



DESIGN FACILITATION 1

Foundations, Principles, Processes

With Trainers:

Hong Khai Seng

Founder & Director, Studio Dojo

Lye Yen Kai

Managing Director, Pivotal Learning



Workshop Overview

Morning: 9am – 1pm

Types of Facilitation

Content versus Process

Facilitation Skills

Break: 10:30am

Stages of Facilitation

Divergent & Convergent Tools

Lunch: 1pm

Afternoon: 2pm – 5pm

Facilitation Skills Practice

Process Facilitation Session I

Break: 3:45pm

Process Facilitation Session II

Importance of Criteria

Review & Feedback

Resources for your journey

Supporting You in Your Journey Ahead

Slides & Resources



H3

Types of Facilitation

Experiential Learning Facilitation



Learning Facilitation



Process Facilitation



Discuss



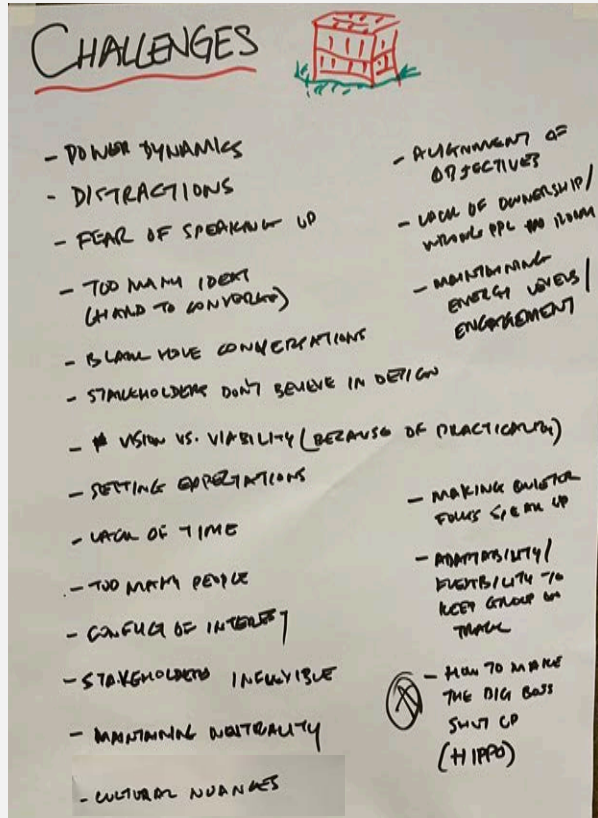
During Facilitation

What are some challenges faced by a design facilitator?

What are some goals of a design facilitator?


What are some responsibilities of a design facilitator?

Challenges Faced by a Facilitator



Content generated by all participants through a divergent process, Ambassadorial Sharing, using Freewheeling method.

Goals of a Facilitator

- Goal 
- 1) How to be better facilitator & Network
 - 2) To be more successful in meetings & workshop messaging in meetings & workshop
 - 3) Help teammates feel comfortable
 - 4) Learning to facilitate
 - 5) How DT & Facilitator can work together
 - 6) Make workshops FUN!
 - 7) Find my style of facilitator (OGL? ??)
 - 8) Make stakeholders decide efficiently
 - 9) Call the elephant in the room
 - 10) Make stakeholders appreciate Design
 - 11) Make meetings trusted - engage team roles & expectations
 - 12) Retain my way of facilitate
 - 13) Align team
Mess → Organized
 - 14) Make ppl comfortable
 - 15) How to structure workshops
↳ make ppl not burn out
↳ keep to time
 - 16) Right Techniques → Right Goals
 - 17) Think on your feet
 - 18) Direct conversations
 - 19) Framework for every meeting
 - 20) Consistency in facilitator
↳ Set right time for ^{commitment} completion
Collective decision making

Content generated by all participants through a divergent process, Ambassadorial Sharing, using Round Robin method.

Responsibilities of a Facilitator



Content generated by all participants through a divergent process, Ambassadorial Sharing, using Slip method.

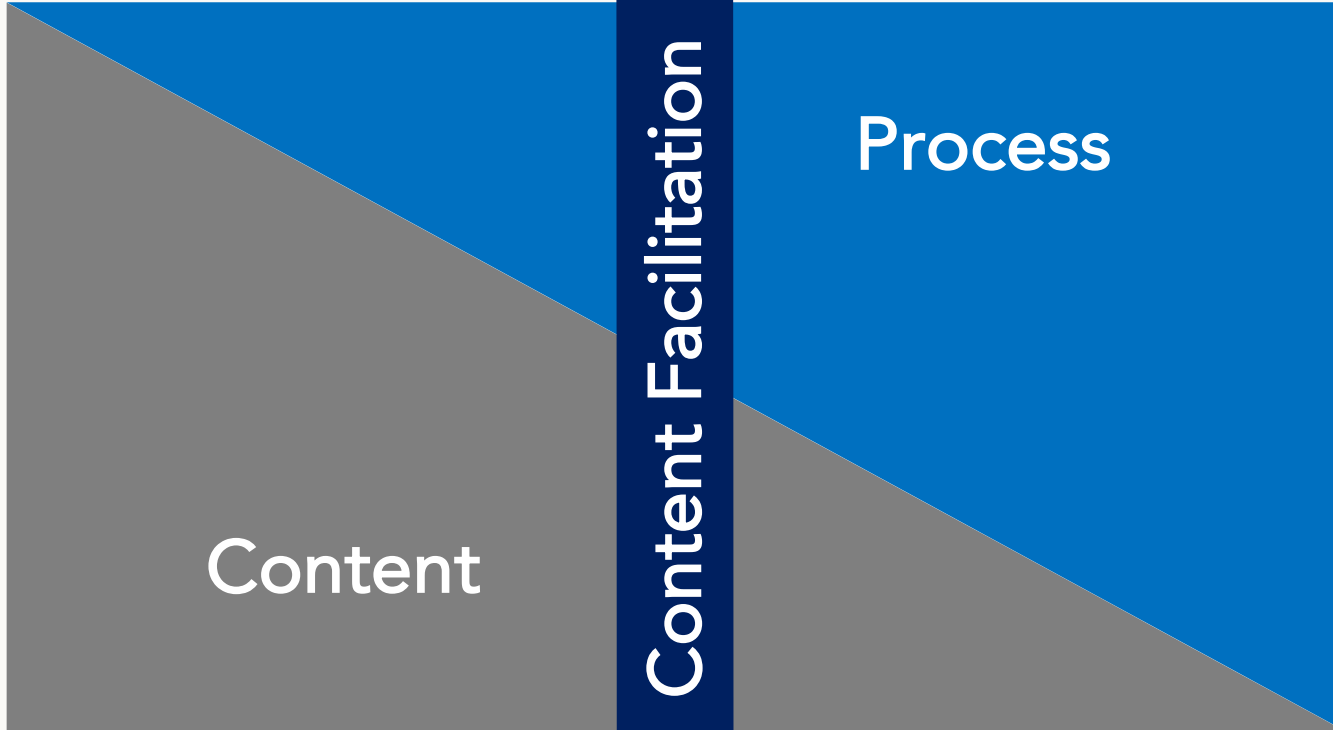
PROCESS FACILITATION



Process facilitator is a content-neutral individual who uses effective processes to enable a group to make effective decisions and accomplish its task while supporting a collaborative and respectful environment that encourages full participation and helps group overcome barriers to reaching their goal.

