

OBJECTIVE

To explore, with people from different professions, the formula for efficient multiprofessional cooperation

OUTCOME

To develop a greater understanding of the following:

- Cooperation asks for shared language
- Understanding of concepts varies by groups
- Shared goals need common understanding

EXERCISE SET-UP

PARTICIPANTS	2–10. If more participants, the exercise should be conducted in parallel sessions. Recommended young people.
ESTIMATED TIME	50 minutes (5 intro, 20 exercise, 20 discussion & debriefing).
RESOURCES	Concept cards, pre-filled A2 format sheets, <i>Tack-it</i> type of adhesive

Facilitator's Instructions

1. Divide the participants to teams. Preferably no more than five participants per team.
2. Introduce the teams to their task (see participants' instructions).
3. Provide each team an A2 format sheet, pre-filled with arithmetic signs (+, x, -).
4. State that each team will receive cards with similar concepts. Show them a sample of a similar card, e.g. the one with Curiosity. Provide each team with Curiosity but no others. Ask one team to read aloud the description of Curiosity and try to make the participants to more or less agree with the definition provided.
5. Remind the teams that they win by convincing others that their solution is the most efficient.
6. To start, provide each team their set of concept cards and remove the similar card from the set. Be sure that the teams get cards of different definitions.
7. Begin the task and allow 7–8 minutes before asking the teams to bring their formulas to the board.
8. Ask teams to listen to the solutions generated by other teams to find a

shared solution. Provide 5–10 minutes for discussion. Ask them to present a joint solution on a shared board.

9. Stop the discussion, ask the participants to take their seats and start debriefing.

DEBRIEF AND FOLLOW-UP QUESTIONS

Debriefing

During the debriefing, some of the focus should centre around:

- a. Solutions depend on the understanding of concepts.
- b. 'Other' groups often define the concepts differently.
- c. Misinterpretations of terms lead to difficulties in communication and as a result hinder cooperation.

Sample questions for post-game debriefing

Questions may include:

- If a huge difference in the definitions has occurred during the exercise, is it also possible that similar misunderstandings take place in real-life situations of multiprofessional contacts?
- If that is true, then what kind of steps could be taken in order to improve the situation?
- What does the difference in the formulas tell us?
- Which processes and phenomena in real life does it remind you of?
- What do the definitions used in the game stand for?
- How can we avoid such misunderstandings in our daily life?
- Why is it important to reach a consensus with other parties?
- Why is it so difficult?
- What can we do to improve the situation in real life?

Success Formula: Instructions for Participants

You have five concept cards describing different aspects of interprofessional cooperation. Each card has an explanation of the concept's meaning on its reverse. Your task is to make a formula out of the cards, using signs +, - and x (add, subtract, multiply) provided on an A2 format sheet. The formula should mirror your best idea on how Efficient Interprofessional Cooperation (EIC) could be achieved.

For example, you could present a formula such as:

$$\begin{aligned} \text{EIC} &= \text{Individual work} + (\text{Strong leadership} \times \text{Different values}) - \\ &\quad \text{Interpersonal conflicts, or} \\ \text{EIC} &= \text{Interpersonal conflicts} + (\text{Different values} \times \text{Objectives set by a} \\ &\quad \text{social worker}) - \text{Curiosity} \end{aligned}$$

Keep in mind that you have to use four different concept cards for the formula and that you have to position them between the pre-inserted arithmetic signs. Plus sign (+) means that the item is relevant. Using multiplications (X) means that the item has extra value. Using minus signs (-) indicates that you define the item to be harmful for positive interprofessional cooperation. Discuss the options and when the allocated time is up, present your solution on the A2 format paper, pasting the item cards on a board, face up.

Your final task is to convince the other team(s) of the strength of your formula. Take 3–4 minutes to formulate your arguments. If you have good reason to use additional counting signs (division, exponential, integral), then do it, but be ready to explain it in detail. You have 7–8 minutes to find your solution. The 'winner' of the game is the team that convinces the other(s) that their solution is the most efficient one.

Preparation of Concept Cards

While preparing the cards you may change the concepts or their descriptions depending on your participants, but ensure that the definitions will be realistic and somehow acceptable. Once you have made your choice, prepare six concept cards for each team.

Print two sets of cards, each card on an A5 format sheet, concept on one side and description on the other. Ensure that both sets have similar concepts but different definitions, except the one (the CURIOSITY card in this sample). The sample text on the cards is as follows:

INDIVIDUAL WORK	Meaning less creative solutions
	Meaning more time to deal with solely professional issues
HUMILITY OF PARTNERS	Meaning readiness to listen to each other
	Meaning fear to express novel ideas
DIFFERENT VALUES	Meaning difficulties in finding common grounds
	Meaning possibility to compare different approaches
STRONG LEADERSHIP	Meaning that project is under control
	Meaning that one person may easily overrule others
OBJECTIVES SET BY SOCIAL WORKER	Meaning that needs of the target group are adequately met
	Meaning that the artist does not feel responsible
INTERPERSONAL CONFLICTS	Meaning that the group is in creative phase
	Meaning lack of professional attitude
CURIOSITY	Meaning inquisitive thinking and exploration. It derives learning and desire to acquire knowledge and skill.
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