DESIGN FACILITATION 1

Foundations, Principles, Processes

With Trainers:

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Founder & Director, Studio Dojo

Lye Yen Kai

Managing Director, Pivotal Learning

Workshop Overview

Morning: 9am – 1pm	Afternoon: 2pm – 5:30pm
Types of Facilitation	Facilitation Skills Practice
Content versus Process	Process Facilitation Session I
Facilitation Skills	Break: 3:45pm
Break: 10:30am	Process Facilitation Session II
Stages of Facilitation	Importance of Criteria
Divergent & Convergent Tools	Review & Feedback
Lunch: 1pm	Resources for your journey

Supporting You in Your Journey Ahead

Slides & Resources

H3

Types of Facilitation

Experiential Learning Facilitation

Learning Facilitation

Process Facilitation

Discuss

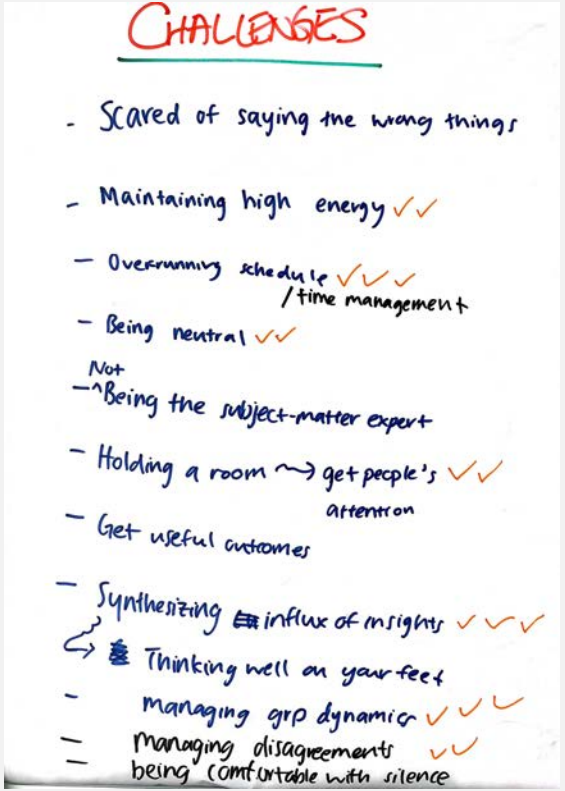
During Facilitation

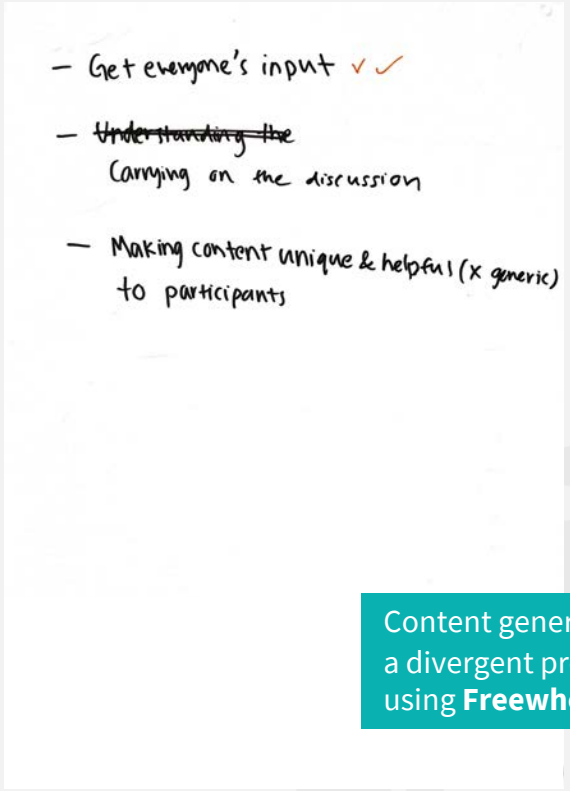
What are some challenges faced by a design facilitator?

What are some goals of a design facilitator?

What are some responsibilities of a design facilitator?