Lecturing

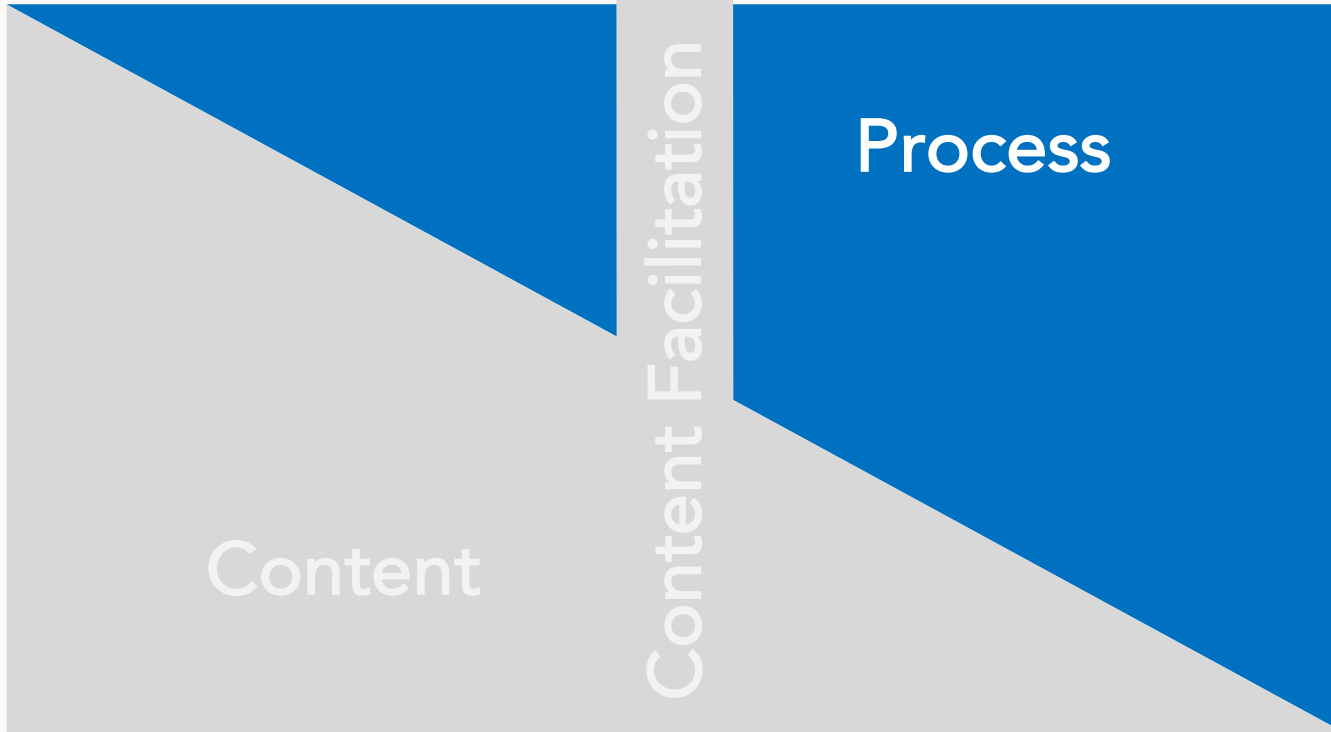
Facilitating



H8

Lecturing

Facilitating



H8

Content

(What?)

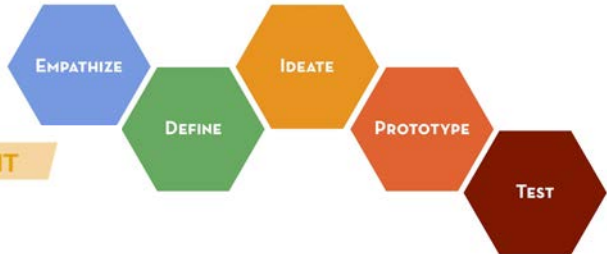
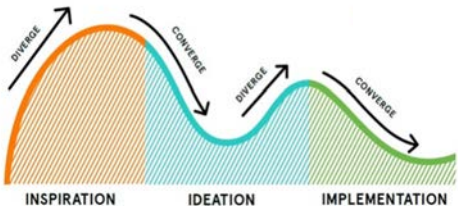
- Technical expertise
- Ideas
- Research findings
- Problem being solved
- Decision made
- Agenda items
- Goal

Process

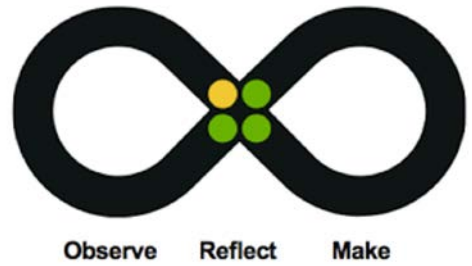
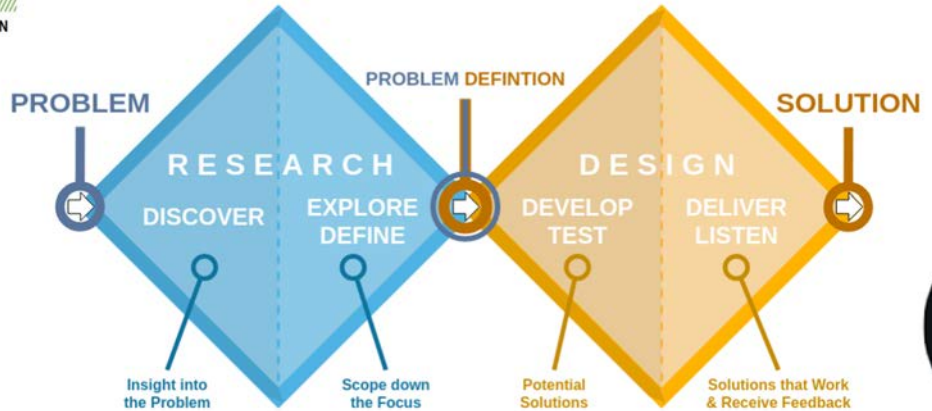
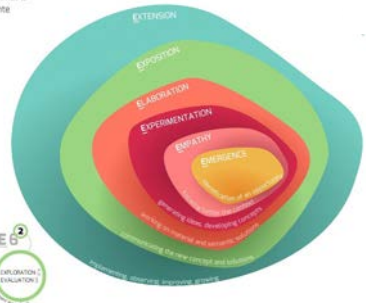
(How?)

