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Group Model Building “Scripts” as a Collaborative Planning Tool¹

Short title: Scripts as a Collaborative Planning Tool

Keywords: group model building, scripts, participatory systems modeling, system dynamics

Peter S. Hovmand, PhD²
Washington University in St. Louis

David F. Andersen, PhD
University at Albany

Etiënne Rouwette, PhD
Radboud University Nijmegen

George P Richardson, PhD
University at Albany

Krista Rux, MSW
Washington University in St. Louis

Annaliese Calhoun, MSW
Washington University in St. Louis

¹ This work was partially supported by the Centers for Disease Control and Prevention through the Brown School Violence and Injury Prevention Center (1R49CE001510).

² Please direct all correspondence regarding this manuscript to the first author at phovmand@wustl.edu, Social System Design Lab, George Warren Brown School of Social Work, Washington University in St. Louis Box 1009
700 Rosedale Ave. St. Louis, MO 63112, (314) 935 7968.

Abstract

Group model building (GMB) is a participatory method for involving stakeholders in the process of developing system dynamics models. GMB has historically consisted of undocumented structured small group exercises. This paper describes an effort to document group model building scripts called Scriptapedia, and how documented GMB scripts can be used to design more effective GMB sessions that address cultural and ideological barriers to collaboration. A case study of a project to develop a coordinated community response to domestic violence is used to illustrate the use of scripts for planning collaboration. The paper concludes with a discussion potential limitations of scripts and implications for future research.

INTRODUCTION

Developing effective collaborations often entails identifying and aligning the incentives specific to a given problem (Barrett, 2007). This can be especially challenging in dynamically complex systems where the incentives evolve over time. People typically invoke a set of mental models (e.g., Doyle & Ford, 1998; Johnson-Laird, 1983) to solve problems that consistently underestimate the effects of delays, accumulations, nonlinear relationships, and the interaction of feedback mechanisms (Dörner, 1997; Sterman, 2000). Formal models³ help stakeholders improve their mental models by seeing and simulating the behavior of a system better. This allows stakeholders to develop collaborations by gaining system insights into a problem through the development and analysis of common model.⁴

There are a variety of approaches for developing and simulating formal models of complex systems (for an overview, see Gilbert & Troitzsch, 2005; Pidd, 1998). However,

³ Examples of formal models that allow stakeholders to see and simulate a system include discrete event simulation models, agent based models, and system dynamics models.

⁴ A model is 'common' in the sense that it is objectively and independently *available* to all stakeholders. This does not imply that all stakeholders endorse a common model.

concerns are sometimes raised about the use of formal models when seeking to develop effective collaborations including the lack of transparency and inability to evaluate the underlying assumptions behind a model, questions about appropriate conceptualization of the problem and system boundary, and the difficulty of actually implementing the results from a formal model analysis when collaboration is required to implement the solutions. One approach to addressing these is to involve stakeholders in the process of developing and analyzing the formal model using Group Model Building.⁵

Over the past fifteen years, since the development of icon-oriented software such as *i-Think*, *Vensim*, and *Powersim*, Group Model Building (GMB) has emerged as one of several ways to construct policy-oriented system dynamics models working directly with client groups. We think of Group Model Building as a form of group decision support that involves a group of stakeholders working with a modeling team to solve a focused problem within a complex system. The classic components of Group Model Building include key aspects of the model-building and refinement process in public view of the client group, developing and testing scenarios and strategic options with the client group, and facilitated discussion and analysis of results emanating from the system dynamics model. These group processes make extensive use of facilitation discussions and analysis with a diversified team of group facilitators and modelers typically present in the room.

Attempts to carefully define how to work with groups as part of the model building process have been a key component of the overall GMB effort for a long time. Stenberg (1980) described approaches for working with policy reference groups before GMB came to be defined as a formal activity and Roberts (1977) stressed the importance of interactions with client teams as a means to achieving effective implementation of

⁵ In this paper, we focus on the use of Group Model Building to develop system dynamics models.

model results. Richmond (1997) has described a Strategic Forum as a kind of small group whose purpose is to define and analyze a dynamic and complex problem around a formal system dynamics modeling effort. Vennix (1996) presented a classic statement of the Group Model Building method for system dynamics models. Soon thereafter a special issue of the *System Dynamics Review* edited by Vennix et al. (1997) gave an overview of the then state-of-the art of GMB. Eden and Ackermann (1998) have described formal procedures for using software tools such as Decision Explorer and Group Explorer to structure group processes around formal model-building activities and Howick et al. (2006) have documented procedures for formally integrating strategic scenarios into system dynamics models while working in formal GMB sessions with client groups. More recently, Andersen et al. (2007) presented a more comprehensive review of current research in GMB using system dynamics.

A number of consistent themes have characterized recent work on GMB including the importance of teamwork (Richardson & Andersen, 1995); the identification of pre-defined sets of behavior in facilitating GMB sessions or “scripts” (Andersen & Richardson, 1997); the sequencing of scripts in the design of GMB interventions (Ackermann, Andersen, Eden, & Richardson, 2010); evaluation of GMB effectiveness (E. Rouwette, Vennix, & Mullekom, 2006); and, the use of “process maps” as visual tools for designing collaborations (Straus, 2002).

Scripts have historically remained undocumented and primarily transmitted verbally or through direct observation of group activities. While the potential benefits of documenting GMB scripts has been recognized (Andersen & Richardson, 1997), no systematic framework existed prior to this work for recording scripts. Documentation of

scripts increases transparency, replication, and the transmission of effective practice. More important for this paper, documenting scripts helps the design of GMB sessions with diverse and frequently marginalized stakeholders and can thereby be an important tool for effective collaborative planning.

