DESIGN FACILITATION 1

Foundations, Principles, Processes

With Trainers:

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Founder & Director, Studio Dojo

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Managing Director, Pivotal Learning

Workshop Overview

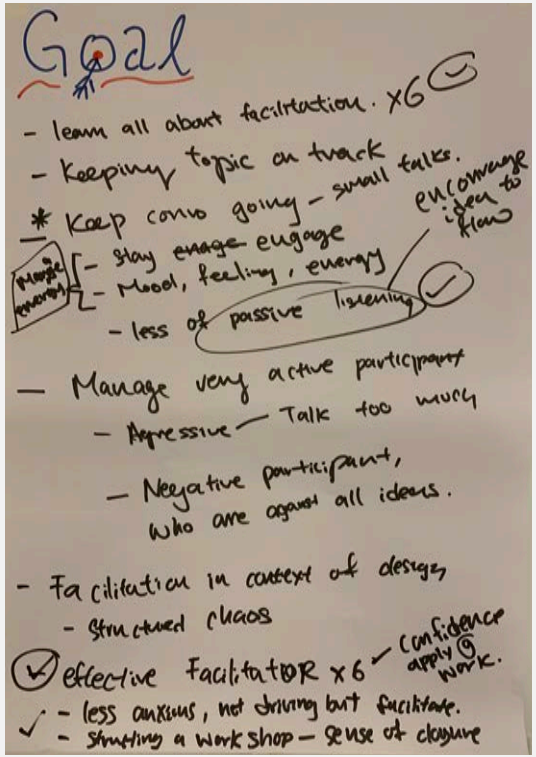
10am – 6pm

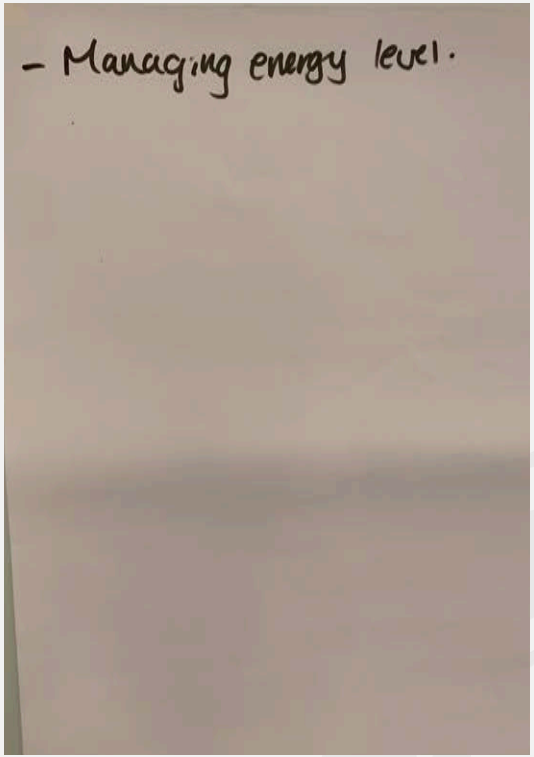
Set Context	Practice: Facilitation Skills
Break	Break
Stages of Facilitation	Process Facilitation Session I
Lunch	Process Facilitation Session II
Divergent & Convergent Tools	Importance of Criteria
Facilitation Skills	Review & Feedback
Break	Goodbyes

Supporting You in Your Journey Ahead

Slides & Resources

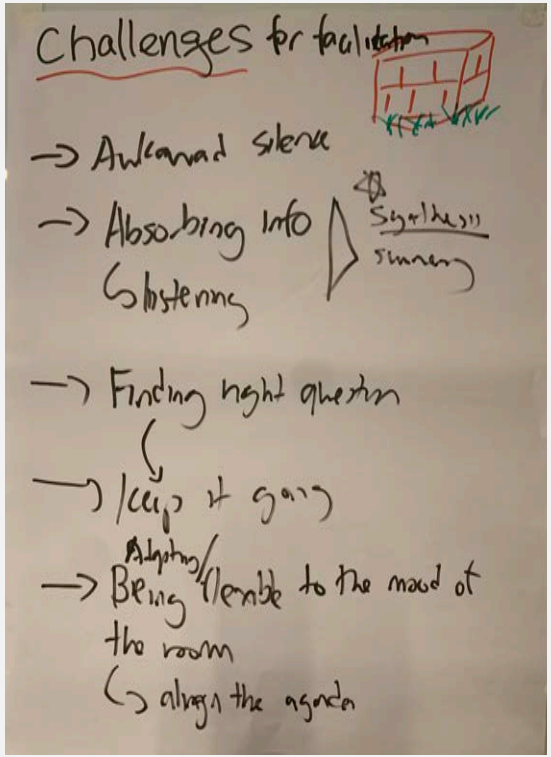
Goals of a Facilitator

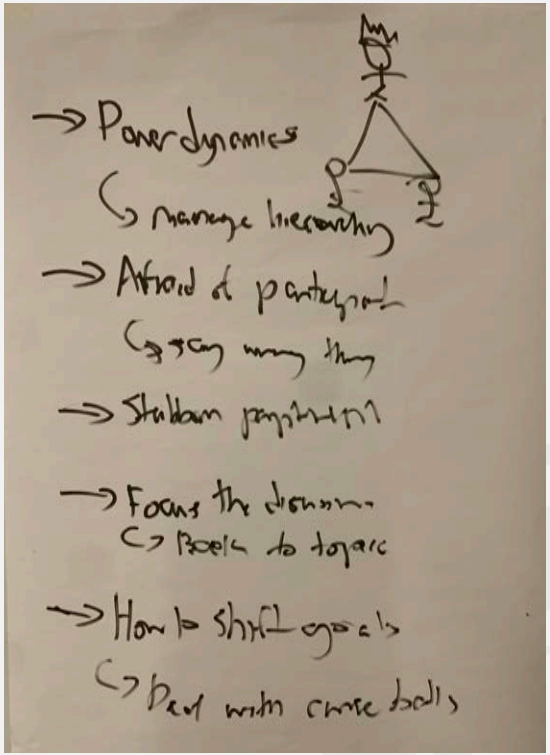




Content generated by all participants through a divergent process, Ambassadorial Sharing, using Round Robin method.

