Simulation learning objectives

The simulation is designed as an active learning experience where you can apply your knowledge and understanding to a given situation and task. We have used a 2 tier local authority structure which is different from that of a unitary borough – however, the complexities of governance, responsibilities and funding streams are not dissimilar e.g. in London the GLA has many responsibilities and representational structures that impact upon the Boroughs. The issues to concentrate upon are how to share distributed leadership in complex situations such as this. Each participant will be asked to participate in a certain role.

Key learning objectives

This is an opportunity to

- test your understanding of Community Leadership
- think about and demonstrate leadership behaviours
- test negotiation skills and behaviours outside your usual work environment
- develop skills in creating cohesion / building alliances / working with other leaders
- demonstrate understanding of the tools and techniques of community engagement
- be aware of your leadership response in changing and sometimes difficult situations

Before we begin the simulation each of you will be asked to consider all that you have learnt on this module and the Future Leadership programme to date and identify areas of skill and/or behaviour that you would want to develop further. You should spend some time in preparing how you will approach the simulation with one (or two) of these development areas in mind. For example, if you would like to extend your range of influencing styles consider the ‘new’ style you would like to develop and how it would be applied at some point in the simulation.

The roles

The attached sheet gives a list of all the roles. Think about how people in the other roles are likely to react, to both the situation and to your role.

If you do not often come into contact with members – don’t worry, you don’t need a great deal of specialist knowledge to play the role of a member. Key points to remember is that members are political and they wish to be re-elected. They are supposed to concentrate on strategy and leave the implementation and delivery to officers. However, this does not always happen in real life. Members are bound by a code of conduct which should ensure they are never bullying or inappropriate e.g. blaming one of their own officers for something in a public meeting. However, this does sometimes happen in real life.

Keys to success

Read the background information carefully. Familiarise yourself with the history of the area. Think about the possible areas for conflict.
Read your role thoroughly. Think about the view your character will be likely to take e.g. to be wishing to find someone to blame or to have a fixed view about one of the options for the school.

You need to think about how a person occupying the role you have given would think, feel and behave. This may mean acting out of character. This is necessary to create a realistic scenario. You do not all agree with, or like each other.

The success of the simulation will depend, in part, on the effectiveness with which participants apply their knowledge of community tensions, dynamics and leadership challenges.

**Have fun!**