



DESIGN FACILITATION 1

Foundations, Principles, Processes

With Trainers:

Hong Khai Seng

Founder & Director, Studio Dojo

Lye Yen Kai

Managing Director, Pivotal Learning



Workshop Overview

9am – 1.30pm

Set Context

Content vs. Process

Break

Facilitation Skills

Lunch

1.30pm – 5pm

Stages of Facilitation

Divergent & Convergent Tools

Process Facilitation Session I

Break

Process Facilitation Session II

Importance of Criteria

Review & Feedback

Supporting You in Your Journey Ahead

Slides & Resources

Workshop Slides and Resources



<https://www.studiodojo.com/df1-resources-jun21>

Types of Facilitation

Experiential Learning Facilitation



Learning Facilitation



Process Facilitation



Discuss



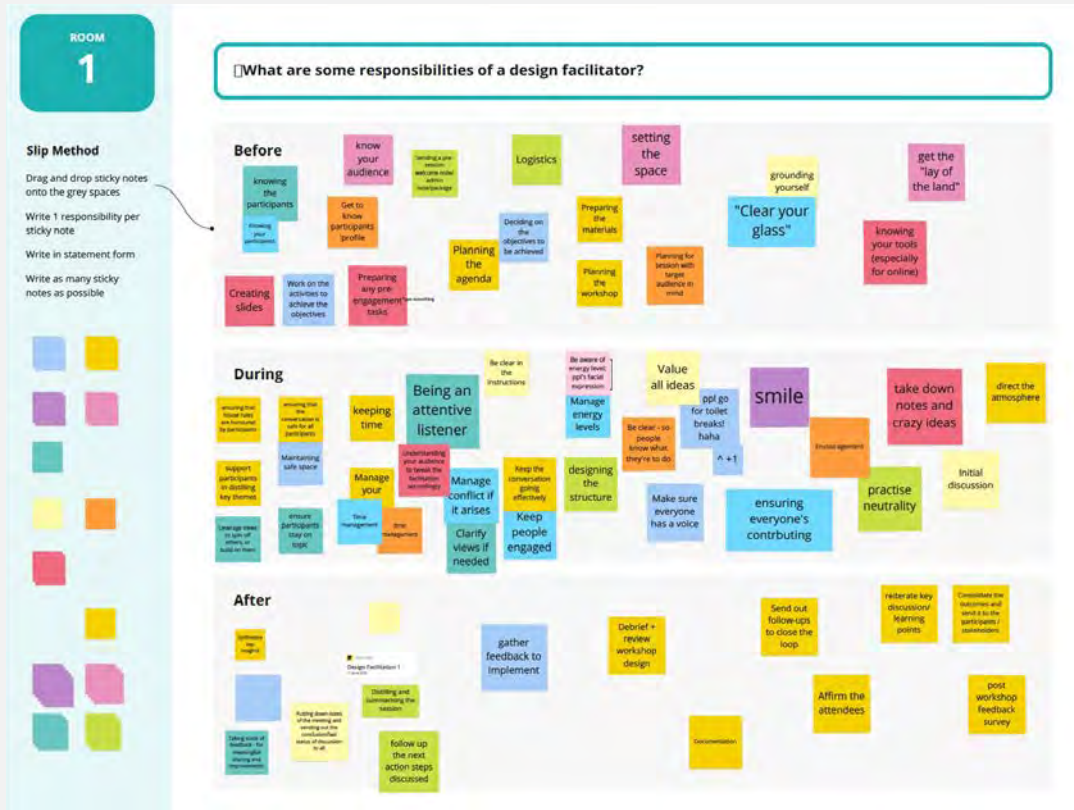
During Facilitation:

What are some responsibilities of a design facilitator?

What are some goals of a design facilitator?

What are some challenges faced by a design facilitator?

Responsibilities of a Facilitator



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

Goals of a Facilitator

2

Round Robin

Group members take turns to present ideas

Facilitator writes goals that are discussed in the group

Adjust the font size and/or formatting as required

What are your goals of attending this workshop?

1. Hope to understand to have a deeper understanding of what facilitation means and what are the frameworks for facilitation for easy adoption in future
2. Achieve better clarity in a more complex and complicated environment. Help team better manage negative emotions that arise during the design process.
3. Understand the processes involve in design facilitation for online use especially in the current situation.
4. Understanding the skill set of a facilitator and how to lead emerging conversation and be inclusive during a discussion
5. To understand the design facilitation process better and the differences between design facilitation and coaching.
6. To understand the process of facilitating a design thinking workshop.
7. Observe how YS and KS do it
8. How to ask good questions?
9. The challenges face when combining e-learning and face to face
10. Build psychological safety

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

Challenges Faced by a Facilitator

ROOM
3

Freewheeling

Group members contribute ideas spontaneously

Facilitator writes goals that are discussed in the group

Adjust the font size and/or formatting as required

What are some challenges of a design facilitator?

1. Unresponsive participants.
2. Managing divergent views.
3. Tech issues.
4. Dominant participant(s).
5. Time management.
6. Structuring the facilitations/sessions.
7. Worrying about being engaging (especially for online since you can't see them).
8. Effective rounding up - distilling the gist, avoid going in circles.
9. Conflicting goals for the team.
10. Managing the power dynamics.
11. Balancing structure and emergence (teams want structure in an emergent workshop).
12. Building up on/ connecting ideas.
13. When to allow people to speak and when to leave the awkward silence.
14. Balance between leading and allowing participants to lead.