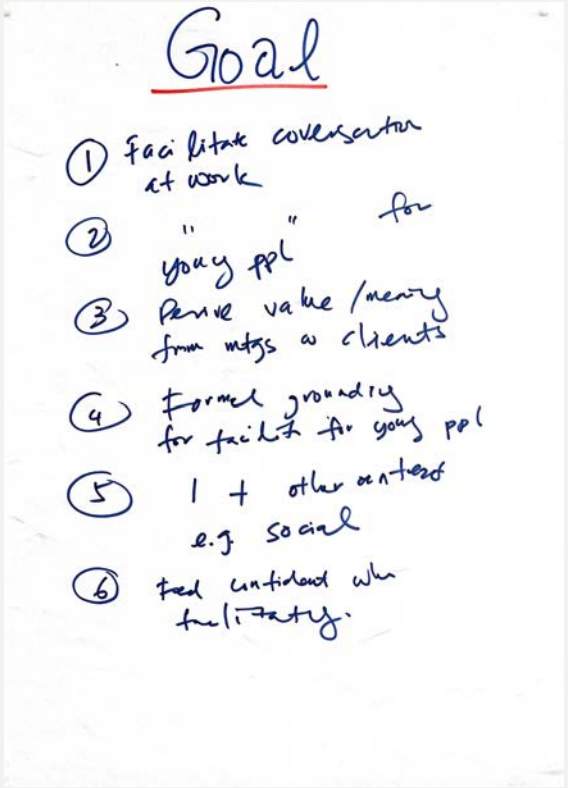
Challenges Faced by a Facilitator

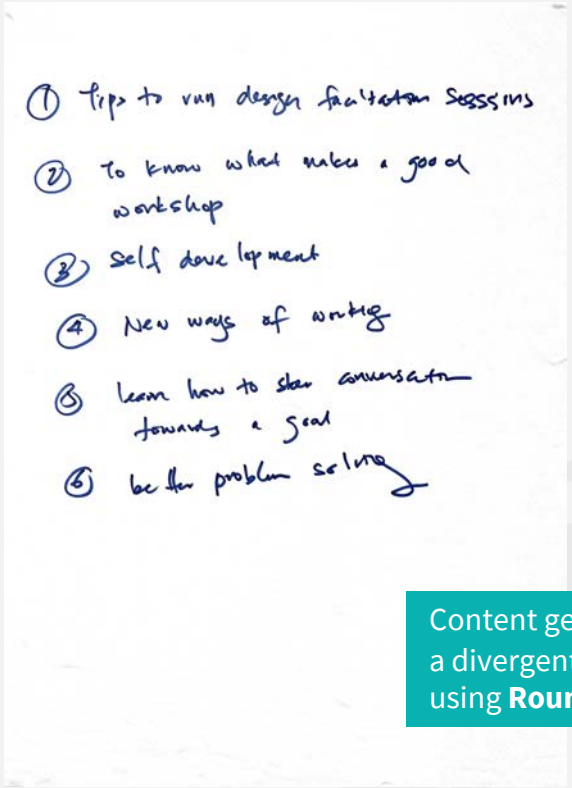


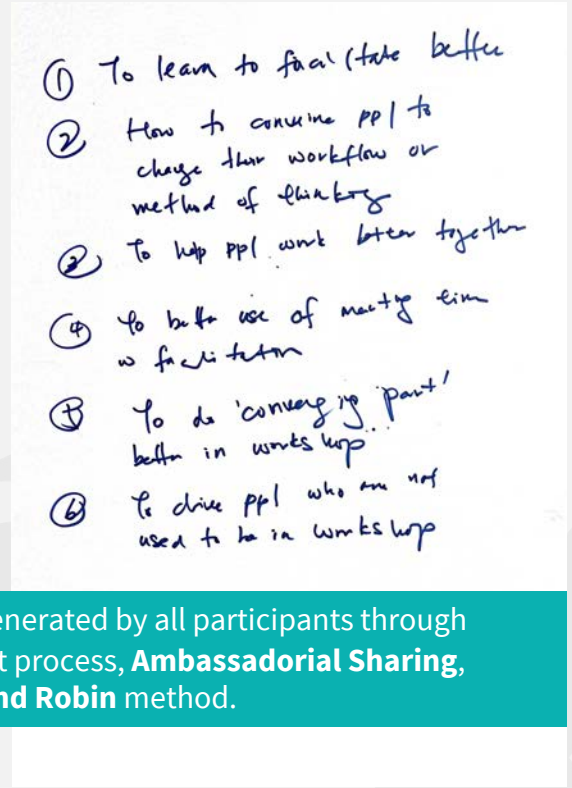


Content generated by all participants through a divergent process, **Ambassadorial Sharing**, using **Freewheeling** method.

Goals of a Facilitator







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.

