



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

Morning: 9am – 1pm

Types of Facilitation

Content versus Process

Facilitation Skills

Break: 10:30am

Stages of Facilitation

Divergent & Convergent Tools

Lunch: 1pm

Afternoon: 2pm – 5:30pm

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

CHALLENGES

- Scared of saying the wrong things
- Maintaining high energy ✓✓
- Overrunning schedule ✓✓✓
/time management
- Being neutral ✓✓
- ^{Not} Being the subject-matter expert
- Holding a room ~> get people's ✓✓
attention
- Get useful outcomes
- Synthesizing ~~the~~ influx of insights ✓✓✓
- Thinking well on your feet
- managing grp dynamics ✓✓✓
- managing disagreements ✓✓
- being comfortable with silence

- Get everyone's input ✓✓
- ~~Understanding the~~
Carrying on the discussion
- Making content unique & helpful (x generic)
to participants

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

Goals of a Facilitator

Goal

- ① Facilitate conversation at work
- ② " " for young ppl
- ③ Perceive value / meaning from mtgs w clients
- ④ Formal grounding for facilitator for young ppl
- ⑤ 1 + other contexts e.g. social
- ⑥ Feel confident when facilitating.

- ① Tips to run design facilitation sessions
- ② To know what makes a good workshop
- ③ Self development
- ④ New ways of writing
- ⑤ Learn how to steer conversation towards a goal
- ⑥ better problem solving

- ① To learn to facilitate better
- ② How to convince ppl to change their workflow or method of thinking
- ③ To help ppl work better together
- ④ To better use of meeting time w facilitation
- ⑤ To do 'converging point' better in workshops
- ⑥ To drive ppl who are not used to be in workshops