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

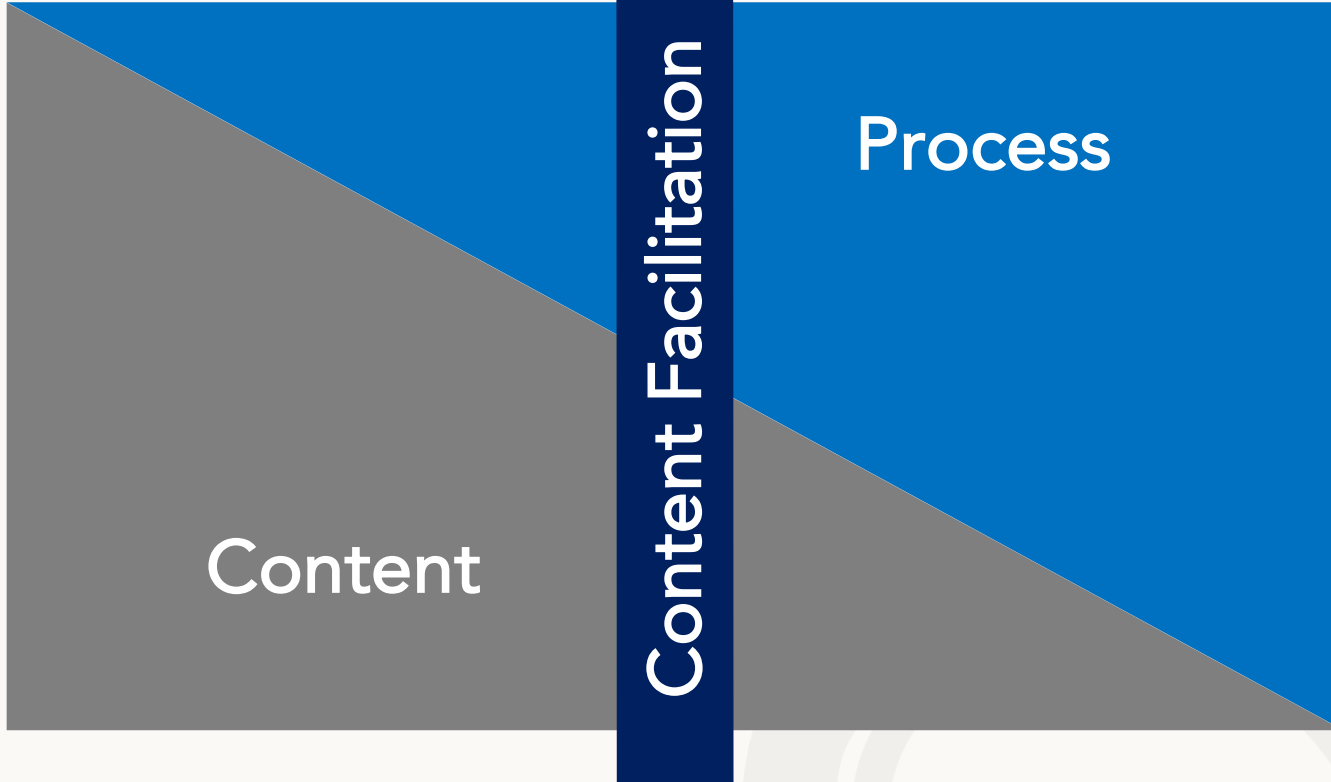
PROCESS FACILITATION



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.

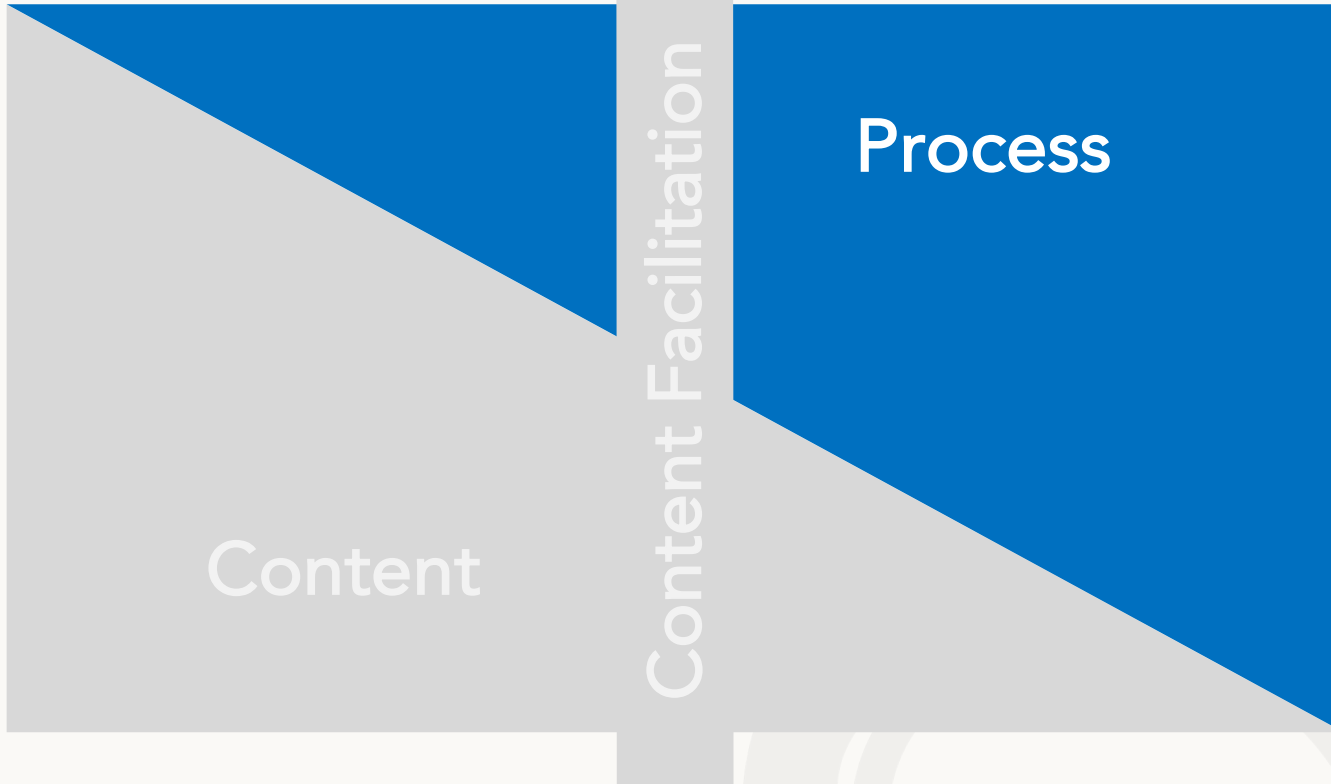
Lecturing

Facilitating



Lecturing

Facilitating



Content

Content Facilitation

Process

Content

(What?)