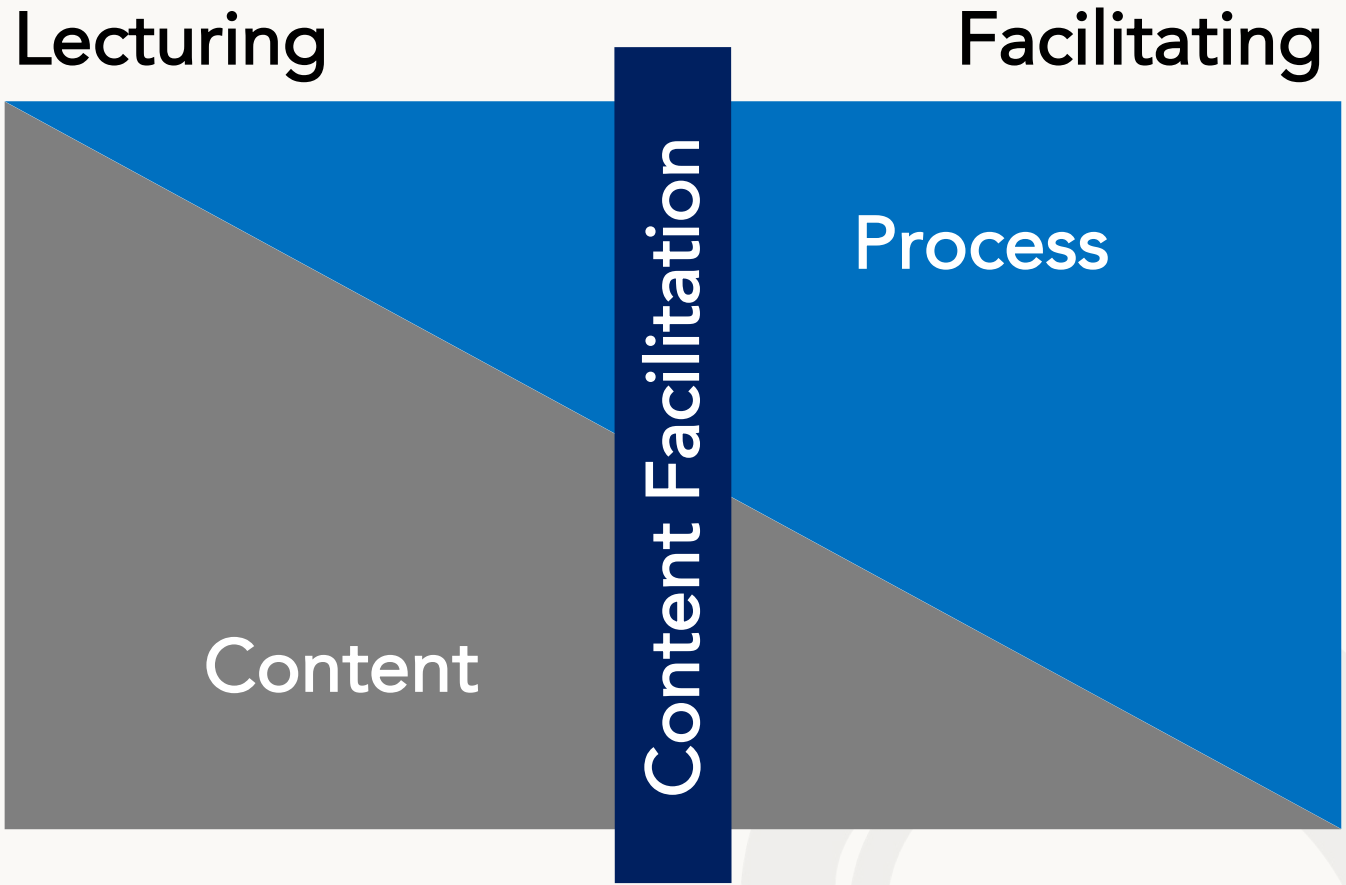
PROCESS FACILITATION

Process facilitator is a content-neutral individual

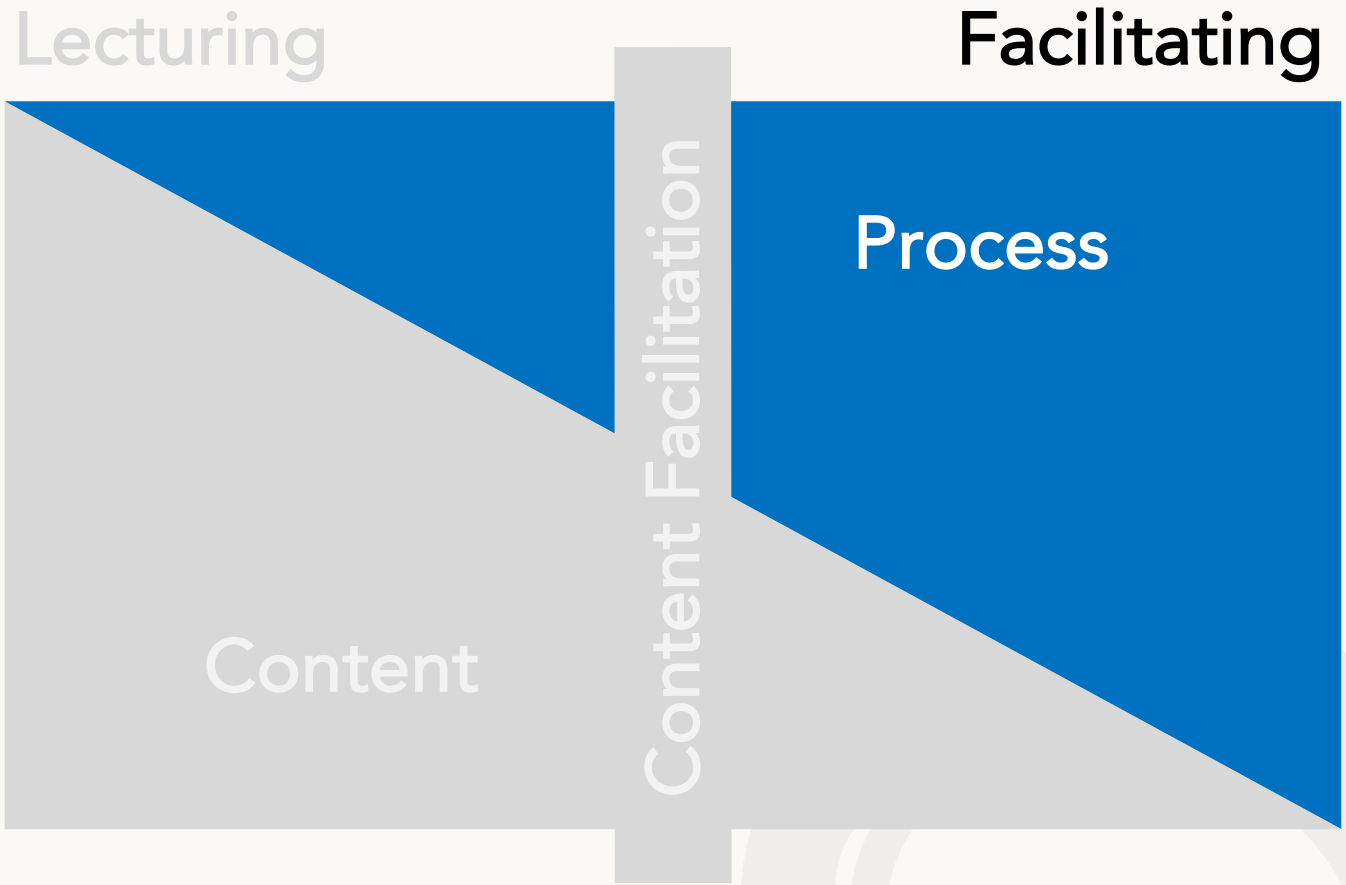
who uses effective processes to enable a group to make effective decisions and accomplish its task

while supporting a collaborative and respectful environment that encourages full participation

and helps group overcome barriers to reaching their goal.


Lecturing
Facilitating
Content Facilitation
Process
Content

H8


Lecturing
Facilitating
Process
Content Facilitation
Content

H8

Content
(What?)

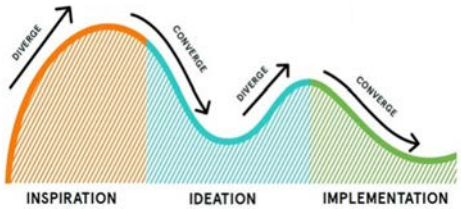
- Technical expertise
- Ideas
- Research findings
- Problem being solved
- Decision made
- Agenda items
- Goal

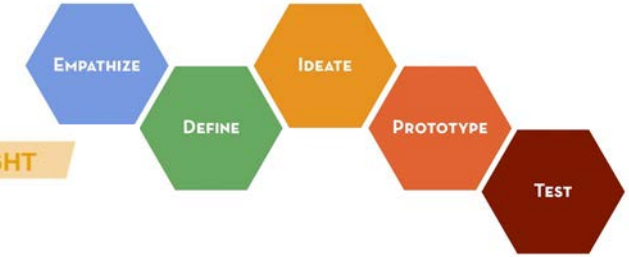
Process
(How?)

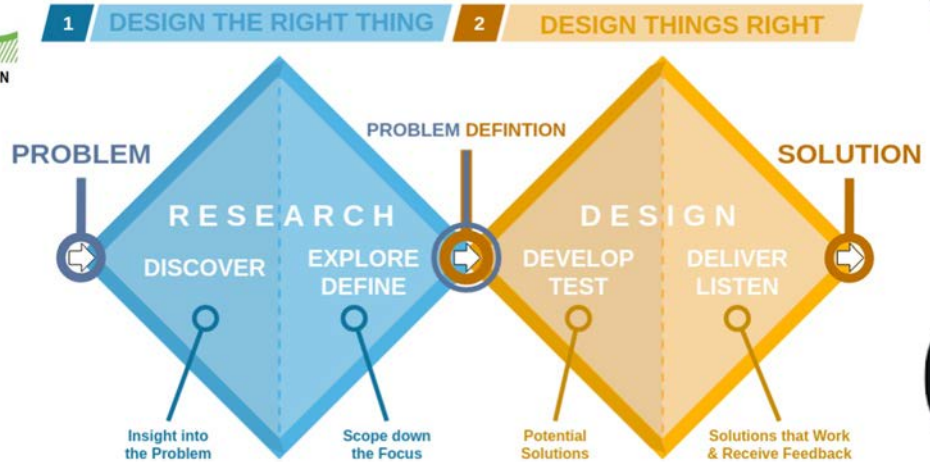
- Methods & procedures
- Tools
- Interaction between members
- Rules and norms
- Group dynamics