Challenges Faced by a Facilitator





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

Responsibilities of a Facilitator

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

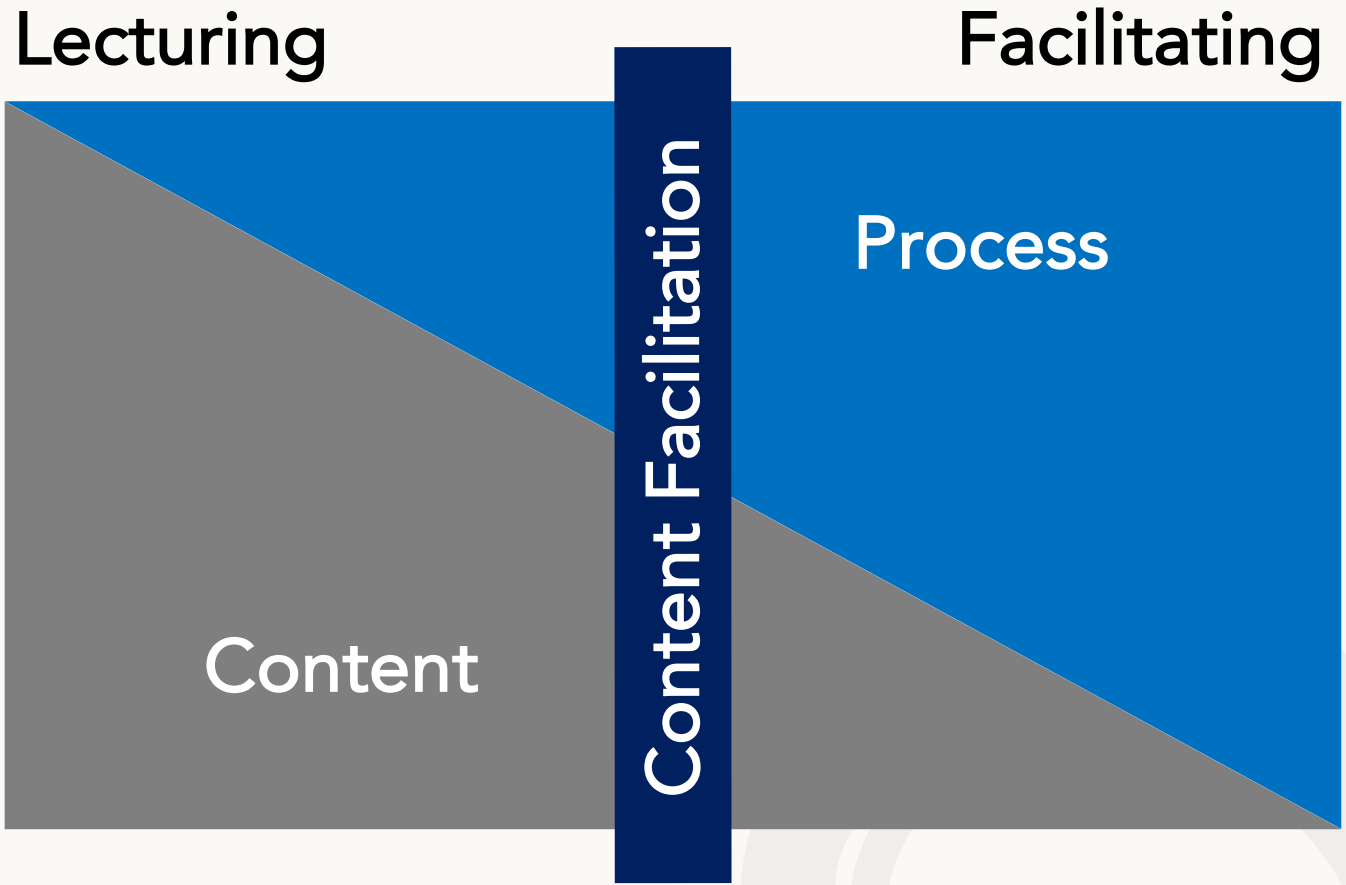
PROCESS FACILITATION

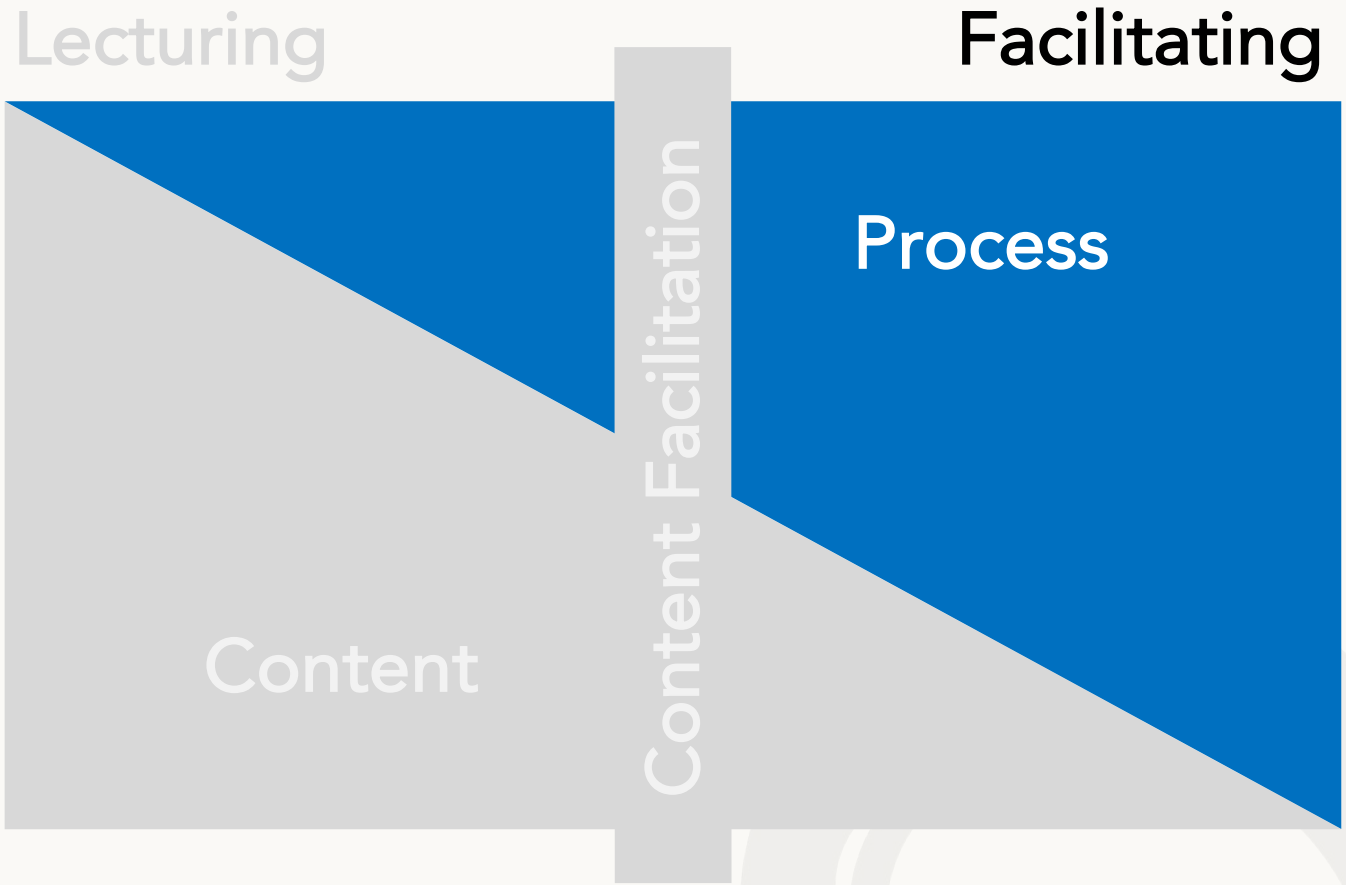
Process facilitator is a content-neutral individual

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
Process
Content
Content Facilitation


Lecturing
Facilitating
Process
Content Facilitation
Content

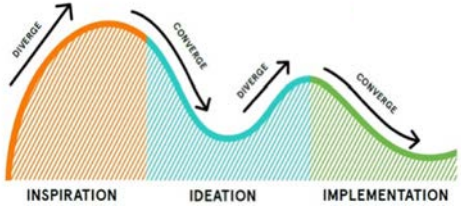
Content
(What?)