- Methods & procedures
- Tools
- Interaction between members
- Rules and norms
- Group dynamics

Design Process



Creative Process Model. (Service) Design Thinking
EVOLUTION 6²
 karya tschimmel © esadnamente



H9

Questions



Should a facilitator stay neutral during a discussion session?

What is the impact if a facilitator is not neutral?



FACIL PULATION

Two Methods of Facilitation

Conventional Group



Participatory Group



Stages of Facilitation

Prepare

Set Context

Manage Session

Summarise

Follow Up

H13

Prepare

Create & circulate agenda/objectives

Set Context

Design session

Manage Session

Assign role & responsibilities

Logistical arrangement

Summarise

Follow Up

H13

Prepare

Set Context

Manage
Session

Summarise

Follow Up

Introduction

Check-in

State & clarify objectives

Review agenda

Create/Review norms

H13

Prepare

Actively listen

Ask questions

Set Context

Manage disruptive behaviours

Manage Session

Manage time

Keep discussion on track

Summarise

Encourage participation

Follow Up

Enforce norms

Focus & manage the process

H13

Prepare

Summarise decisions

Set Context

Agree on actions

Manage
Session

Remind date for next session

Check-out

Summarise

Follow Up

H13

Prepare

Prepare & circulate follow-up materials

Set Context

File documents

Manage
Session

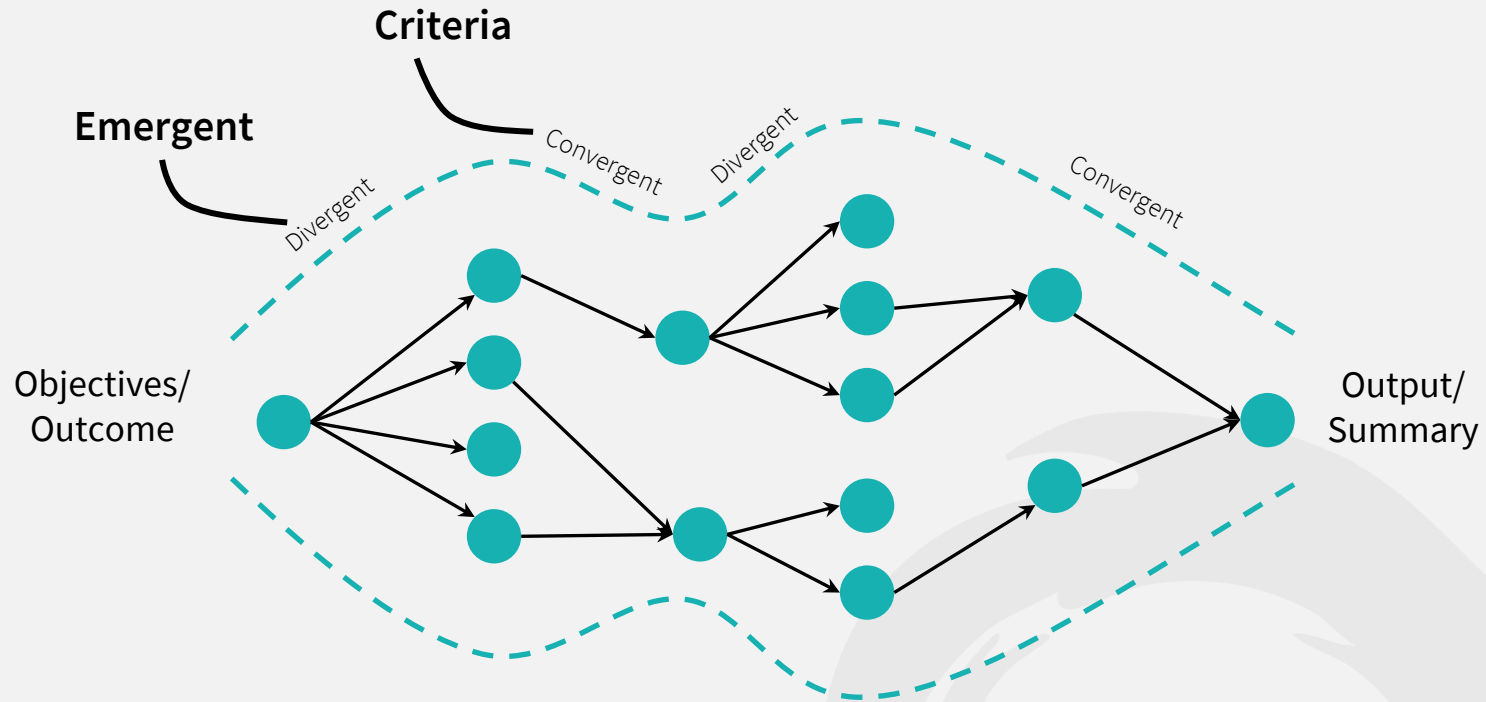
Follow up on action items

Summarise

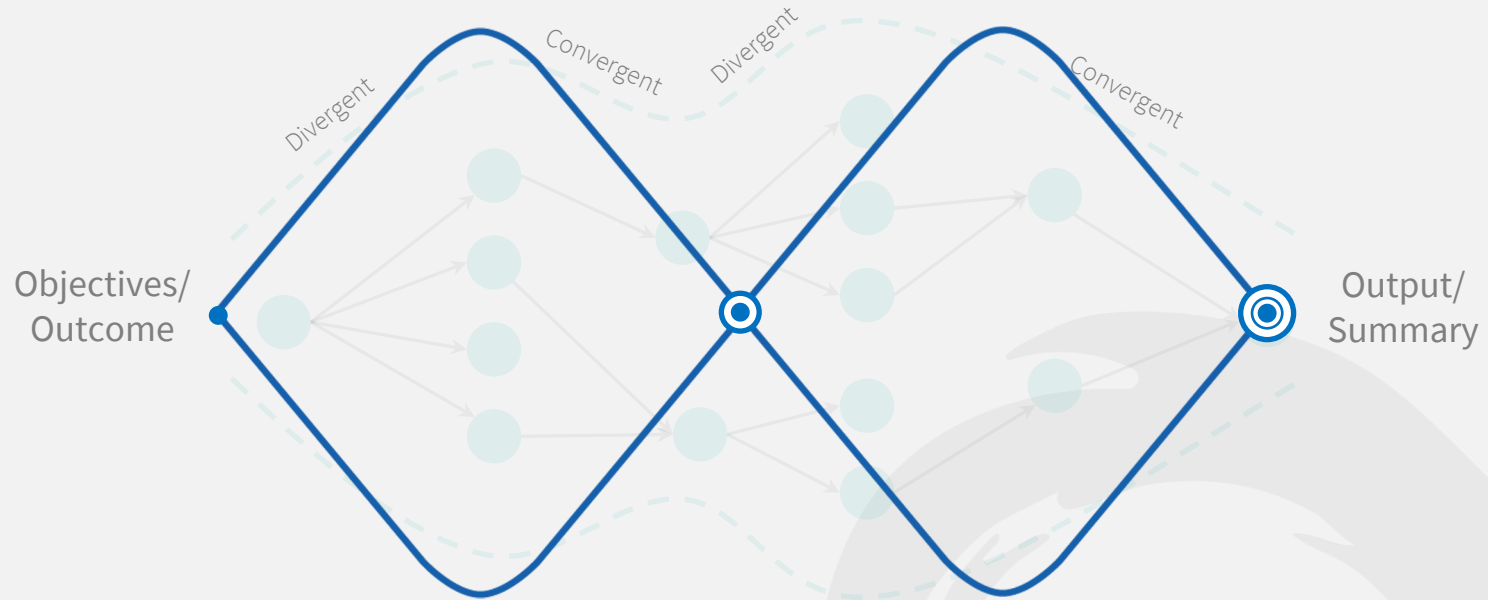
Follow Up

H13

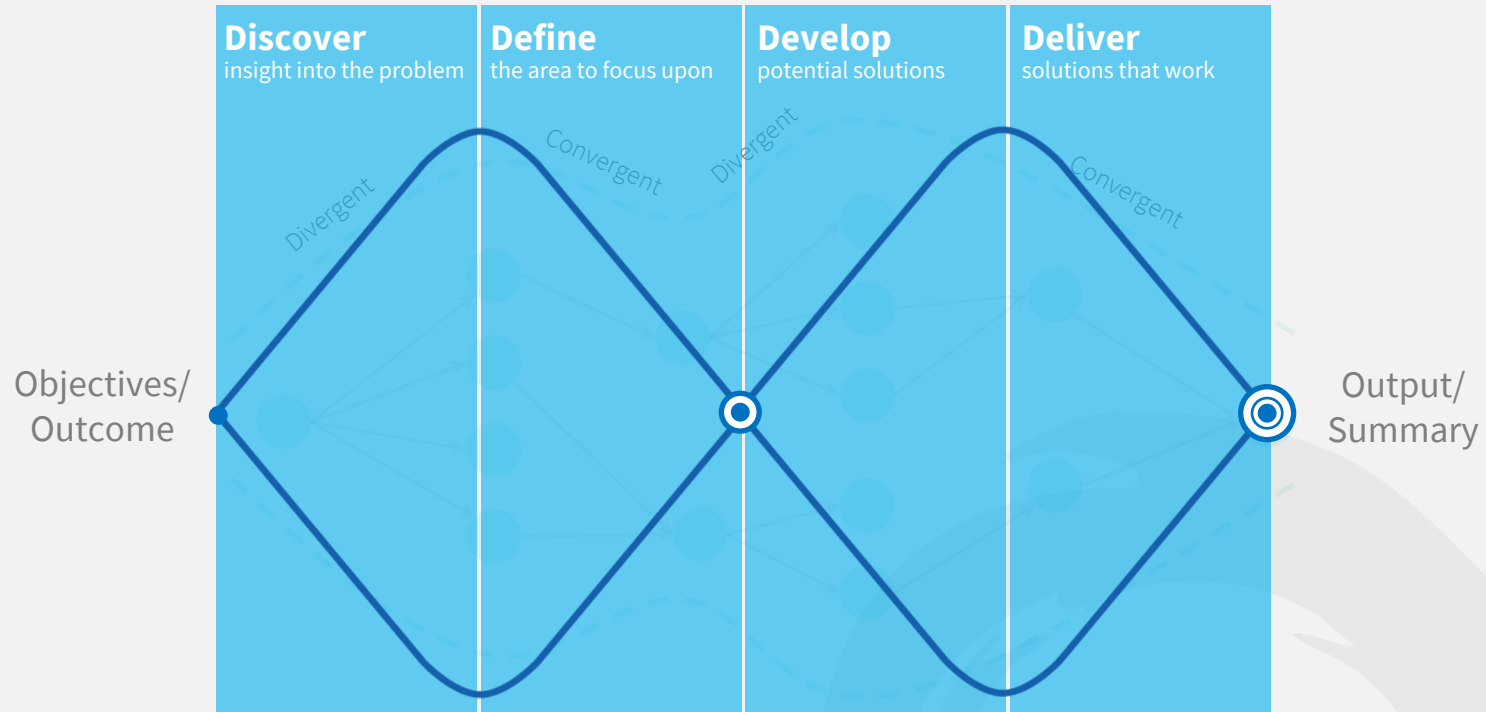
Divergence & Convergence



Divergence & Convergence



Divergence & Convergence



DIVERGENT TOOLS



Generation of ideas, collection of different opinions and/or listening to different perspectives.