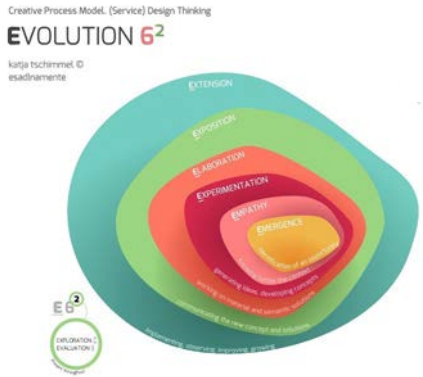
H8

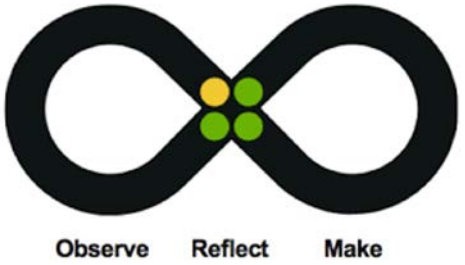
Design Process











H9

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 Group

Participatory Group

Stages of Facilitation

Prepare

Set Context

Manage Session

Summarise

Follow Up

H13

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

Set Context

Manage Session

Summarise

Follow Up

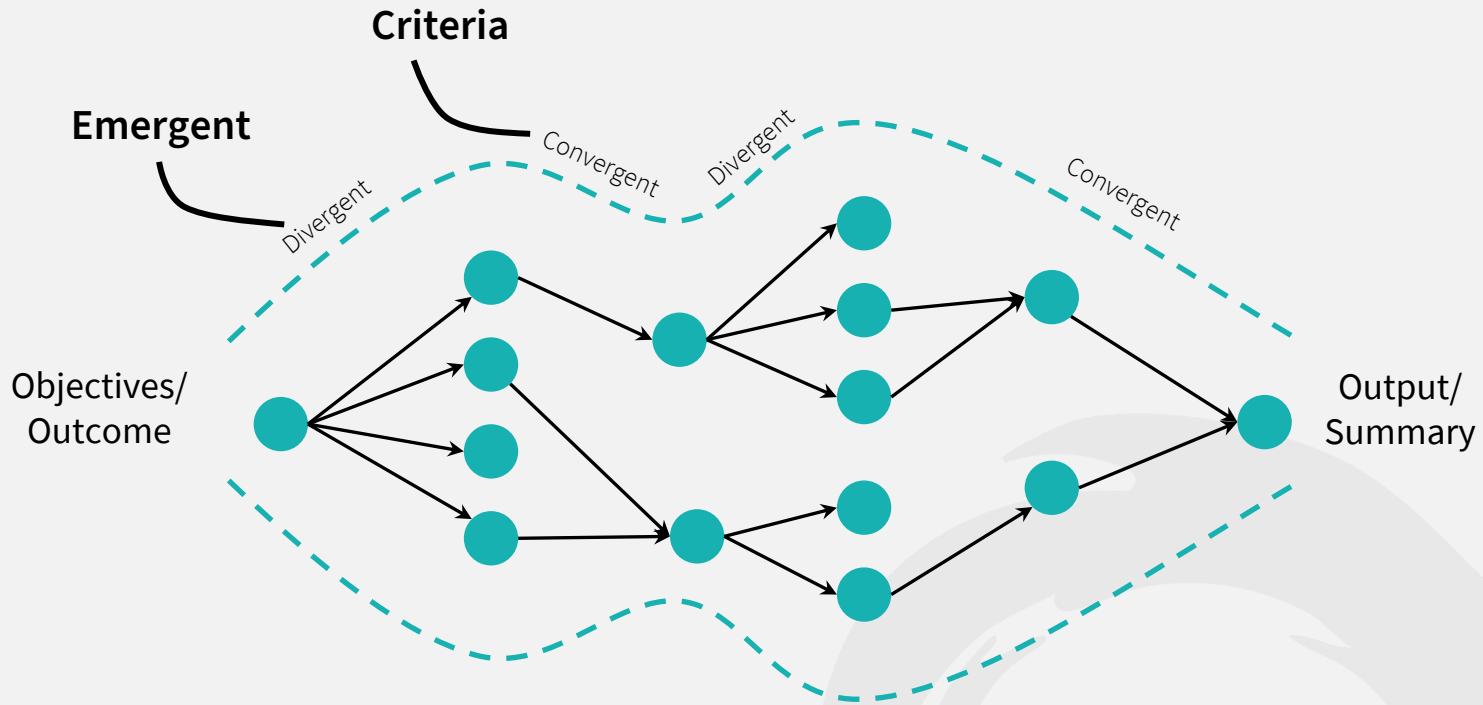
Prepare & circulate follow-up materials

File documents

Follow up on action items

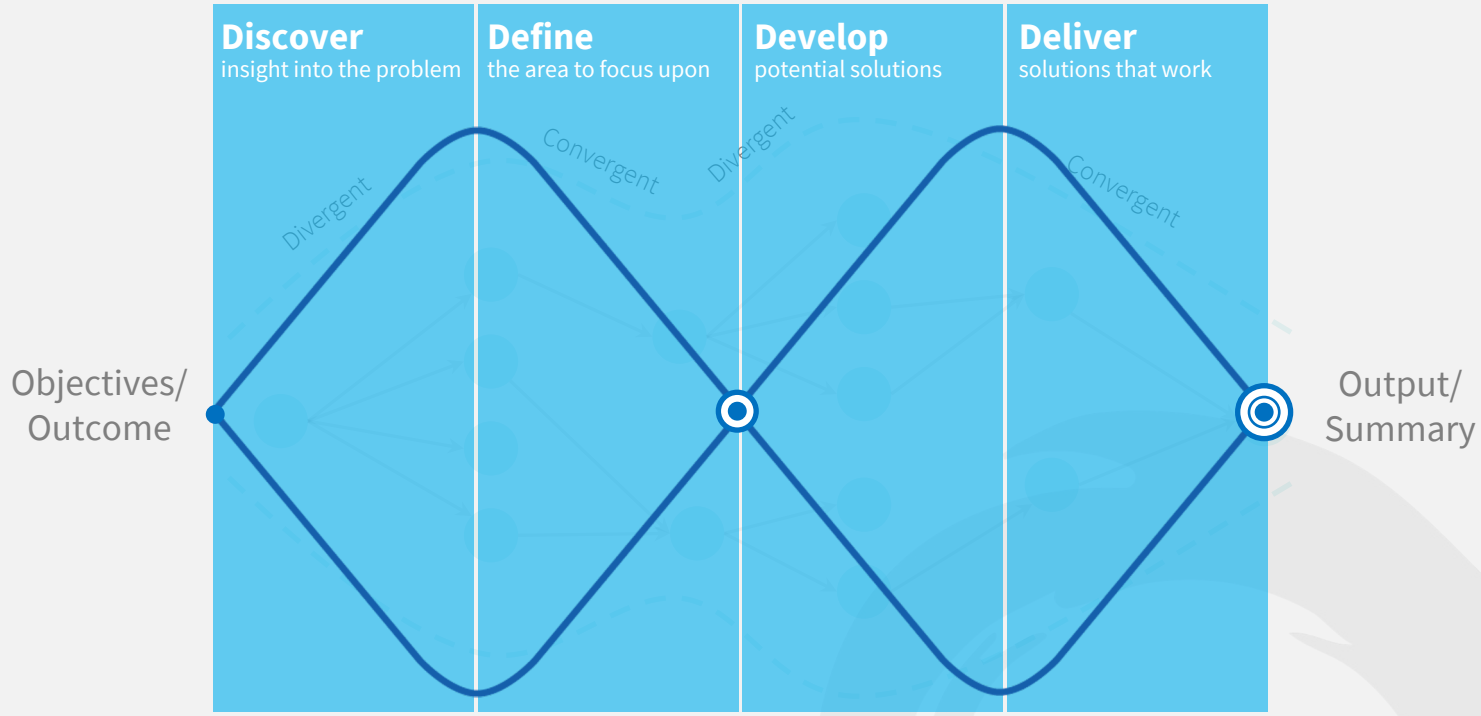
H13

Divergence & Convergence



Divergence & Convergence

Divergence & Convergence



H9

DIVERGENT TOOLS

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

H29