In particular, scripts allow community members and other stakeholders participating in the *design of GMB sessions* to visualize, adapt, tailor, and create small group exercises to address a variety of cultural and political barriers that undermine collaborations. The result of better design using scripts is in having more effective GMB sessions that can handle a wider range of complex group dynamics. Ultimately, we argue that this can lead to better models, analyses, “buy in”, and implementation of solutions.

This paper describes (1) a framework for documenting scripts, which we have organized as an online commons called *Scriptapedia*; and, (2) illustrates how scripts can be used as a collaborative planning tool through to design and execute GMB sessions. A recurring theme throughout this paper is that as formal models are a tool for helping people visualize and solve problems in the design of complex systems, scripts are a tool for helping facilitation teams visualize and solve problems in the design of GMB sessions. GMB sessions are, after all, a dynamically complex system and understanding how to address the conflicts that arise within a GMB session can provide an important bridge to understanding how to address the conflicts that arise in the larger system.

BACKGROUND

GMB has gained increased attention over the last several years. GMB is a part of a family of participatory systems modeling approaches and has variously been seen as a form of

grounded theory, action research, implementation strategy, decision support, and strategic planning. GMB holds significant promise for working with marginalized communities where the problem focus often has a greater emphasis on conflict, collaboration, and empowerment combined with the system dynamics of incentives changing over time. Over the years, a number of important themes have emerged concerning how to design and conduct GMB sessions.

Teamwork in GMB

Richardson and Andersen (1995) first defined their approach to using teams to support GMB. That early work concentrated on more clearly defining the various roles that must interact to create a smoothly functioning group modeling team. Five distinct roles (not necessarily connected to five distinct persons in the room) include (1) the facilitator/ elicitor who leads the group discussion and keeps a constant eye on the group process in the room, (2) the modeler/ reflector, the person or team in the room constantly paying attention to how the formal model is emerging from the group discussion, often providing critical model-based comments and insights to the client group, (3) a process coach who is responsible for the creation of the overall agenda for the day and for designing changes to this agenda “on the fly” (often the role of the process coach is mostly performed before the GMB session begins and then handled by a person in one of the other roles during the meeting), (4) the recorder who makes a real time record of all the discussions and decisions being made by the group, and (5) the gatekeeper, a member of the client team who serves as a bridge between the modeling team and the client team, often serving as a voice and support for the meeting owner, the primary sponsor of the overall activity within the client group.

Scripts as a Basic Unit of Behavior for Designing GMB interventions

A second theme of basing GMB practice on pre-defined sets of scripted behavior was first described by Andersen and Richardson (1997). The basic idea motivating scripts as an organizing framework for GMB activities was a need to be organized about interactions with a client team to make best use of group time and to assure that the overall process moved forward in an organized fashion, ultimately culminating in useful products and insights for the client team. The group agenda for the full duration of the planned meetings was to be divided into small segments of ten or fifteen minutes each with detailed plans for what the group would be doing within each such scripted time block. Typically the meeting would start with open-ended, problem-finding activities such as stakeholder mapping or group articulation of their “hopes and fears” for the overall project, or the formal introduction of simulation tools via the use of small “concept models” (Ghaffarzadegan, Lyneis, & Richardson, 2011; Richardson, 2006).

Subsequent scripted activities included exercises designed to draw out reference modes by drawing graphs of variables over time or various approaches to eliciting system structure from the client group. Scripts for a second or third meeting of the group would include ways to review progress made at previous meetings as well as scripts designed to facilitate the client group’s experimentation with a formal simulation model to discover policy conclusions constrained within the model’s structure. Zagonel (Zagonel & Rohrbaugh, 2008; Zagonel, Rohrbaugh, Richardson, & Andersen, 2004) provided a detailed analysis of the genesis and practice of GMB activities within this school of work and Luna-Reyes et al. (2006) published a “soup-to nuts” description of how teamwork

and scripted facilitation actually played out in a specific intervention focused on providing homeless shelters in New York State.

While the idea of using a script as a basic behavioral unit constituting GMB interventions had strong intuitive appeal, this same idea left open a number of conceptual and practical issues (that this current work on the *Scriptapedia* is designed to help remedy). Similar efforts, such as the work by Vreede, Briggs, and Kolfshoten (2006) to define “thinklets” as a basic unit of behavior of facilitated group meetings, defined a different boundary for the basic unit, for example paying more detailed attention to specific and contingent behaviors by the facilitator under different kinds of group response. Should scripts include only behaviors in public view of the group or should they also include activities undertaken by the modeling team more in private? Should scripts be thought of as best practices with prescriptive power or more as descriptions of behavior waiting to be improved upon by subsequent practice? These and other questions are gaining greater precision in this project aimed at defining an online catalogue of scripts.

“ScriptsMap” as a Tool for Sequencing Individual Scripts into a GMB Plan

Another question left open by defining scripts as a basic unit of analysis is the many relationships between a single script and a whole intervention. Should some scripts be done first, while others wait until later? Are some scripts properly seen as prerequisites for others? In general, what guidance, if any, exists for practitioners who wish to assemble a series of scripts into a whole intervention plan that makes sense. Ackermann et al. (2010) proposed a “Scripts Map” as a tool for addressing just these questions. As a basic definition they proposed that “the ScriptsMap itself is a framework for effectively

combining particular sequences of scripted activities, products, and deliverables into a formal network to enable facilitators to construct appropriate combinations for workshops.” Their initial work laid out a map that combines scripts from traditional GMB practice with Eden and Ackermann’s (1998) approach to strategy development working directly with client groups. Eden et al. (2009) further elaborated on a number of practical and more theoretical dilemmas associated with attempts to integrate group modeling projects using diverse analytic methods while Andersen et al. (2006) proposed pedagogical approaches to teaching such a blended approach to group-oriented problem solving.