Objective



**Identify conversation norms
of working together through
group discussion.**

Appreciative Inquiry

1 Identify Goal

Clearly state and identify the goal

2 Recall

Recall past successes

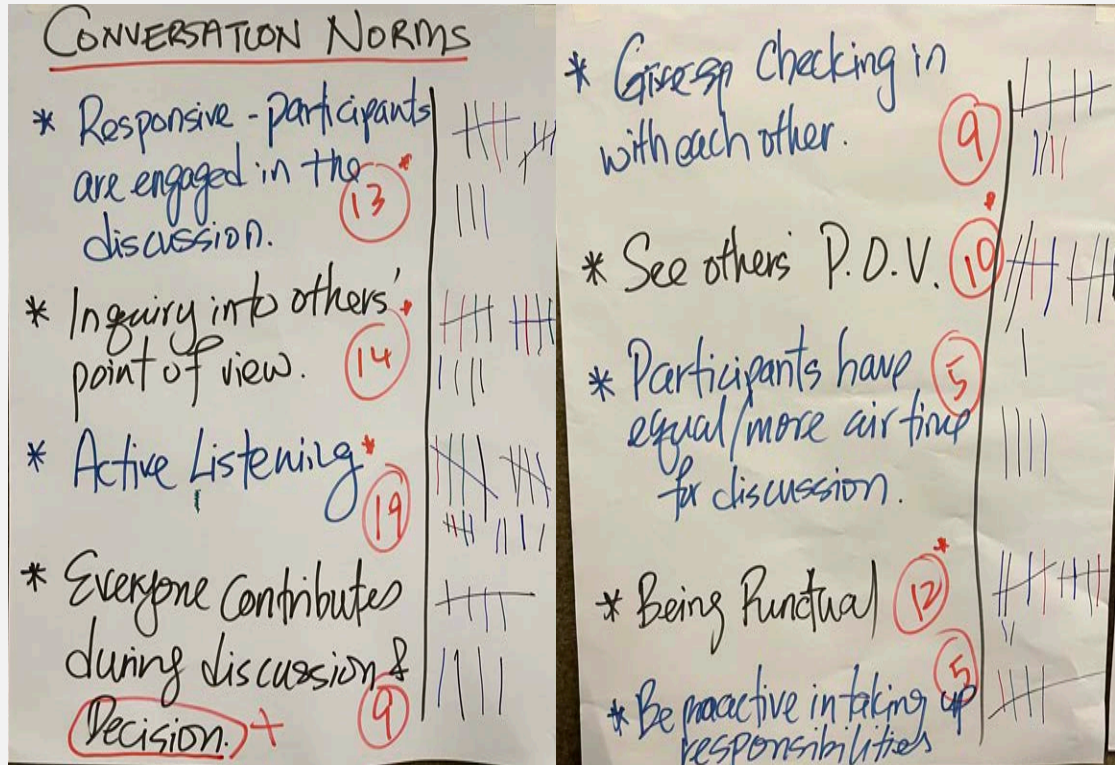
Discuss the conditions of successes

3 Share

4 Propositions

Create propositions

Conversation Norms



Content generated by all participants and noted by Trainer/Facilitator on a Round Robin method (by table).

Includes activity and demonstration about (Not) Being Neutral and voting by Tally Marking.

Divergent Data Collection Methods

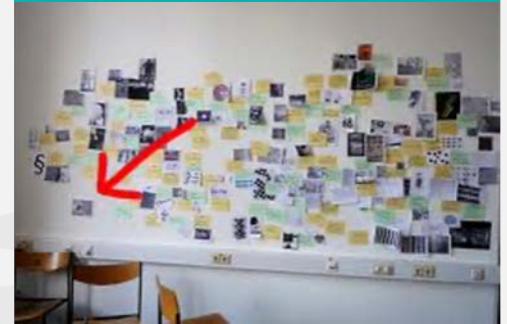
Freewheeling



Round Robin



Slip Method



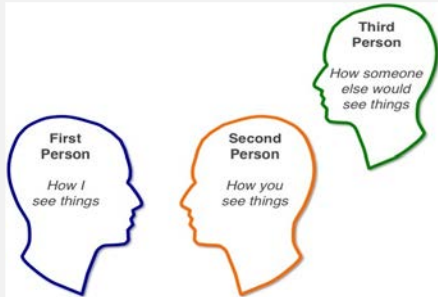
Divergent Tools



Brainstorm Carousel



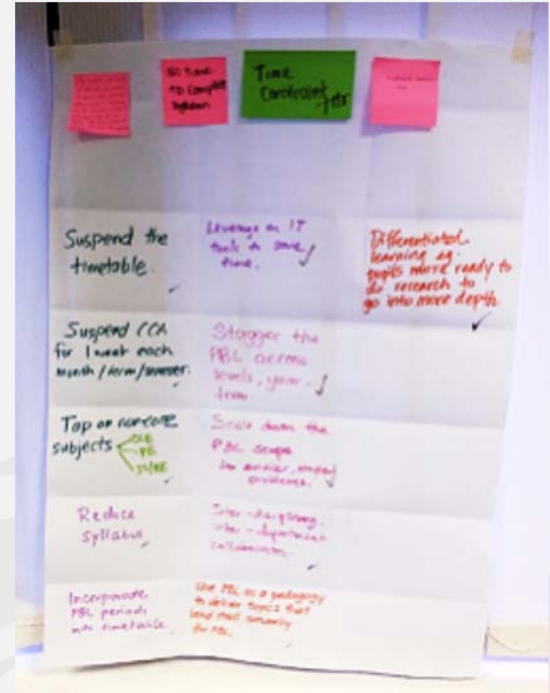
Gallery Walk



Perspective Taking



Visioning



Brainwriting

CONVERGENT TOOLS



Narrowing of ideas, opinions and perspectives collected or generated during divergence.

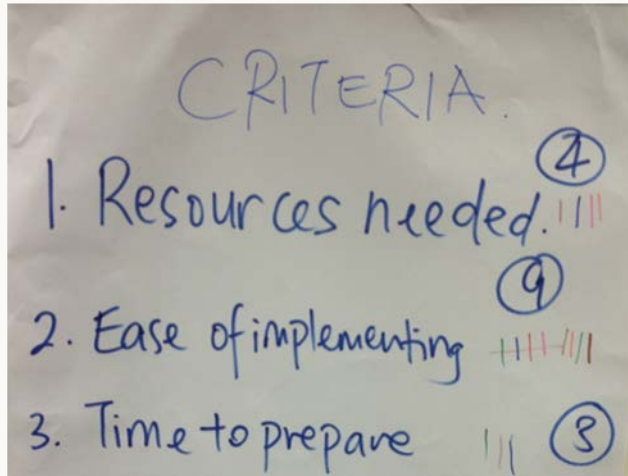
1. Categorising
2. Prioritising
3. Decision-making

Objective



Shortlist top 5 conversation norms that would support the group working together.