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

Responsibilities of a Facilitator

RESPONSIBILITIES

BEFORE



DURING



AFTER



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

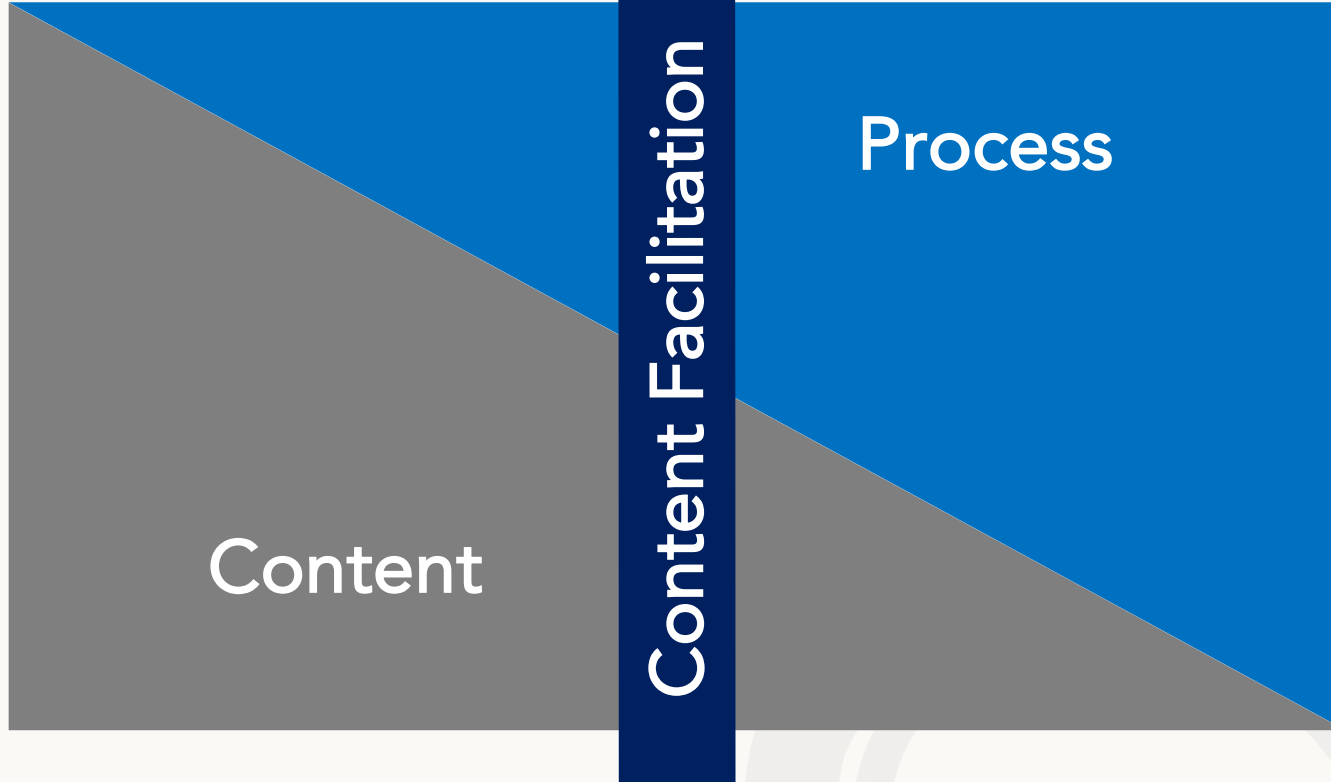
PROCESS FACILITATION



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

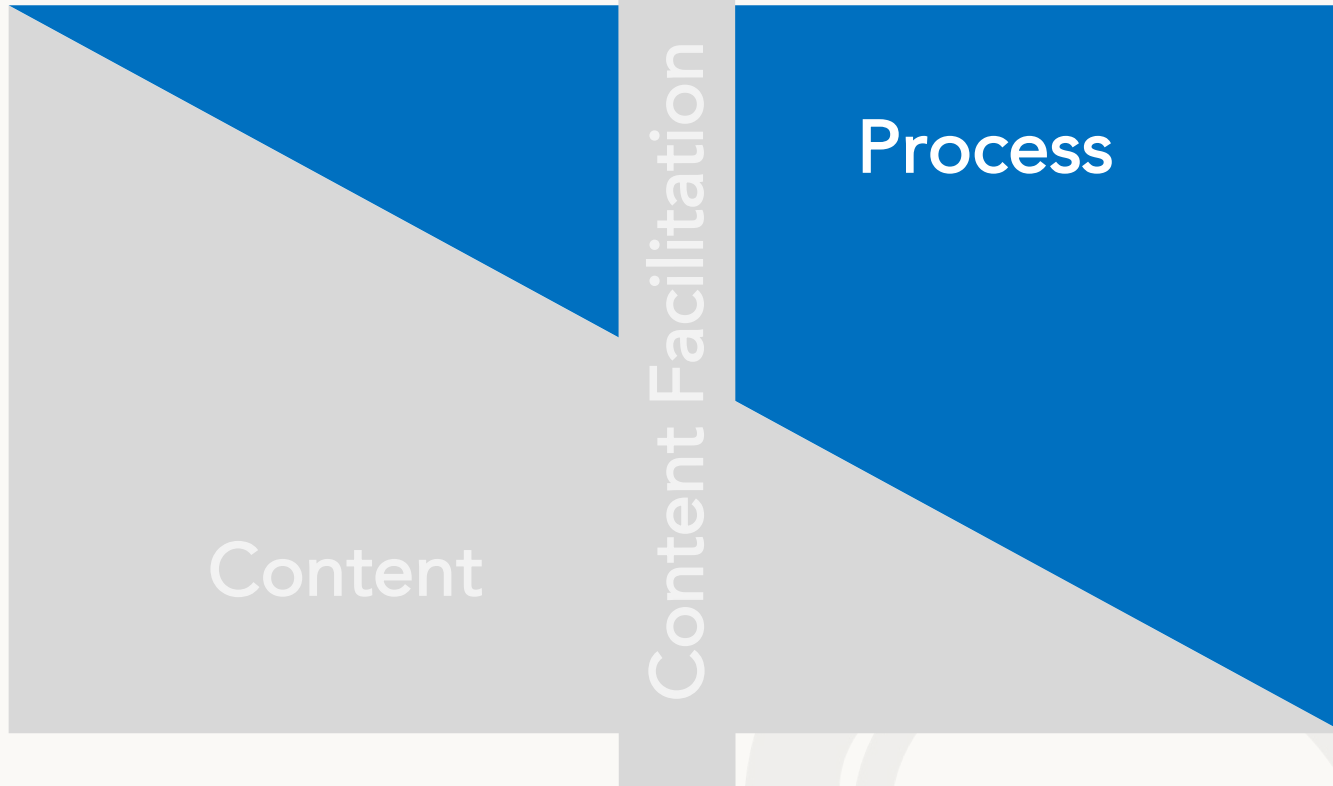
Facilitating



H8

Lecturing

Facilitating



H8

Content

(What?)