Evaluation of GMB

In the last decade, evaluation of group model building has progressed beyond the systematic review of case studies described by Rouwette, Vennix and Van Mullekom (2002) in several ways. Rouwette et al. used the separation of context, mechanism and outcome elements common to evaluation research for describing differences between case studies. The first development in the last decade has been to group cases according to different contexts: public policy (Cockerill, Daniel, Malczynski, & Tidwell, 2009), Enterprise Resource Planning implementation (Rouwette & Vennix, 2009), criminal justice (Rouwette, 2011), environmental modeling (Beall & Ford, 2010). The second development has been to use controlled settings to assess the impact of the modeling process (Dwyer & Stave, 2008; Hoppenbrouwers, Weigand, & Rouwette, 2011; M. McCardle-Keurentjes, Rouwette, Vennix, & Jacobs, 2009; M. H. F. McCardle-Keurentjes, Rouwette, & Vennix, 2008).

Process Diagrams

Another emerging theme is an attempt to visually represent the temporal sequence of group model building sessions. For example, Zock (2004) uses Luhmann's systemic theory of social systems to develop a standard intervention architecture for system dynamics based interventions. And, Straus (2002) uses process maps as a way to design effective collaborations involving multiple stakeholder groups that has been used in the design of GMB sessions. Where process maps can help teams visualize and plan the overall sequence of GMB sessions across multiple stakeholder groups, scripts provide explicit descriptions of what is going to happen within any given session.

USING SCRIPTS TO IMPROVE PRACTICE

Modeling sessions are shaped by the interaction between a group of participants and a facilitation team. The facilitator has a crucial role in the interaction process, as he or she introduces key steps in the process to participants, provides guidance with regard to methods and techniques, summarizes intermediate results and proposes when to move on to another activity. This dependence on the facilitator is recognized in group model building as well as other forms of facilitated modeling (Franco & Montibeller, 2010). A fundamental reason for introducing scripts is the fact that much of facilitation remains an art rather than a science (Andersen, Richardson, & Vennix, 1997). Some practitioners go so far as to suggest that increased transparency is one of the key challenges for the field of facilitated modeling (Checkland, 2006; Eden & Ackermann, 2006; Westcombe, Franco, & Shaw, 2006).

Scripts are one approach to elicit facilitator expertise and organize it into explicit and manageable chunks. These explicit descriptions can then be communicated, discussed and reused. This allows practitioners and researchers to document methods and techniques used by different facilitators and across different modeling disciplines. We feel scripts have an advantage over existing modeling guidelines in handbooks, which rarely discuss the practical choices a facilitator faces over the course of an intervention and in a particular session. This is problematic as the ‘method in use’ can be very different from the ‘espoused method’ featured in textbooks (Eden & Radford, 1990).

Dependence on the facilitator combined with a lack of concrete guidelines for facilitation, make life especially hard on novices that are trying to learn how to use group model building or other facilitated modeling approaches. Documenting scripts may increase the spread of group model building practice and its applicability for audiences that cannot enter into an apprenticeship with an experience modeler. Keys (2006) looks into differences between novice and expert users of facilitated modeling and the support needed to move from one stage to the other. A central element of such support is identifying the core tasks that experts carry out in a problem structuring exercise and codifying these in some way. Codifying experiences in the form of scripts allows a greater spread of modeling practice and encourages its use in large impact problems.

Scripts offer a standard approach to codifying experience, they allow practitioners to compare facilitator approaches and increase our knowledge on what works best in particular circumstances. Scripts may be adapted and tailored to fit local circumstances and community contexts, and even specific stakeholder groups.

Finally, being able for diverse stakeholders and those familiar with the local language and political context to engage in design of activities is an essential characteristic of using scripts to develop effective collaborations. In particular, scripts allow those involved in the planning process to understand not just the activities, but how they fit together, where the problems might arise, and negotiate design choices about how to convene a meeting that is more effective. Our experience in using the script template described here is that it facilitates greater understanding and participation in the design process by non-experts, and thereby increases the diversity of people involved in the planning process.

Importantly, a significant benefit for facilitating collaboration also comes from *the process* of more effectively designing GMB sessions. For example, by discussing and planning sessions explicitly using scripts, members of the planning team (which should include representatives or proxies from all stakeholder groups to be effective) become more exact in what should happen during the session, but also learn through this process the underlying values and criteria. This type of preparation process and investment thereby allows those in the planning process to understand where the flexibility lies during a session and defines what kinds of improvisation are permissible. It also allows potential design flaws that would exacerbate conflict and undermine collaboration to be identified and solved during the design phase, and thus result in a session that is more culturally appropriate for participants. For example, culturally inappropriate language and activities can be identified and then adapted, tailored, or replaced if necessary during the planning stage. Without some explicit definition of what should happen during a GMB session, it is all too easy to defer to the experts or most influential stakeholders in the

room and not catch the design flaws until the actual GMB session is underway. While strong and effective facilitation can often recover from these kinds of design flaws, the effort expended to fix this kind of mistake during a session is a significant lost opportunity for building the kind of rapport and group cohesion needed to create a formal model that can be effectively used by all stakeholders.