Multivoting



1 Allocate

Give a certain number of votes

2 Vote

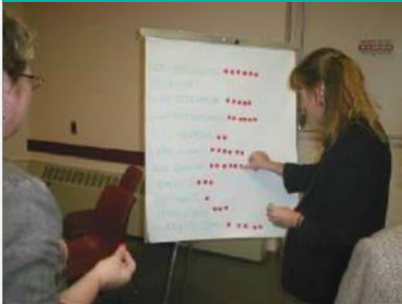
Put vote(s) on ideas

3 Tally

Tally and record number of votes

Vote Collection Methods

Dots



Show of Hands



Ballots



Tally Marking



Convergent Tools

Categorising

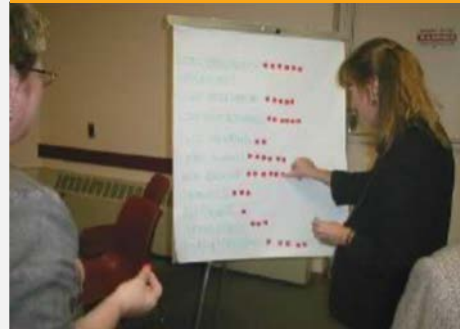


PMI Table



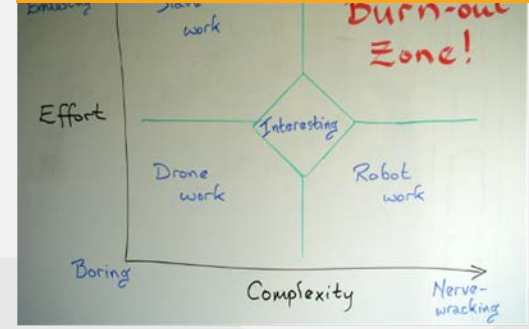
Affinity Diagram

Prioritising



Multivoting

Decision-making



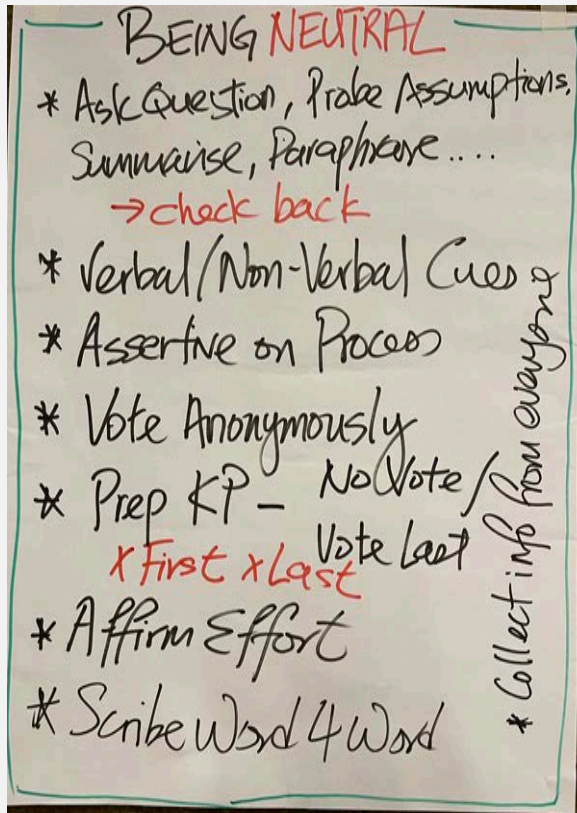
2x2 Grid



BEING NEUTRAL

H17

Being Neutral



Activity and demonstration about (Not) Being Neutral.

Active Listening

Encourage

To convey interest & keep the person talking

- *I see...Uh huh...*
- *Go on...*
- *Tell me more...*

Reflect

To show you understand the feeling

- *You feel that...*
- *I'm guessing that are feeling...*
- *Am I right that you're feeling...*

Paraphrase

To show you are listening & understand

- *If I hear you correctly...*
- *In other words...*
- *This is what I heard...*

Summarise

To pull important ideas together and establish basis for further discussion

- *The key ideas you are referring...*
- *In a nutshell...*
- *To summarise, you are saying...*

Round 1

Facilitator: A
Speaker: B

Observer(s):
C & D

**Why are you attending
this workshop?**

Round 2

Facilitator: B
Speaker: C

Observer(s):
A & D

What are your thoughts on how the Singapore government has been handling the COVID-19 pandemic thus far?

Round 3

Facilitator: C
Speaker: A, B, D

What is your stance on the following?

Inexperienced facilitators should not facilitate the team's discussions.

Process Facilitation Session I

Objective

Identify reasons why creativity may be unintentionally stifled in schools in Singapore.

Home Front

Messy, risky work of stirring kids' creativity

The Straits Times got experts to let their minds wander on the topic. Their ideas range from less 'sorting' of children at age 12 and more school types, to getting students to take ownership of their learning.

Amelia Teng Education Correspondent

PUBLISHED NOV 2, 2017, 5:00 AM SGT



Children here need to be more creative, Deputy Prime Minister Tharman Shanmugaratnam said in a recent lecture at Nanyang Technological University, where he outlined broad shifts that the education system has to make to keep up with the times.

Affinity Diagram



1 Slip Method

Write each challenge on one post-it
Write in statement form
Write as many post-its as possible