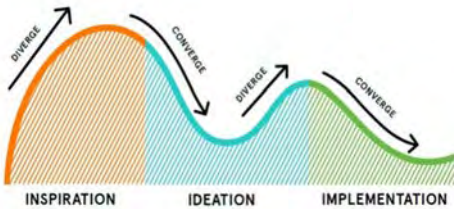
- Technical expertise
- Ideas
- Research findings
- Problem being solved
- Decision made
- Agenda items
- Goal

Process

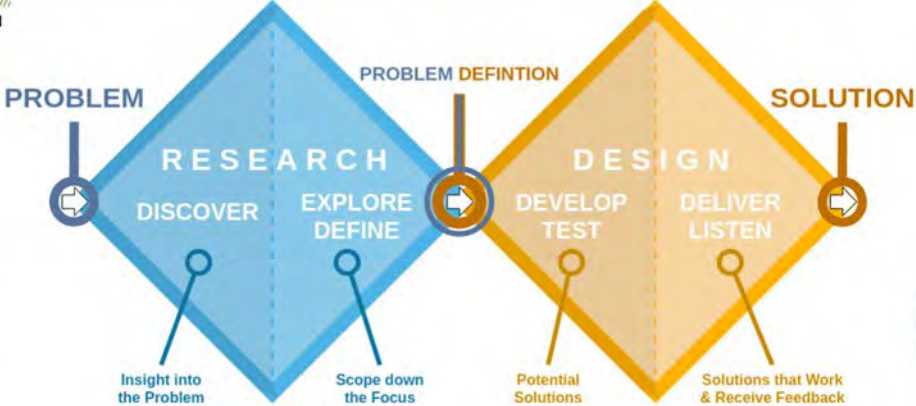
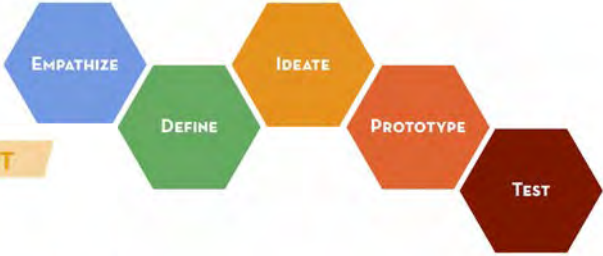
(How?)

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

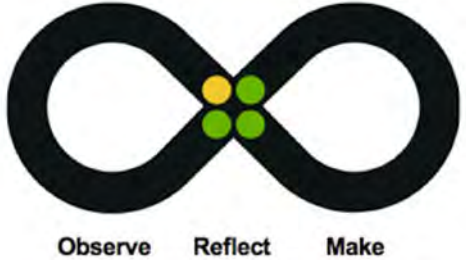
Design Process



1 DESIGN THE RIGHT THING 2 DESIGN THINGS RIGHT



Creative Process Model. (Service) Design Thinking
EVOLUTION 6²
karya ischmetmet © esadudinmetta



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



Practice: Active Listening

- 1 Decide who is A, B and C
(D if there is a 4th member)
- 2 Rename yourself
e.g. A – Yen Kai
- 3 Share with your group:
*What are some useful
learnings you had so far
from the session?*
- 4 Leave the breakout room
after 4 mins

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 design process.