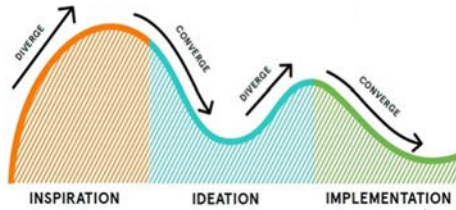
- Technical expertise
- Ideas
- Research findings
- Problem being solved
- Decision made
- Agenda items
- Goal

Process

(How?)

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

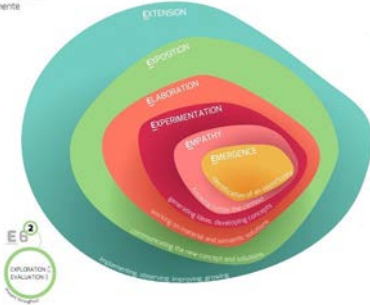
Design Process



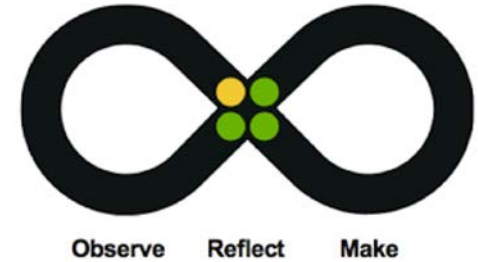
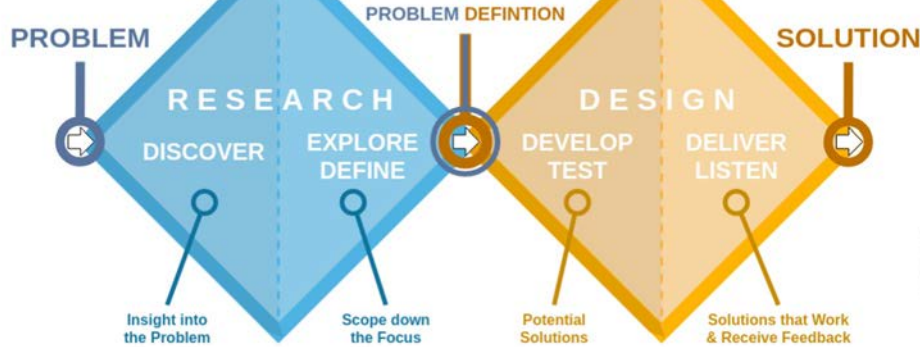
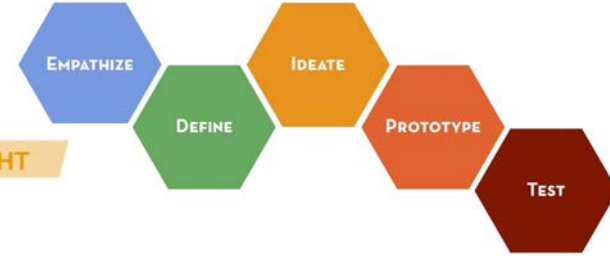
Creative Process Model. (Service) Design Thinking

