most people readily buy into, but which generally remains abstract and difficult to apply in a concrete and useful way. The typical outcome for this simulation is the development of a learning team. This experience provides sound and tangible implications for real organizations.
- **Change Management** - PPI offers a rich exploration of contemporary change issues. Change can be introduced into the simulation in a variety of ways. Several change variables are already built into the simulation and may be introduced, depending upon the objectives and imagination of the Facilitator.
- **Cross-Functional Teams** - Participants have the opportunity to explore and practice the creation of cross-functional teams. This happens naturally in the simulation and there is opportunity to enhance the exploration of cross-functional teams through input (content and models) presented by the Facilitator.
- **Self-Managed Work Teams** - It is also quite simple to explore self-managed teams within the context of PPI. The work Redesign periods in the simulation are unstructured and left for participants to manage. It is quite easy for the Facilitator to redefine or eliminate the Team Leader role. Role redefinition frequently occurs in the redesign process without Facilitator intervention.
- **Conflict and Turf Issues** - Conflicts created by turf issues are a natural application for PPI. The various participant roles create turf issues. It is possible to subdivide participants into different break-out rooms so that natural barriers are enhanced, thus creating opportunities for interesting and insightful observations about how turf issues arise around jobs and location.

- **Systems Thinking** - PPI clearly demonstrates how “systems” thinking impacts organizational effectiveness. Participants experience the importance of having a clear goal and being aware of how jobs interface for overall success.
- **Customer Focus and Responsiveness** - The role of the customer in PPI provides multiple opportunities to explore the relationship between the customer and the organization, particularly when used within an intact organizational team. Attitudes and norms toward customers become quite obvious and easy to explore. The customer role within PPI can be modified to mimic current or anticipated customer behavior.

Positioning PPI

PPI works equally well as a “stand-alone” training program or embedded in a larger training program. (See “PPI Time Line” for time requirements for a “stand-alone” program). PPI has been used as a component of larger training programs in several organizations. Examples include:

- Middle-level leadership development programs for an electric utility company... The simulation was positioned near the end of the 5-day program, as well as at the beginning. It worked well in both positions. Placed near the end, the simulation served as a vehicle for integrating and applying learning from the program. At the beginning of the program, PPI was used to “jump start” the 5-day program by introducing concepts that were developed throughout the program.
- A statewide “Governor's Educational Leadership Program” for public school principals... PPI was positioned in the middle of a 5-day program. The results were very effective.
- A team-building experience... PPI has been used effectively as part of two and three-day team-building sessions. In this context, job and organization-related information was presented, as well as organizational tools and processes for enhancing team interaction and effectiveness.

The positioning of the simulation requires some program design experience on the part of the Facilitator and will depend upon:

- Desired outcomes of the simulation
- Desired outcomes of the overall training program
- Specific organizational issues to be addressed within the simulation