Exit Survey

	Good	Okay	Bad
Pace			
Engagement			

Stages of Facilitation

Prepare

Set Context

Manage
Discussion

Summarise

Follow Up

Prepare

Create & circulate agenda

Set Context

Design session

Manage Discussion

Assign role & responsibilities

Logistical arrangement

Summarise

Follow Up

Prepare

Introduction

Set Context

Check-in

Manage
Discussion

State & clarify objectives

Summarise

Review agenda

Follow Up

Create/Review norms

Prepare

Actively listen

Ask questions

Set Context

Manage disruptive behaviours

Manage Discussion

Manage time

Keep discussion on track

Summarise

Encourage participation

Follow Up

Enforce norms

Focus & manage the process

Prepare

Summarise decisions

Set Context

Agree on actions

Manage
Discussion

Set next meeting date

Summarise

Check-out

Follow Up

Prepare

Prepare & circulate minutes

Set Context

File documents

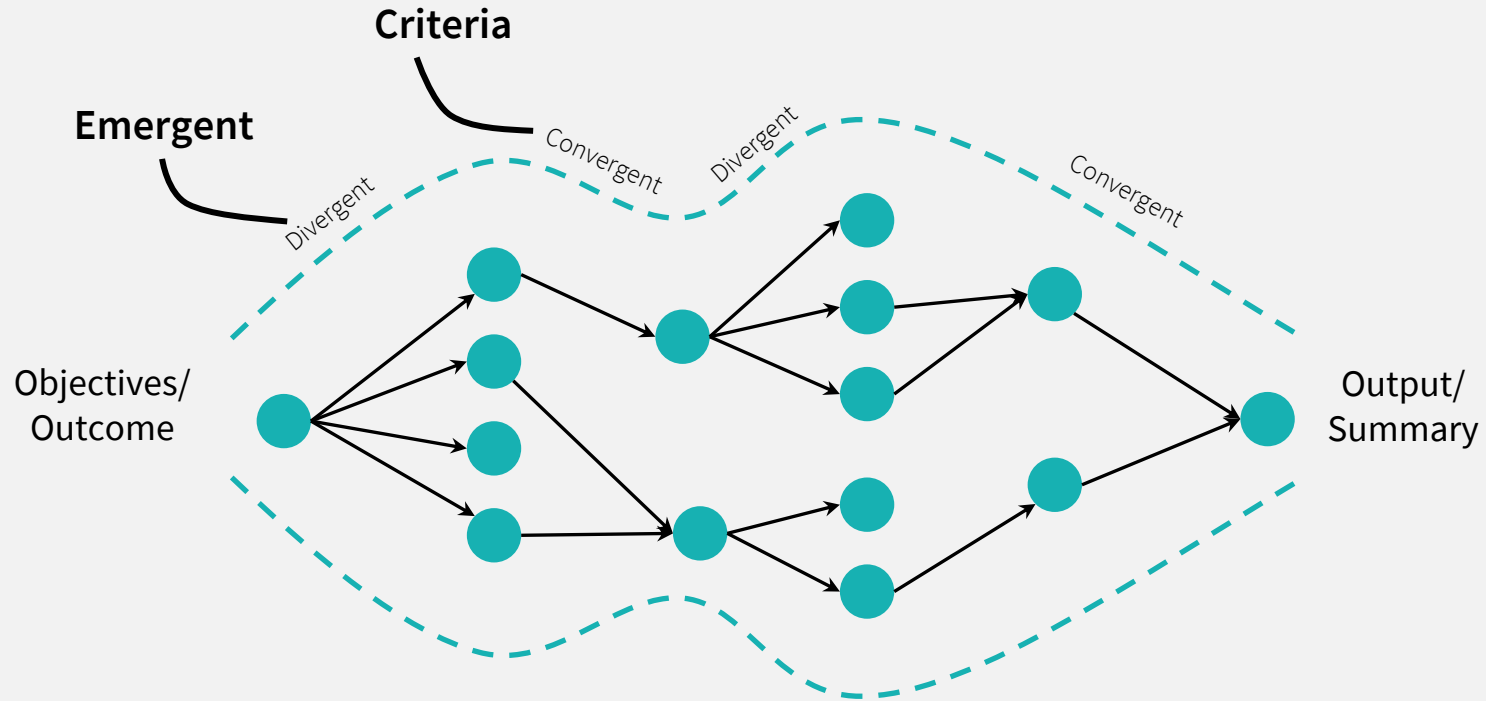
Manage
Discussion

Follow up on action items

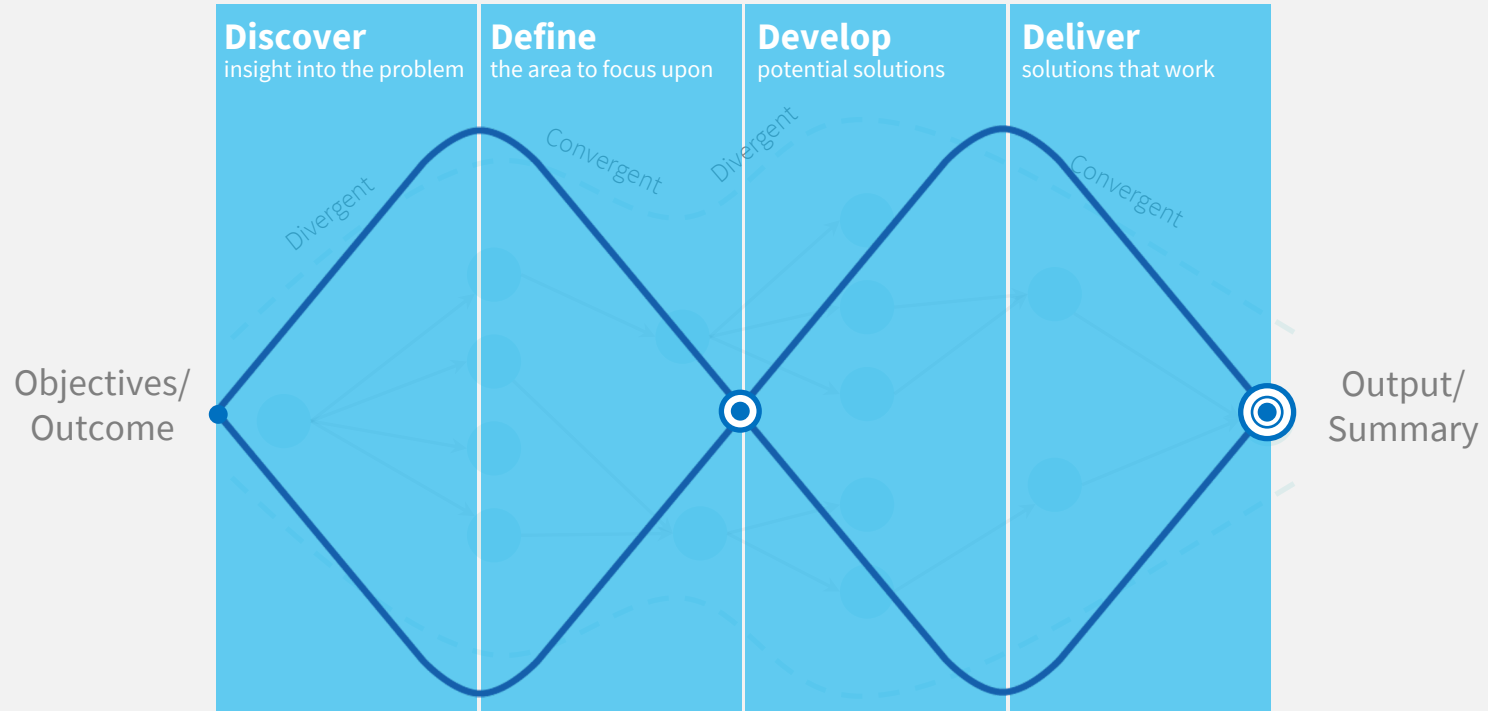
Summarise

Follow Up

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

Big Group

Split into 4 breakout rooms

Each breakout room discuss with each other

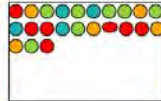
1 person from each room contribute ideas to big group

Facilitator writes norms that are discussed

Adjust the font size and/or formatting as required

What are some conversation norms for good team discussions?

Open-minded,
everyone build on
each other idea



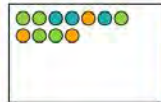
23

Being neutral



5

Having a
common goal.