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

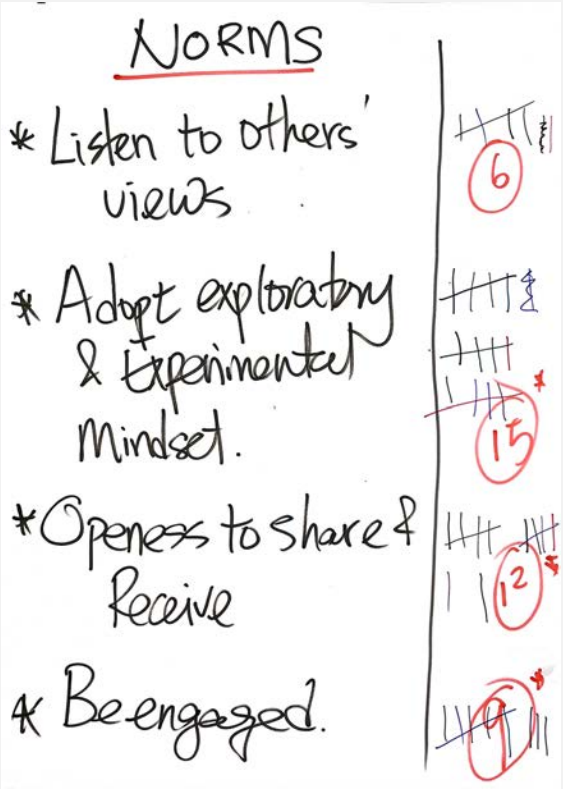
3 Share

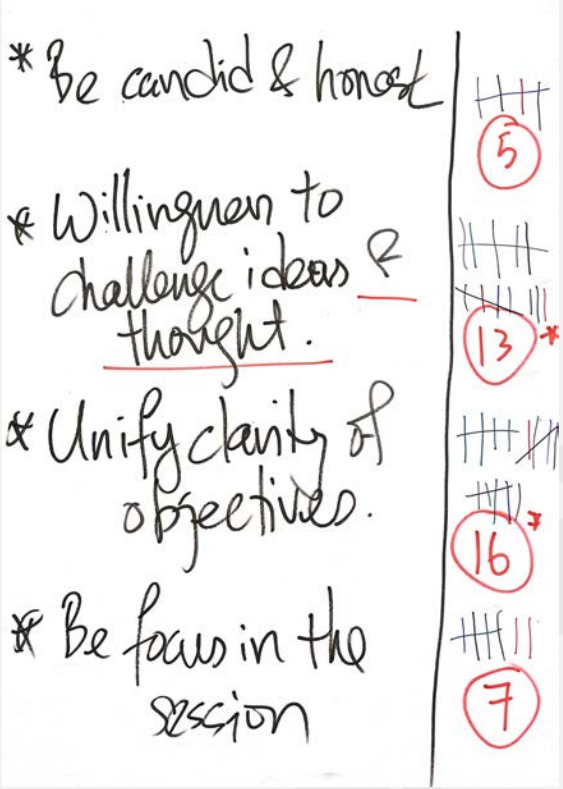
4 Propositions

Create propositions

H38

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

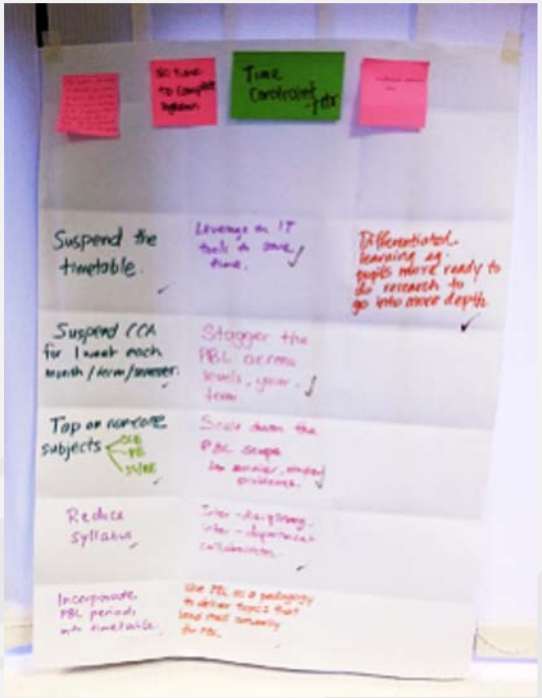
Slip Method

H29

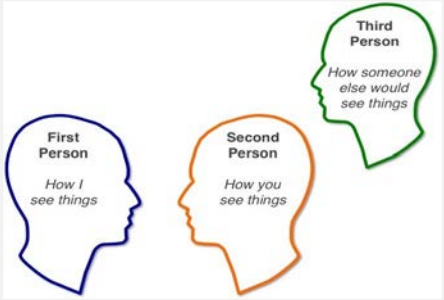
Divergent Tools

Brainstorm Carousel

Gallery Walk



Brainwriting



Perspective Taking

Visioning

CONVERGENT TOOLS

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

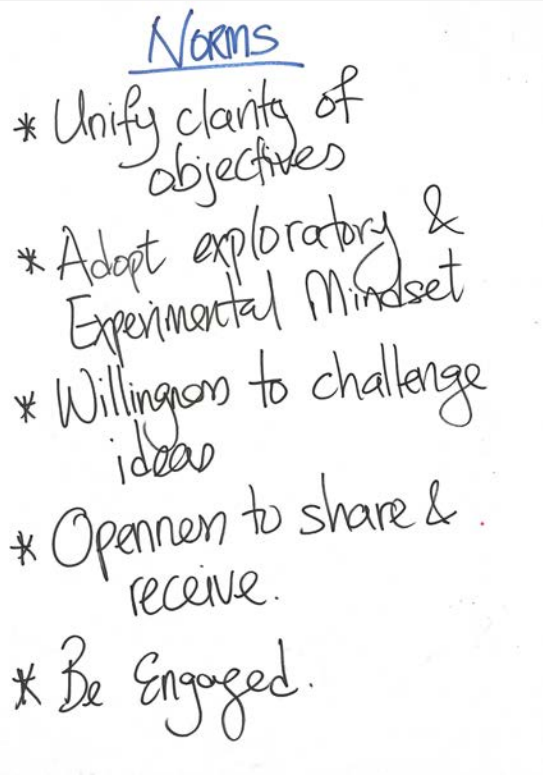
1. Categorising
2. Prioritising
3. Decision-making

H41

Objective

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

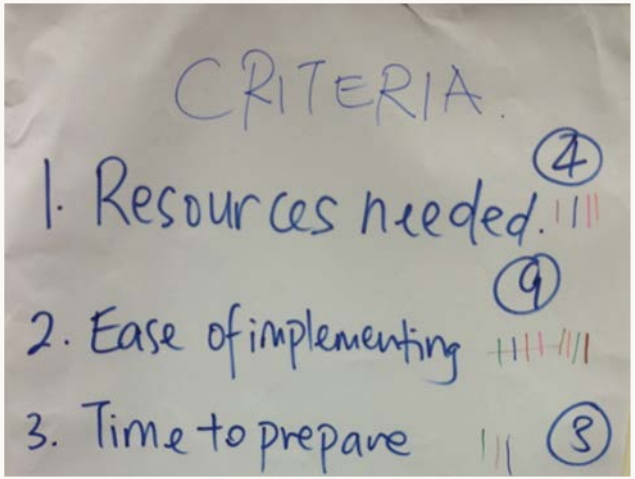
Top 5 Conversation Norms (by Participants)



