

Lessons learned from one of New Zealand's most challenging civil engineering projects: rebuilding the earthquake damaged pipes, roads, bridges and retaining walls in the city of Christchurch 2011 - 2016.

## Humaneers action learning group runsheet

**Story:** SCIRT and Red Cross Collaboration

**Theme:** People and Culture

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A runsheet created for the SCIRT and New Zealand Red Cross humaneers action learning group.

This document has been provided as an example of a tool that might be useful for other organisations undertaking complex disaster recovery or infrastructure rebuild programmes.

For more information about this document, visit [www.scirtlearninglegacy.org.nz](http://www.scirtlearninglegacy.org.nz)



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**Humaneers Action Learning Group 1 Run Sheet**  
***8<sup>th</sup> December 2015 Run sheet***  
**1.00 – 4.30**

**Purpose:**

- To provide an interactive learning forum and structured learning system for SCIRT Engineers and Red Cross Leaders to develop their professional skill sets in (humaneering) engineering and disaster recovery and to capture key learning legacies that result from the learning group.
- This activity supports The SCIRT / Red Cross Design Thinking Collaboration Project.

**Who**

- Up to 16 Project Managers/Engineers / leaders from each SCIRT and four Red Cross 'wild cards' in session 1 & 2 and 12 Red Cross Leaders with 4 SCIRT Wild Cards in session 3.

**Logistics**

- Two groups of eight to ten, with one facilitator per group.
- Mixture of experience and delivery team in each group
- Three sessions: two for SCIRT Humaneers one for Red Cross.
- External presenters cover a key note topic as a thought and discussion precursor to provide background to some key decisions.

**Preparation**

Participants have been asked to consider the following two questions prior to the forum so they are prepared to contribute to each peer learning group;

What's a project you have been involved with that was successful in part due to excellent prioritisation of tasks?

What's a current or historical prioritisation challenge that you are currently trying to resolve or would have solved differently?

Peer Learning Group Facilitators:

- Name list of Group (*Mason / Peter will provide*)
- Post It Notes – heaps
- Stop Watch / or phone stop watch (\*\*\*\*\* Bring One! \*\*\*\*\*)
- Prompter Question sheets (*Mason will provide*)
- Flip Chart paper
- Flip Chart Pens

Recording:

- A 'recorder / scribe- will be present to capture key learnings.' – David and Nichole.

Rooms:

- SCIRT Training Room for initial presentation
- Board rooms for breakout groups
- Kudos for post event drink

## Run sheet

| Time  | Component  | Who                                      |
|---|--|--|
| 12.30   | Peer Learning Group facilitators - meet prior to pre-brief facilitating Peer Learning Group component – set up presentation if required  | Mason, Moira, Peter, Duncan if available |
| 1.00<br>(10 mins)   | (Training Room) Welcome and scene setting (Pete and Simon) <ul style="list-style-type: none"> <li>Welcome participants - Peter</li> <li>Introduce Expert speaker on Project Prioritisation- Peter</li> <li>Explain roles or writer</li> </ul>  | Peter / Mason                            |
| 1.10<br>(45 mins)   | Presentation – Project Prioritisation<br>Speaker: Duncan Gibb  | All                                      |
| 1.55<br>(10 mins)   | Q & A on expert topic  | All                                      |
| 2.05<br>(5 mins)  | Overview of Peer Learning Group Process <ul style="list-style-type: none"> <li>Explanation structure and timing</li> <li>Reason for turn taking – ie who is learning? – roles at each point</li> <li>Expanding questioning</li> <li>Group allocation to rooms</li> </ul>   | Mason                                    |
| 2.10  | Move to group rooms  |  |
| 2.15<br>(25 mins)   | Peer Learning Groups (Board Meeting rooms)<br><br>Part 1 - Introduction round (25 mins) <ul style="list-style-type: none"> <li>Each person intro name and their role. As part of this introduction ask each person to answer the first <b>question (3 mins each ONLY)</b></li> </ul> <i>Put up question on flip chart paper or whiteboard so that it is visible</i><br><br>Question 1<br>What's a project you have been involved with that was successful in part due to excellent prioritisation of tasks?  | Mason, Moira                             |
| 2.40<br>latest<br><br>(65 mins)<br><br><b>8 mins x 9 people</b> | Part 2 - Focussed sessions <ul style="list-style-type: none"> <li>Facilitator explain the process and timing, and cover off confidentiality. Role of the “Facilitator”, role of “Focus person”, the role of “Colleagues” in the group and the list of sample questions.</li> <li>Red Cross participants will not be able to ‘speak’ on the topic (although may wish too) but are asked to provide the wildcard questions – for engineer participants.</li> <li><u>Allocate order for turns of being “Focus person” – write on board - facilitator use timer to manage the time</u></li> </ul> <b>8 mins</b> per person (ie 8 rounds) <ul style="list-style-type: none"> <li>Step 1: First <b>4 mins</b> – answer question 2:<br/>What's a current or historical prioritisation challenge that you are currently trying to resolve or would have solved differently? <ul style="list-style-type: none"> <li>Step 2: Colleagues are invited to each write down 1 “expanding question” on a post it and then once everyone has done this to read them out and give each post it to the focus person. Expanding questions encourage the person to explore their understanding of the issue (rather than to expand the understanding of the colleagues or to give advice).</li> </ul> </li> <li>A list of sample questions has been provided by the coaches. Inform colleagues that if they do think of a great bit of advice then note it and give to the person afterwards. Important: Focus</li> </ul> |  |

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|------|---|----------------------------------|
|      | <p>person not to answer these questions at this stage</p> <ul style="list-style-type: none"> <li>• Step 3: Focus person now chooses which question to explore until the 8 mins is up (Important: the Focus person is only to explore 1 or 2 of the questions – the rest are to take away and explore later)</li> <li>• OPTIONAL – If time (not likely): There is unlikely to be time for this but if there is you may like to invite colleagues to add a few further “expanding” questions based on line of conversation that their focus person has chosen</li> <li>• Encourage the focus person to write down thoughts that come into their minds as a result of the questions, and secondly the colleagues might also choose to write down some questions or solutions explored when others are being focused on.</li> </ul> <p>Wrap up - ask the group “what were some of the common themes and learnings from your Peer Learning Group around prioritisation that we should ensure are captured as a SCIRT Legacy or Humaneer thought paper / presentation?”</p> <p>Capture on Flip Chart</p> <p>Nominate a spokesperson from the group who will share these learnings with the wider forum.</p> |                                  |
| 3.55 | <p>(Training Room) SCIRT Engineers – Collective Learnings</p> <ul style="list-style-type: none"> <li>• Each Peer Learning Group representative present their teams key learnings with the wider group – Duncan will make comment as appropriate and answer any burning questions remaining.</li> <li>• Pete to offer opportunity for any humaneers present to take a next step and develop a paper or further presentation / conference etc.</li> </ul> <p>Close Forum and thank participants for their contributions</p>   | All (back in Training Room Room) |
| 4.30 | Network with Peers  | All – Kudos / Res Room           |
| TBC  | Debrief Facilitation of Action Learning Groups  | Mason, Moira, Peter              |

|   |  |
|---|--|
| Role of Peer Learning Group Facilitator | <ul style="list-style-type: none"> <li>• Manage the time of the rounds, ensuring all participants are provided with the opportunity to participate and contribute</li> <li>• Manage the steps in the process of each round</li> <li>• Summarise &amp; clarify as appropriate</li> <li>• Capture the collective learnings from the group</li> </ul> |
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