EVOLUTION 6²

karya tschimmel © esadnamante



1 DESIGN THE RIGHT THING 2 DESIGN THINGS RIGHT



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

Prepare

Set Context

Manage Session

Summarise

Follow Up

Create & circulate agenda/objectives

Design session

Assign role & responsibilities

Logistical arrangement

H13

Prepare

Set Context

Manage
Session

Summarise

Follow Up

Introduction

Check-in

State & clarify objectives

Review agenda

Create/Review norms

H13

Prepare

Set Context

Manage
Session

Summarise

Follow Up

Actively listen

Ask questions

Manage disruptive behaviours

Manage time

Keep discussion on track

Encourage participation

Enforce norms

Focus & manage the process

H13

Prepare

Set Context

Manage
Session

Summarise

Follow Up

Summarise decisions

Agree on actions

Remind date for next session

Check-out

H13

Prepare

Prepare & circulate follow-up materials

Set Context

File documents

Manage
Session

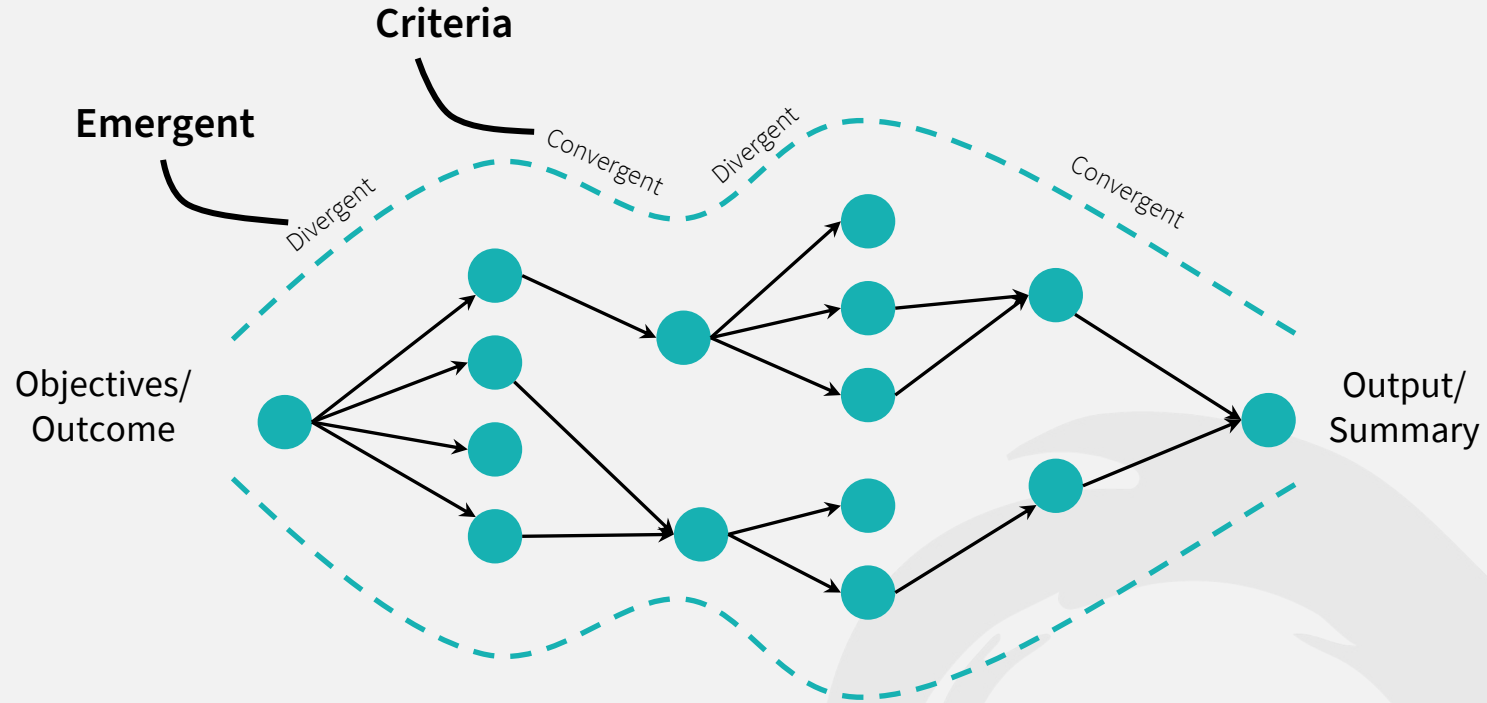
Follow up on action items

Summarise

Follow Up

H13

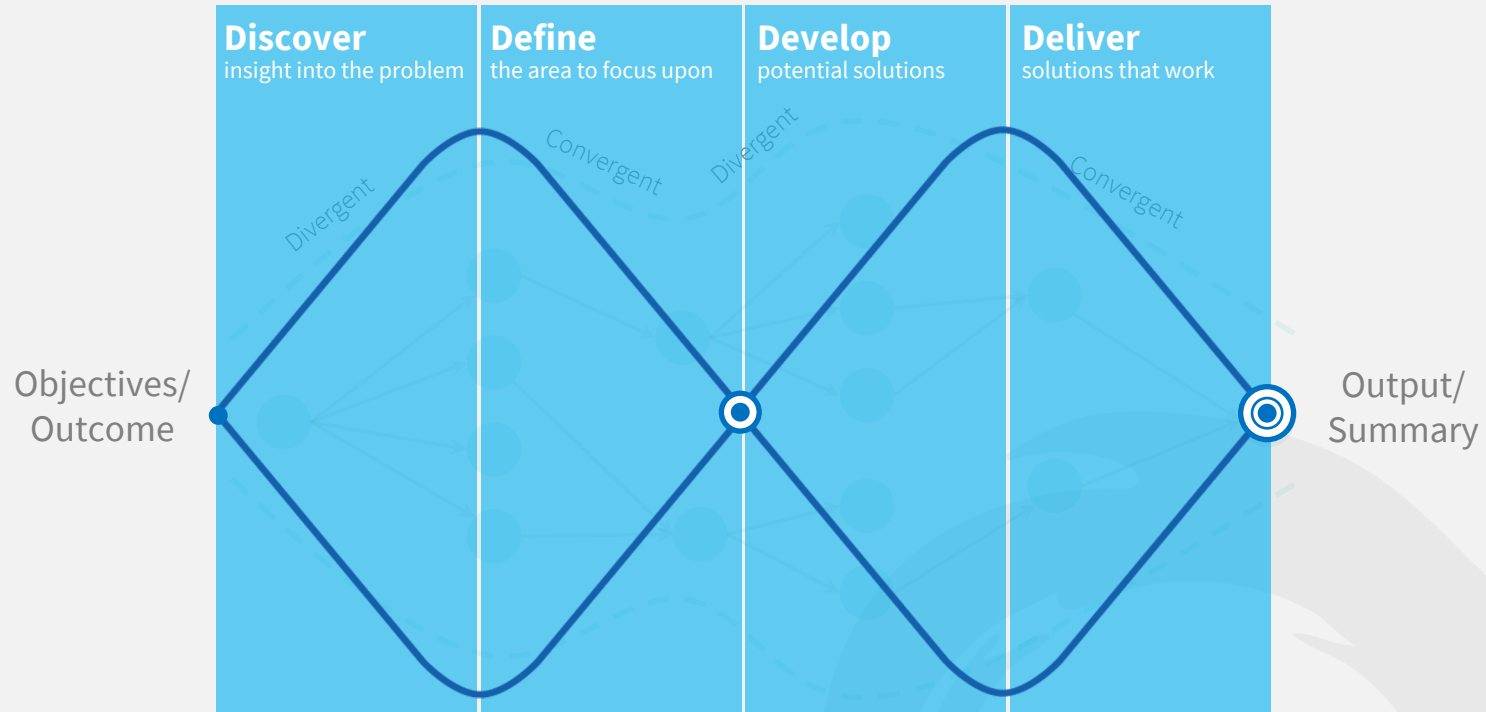
Divergence & Convergence



Divergence & Convergence



Divergence & Convergence



H9

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

<u>NORMS</u>	
* Listen to others' views	(6)
* Adopt exploratory & experimental mindset.	(15)
* Openness to share & receive	(12)
* Be engaged.	(9)
* Be candid & honest	(5)
* Willingness to challenge ideas & <u>thought</u> .	(13)
* Unify clarity of objectives.	(16)
* Be focus in the session	(7)