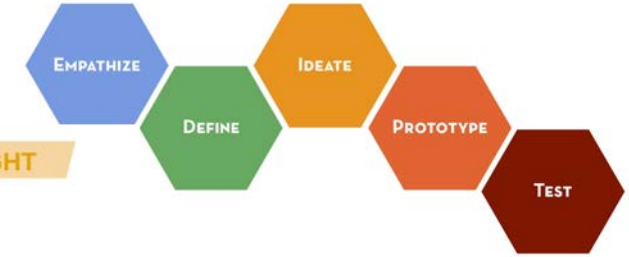
- Technical expertise
- Problem being solved
- Decision made
- Agenda items
- Goal

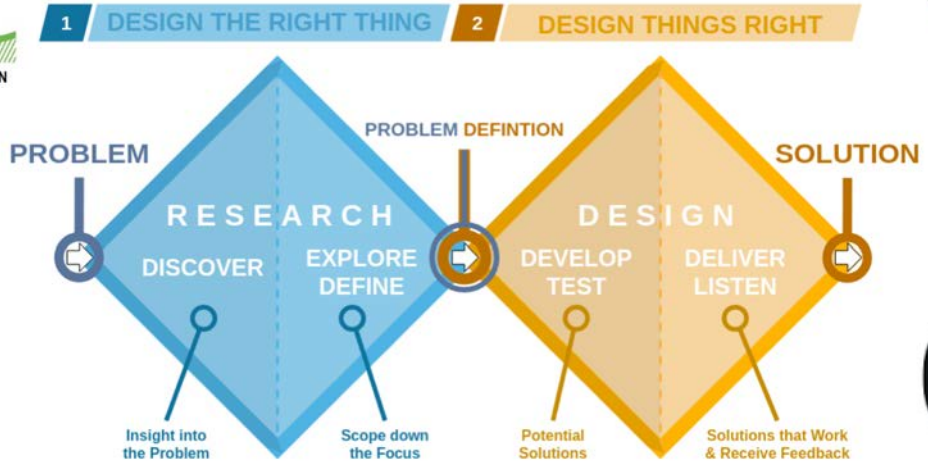
Process
(How?)

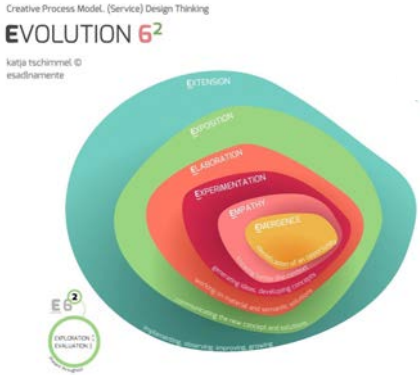
- Methods & procedures
- Tools
- Interaction between members
- Rules and norms
- Group dynamics

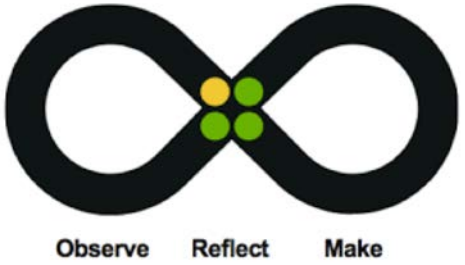
Design Process











Questions

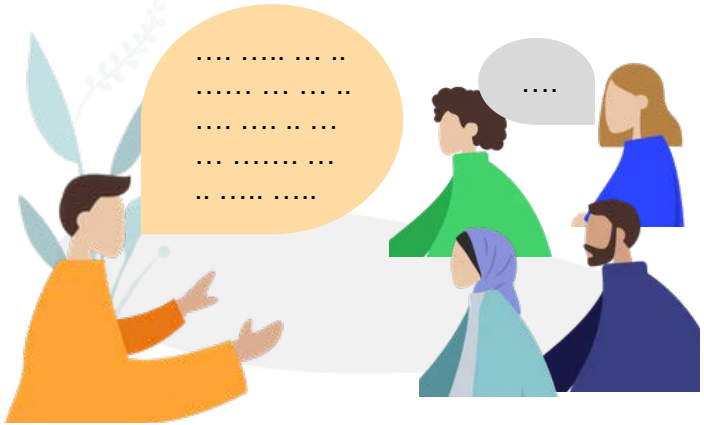
Should a facilitator stay neutral during a discussion session?

What is the impact if a facilitator is not neutral?

FACILPULATION

Two Methods of Facilitation

Conventional Method



Participatory Method

Stages of Facilitation

Prepare

Set Context

Manage Discussion

Summarise

Follow Up

Prepare

Set Context

Manage Discussion

Summarise

Follow Up

- Create & circulate agenda
- Design session
- Assign role & responsibilities
- Logistical arrangement

Prepare

Set Context

Manage Discussion

Summarise

Follow Up

- Introduction
- **Check-in**
- **State & clarify objectives**
- Review agenda
- Create/Review norms

Prepare

Set Context

Manage Discussion

Summarise

Follow Up

- Actively listen
- Ask questions
- **Manage disruptive behaviours**
- **Manage time**
- Keep discussion on track
- Encourage participation
- Enforce norms
- Focus & manage the process