11

Being full
present



10

People came
prepared and
take ownership



15

Dare to
voice out



8

Casual conversation
- to keep idea and
thoughts going



4

Collaborative Mindset
- willingness to work
together



17

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



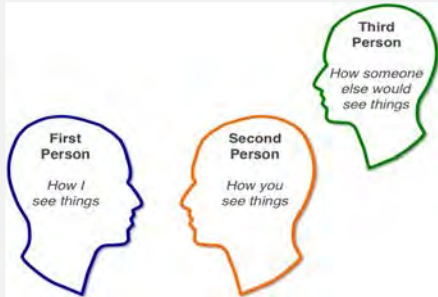
Divergent Tools



Brainstorm Carousel



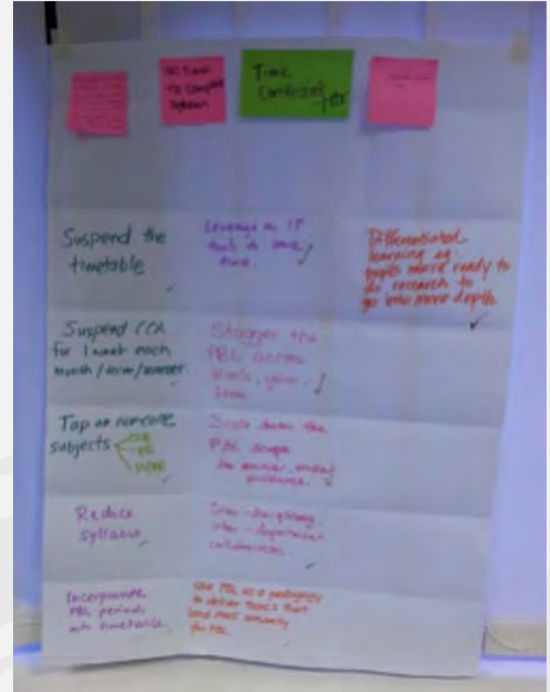
Gallery Walk



Perspective Taking



Visioning



Brainwriting

CONVERGENT TOOLS



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

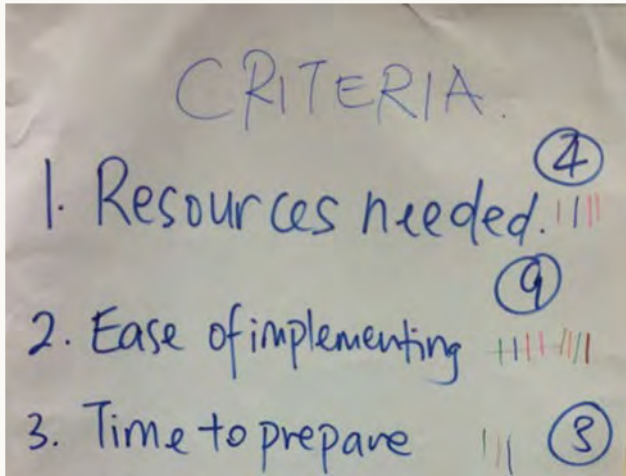
1. Categorising
2. Prioritising
3. Decision-making

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

Top 5 Conversation Norms (Consolidated)

Open-minded, everyone build on each other's ideas

Collaborative mindset – willingness to work together

People come prepared and take ownership

Having a common goal

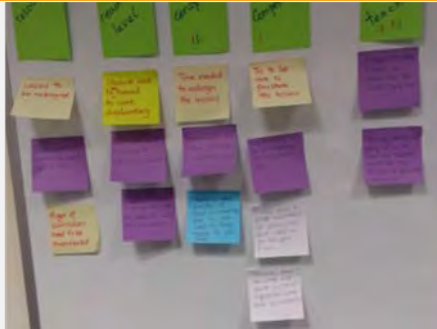
Being fully present

Convergent Tools

Categorising

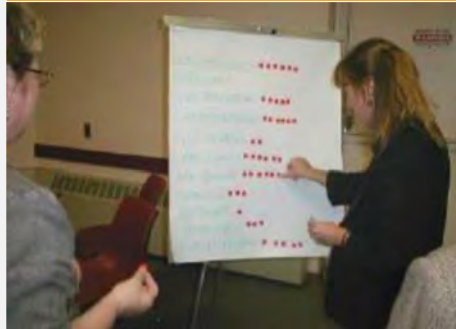


PMI Table



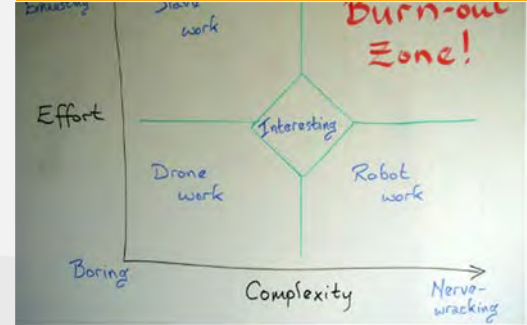
Affinity Diagram

Prioritising



Multivoting

Decision-making



2x2 Grid



BEING NEUTRAL

Principles of Neutrality

BEING NEUTRAL

- Collect info from everyone
- Ask questions, clarify, paraphrase, devil advocate, summarise
 - Seek agreement
- Verbal & Non-Verbal cues
- Differentiate between Content & Process Facilitation
- Vote Anonymously
- KP Vote Last / No Vote
- Scribe word for word
- KP - can't speak first or speak last

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.