This also places a significant emphasis on members of the team planning the GMB sessions recognizing the importance of the process. For example, if members representing or serving as proxies for a stakeholder group do not see their role in the review of scripts as helping the team develop appropriate scripts and understand the values and criteria that need to be recognized for the session to be successful, then it is likely that the resulting session will miss their perspective and input. Thus, failing to acknowledge the use of scripts as a tool for surfacing the values and criteria can also lead to an overly rigid GMB session that can create and reinforce conflict. It is therefore essential that all members of the planning team understand and take the use of scripts as a design tool seriously.

Learning and Reflection: Research into Modeling Effectiveness

In addition to practical advantages, explicitly capturing the modeling process in the form of scripts also offers advantages to research as well. Franco and Rouwette (2011) note that although the modeling session is central to facilitated modeling practice, as this is where the model is constructed and the benefits of directly involving participants are most evident, there is surprisingly little research on what actually happens in modeling sessions. Most research on modeling effectiveness takes the form of single cases studies, but these typically do not penetrate to the level of separate sessions. This is regrettable as

small differences in the intervention process may lead to large differences in outcomes (Jarboe, 1996). Scripts offer a way to open up the “black box” of modeling interventions, as they provide facilitators with a shared language to describe the intervention process which is detailed enough to capture essentials. Before we can explain differences in modeling effectiveness between cases we need to be able to adequately describe the context and process of our real-world applications (Rouwette, et al., 2002). In some cases a seemingly identical modeling process leads to different outcomes. Only by describing the process in adequate detail can we rule out that a subtle variation in the intervention caused the difference in outcomes. In doing so we increase our knowledge on the fidelity and robustness of modeling methods and techniques. A central tenet of science is the ability to replicate results. In the case of a complicated intervention such as group model building, any increase in insight as to which elements of the process are more and less important for creating results, is welcome.

SCRIPTAPEDIA

Scriptapedia originated as an idea for documenting and sharing GMB scripts based on Andersen and Richardson (1997). *Scriptapedia* is an online handbook that can easily be updated and distributed. In the following sections, we describe the script template. The cornerstone of standardizing and disseminating GMB practice in *Scriptapedia* is the script template (see Table 1).

Comprised of 19 separate fields, the script template creates a *method for thinking about and documenting* the nuts and bolts of GMB. The script template has gone through multiple iterations to improve clarity and functionality. The goal was to create a template

that would be easy to understand and use across different cultures and levels of group model building expertise. The script template provides what we believe to be the essential elements for completely defining a script. The script then becomes the definitive reference for what should happen during a given activity and how that activity relates to other activities. Scripts can then be used to create other tools including facilitation guides, training manuals, and fidelity measures. We describe each of the 19 elements in the following sections.

Name of Script

The name of the script should clearly indicate the script's content. Frequently scripts are named after the output they produce or the type of activity they describe. For example, the Hopes and Fears script outlines how to conduct the “hopes and fears” exercise.

Description

This field provides a brief synopsis of the activity and what the script is meant to accomplish. It serves as an abstract for the script.

Script Status

Since script creation is often a collaborative and iterative process, this field recognizes the different stages of script development as determined by the *Scriptapedia* editorial board. *Best Practice* scripts have been used multiple times and in multiple settings and are generally considered effective. *Promising Practice* scripts have been used in multiple settings, but have not been replicated enough or found sufficient utility within the field to

be considered best practice scripts. *Under Development* scripts indicate initial ideas for a GMB activity or a script that is currently being developed by the authors.

Context

The context field specifies where in the GMB process this particular script fits. Since GMB projects are comprised of multiple scripts, the context explains whether the script should be used at the very beginning, after a particular script, to wrap a project up, etc.

Purpose

A script's purpose distills its main goal into a few words. Multiple scripts may have the same purpose, essentially describing different ways to accomplish or build towards the same goal. The purpose frequently depends on the script's context. A script may have more than one purpose; however, if the script has too many purposes, this could be an indication that it needs to be divided into separate scripts. Examples of possible script purposes are: framing the problem; initiating mapping; eliciting variables; and, deciding the reference modes for the study.

Table 1 Script Template.