Prepare

Set Context

Manage Discussion

Summarise

Follow Up

- Summarise decisions
- Agree on actions
- Set next meeting date
- **Check-out**

Prepare

Set Context

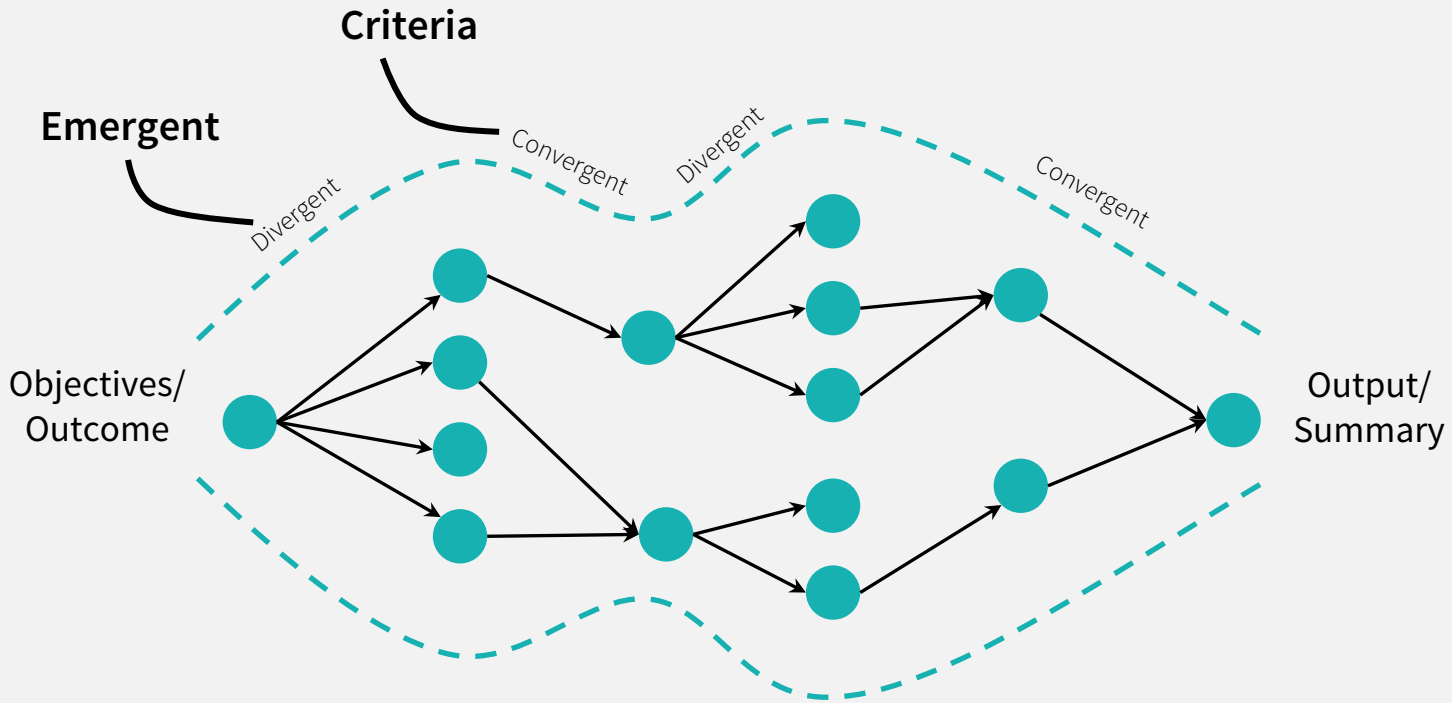
Manage Discussion

Summarise

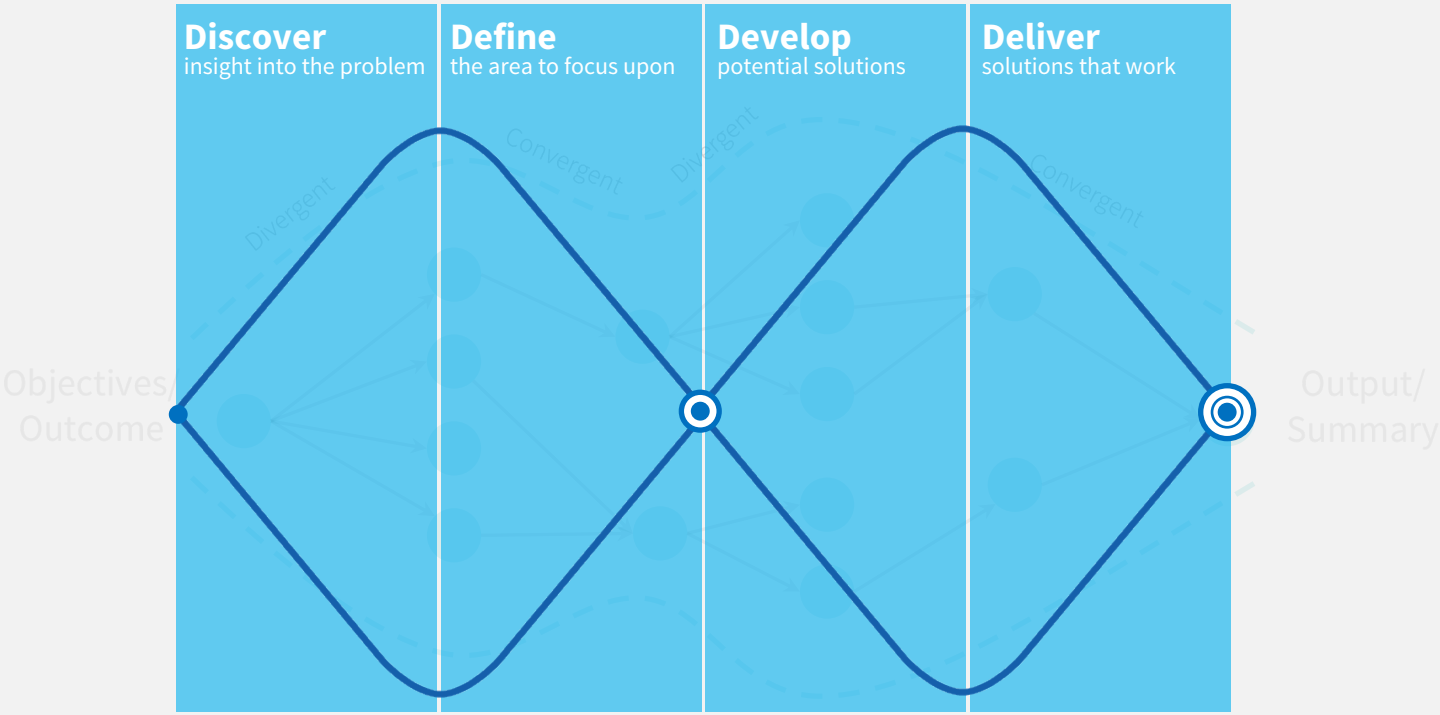
Follow Up

- Prepare & circulate minutes
- File documents
- **Follow up on action items**

Divergent & Convergent



Divergent & Convergent



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.