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

CONVERGENT TOOL

Multivoting



1 Allocate

Give a certain number of votes

2 Vote

Put vote(s) on ideas

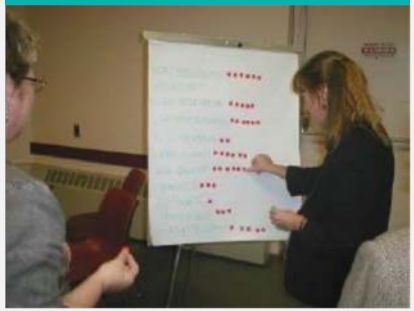
3 Tally

Tally and record number of votes

H42

Vote Collection Methods

Dots



Show of Hands

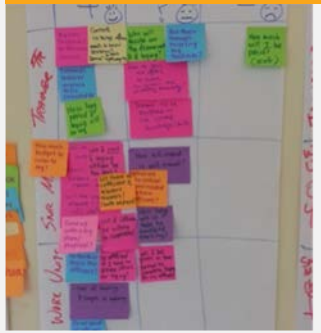
Ballots

Tally Marking

H41

Convergent Tools

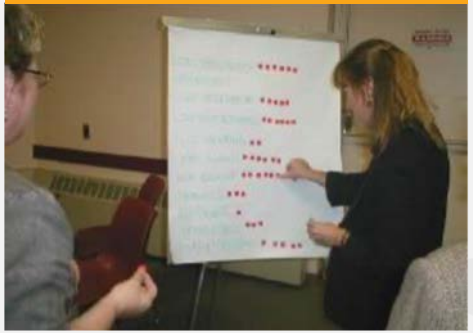
Categorising



PMI Table

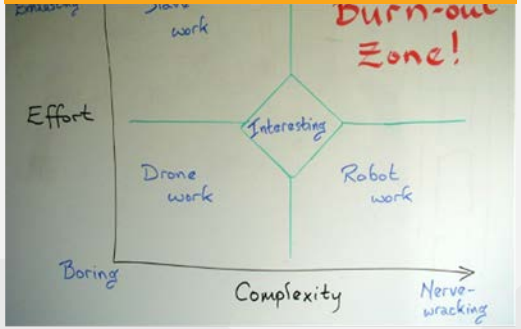
Affinity Diagram

Prioritising



Multivoting

Decision-making

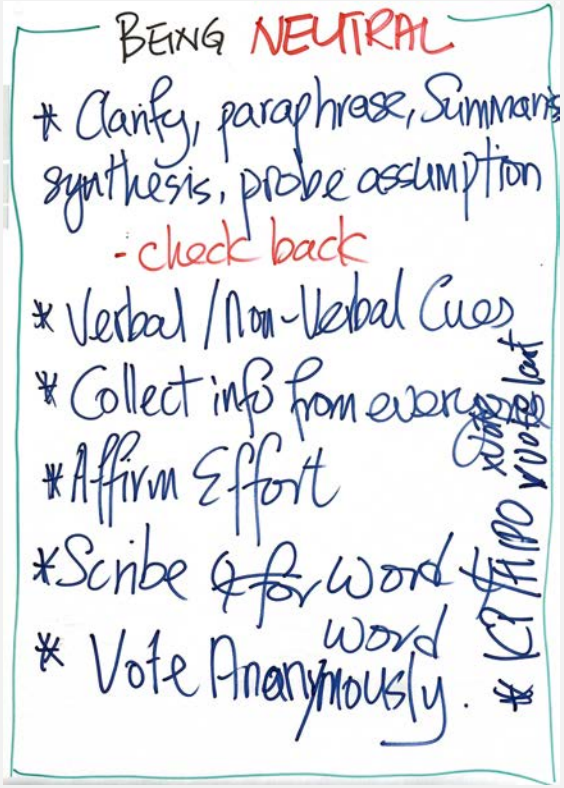


2x2 Grid

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…*

H18

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

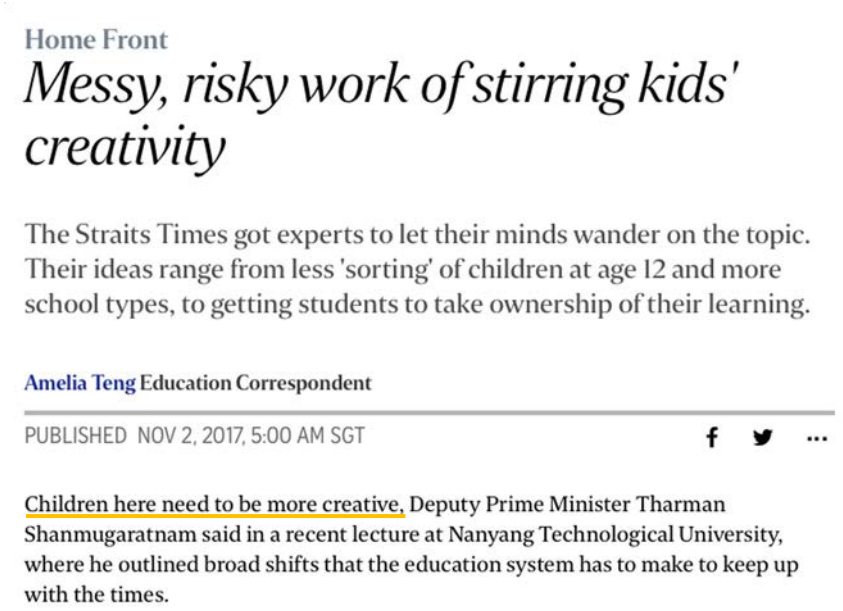
What is your stance on the following?

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.