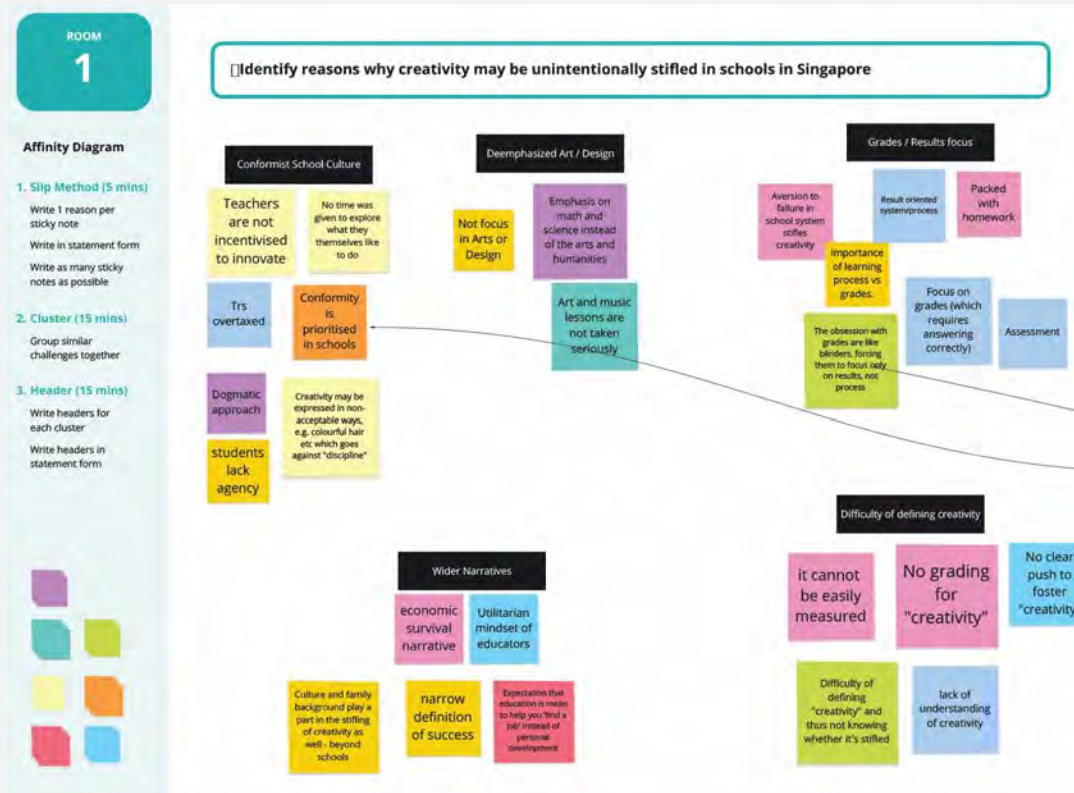
Amelia Teng Education Correspondent

PUBLISHED NOV 2, 2017, 5:00 AM SGT

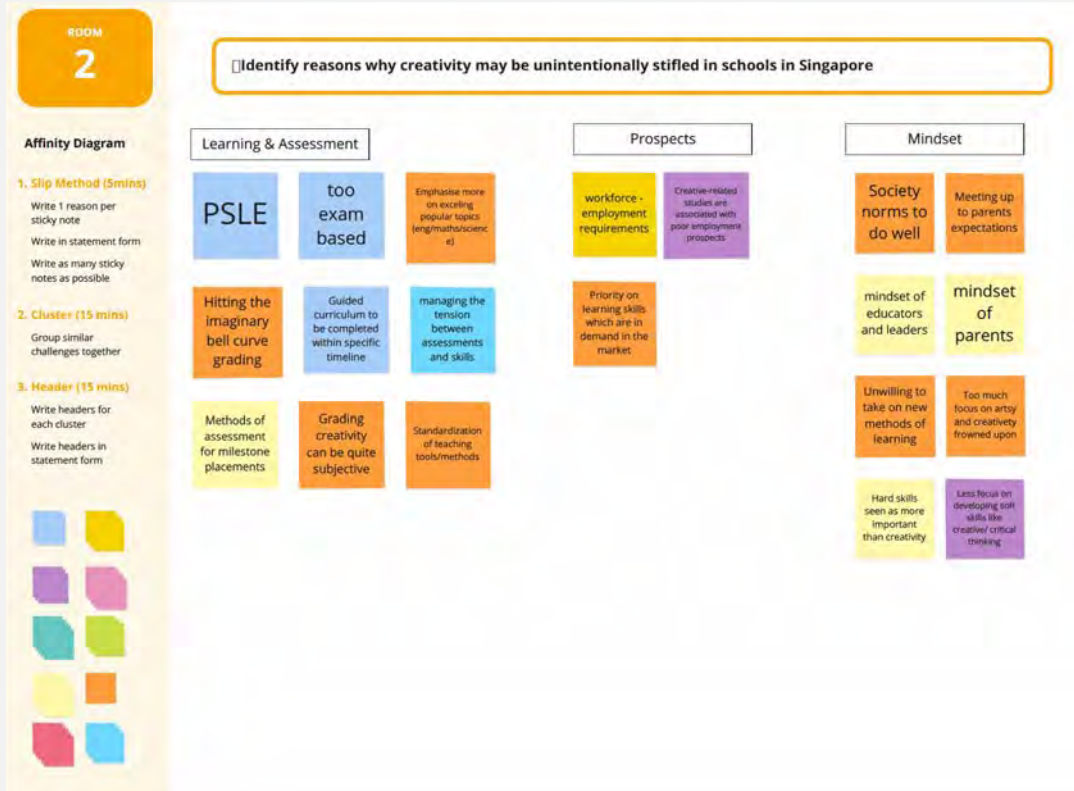


Children here need to be more creative, Deputy Prime Minister Tharman Shanmugaratnam said in a recent lecture at Nanyang Technological University, where he outlined broad shifts that the education system has to make to keep up with the times.