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



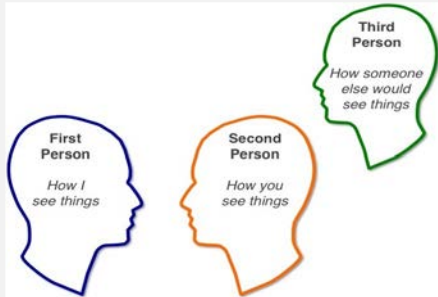
Divergent Tools



Brainstorm Carousel



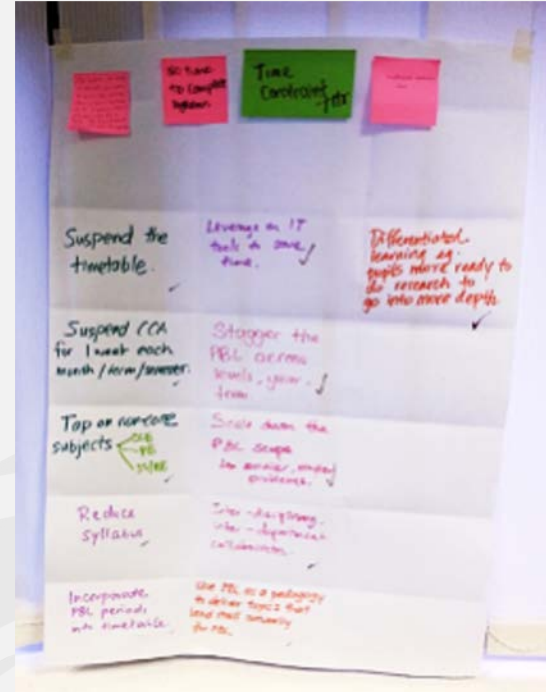
Gallery Walk



Perspective Taking



Visioning



Brainwriting

CONVERGENT TOOLS



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

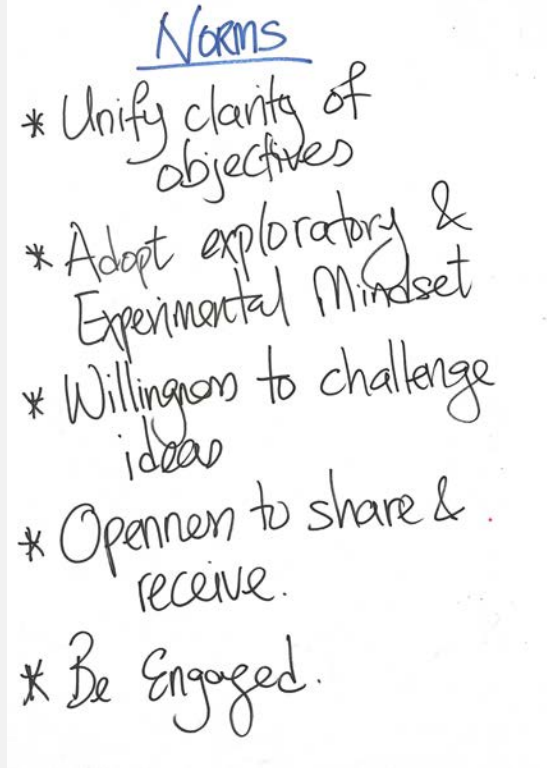
1. Categorising
2. Prioritising
3. Decision-making

Objective



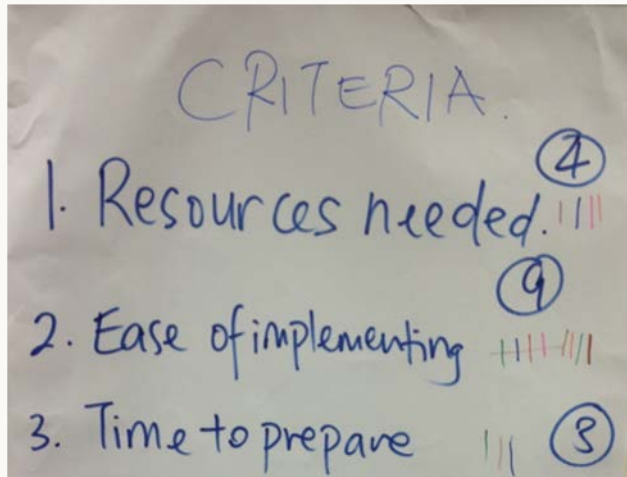
Shortlist top 5 conversation norms that would support the group working together.

Top 5 Conversation Norms (by Participants)

- 
- A photograph of a whiteboard with the word 'Norms' written in blue marker at the top. Below it, five bullet points are written in black marker, each preceded by an asterisk. The list includes: 'Unify clarity of objectives', 'Adopt exploratory & Experimental Mindset', 'Willingness to challenge ideas', 'Openness to share & receive.', and 'Be Engaged.'