DIVERGENT TOOL

Appreciative Inquiry

1 Identify Goal

Clearly state and identify the goal

2 Recall

Recall past successes

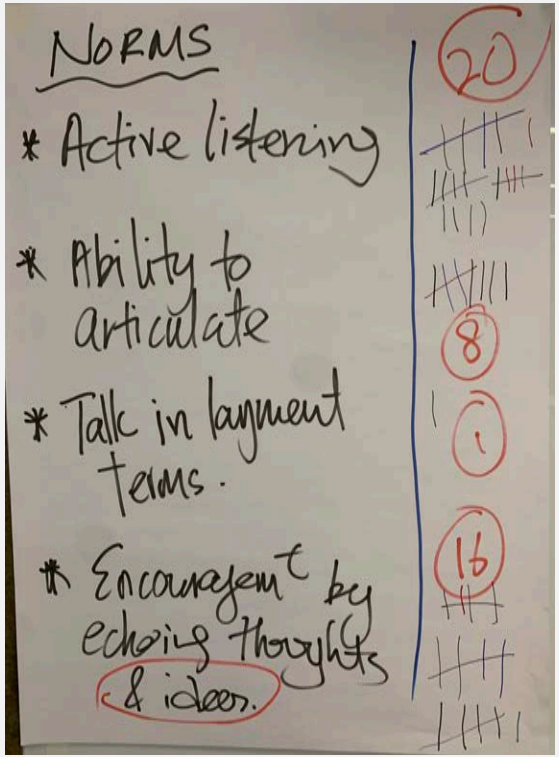
Discuss the conditions of successes

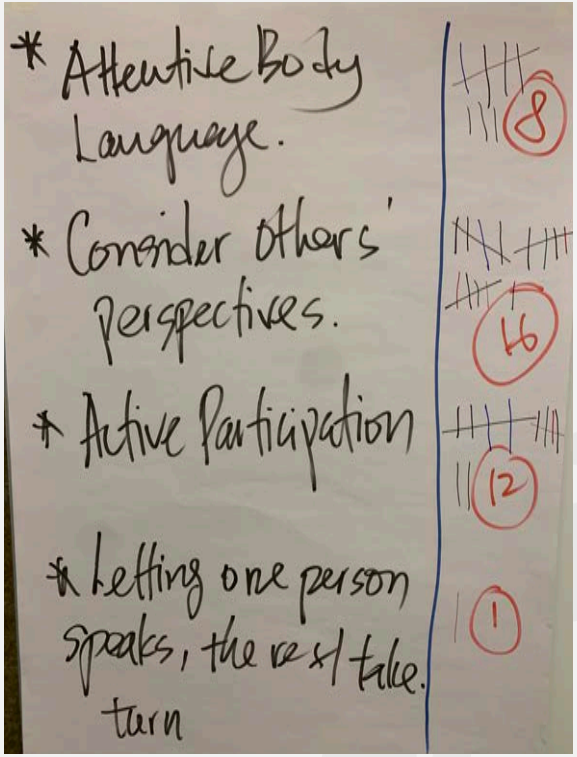
3 Share

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.

Divergent Data Collection Methods

Freewheeling

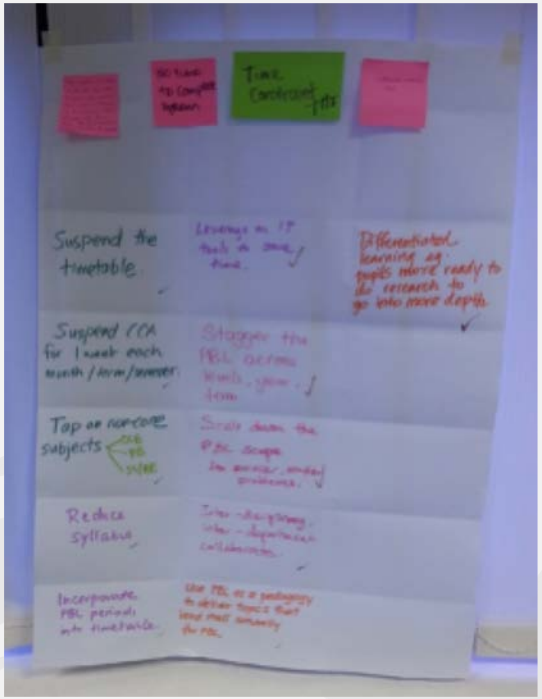
Round Robin

Slip Method

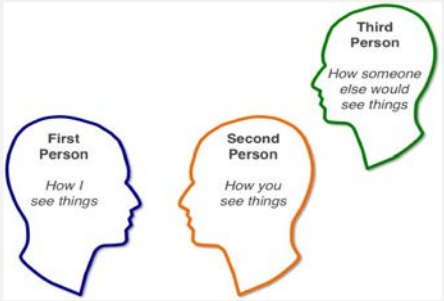
Divergent Tools

Brainstorm Carousel

Gallery Walk



Brainwriting



Perspective Taking

Visioning

CONVERGENT TOOLS

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

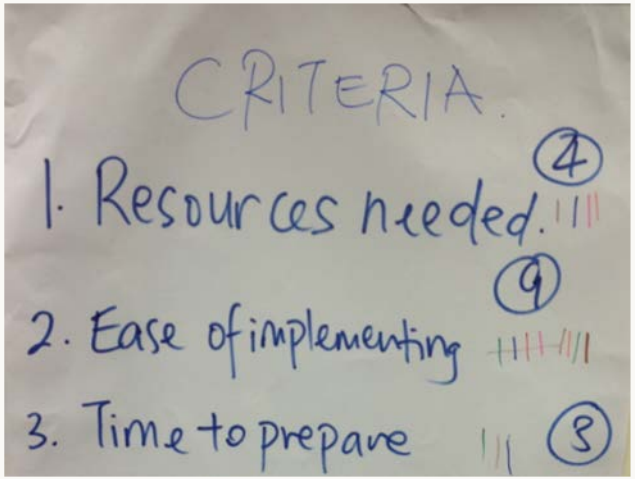
1. Categorising
2. Prioritising
3. Decision-making

Objective

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

CONVERGENT TOOL

Multivoting



1 Allocate

Give a certain number of votes

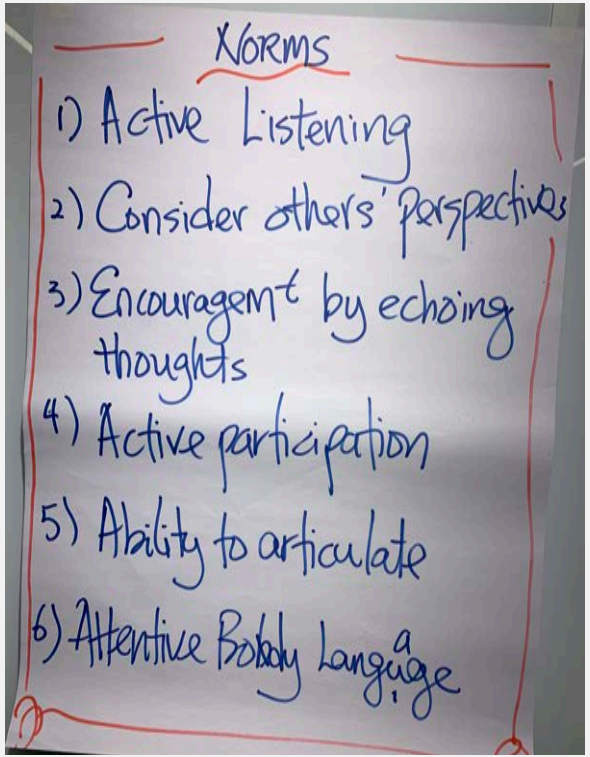
2 Vote

Put vote(s) on ideas

3 Tally

Tally and record number of votes

Top 6 Conversation Norms (Consolidated)