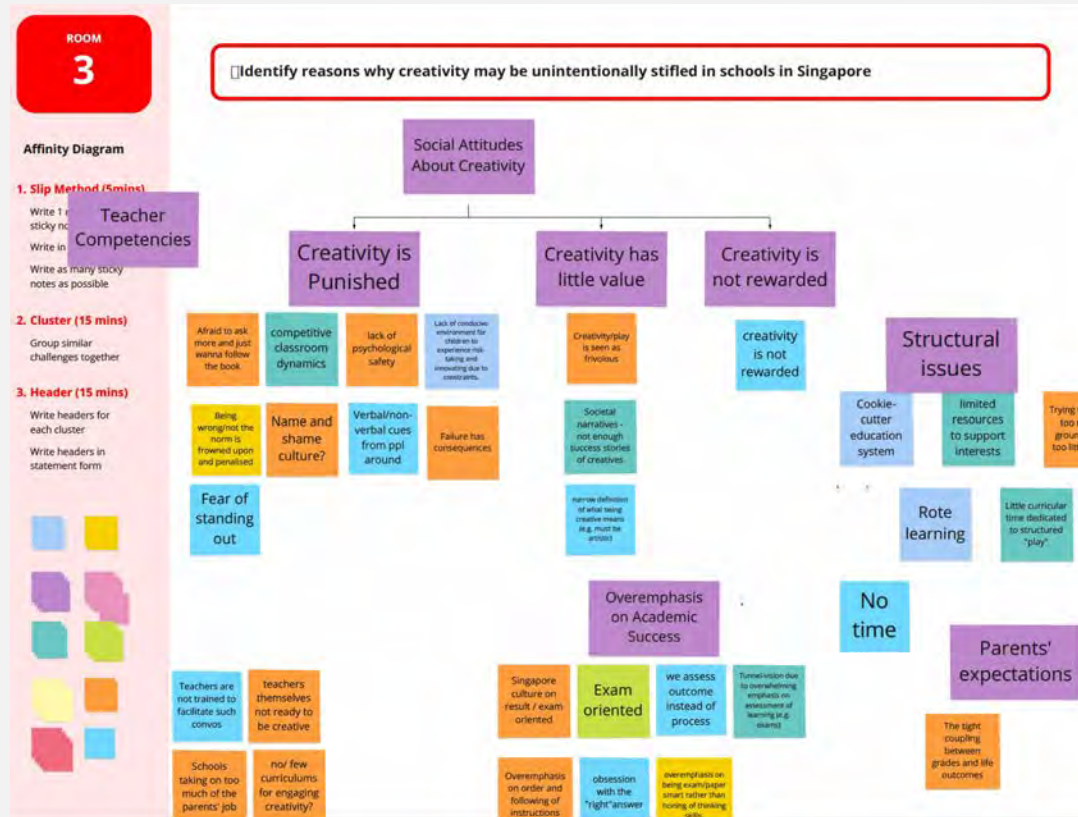
Reasons Identified (by participants)



Reasons Identified (by participants)



Reasons Identified (by participants)



Reasons Identified (by participants)

ROOM
4


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

Affinity Diagram

1. Slip Method (5mins)
Write 1 reason per sticky note
Write in statement form
Write as many sticky notes as possible

2. Cluster (15 mins)
Group similar challenges together

3. Header (15 mins)
Write headers for each cluster
Write headers in statement form



Having one right answer

having a "right" answer

Less reasoning and critical thinking based examination

No marks for creativity

Linear way of teaching and learning

No appropriate time and space given

lack of play space and freedom to create

Limited by the tasks given by teacher

not enough "play" time

No Time!!

Insufficient time in school to explore and create new ideas

Too much curriculum to cover with limited time to explore

Results driven

narrow model of "success"

Focus on outcome instead of process of experimenting

Outcome based results rather than process based

Major Exams (PSLE, O & A)

Meritocracy based on grades

focused on result than potential

HEADER

focused on efficiency

Focus on learning capability rather than talent development

EM - more focus on test but not a lot of building the foundation

comparison

limited resources leading to a risk-averse mindset

preference for stability over adventure

HEADER

Steps in the recognition of the art industry in society

Lack of incentives

HEADER

Fixed mindset that you are only so creative in certain subjects eg. Art rather than subjects like Math

HEADER

Greater resources and encouragement of results and grades

HEADER

little to no room for mistakes to be done

Fear of Failure

fear of speaking up

fear of questioning authority as community held beliefs

Types of Headers

MATCHING LABEL

Culture

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.**

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)

ROOM 1

Brainwriting 6-3-5

- Brainstorm**
Generate 2 - 3 solutions in 3 minutes
Write 1 solution per sticky note
- Rotate**
Group similar solutions together
Arrange solutions so that each grey card contains 1 unique idea
- Add on**
The new group adds 2 - 3 ideas to the chart provided

Identified issue: Conformist School Culture

students survey to find out what is stifling, and suggestions for what could be added to their education	Less prescriptive code of conduct - blacklisting instead of whitelisting (e.g. attire)	Shadow a student for a day challenge - experience firsthand what students go through	Review how teachers are evaluated - blacklisting instead of whitelisting (e.g. attire)	students to design own learning targets in curriculum - empower their learning choices	Assessments should have some flexibility in what is the 'correct' answer	Equip teachers with facilitation and coaching skills					
Buy-in from stakeholders to have a non-conformist culture	Reward system for the most 'non-conformist' persons	Do away with school uniforms									
Engage Parents and employers											

Possible Solutions (by participants)

ROOM
2

Identified issue: Learning & Assessment

Brainwriting 6-3-5

- Brainstorm**
Generate 2-3 solutions in 3 minutes
Write 1 solution per sticky note
- Rotate**
Group similar solutions together
Arrange solutions so that each grey card contains 1 unique idea
- Add on**
The new group adds 2-3 ideas to the chart provided

Holistic way of assessing students	Inter-disciplinary curriculum that is not graded	Gamification	Applied learning		
Process vs outcomes	Peer assessment	Self initiated learning with delegated time			

Possible Solutions (by participants)


ROOM
3

Brainwriting 6-3-5

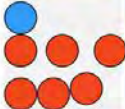
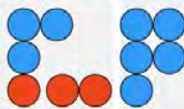


1. Brainstorm
Generate 2 - 3 solutions in 3 minutes
Write 1 solution per sticky note

2. Rotate
Group similar solutions together
Arrange solutions so that each grey card contains 1 unique idea

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



Identified issue: Social Attitudes About Creativity

Invoke people from different disciplines to share stories about how creativity was important to their successes	Grade creativity	To help people appreciate that it is ok to make mistakes through iterative projects.	Have people in leadership position celebrate creativity.	Demystifying creativity - Creativity is not just for designers or creatives, it can be done in everyday life.	An exhibition about "Life without Creativity".
					