Field	Description
Description	1-2 sentence brief overview
Script Status	Choose one and delete the bullets below that do not apply: <ul style="list-style-type: none"> • Best practice: this script has been used many times and in different settings and has consistently produced the intended outputs. • Promising practice: this script has been used a few times with good results, but needs additional refinement and testing • Under development: this script still needs to be refined and tested
Context	When should this script be used?
Purpose(s)	Define the purpose of the script (delete those that do not apply): <ul style="list-style-type: none"> • Framing the problem • Initiating mapping • Eliciting variables • Deciding the reference modes for the study • Eliciting feedback loops • Eliciting stocks
Primary nature of group task	Identify the primary nature of the group task (delete the bullets below that do not apply, and note that a group task should only have one primary purpose): <ul style="list-style-type: none"> • Divergent: activity designed to produced an array of different ideas and interpretations • Convergent: activity designed to clustering and categorizing ideas and interpretations. • Evaluative: activity designed to rank and choose between options and idea. • Presentation: activity designed to educate or update participants.
Time	Preparation time: Time required to complete steps in script: Follow up time:
Materials needed to complete script	List the materials needed to successfully complete the script (e.g. markers, overhead projector, flip chart): <ul style="list-style-type: none"> • •
Inputs from other scripts	List the inputs from other scripts needed for this scrip (e.g. behavior over time graphs, concept model) or indicate "none" if this is a starter script: <ul style="list-style-type: none"> • •
Outputs from this script	List specific products such as behavior over time graphs and system, and how these products will be used in the context of the whole project. Distinguish deliverables from products, where deliverables are physical outputs such as a electronic file or hardcopy of a system map, and products are interim outputs from a script that are of primary interest to the modeler. <ul style="list-style-type: none"> • •
Team roles required and expertise needed	List the team roles and minimum level of expertise required to complete the script (e.g. Facilitator - expert in SD): <ul style="list-style-type: none"> • •
Who is in the room?	List of people who should be in the room (e.g., "gatekeeper", "modeler", "clients") during the exercise: <ul style="list-style-type: none"> • •
Steps	List the detailed "how-to" sequence of actions in the script and who does them: <ol style="list-style-type: none"> 1. 2. 3.
Evaluation criteria	Describe the criteria for knowing whether or not the script is successful, that is, how would someone who had not seen this script used before know whether or not they did the script correctly?
Author(s)	Identify the authors of the script. It is important to note that a script is a unit of behavior, and the documentation of that behavior is separate. The author of the script is the person or collective that created the behavior, and this should be acknowledged by identifying the individual or collective as the author. If the author of a script is not known, simply write "unknown". For individuals or collectives with an email address, provide email contact information. Also include the date (if known) that the script was created.
History & Basis for Script	Describe the history and basis for creating this script including both the motivation (e.g., a specific need that arose during a project) and prior work that the script is based (e.g., other scripts, journal articles, traditions within an organization or community).
Revisions	Provide a list of revision changes and who made them. The description of the script itself should be the most recent version of the script and reflect the best use of this activity.
References	List any publications or references to additional documentation using this script and cited in the history of the script. For example, if this script is based on another script that was described in a journal, then mention this under the "History" field with an author/year citation, and provide the full reference here in the references field.

Primary Nature of Group Task

This field comes from research on group tasks. Depending on the context and purpose of a script, the modeling team will engage participants in a different type of group task. Divergent activities produce an array of different ideas and interpretations (*e.g.*, “behavior over time graph script”). Convergent activities guide participants through clustering and categorizing ideas and interpretations. In evaluative activities, participants rank and choose between options and ideas. Lastly, there are times when the modeling team must explain system dynamics concepts or update the group on products and deliverables; such activities fall into the presentation category. Although a script may include different types of group tasks, it should be defined as a small group exercise that *has only one primary group task*. A group exercise that has a significant emphasis on both convergent and divergent activities, for example, is likely to involve two separate scripts, one that describes the convergent activity and another that describes the divergent activity.

Time

This field describes how long the script should take to complete. The field is divided into preparation time, execution time, and follow-up time.

Materials Needed to Complete Script

This list of supplies should be comprehensive and include everything that the facilitators or participants would need to complete the script. It is important to be precise about materials. For example, light colored markers are hard to read on standard office paper on a wall, so it is important to clearly indicate that dark tipped colored markers are needed (if this is important).

Inputs from other Scripts

Scripts are meant to build upon each other so that the end goal of the GMB project can be attained. Thus, inputs represent the products or outputs of previously executed scripts or “offline” work by facilitators and modelers that are needed before the current script can be implemented. It should be noted that some scripts may not require any inputs, particularly if it is very early in the GMB process. Scripts that do not require inputs and can be used to initiate a project are often called starter scripts.

Outputs from this Script

Scripts produce outputs. An output may be of interest solely to the modeler or it may be something that is shared with the entire group. In addition to listing the script’s outputs, this field should also include a description of how each output is relevant to the overall project and how it will be used in the future. Outputs that are of interest to the client group are called deliverables, while outputs that are of primary interest to the modeler are products.

Team Roles Required and Expertise Needed

When filling in this field, authors should refer to the definitions of GMB roles included in *Scriptapedia*. The system dynamic expertise required for each role can vary depending on the difficulty of the activities within the script.

Who is in the Room

This field also specifies which participants need to be present (e.g., is it the entire group or a subset of stakeholders?). Although most scripts require all participants to be in the room along

with the entire facilitation team, some scripts describe activities that may only involve a smaller set of stakeholders or subset of the facilitation team. For example, the “debriefing script” defines a standard process that the facilitation team can use to reflect on a session, and would only involve members of the facilitation team.

Steps

This field describes in detail each step of the activity and specifies who is doing what. For example, “*Facilitator* sets up task by asking *participants* to write short descriptions of resources available within the system.” Steps should be thorough so that anyone can follow them without needing additional explanation. If it is important to use specific language during the facilitation it should be included in the steps. For example, the specific stem question posed to participants is often provided in this section. The planning team typically reviews and revises the specific language for introducing an exercise and defining terms. This process of reviewing and revising the language for a script helps the facilitation team design for collaboration as implicit values and criteria surface.

Evaluation Criteria

This field should outline indicators of a successful script implementation. That is, how would someone using this script for the first time know if they have done the script correctly? The evaluation criteria are often linked to the intended outputs and can also include behavioral changes in participants or the attainment of certain learning objectives. It is not uncommon that members of the planning team for the GMB session have vague or conflicting expectations about what a successful session would look like. Being explicit about the evaluation criteria during the

planning process helps the team understand and negotiate what should be happening during the session.