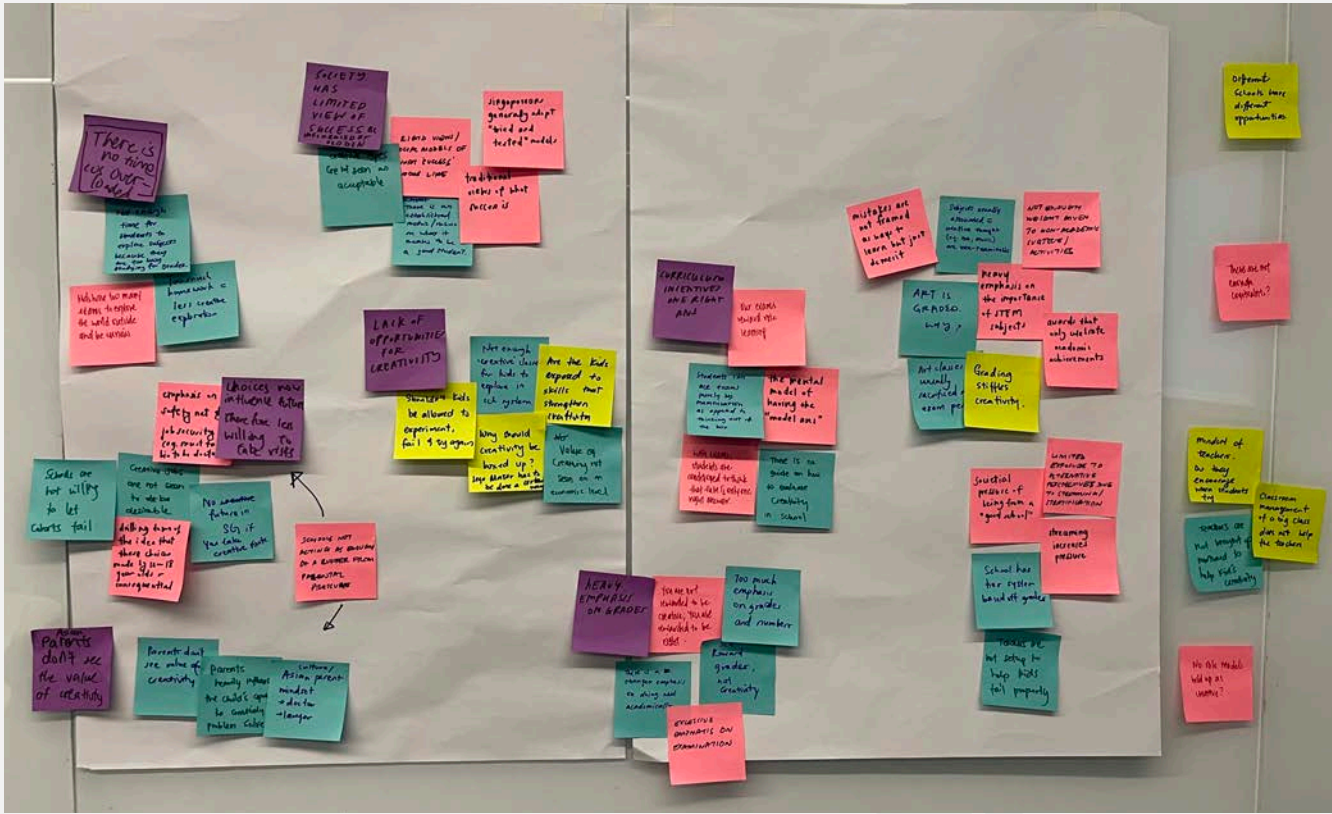
2 Cluster

Group similar challenges together

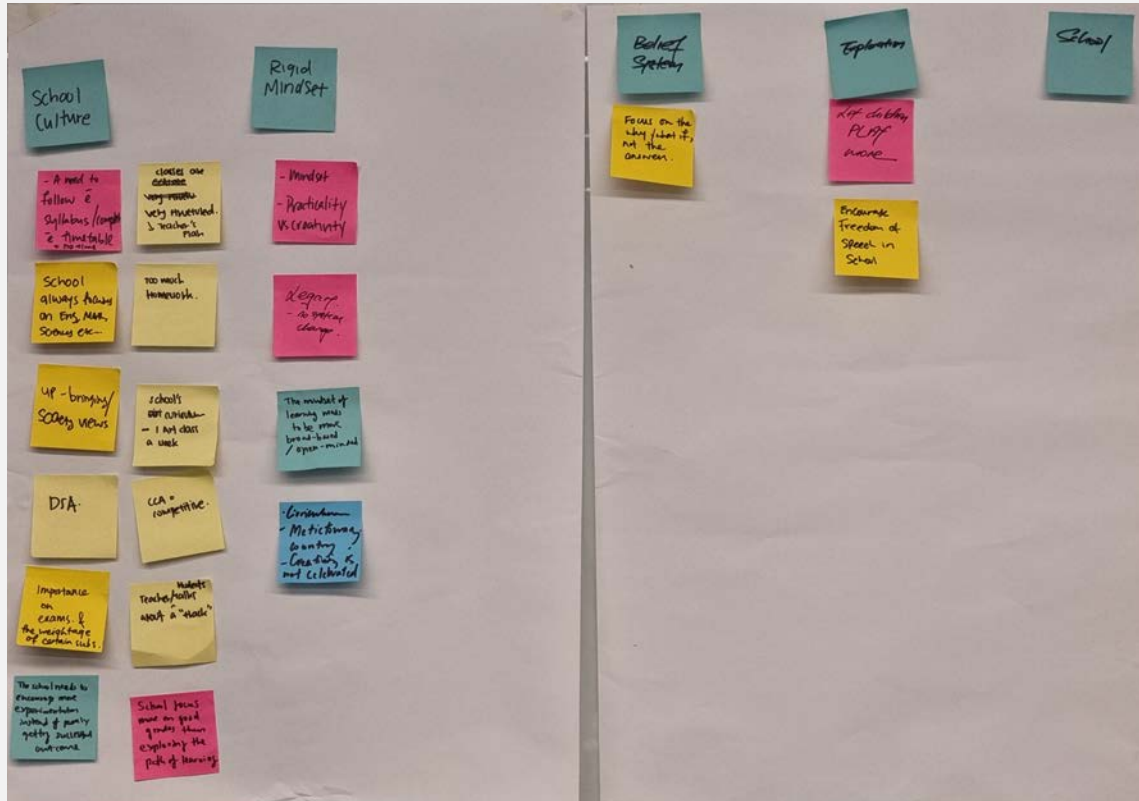
3 Header

Use big post-its for the headers
Write headers in statement form

Reasons Identified (by Participants)



Reasons Identified (by Participants)



Types of Headers

MATCHING LABEL

Culture

DESCRIPTION

Workload constraints faced by teachers

CAUSE

Teachers want to spend more time on creative activities but are constrained by expectations to finish teaching the syllabus set by their departments

INSIGHT

Creativity is seen as something that has to be taught separately from the syllabus

Process Facilitation Session II

Objective



**Generate possible solutions
to the issues identified.**

Brainwriting 6-3-5



1 Brainstorm

Generate 2-3 solutions in 5 mins
& write on chart provided

2 Rotate

Group similar challenges together

3 Add on

The new group adds 2-3 ideas
to the chart provided

4 Repeat

Repeat the process

Importance of Criteria

Criteria & Voting

No. of Criteria

1

2

3

4 or more

Independent Criteria

Multivoting

Multivoting

Multivoting

Multivoting

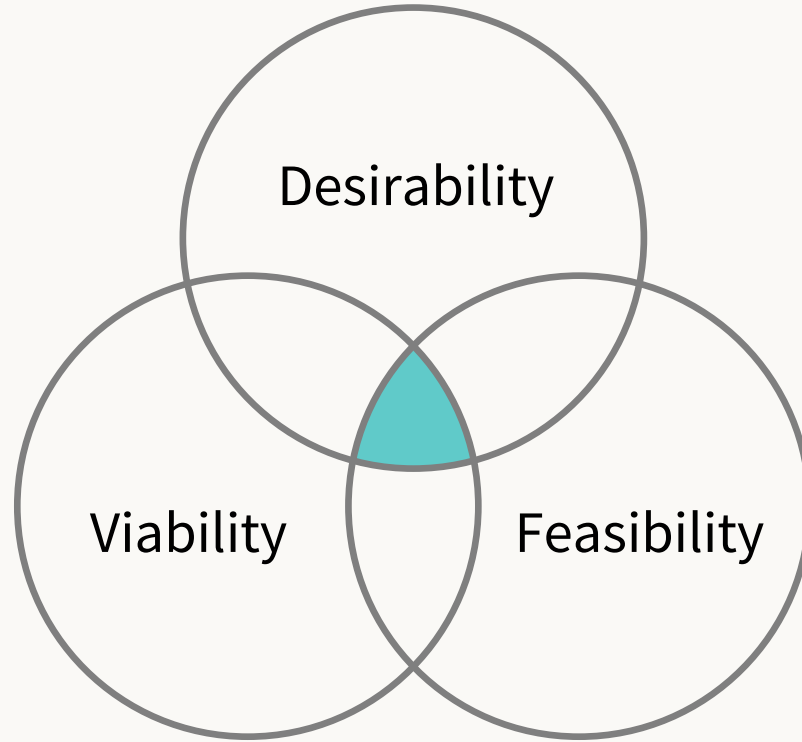
Interdependent Criteria

Multivoting

2x2 Grid

IUD Table
(vote by points)