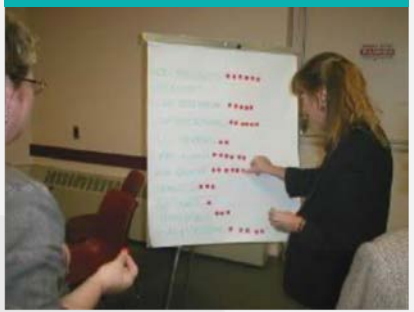
Vote Collection Methods

Hand Vote

Ballot

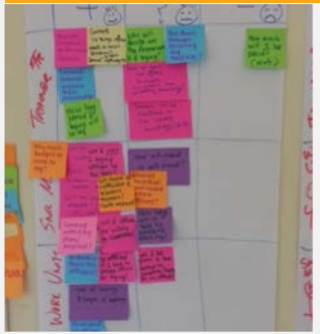
Tally Marking

Dot Vote

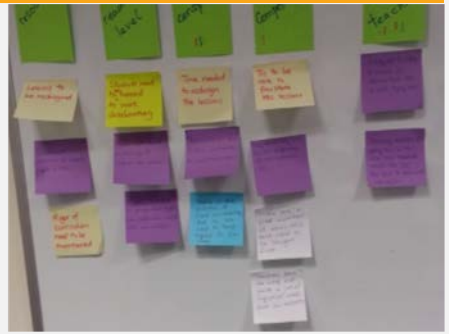


Convergent Tools

Categorising

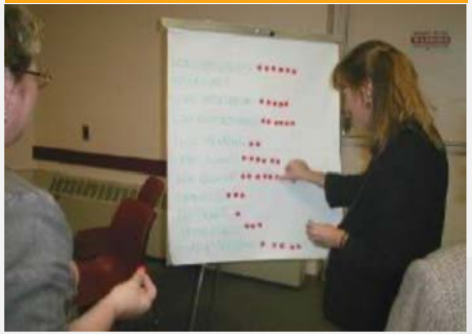


PMI Table



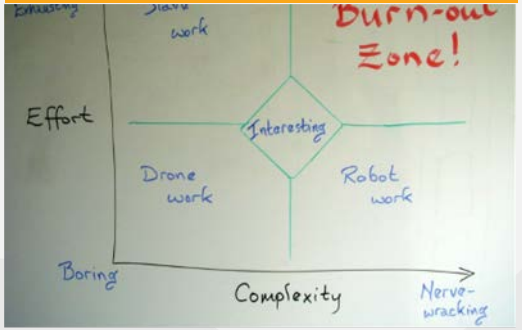
Affinity Diagram

Prioritising



Multivoting

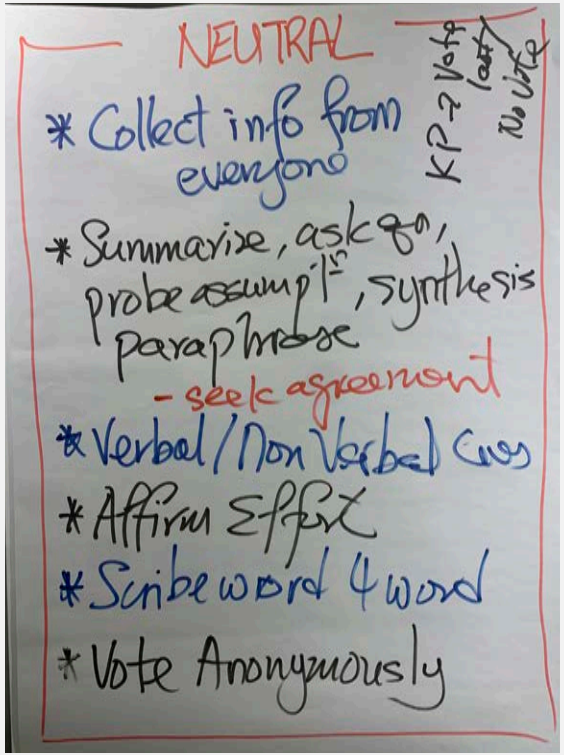
Decision-making



2x2 Grid

BEING NEUTRAL

Principles of Neutrality



Facilitation Skills

Being Neutral

Active Listening

Questioning

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…*

Practice:
Facilitation Skills

Get into groups of 3

In your group, decide who is A, B and C (D if there is a 4th member)

Round 1

Facilitator: A
Speaker: B

Observer(s):
C & D

What are some useful learnings you had so far from 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

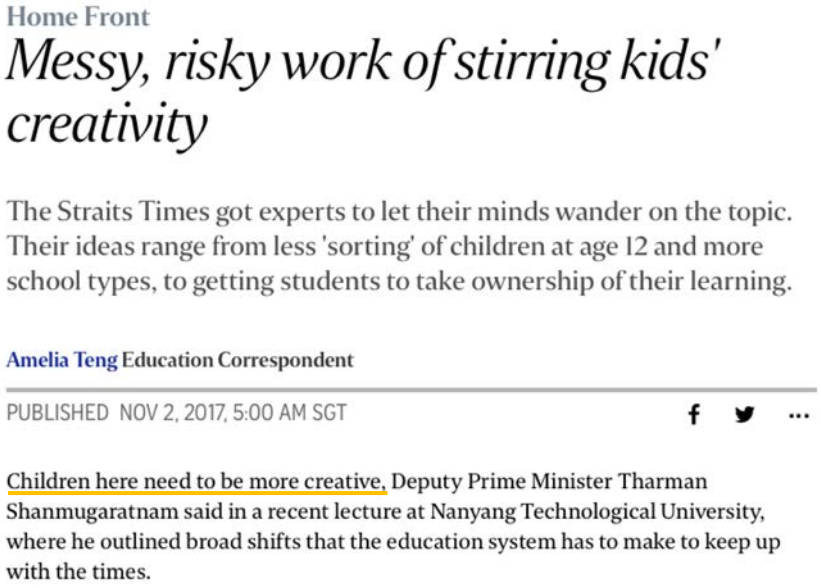
What is your stance on the following?

Junior designers should not facilitate the team's design process.

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.

DIVERGENT & CONVERGENT TOOL

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

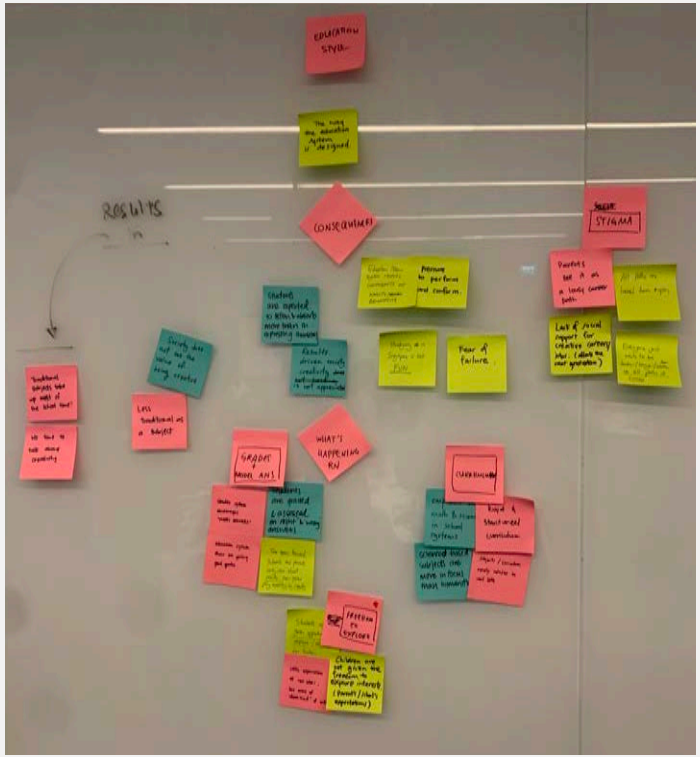
Group similar challenges together

3 Header

Use big post-its for the headers

Write headers in statement form

Reasons Identified (by participants)



Types of Headers

MATCHING LABEL	*Teachers*
DESCRIPTION	*Types of 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.