Author(s)

Authors are the individuals who created the script, not the person filling in the script template. This field gives credit to those individuals who came up with the ideas and activities captured in the script. Authors can be individual or collectives, but should be identified with a name, contact information, and date. In some cases, a script may have been created and used for some time before it is finally documented in *Scriptapedia*; in such cases, the date should reflect when the script was first created, not when it was entered into the template. Scripts that are in common use or without a known author have this field entered as “author unknown”.

A script that is being documented can also be part of widespread community tradition. In such cases, the community should be acknowledged along with the known status of the script within the community’s culture. This is especially important because during the creation of a GMB exercise with a community, it is not uncommon for community members to nominate activities that are culturally specific and more appropriate for the intended set of participants. However, a script being documented in this way did not originate with a project or even the individual nominating the activity, but exists as part of a cultural tradition.

History & Basis for Script

GMB practitioners often draw upon previous scripts, articles, other types of small group exercises, etc. when developing a new script. This field should capture this development process, providing a name and date citation for influential resources (complete citations should be entered in the *References* field below). As a script is revised or adapted, it is important to retain the

entire history of origin, not just the previous version. For example, if the authors were motivated to create the script based on a community ritual, this should be clearly stated within the field.

Revisions

This field is used to keep track of the iterative process of script writing. It should describe any major differences between the current script and the original script, as well as the date the current revisions were made. If significant enough changes have been made between the original and the current version, then it may qualify as a new script.

References

This field gives the full citation for any publications or resources referenced in the script, particularly in the history field. For example, if a script is based on another script that was described in a journal, then mention this history field with an author and year citation, and then provide the full reference in this field.

CASE EXAMPLE

To illustrate the use of *Scriptapedia* and scripts, we provide a case example where scripts were used to design and facilitate a series of GMB sessions. The purpose of the GMB sessions was to develop a community prevention strategy for violence among military, veterans and families affected by trauma. It is important to note that the intent of sharing this example is illustrative, not evaluative. A thorough empirical evaluation of the use of scripts as a collaborative planning tool is outside the scope of this paper.

The project was initially motivated by a growing concern in the community about the number of US soldiers returning from wars in Iraq and Afghanistan with trauma, including post-

traumatic stress disorders and traumatic brain injuries, and the perceived risk they posed for their families in terms of violent behavior and criminal justice response to family violence. The project was conceived as part of research project to apply system dynamics modeling (Forrester, 1990, 1999; Sterman, 2000) to help develop a coordinated community response (CCR), or more precisely, a coordinated community prevention strategy since the goal was primary prevention of violence over the next 20 years instead (as opposed to responding to current violence).

Addressing the issue requires involving a number of different stakeholders with diverse perspectives and conflicting goals including mental health professionals; soldiers, veterans, and their families; law enforcement, courts, and probation; sexual assault and domestic violence service providers and advocates; and, victim/survivors of family violence.

Developing coordinate community responses (CCR) to domestic violence has historically been very challenging. Not only are the usual barriers to collaboration present, but many stakeholders in CCR efforts also have strong ideological and political reasons for wanting to protect their perspective of the problem as they did in this study. For example, domestic violence advocates and the judicial system have often been in conflict on such issues as mandatory arrest policies (requiring a police officer to make an arrest of a batterer), which have led to an alarming increase in the number of women arrested for domestic violence and controversy (Hovmand & Ford, 2009; Hovmand, Ford, Flom, & Kyriakakis, 2009). In such situations, the goals of various stakeholders may be in conflict. For example, the goal of increasing victim safety (what advocates want) may conflict with the goal of increasing accountability for batterers (what the criminal justice system is focused on). In some cases, such conflicts can lead to chronic coordination problems.

Specific to this study was the inherent conflict between different perspectives on the etiology of violence among veterans with trauma and hence the appropriate institutional responses to that violence. Of particular importance was the fact that most criminal justice system responses including court mandated batterer intervention programs operate from a prevailing assumption that most violence is a consequence of the individual's choice and not his or her underlying mental health condition. Meanwhile, mental health professionals working with veterans would see trauma as a major contributor to anger, substance abuse, and poor impulse control that leads to violent behavior. And, while some families would seek ways to help their veterans gain the support they need, others found the use of government resources to treat abusers at the expense of supporting victims objectionable. Adding to the complexity of the problem was the fact that a number of stakeholders had a history of adversarial relationships. These types of conflicts extended to conflicts within some stakeholder groups with specific types of ideological and cultural conflicts that would need to be successfully navigated in a GMB session.

This case serves as a good exemplar for the kinds of situations where system dynamics models, GMB, and scripts as a collaborative planning tool can be helpful. The problem is dynamic involving an increasing trend of trauma and violence over time, can be understood in terms of multiple feedback loops interacting over time to change the incentives operating underlying the behavior of different stakeholders, and involves stakeholders with a history of not collaborating. Moreover, the boundaries of the social groups and associated meanings (e.g., veterans, victims/survivors) are marginalized groups with members using a specific language to create identity, define an agenda, and advocate for change. In practical terms, a misstep in the design of sessions or facilitation can easily reinforce the prevailing negative interactions both

groups experience in seeking to advocate for change, and as a consequence, reinforce conflict and lack of collaboration. So paying attention to language and the cultural appropriateness of activities is essential for developing rapport and effective collaboration during the GMB sessions.