- * Norms
 - * Unify clarity of objectives
 - * Adopt exploratory & Experimental Mindset
 - * Willingness to challenge ideas
 - * Openness to share & receive.
 - * Be Engaged.

Top 5 norms ascertained
with Voting by **Tally Marking**.

Multivoting



1 Allocate

Give a certain number of votes

2 Vote

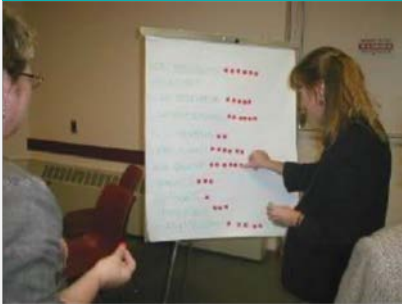
Put vote(s) on ideas

3 Tally

Tally and record number of votes

Vote Collection Methods

Dots



Show of Hands



Ballots

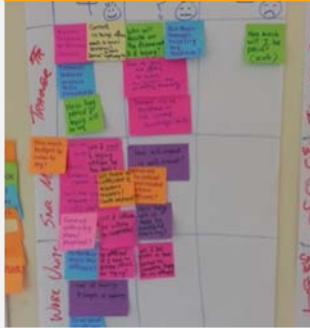


Tally Marking



Convergent Tools

Categorising

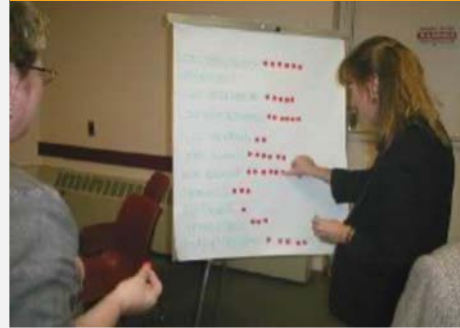


PMI Table



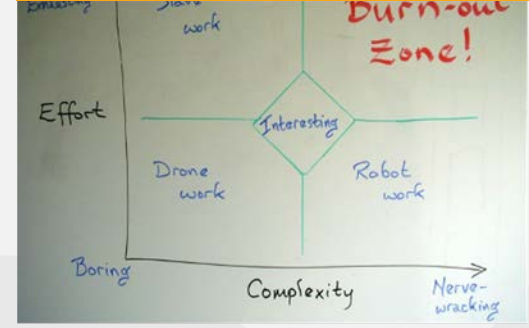
Affinity Diagram

Prioritising



Multivoting

Decision-making



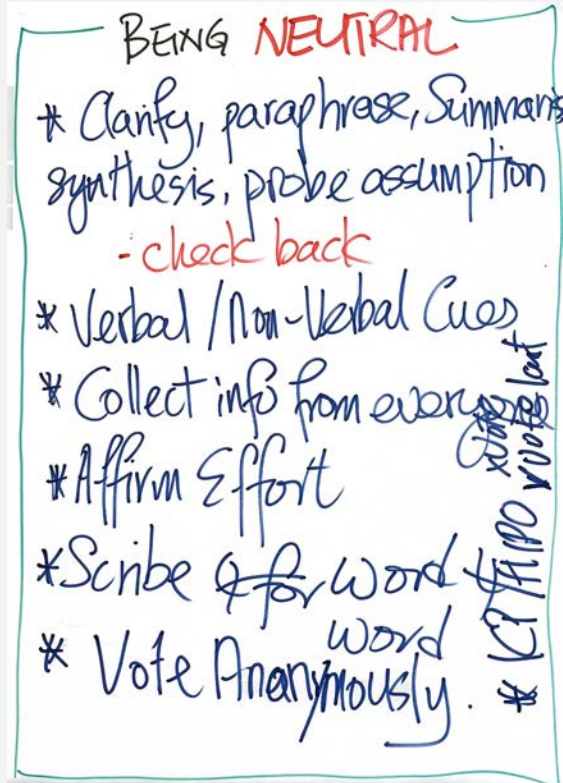
2x2 Grid



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 discussions with key clients.