DIVERGENT TOOL

Brainwriting 6-3-5

1 Brainstorm

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

2 Rotate

Group similar challenges together

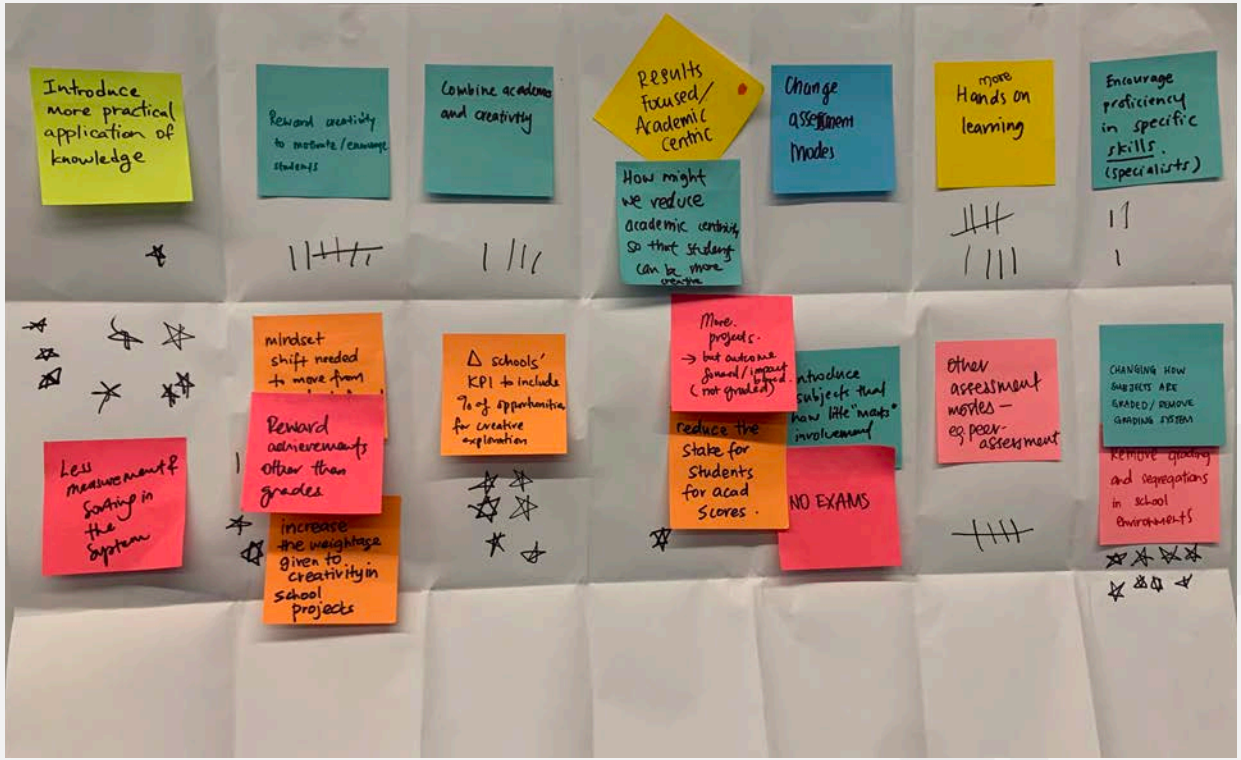
3 Add on

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

4 Repeat

Repeat the process

Possible Solutions (by participants)



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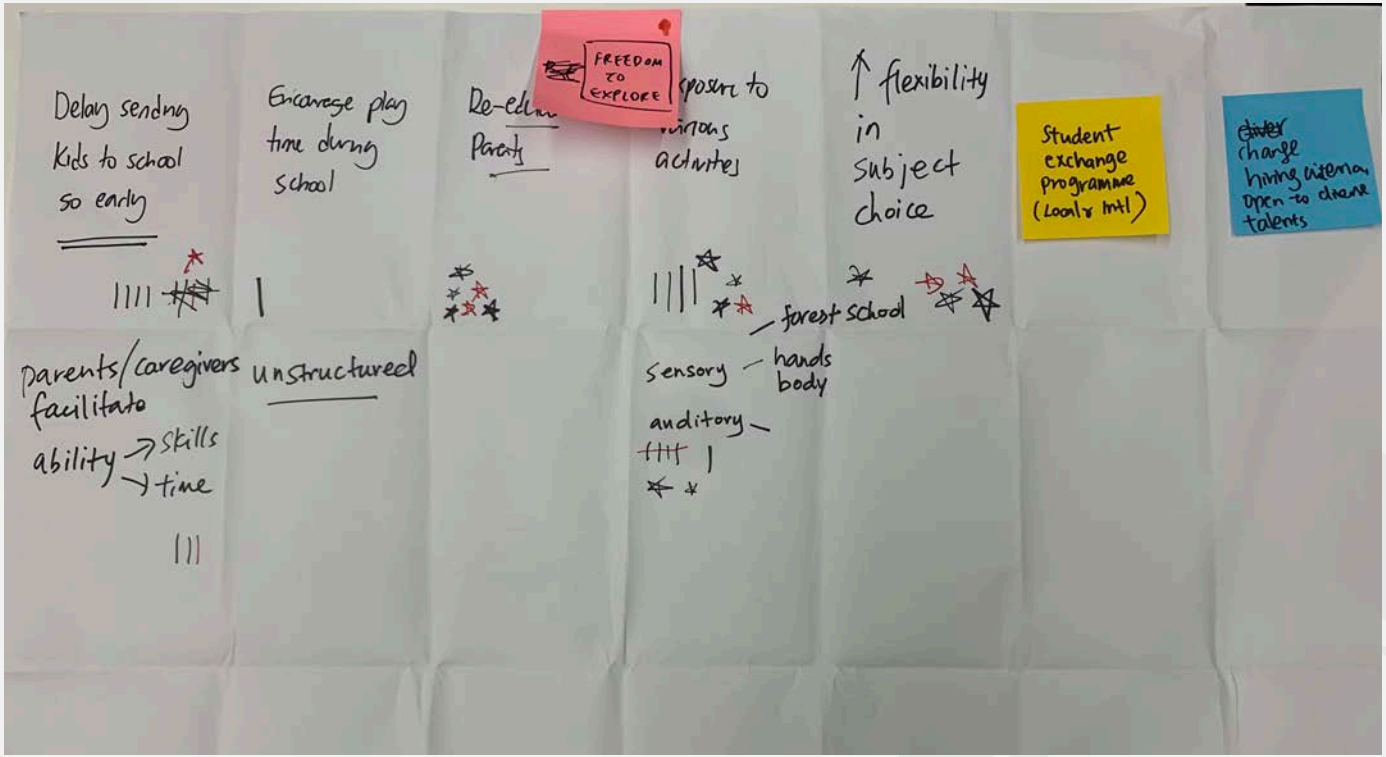