Possible Solutions (by participants)

ROOM
4

Brainwriting 6-3-5

- Brainstorm**
Generate 2 - 3 solutions in 3 minutes
Write 1 solution per sticky note
- Rotate**
Group similar solutions together
Arrange solutions so that each grey card contains 1 unique idea
- Add on**
The new group adds 2 - 3 ideas to the chart provided

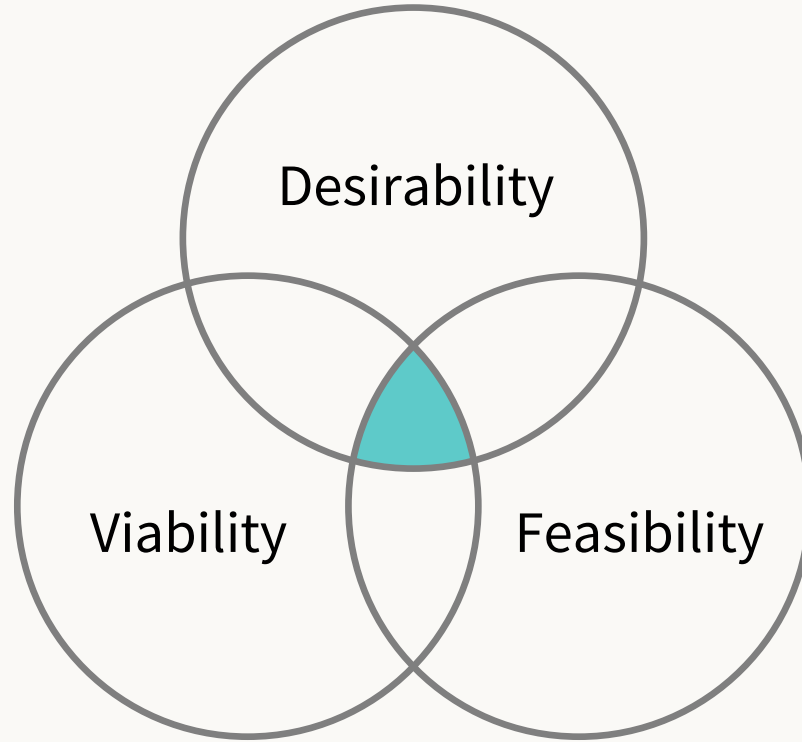
Identified issue: Being results-driven

giving incentives for the process	abolish exams (all of them!)	create white space (protected time) for play and exploration	measure soft skills (not just subject knowledge through self-reflection and peer appraisal, teacher assessment)	building pathway for other creative subjects (outside regular norms)	encouraging social skills (e.g. community projects and activities)	reducing aversion to failures
framing results as 9th biggest and not the fail-end-all	identity not defined by results	de-emphasize exams - alternatives e.g. low-stakes assessment and projects				

Importance of Criteria

Criteria & Voting

No. of Criteria	Independent Criteria	Interdependent Criteria
1	Multivoting	Multivoting
2	Multivoting	2x2 Grid
3	Multivoting	UDI Table <i>(vote by points)</i>
4 or more	Multivoting	Criteria Matrix <i>(vote by multiplying vote & weight)</i>



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

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

Criteria Matrix

	TIME (3)	PRACTICABILITY (3)	Effectiveness (5)	Cost (3)	TOTAL
MORE WELFARE BENEFITS	≠≠ =	≠≠ ≠≠	≠≠	≠	27+24 +25+15 = 91*
EDUCATION TO DISTRESS		/	≠≠	≠≠	0+3+5 +18 = 26
PUBLIC EDUCATION IN SLACS	≠		-	-	6+0+5+11 = 22
REFLECTOR			-	-	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)**

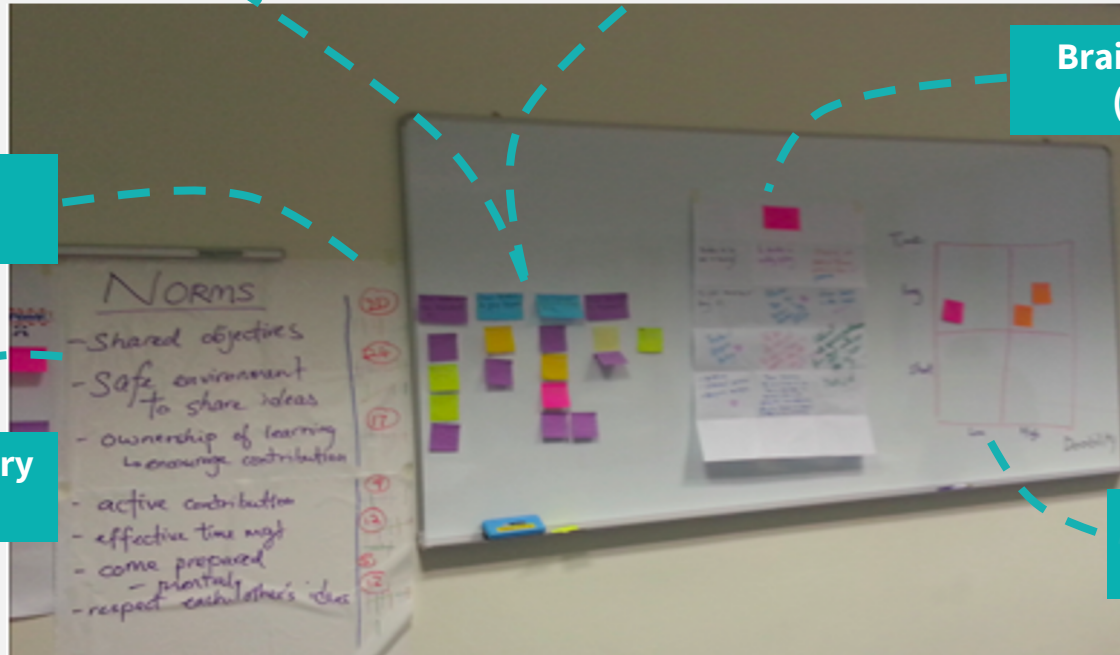
**Clustering
(Convergent)**

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

**Multivoting
(Convergent)**

**Appreciative Enquiry
(Divergent)**

**2x2 Grid
(Convergent)**



Reflection



**What stood out the most for you
in today's learning?**

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


Thank You!



Connect with us




✉ khaiseng@studiodojo.com

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



✉ lyeyk@pivotal-learning.com

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



DESIGN FACILITATION 2

Power, Tension, Critique

Promotion Code for Design Facilitation 1 Participants

DF1#JUN21

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

**To be used from 1 July 2021*