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

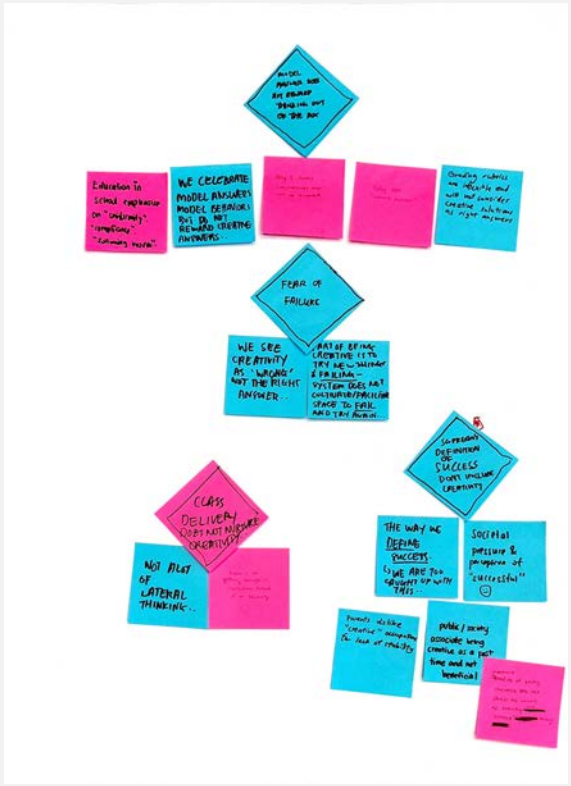
3 Header

Use big post-its for the headers

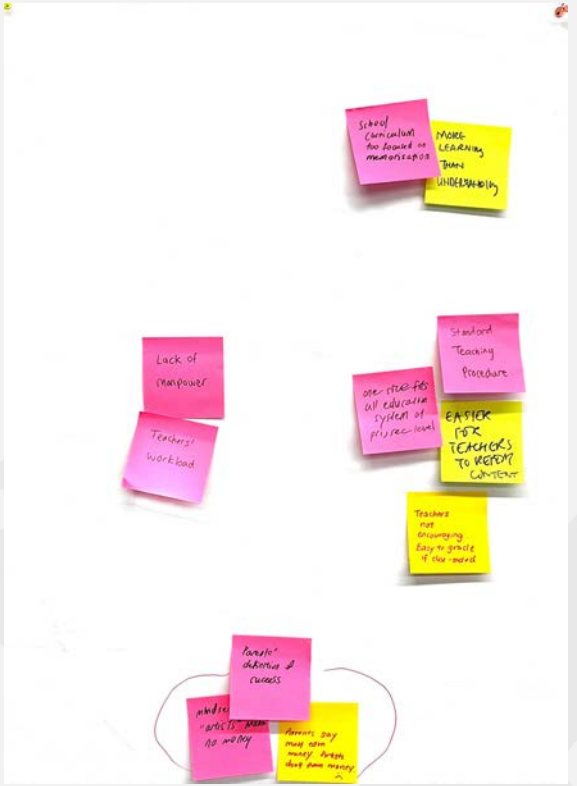
Write headers in statement form

H49

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.

DIVERGENT TOOL

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

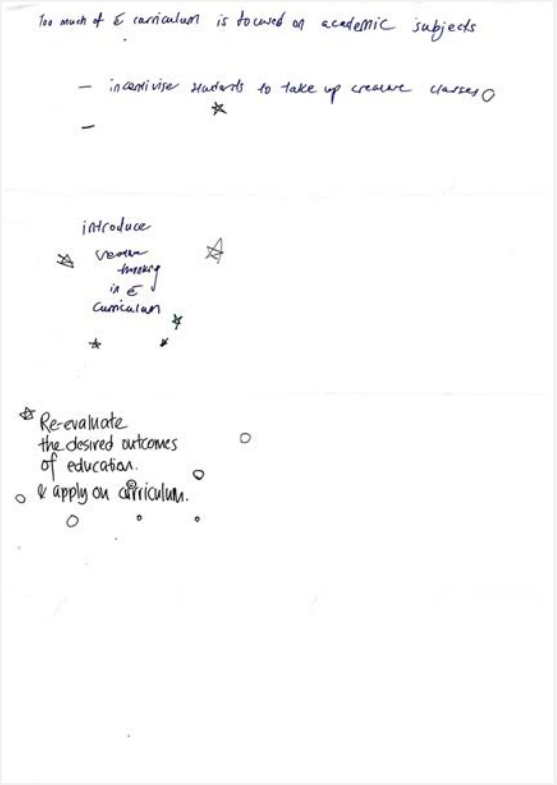
The new group adds 2-3 ideas to the chart provided

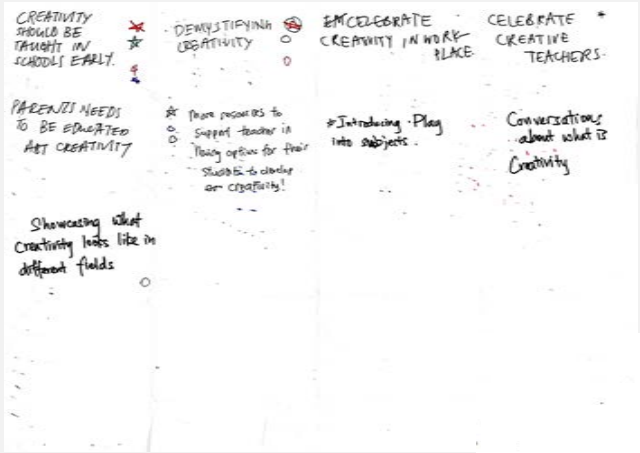
4 Repeat

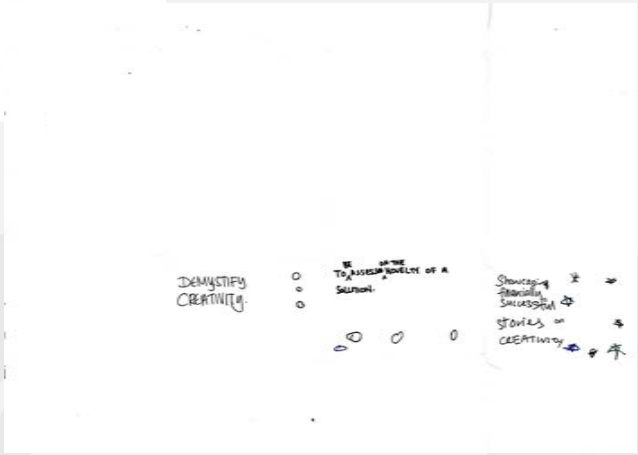
Repeat the process

H33

Possible Solutions (by Participants)



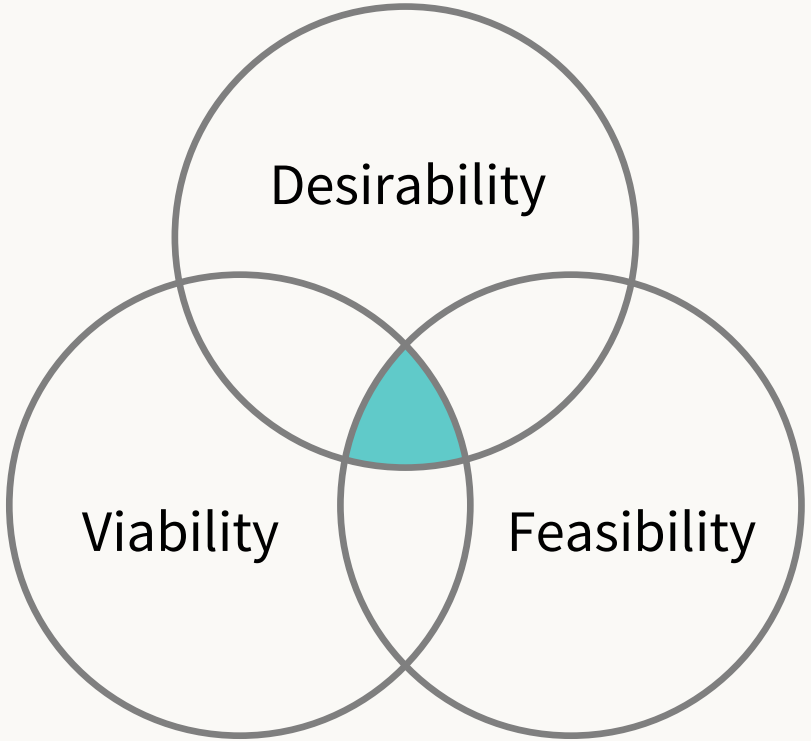




Importance of Criteria

Criteria & Voting

No. of Criteria	Independent Criteria	Interdependent Criteria
1	Multivoting	Multivoting
2	Multivoting	2x2 Grid
3	Multivoting	IUD Table *(vote by points)*
4 or more	Multivoting	Criteria Matrix *(vote by multiplying vote & weight)*