To address the emerging concern of how to respond to the increase in veterans with trauma and perceived risk of domestic violence in our community, we initiated a project to develop a community prevention strategy using GMB as part of a funded study. The core modeling team (CMT) included representatives from different stakeholder groups including providers from community based organizations, the criminal justice system, and Department of Veterans Affairs. Central to this effort was the development of documented scripts and design of a series of GMB sessions with different stakeholders. Approximately 70 people participated in the process in one or more sessions, and represented a diverse set of stakeholders from the community including veterans, active members of the military, mental health providers, Department of Veteran's Affairs, domestic violence and sexual assault programs, providers from homeless shelters, federal probations, state police, family members of veterans, and researchers.

The CMT used process maps and scripts to design the GMB session. This started by having the experienced facilitators demonstrate an example of a GMB exercise and corresponding script. The CMT then reviewed the collection of scripts in *Scriptapedia* as potential activities for a GMB session, identified potential scripts, and then through an iterative process developed the process map and scripts for each session. The CMT then adapted and tailored scripts to each GMB session. For example, early discussions around the scripts raised questions about whether the focus was solely on veterans or included members of the military,

and what kind of specific language would be needed within the scripts to ensure that members of different branches would feel included.

Scripts were essential to this level of planning. In reviewing the scripts from previous projects, the CMT had a better sense of what kinds of activities might be used during the actual GMB session. The level of detail in the scripts provided explicit language that members of the CMT could critique and modify, and in turn, the discussion and validation of modification of scripts created a sense of the shared values and criteria within the CMT. For example, in discussing what the appropriate language should be when referring to veterans and members of the military, the CMT developed a shared sense of how important the use of these terms might be for participants and the potential of inappropriately signaling the exclusion of participants through their misuse. As a consequence, the CMT was able to collaboratively develop not only a set of scripts that were more culturally appropriate to the stakeholders, but also develop a sense of the required “facilitative attitude” (J. Vennix, 1996) needed to develop rapport with the participants during the GMB sessions.

Early on, the CMT also realized that there needed to be several additional activities that helped tie the content of the exercises back to the day-to-day lives of participants. Having already worked with existing scripts and comfortable with the notion of scripts, the CMT was then able to design several new scripts that fit the specific needs of the project. For the CMT, creating a new script was relatively easy since the script template helped structure the discussion along a set of specific questions tied to defining a script. This led directly to the inclusion of exercises producing deliverables that were highly valued by participants in terms of both the process and outcomes.

The resulting GMB sessions consisted of a set of three small-group exercises focusing on different stakeholder groups and a large group meeting where the results were shared and used to develop a set of prioritized action steps. The level of collaboration at the end of the final session exceeded our expectations. We were able to have a productive discussion with a diverse stakeholder group with often opposing views on causes and appropriate responses to violence against women including domestic violence and military sexual trauma, both of which can be highly sensitive topics. For example, some participants entered sessions with the view that military training and culture was a significant if not a root cause of domestic violence in a patriarchal society, while other participants as members of the military and veterans viewed such criticism as hostile to veterans. Yet by the end of the project, participants were having deep and nuanced discussions about the nature of military training and domestic violence, and were able to begin organizing activities in the community that built upon a shared and more holistic view of the issues.

The use of scripts thus enabled the CMT to effectively adapt, tailor, create, and facilitate sessions with diverse stakeholders. Important elements of success include the CMT being able to effectively visualize the GMB activities, identify potential sources of conflict, recognize underlying values that frame the problem, identify potential power dynamics that could suppress participation, define an appropriate scope of the problem, and help members of the CMT prepare for the facilitation of GMB exercises.

It is also important to note some of the limitations. The process of reviewing, revising, and developing scripts for this project was time intensive. Scripts alone were insufficient for members of the planning team to acquire a sense of what GMB is or how the activities would unfold, but including a demonstration exercise and sharing the corresponding script can easily

helped address this. Our experience has also been that the structure of scripts can convey a certain sense of rigidity in GMB that impedes the very adaption and tailoring that one might seek in using scripts. For example, in other projects, members of the planning team may be reluctant to modify a script that has already been defined or used. Hence, much depends on members of the team planning the GMB exercises feeling a sense of self-efficacy in critiquing and revising the scripts.

In subsequent projects where we shared the facilitation manual using the scripts for this project, we found groups reluctant to use the scripts until they realized that (1) these were only examples, and (2) that they would also need to engage in a process of critique and revision for the activities to be an effective means for facilitating collaboration. This type of issue can easily be addressed, however, by more effectively communicating the purpose of introducing scripts used from other projects, providing more context, and highlighting the different adaptations and uses of scripts from multiple projects. Most recently, we find it important to stress that while scripts are the definitive reference for a specific activity, the instructions for facilitators leading the activity and fidelity instruments can take a different format.

CONCLUSION

Group Model Building sessions that engage communities on complex issues are frequently involve diverse stakeholders where there is a significant risk of coordination issues and conflict undermining efforts at developing and implementing solutions. Being able to effectively plan and execute sessions that are culturally appropriate, engage participants, and manage conflict productively is essential for two reasons. First, solutions based on the insights and analysis of a model need to be implemented, and implementation oftentimes requires collaboration in a

community setting. Without an effective means of designing sessions to manage conflict, one may end up with knowing what needs to happen, but not have a community that is ready to implement the solution. Second, Group Model Building sessions are interventions, and interventions that fail to effectively identify and manage the conflicts are not neutral, but actually harmful. The resistance to change in communities is often there for a good reason and based on a history of failed efforts to bring about solutions that ultimately made the situation worse in the long run. Group Model Building sessions that are ineffective therefore contribute to this stock of resistance, making future identification and implementation of issues even more challenging.