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

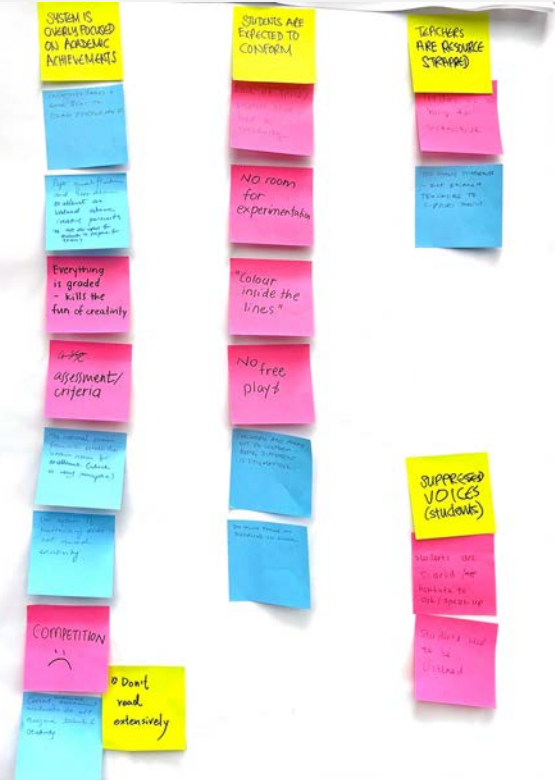
Group similar challenges together

3 Header

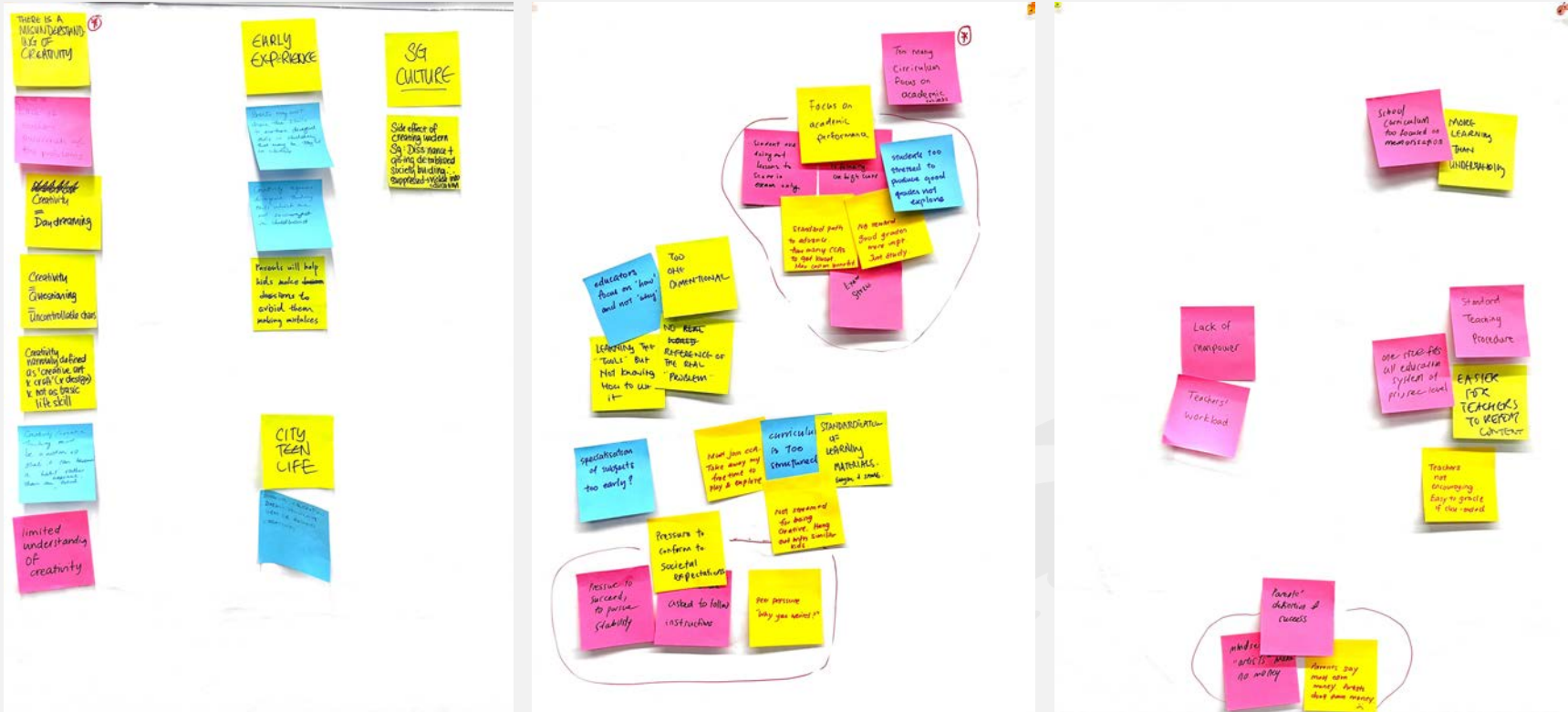
Use big post-its for the headers

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

Break

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

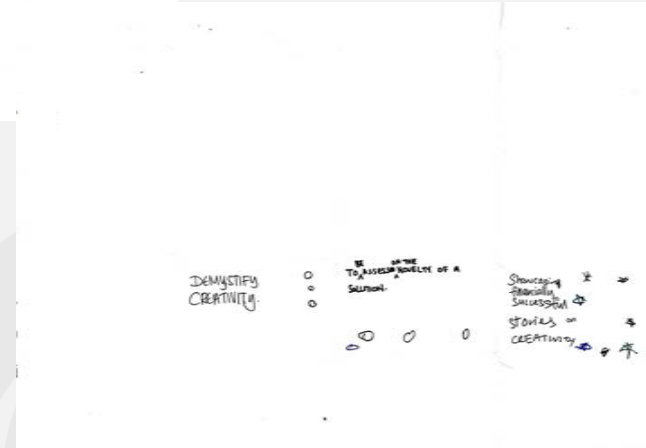
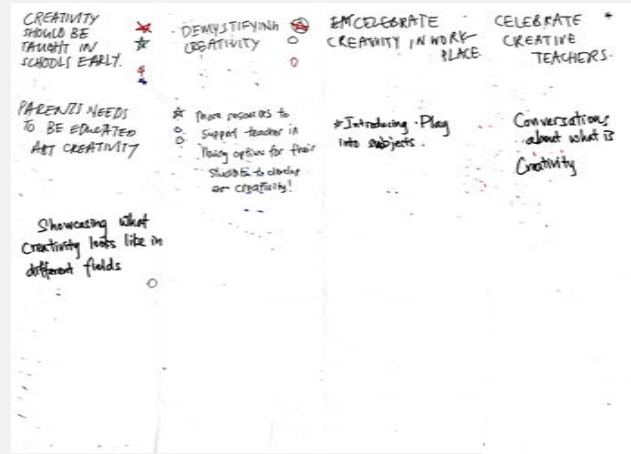
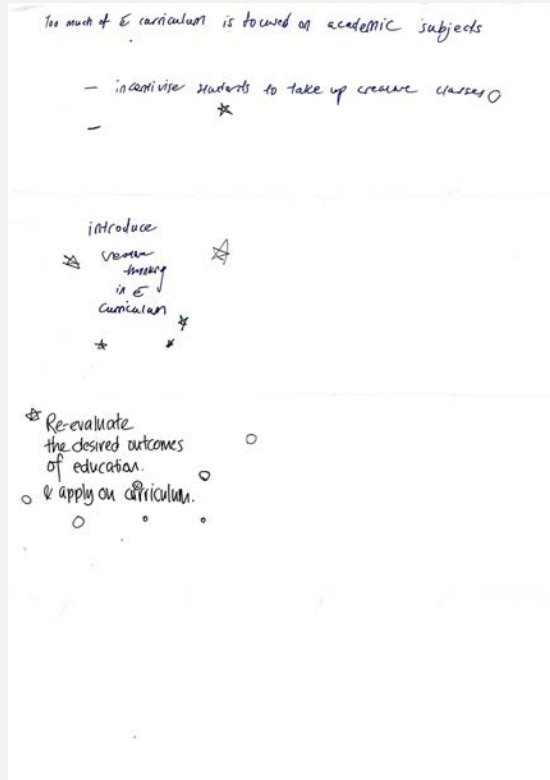
3 Add on

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

4 Repeat

Repeat the process

Possible Solutions (by Participants)