Desirability
Viability
Feasibility

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

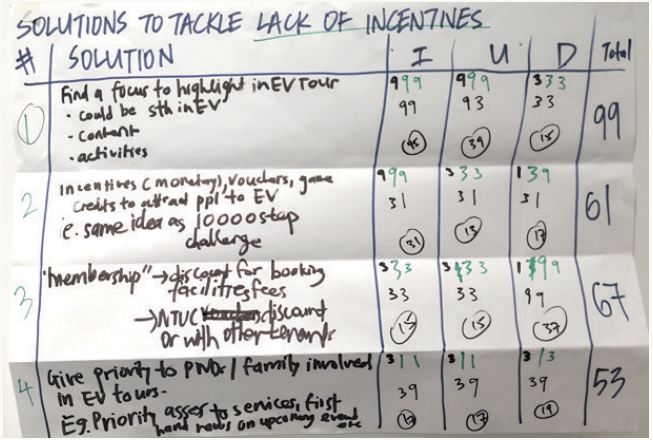
3 Take Action

Decide which quadrant the team would like to act on

H45

CONVERGENT TOOL

Important/Urgent /Do-ability



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

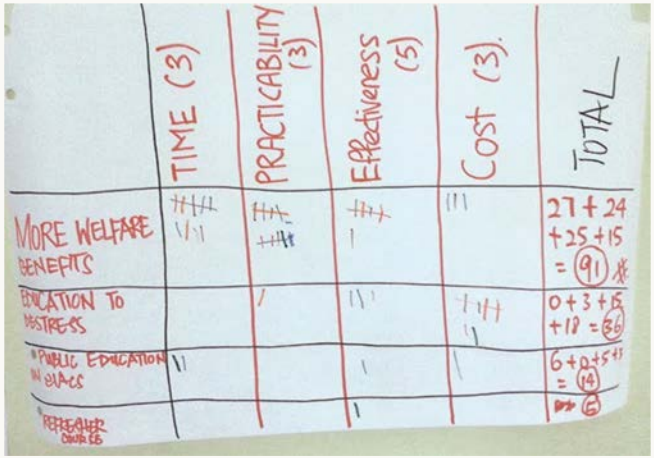
3 Prioritise

Prioritise action items based on highest to lowest scores

H46

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

H51

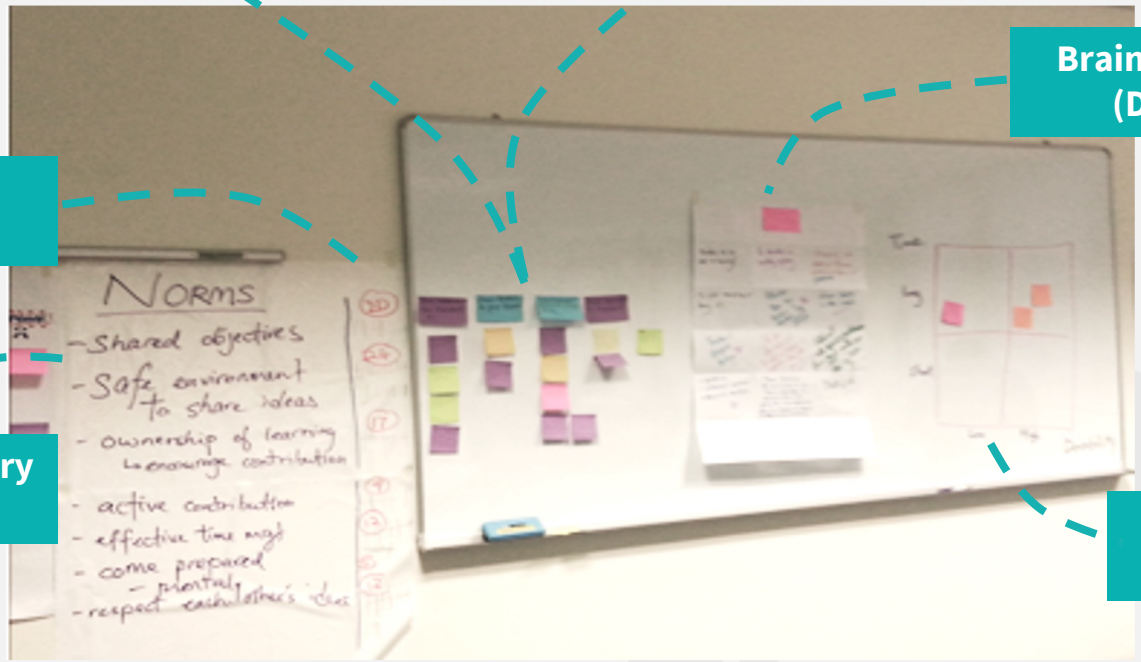
Review: Divergent & Convergent

Slip Method (Divergent)

Clustering (Convergent)

Brainwriting 6-3-5 (Divergent)

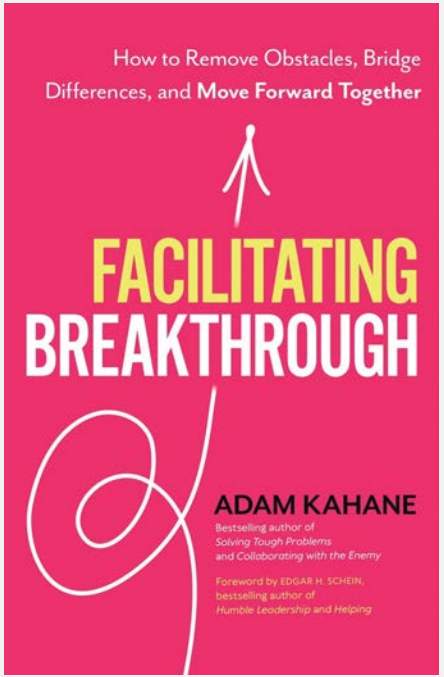
Multivoting (Convergent)



Appreciative Enquiry (Divergent)

2x2 Grid (Convergent)

Resources for your journey



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

Thank You!