We build and use models of complex systems because we believe that it is hard if not impossible to adequately understand systems without the aid of a model, and our ability to find and implement solutions is intimately connected to how well we understand the system. Thus we see models as design objects, that is, as things that we can see, interact with and manipulate to understand a complex system and find a solution. We involve stakeholders in the process of building such models through Group Model Building techniques because we believe the process of being involved leads to a better model, and increases stakeholders' understanding of the model and ability to implement necessary changes. What we have come to appreciate through our use of scripts is how they too function as design objects for planning effective collaborations.

The use of documented scripts as we have described here with *Scriptapedia* makes it possible to more effectively engage a wider and more diverse set of stakeholders where conflict and coordination issues may be major barriers to solving some problem in a system. This occurs through both better and more explicit planning of exercises by the team planning the sessions, but also by having the facilitators negotiate and internalize the criteria and values underlying scripts.

When documented and used in *Scriptapedia*, scripts provide a tangible tool that teams can use to design and plan sessions bridging diverse and conflicting stakeholder perspectives. Using scripts in this way allows persons with little or no experience in system dynamics or group model building to actively engage in this design process, increases the diversity of the core modeling team, and thereby the ability of a team to design effective collaboration.

As participatory methods for developing models gain more interest and get applied to a wider array of issues with more diverse stakeholders, it will become increasingly important to recognize and develop more tools that help the teams design effective collaborations. Such tools have the potential to not only improve the quality systems analysis, but also increase democratic participation in the process, likelihood of having the results implemented, and ultimately expand the potential capacity of communities to solve a much wider array of complex system problems.

In this paper, we have focused on scripts as a collaborative planning tool for designing Group Model Building sessions where the goal of the sessions is to understand and solve a dynamically complex problem through the development and analysis of a system dynamics model. This focus has a specific set of assumptions from the outset about the nature of the problem and reasons why collaboration can be difficult, which we illustrated in the case example.

However, there are other reasons why collaborations can be difficult, and hence other methods for solving them that do not involve the development of a system dynamics models, Group Model Building, or the use of scripts to plan group model building sessions collaboratively. Exploring which methods work best for which kinds of collaboration problems is an area for future research, but one that requires unpacking the complexity of the problems and methods. This paper is a step in that direction by providing an explicit protocol for the activities

within a Group Model Building session that will allow future research to rigorously test the relationship between various intervention elements on the collaboration as a process and outcome.

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Table 1 Script Template.

Field	Description
Description	1-2 sentence brief overview
Script Status	Choose one and delete the bullets below that do not apply: <ul style="list-style-type: none"> • Best practice: this script has been used many times and in different settings and has consistently produced the intended outputs. • Promising practice: this script has been used a few times with good results, but needs additional refinement and testing • Under development: this script still needs to be refined and tested
Context	When should this script be used?
Purpose(s)	Define the purpose of the script (delete those that do not apply): <ul style="list-style-type: none"> • Framing the problem • Initiating mapping • Eliciting variables • Deciding the reference modes for the study • Eliciting feedback loops • Eliciting stocks
Primary nature of group task	Identify the primary nature of the group task (delete the bullets below that do not apply, and note that a group task should only have one primary purpose): <ul style="list-style-type: none"> • Divergent: activity designed to produced an array of different ideas and interpretations • Convergent: activity designed to clustering and categorizing ideas and interpretations. • Evaluative: activity designed to rank and choose between options and idea. • Presentation: activity designed to educate or update participants.
Time	Preparation time: Time required to complete steps in script: Follow up time:
Materials needed to complete script	List the materials needed to successfully complete the script (e.g. markers, overhead projector, flip chart): <ul style="list-style-type: none"> • •
Inputs from other scripts	List the inputs from other scripts needed for this scrip (e.g. behavior over time graphs, concept model) or indicate "none" if this is a starter script: <ul style="list-style-type: none"> • •
Outputs from this script	List specific products such as behavior over time graphs and system, and how these products will be used in the context of the whole project. Distinguish deliverables from products, where deliverables are physical outputs such as a electronic file or hardcopy of a system map, and products are interim outputs from a script that are of primary interest to the modeler. <ul style="list-style-type: none"> • •
Team roles required and expertise needed	List the team roles and minimum level of expertise required to complete the script (e.g. Facilitator - expert in SD): <ul style="list-style-type: none"> • •
Who is in the room?	List of people who should be in the room (e.g., "gatekeeper", "modeler", "clients") during the exercise: <ul style="list-style-type: none"> • •
Steps	List the detailed "how-to" sequence of actions in the script and who does them: <ol style="list-style-type: none"> 4. 5. 6.
Evaluation criteria	Describe the criteria for knowing whether or not the script is successful, that is, how would someone who had not seen this script used before know whether or not they did the script correctly?
Author(s)	Identify the authors of the script. It is important to note that a script is a unit of behavior, and the documentation of that behavior is separate. The author of the script is the person or collective that created the behavior, and this should be acknowledged by identifying the individual or collective as the author. If the author of a script is not known, simply write "unknown". For individuals or collectives with an email address, provide email contact information. Also include the date (if known) that the script was created.
History & Basis for Script	Describe the history and basis for creating this script including both the motivation (e.g., a specific need that arose during a project) and prior work that the script is based (e.g., other scripts, journal articles, traditions within an organization or community).
Revisions	Provide a list of revision changes and who made them. The description of the script itself should be the most recent version of the script and reflect the best use of this activity.
References	List any publications or references to additional documentation using this script and cited in the history of the script. For example, if this script is based on another script that was described in a journal, then mention this under the "History" field with an author/year citation, and provide the full reference here in the references field.

