# On-Line Simulated Client meetings

## on-line group meetings to explore client requirements and meeting etiquette, behaviours and consultancy performance in the buit environmEnt disciplines

# aim:

To enable problem based and solution focussed group work to evolve around real world outcomes in a safe space, where knowledge, skills and behaviours can be developed in response to a realistic client brief, linked to local property development opportunities and construction projects.

# approach

The module runs over the course of a semester and so the project brief and inter-relationships evolve around client-centred problems and demands. The learning groups are multi-disciplinary and are responsible for generating their own realistic context and set of problems in order to explore solutions-based competencies, including knowledge of the regulatory environment, skills of project risk management and professional behaviours to communicate and report in a client-driven scenario. A series of meetings enables the learners to build sufficient professional behaviours and responsive dialogue to ultimately present their case and respond to challenge under pressure using each individual specialism to present a performance that is greater than the sum of its parts. There is also a jigsaw approach to knowledge acquisition in advance of each meeting to ensure that each learner can play a part by addressing their specialist area.

# Benefits

* Team working skills and realisation as to purpose of team and clarity of performance objectives
* Integration of discipline knowledge, skills and behaviours from the apprenticeship standard and strength of peer learning
* Safe space to develop these aspects for further application in the work place
* Refinement of meeting etiquette, emotional intelligence and client-centred professional behaviours
* Getting ahead of the game in terms of learning and practising these skills in a virtual environment, including circulation of minutes and action controls, on-line etiquette.
* Recording of meetings as an analytical reflective tool to support feedback.

# Future Developments

There will be some reconsideration of the learning model and its location when the opportunity to return to campus presents that choice. The module and assessment team will need to plan what elements of the approach return to physical meeting. space and which are valuable as on-line virtual meetings to enhance a mixed skills set. One of the advantages of performing the meetings on line is the ease of recording and therefore enhanced feedback opportunity this presents, enabling learners to be self-critical in their development of communication and emotional intelligence in pressured situations.

# Recommendations to Other Staff

Role play does not suit everybody, however, once the group dynamic comes into play and the tangible property development and construction projects are presented this becomes secondary to the conversation and this feel a more organic and expressive way of developing relevant professional skills and behaviours as compared to presentations, which are not commonplace in professional practice and limiting in terms of knowledge stretch.

A real-world scenario and client conversation can quickly and effectively test an individual's ability to apply and utilise knowledge as they respond to unpredictable client questions. The use of on-line platforms for the meetings is teaching essential skills for modern sector needs. Be careful about the pace that you set performance expectations and embed feedback opportunities at each meeting - don't expect much from the first session - you may be mainly demonstrating, but by the third or fourth meeting you might be surprised. Groups of up to about 20 can be accommodated as long as people have clear roles to draw on. There is also the opportunity for text based discussion along with the normal discussion, which can increase engagement, but you need to watch out for apprentices “hiding” behind the text chat instead of engaging in vocal discussions.

# Further & Related Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Platforms | Andragogic Impact (including WBL) | | | | | |
| [Laurillard](https://shu.primo.exlibrisgroup.com/permalink/44SHU_INST/at0fmn/alma99470140602501) learning activities | | | | | |
| *Platform 1:* | *Acquisition* | *Inquiry* | *Discussion* | *Practice* | *Collaborate* | *Production* |
| *Blackboard Collaborate / Zoom* | Be prepared for teething issues, for example as the nominated chair of the meeting and other team members come to terms with the demands of preparation, the importance of timelines, the embarrassment of realising your actions are outstanding, the importance of bandwidth and using the software whilst dealing with professional communication challenges. This is a demanding LTA approach but should ultimately support apprentices in junior positions to go out to develop knowledge skills and behaviours in their job roll with enhanced confidence.  Both Collaborate and Zoom allow you to run polls in real time. The use of polls helps as an ice-breaker in these virtual meeting sessions to get students ready for the on line engagement. However, it is worth knowing that Zoom allows you to pre-set up and save a bespoke poll to quickly run within your session (saving for future use), whereas Collaborate requires you to write the poll in real time during the presentation. Therefore, remember to always get prepared by either setting up your polls beforehand on Zoom, or have the multiple choices set up on a word document ready to cut and paste into Collaborate. | | | | | |

# Profile

Tutor name(s): Collette Turner / Neil Berry

College: SSA - Natural and Built Environment

Size of cohort: Circa 30-40

Key themes: On-line; work based learning; scenario and problem based learning; solutions and client-facing behaviours; communications skills; virtual meetings; built environment; andragogy;