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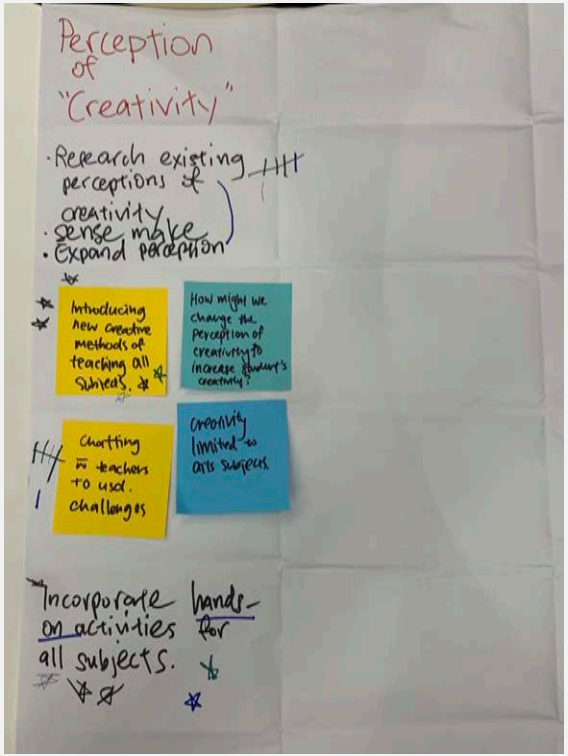
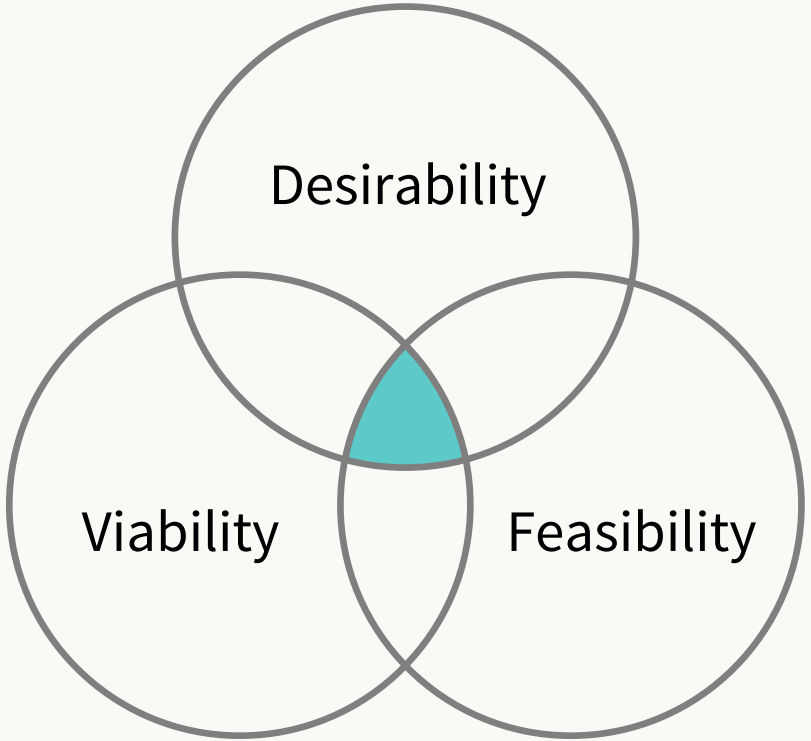


Importance of Criteria

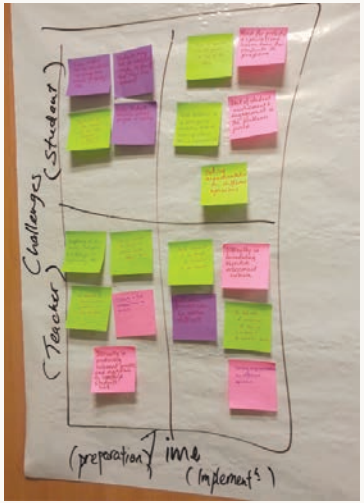
Criteria & Voting

No. of Criteria	Independent Criteria	Interdependent Criteria
1	Multivoting	Multivoting
2	Multivoting	2x2 Grid
3	Multivoting	Important/Urgent/Do-ability Table *(vote by points)*
4 or more	Multivoting	Criteria Matrix *(vote by multiplying vote & weight)*


Desirability
Viability
Feasibility

DIVERGENT 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

1 Define & Assign Rating

Define the 3 terms and assign rating to each column for each action

2 Add Rating

Add the 3 rating together for each item

3 Prioritise

Prioritise action items based on highest to lowest scores

DIVERGENT & CONVERGENT TOOL

Criteria Matrix

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

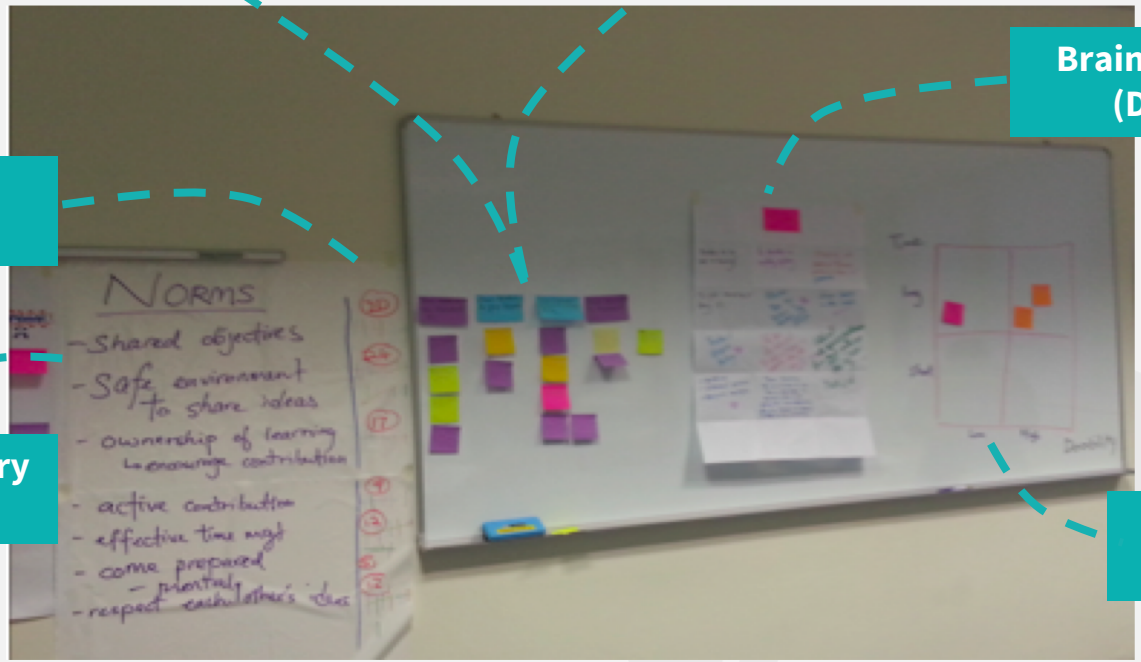
Review: Divergent & Convergent

Slip Method (Divergent)

Clustering (Convergent)

Brainwriting 6-3-5 (Divergent)

Multivoting (Convergent)



Appreciative Inquiry (Divergent)

2x2 Grid (Convergent)

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

Thank You!

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DESIGN FACILITATION 2

Power, Tension, Critique

Promotion Code for Design Facilitation 1 Participants

DF1#APR21

What You'll Learn

- Handling power dynamics within a group
- Handling tension & challenging behaviours
- How to run a design critique session
- Learn 3 to 4 framing techniques and how they improve your design facilitation
- Facilitate team learning

More Info

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

**Promotion Code is not applicable for Early bird tickets*