Importance of Criteria

Criteria & Voting

No. of Criteria

1

2

3

4 or more

Independent Criteria

Multivoting

Multivoting

Multivoting

Multivoting

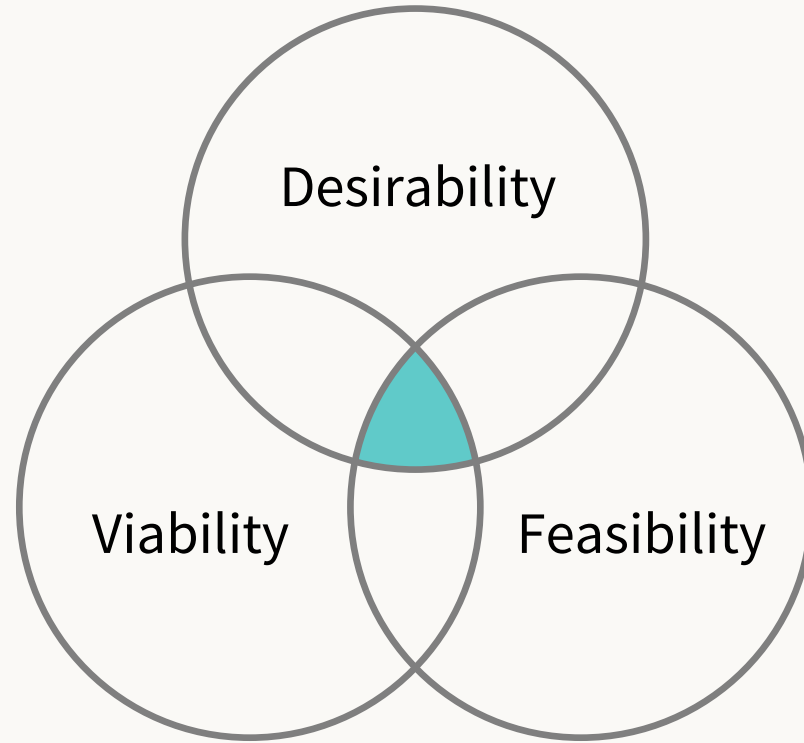
Interdependent Criteria

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 (39)	33 33 (15)	99
2	Incentives (monetary), vouchers, game Credits to attract ppl to EV E.g. same idea as 10000 step challenge	99 31 (1)	33 31 (15)	13 31 (18)	61
3	'membership' → discount for booking facilities fees → NTVC (discount) or with other elements	33 33 (13)	33 33 (15)	99 97 (39)	67
4	Give priority to PMOs / family involved in EV tours. E.g. Priority access to services, first hand news on upcoming events	31 39 (13)	31 39 (13)	33 39 (15)	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	+++ 111	+++ 111	++ 11	==	27 + 24 + 25 + 15 = 91
EDUCATION TO REDRESS		/	==	+++ 111	0 + 3 + 15 + 12 = 30
PUBLIC EDUCATION IN SLACS	11		-	-	6 + 0 + 5 + 11 = 22
REFORMER GROUPS		-	-	-	0 + 0 + 5 + 11 = 16

1 Criteria

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

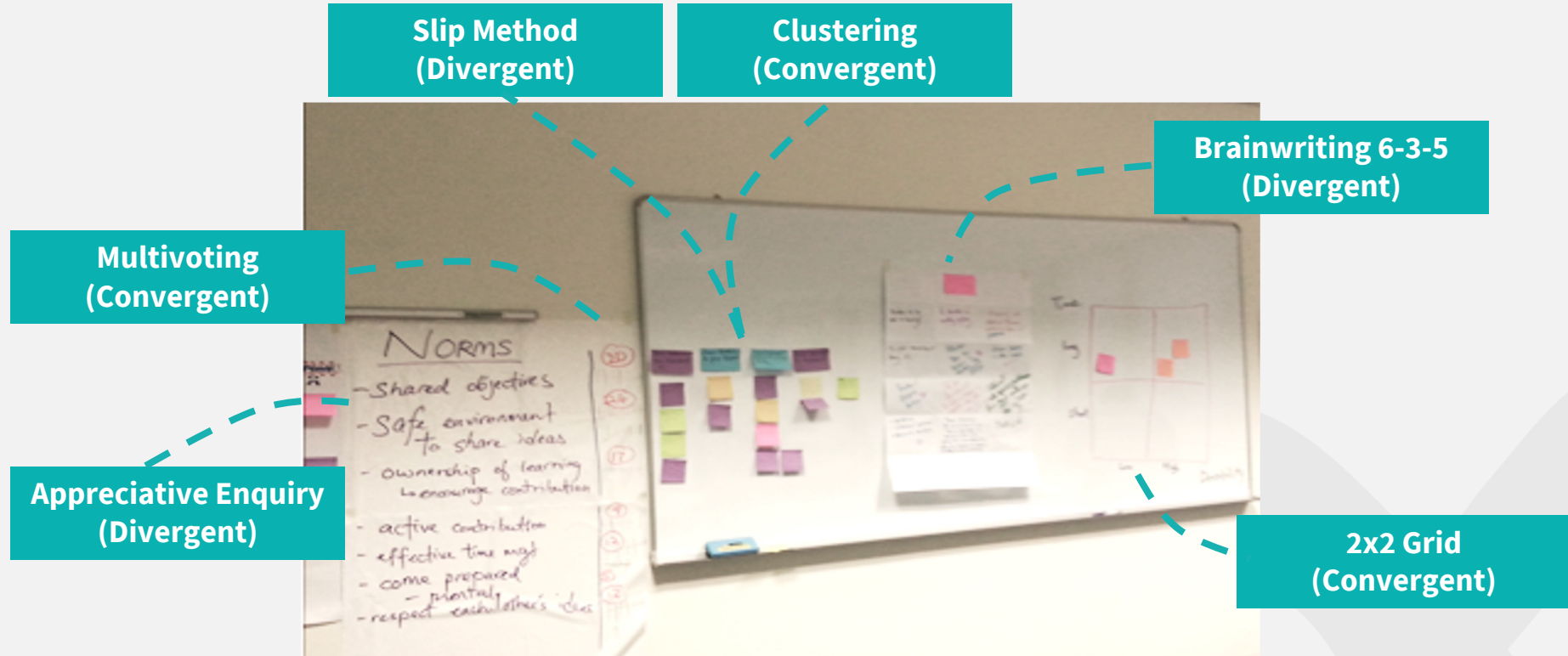
2 Vote

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

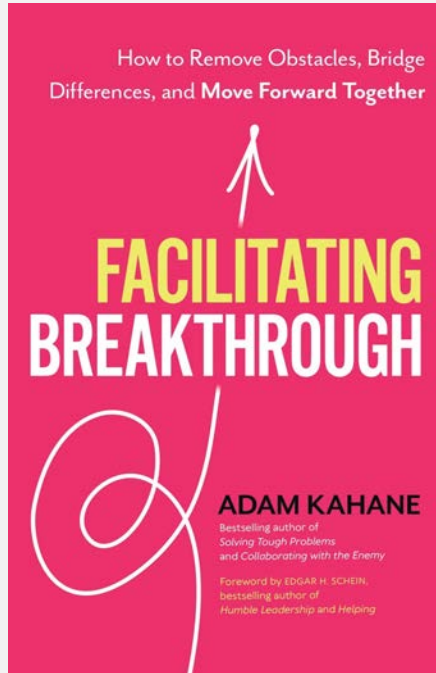
3 Total & Select

Compute the total weight and select the highest score

Review: Divergent & Convergent




Resources for your journey



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/)

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

Thank You!