Criteria Matrix
(vote by multiplying vote & weight)



CONVERGENT TOOL

2x2 Grid



1 Criteria

Identify 2 criteria that fit the solutions identified

2 Transfer to Quadrants

Transfer post-its to each quadrant based on the two criteria

3 Take Action

Decide which quadrant the team would like to act on

CONVERGENT TOOL

Important/Urgent /Do-ability

SOLUTIONS TO TACKLE LACK OF INCENTIVES

#	SOLUTION	I	U	D	Total
1	Find a focus to highlight in EV Tour - could be sth in EV - content - activities	99 99 (6)	99 93 (3)	33 33 (15)	99
2	Incentives (money), vouchers, game Credits to attract ppl to EV E. same idea as 10000 stop charge	99 31 (1)	33 31 (15)	13 31 (18)	61
3	'membership' → discount for booking facilities fees → NTUC membership discount or with other brands	33 33 (15)	33 33 (15)	99 97 (39)	67
4	Give priority to PMO / family involved in EV to us. Eg. Priority access to services, first hand news on upcoming events	31 39 (1)	11 39 (1)	13 39 (1)	53

1 Define & Assign Points

Define the 3 terms and assign 1/3/9 points to each column for each action

2 Add Points

Add the 3 points together for each item

3 Prioritise

Prioritise action items based on highest to lowest scores

Criteria Matrix

	TIME (3)	PRACTICABILITY (3)	Effectiveness (5)	Cost (3)	TOTAL
MORE WELFARE BENEFITS	≠≠ =	≠≠ ≠≠	≠≠	≠≠	27 + 24 + 25 + 15 = 91*
EDUCATION TO DISTRESS		/	≠≠	≠≠≠	0 + 3 + 15 + 18 = 36
PUBLIC EDUCATION IN CLASSES	≠≠		-	-	6 + 0 + 15 = 21
REFRESH COURSE			-	-	0 + 0 = 0

1 Criteria

Identify, define and assign weight to criteria crucial for the goal

2 Vote

After creating matrix with criteria across top & solutions at the side, cast vote(s)

3 Total & Select

Compute the total weight and select the highest score

Review: Divergent & Convergent

**Slip Method
(Divergent)**

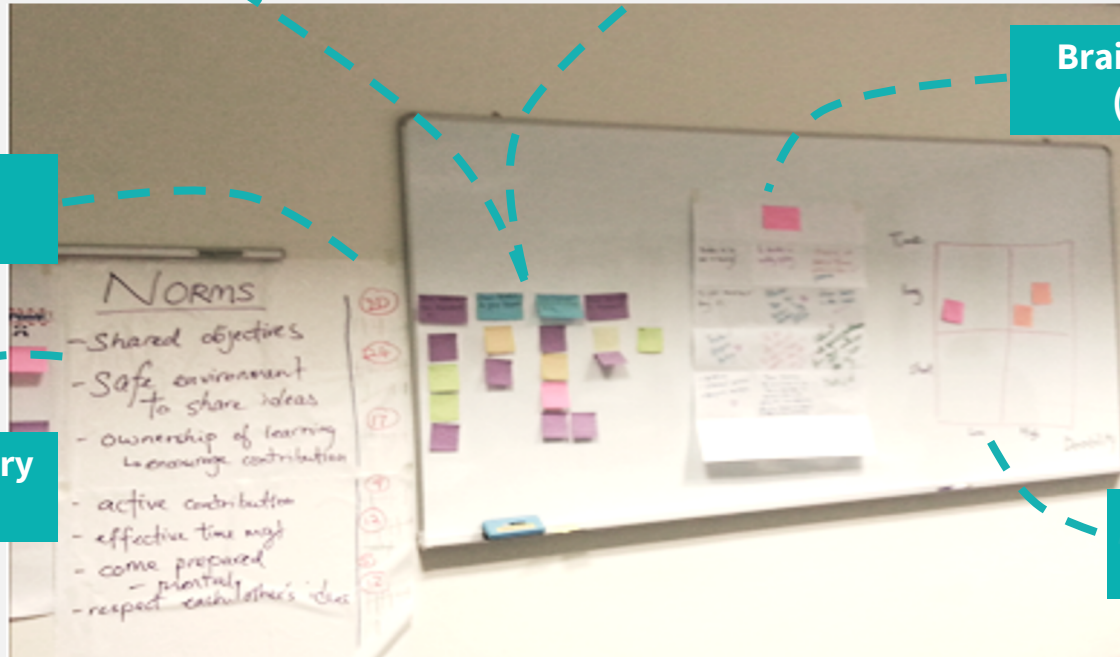
**Clustering
(Convergent)**

**Brainwriting 6-3-5
(Divergent)**

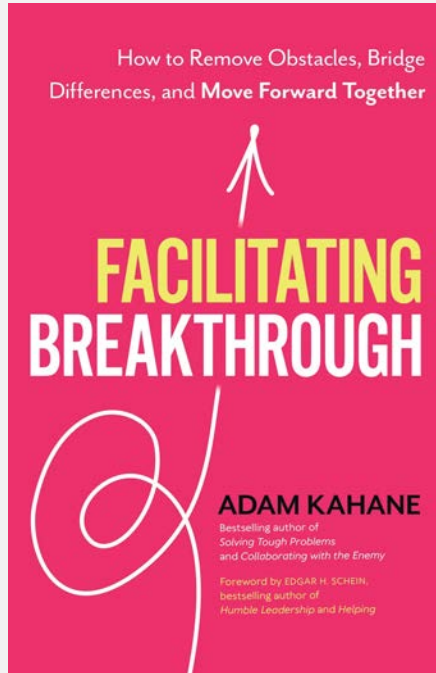
**Multivoting
(Convergent)**

**Appreciative Enquiry
(Divergent)**

**2x2 Grid
(Convergent)**



Resources for your journey





DESIGN FACILITATION 2

Power, Tension, Critique

**27-28 September 2021
(Tue-Wed)**

Regular Price: ~~S\$750~~ S\$600

Promotion Code for Design Facilitation 1 Participants

DF2#APR22

What You'll Learn over 2 days:

- Handling power dynamics within a group
- Handling tension & challenging behaviours
- How to run a design critique session
- Learn framing techniques and how they improve your design facilitation
- Facilitate team learning

More Info

www.studiodojo.com/events/design-facilitation-2

**To be used from 6 September 2022*

Registration closes 19 September 2022 (Mon) 2359hrs

Connect with us



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[in linkedin.com/in/lyeyenkai/](https://www.linkedin.com/in/lyeyenkai/)

Hope you've found new and useful ways
of facilitating design processes.

Thank You!

