



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

Break: 10am

Content versus Process

Facilitation Skills

Break: 11am

Stages of Facilitation

Divergent & Convergent Tools

Lunch: 1pm

Afternoon: 2pm – 5.30pm

Facilitation Skills Practice

Break: 3pm

Process Facilitation Session I

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

ROOM

1

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. Internal relationships - tensions
2. Lack of participation
3. No clear agenda and expectation (eg. goal vs process focused)
4. Too much to do in one session
5. People coming from or leaving for another meeting - not present/disengaged
6. Competency level of facilitator
7. people getting lost: what should we do? even after multiple explanation
8. unequal power dynamics
- 2 9. priming to get people in the right state of mind
10. not having the right people in the room causing disengagement (or too many)
11. not having designed a process to fit the group of people
12. not familiar with technology
13. not willing to learn how to participate in the session
14. getting used to the awkwardness, how to manage it
15. fatigue, especially if its full day
16. common definition of certain lingos (No common ground)
17. managing difficult conversations where there are disagreements
18. not using the right framework for users / situation
19. different background of participants, where conversations are framed around their background
20. encouraging people to listen to each other
21. sensitive topics, emotionally triggered, reactionary - and facil might not know what to do



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

Goals of a Facilitator

ROOM

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 for attending this workshop?

improve
facilitation
skills

1. Elaine- to improve my facilitation and presentation skills as a designers as we always have to present our ideas
2. PD- improve facilitation skills and see what available tools are out there
3. YC Yak - improve facilitation skills especially in an online space
4. Sau Loom- learn new skills and make things easier during facilitation, to make meetings go easier
5. Luke - to have a chance to learn from other people, interested to hear other people facilitate these workshops
6. Hye Toon - regular conduct facilitation so want to learn the best practices from others
7. Samantha- to find out how to conduct a workshop
- 8.

getting
people
engaged,
meeting skills

1. Rui Wen- make sure everyone has a say during a meeting, ensuring that we achieve a common goal
2. Cheryl - Help manage power dynamics & help facilitate multi-stakeholder convos to come into a consensus
3. Joyce- just to learn how to bring different groups of ple together and align for common agenda and solution
4. Edalene - get people participating in workshops
5. Patrick - help to organise thoughts and ideas of the group that I go to
6. Jay Ong- know what's available, being able to put things into words

learn
new
tools

1. KY- to see if theres a hybrid version of design facilitation workshop
2. Adeline - see what the available tools that are out there that can be done with the team
3. Xin Yi - learn more distinction and tools around facilitation but people tend to not be clear about what they want, and get better clarity
4. Liming - see if theres a more effective way of running a design workshop
5. Colleen - learn to actively engage people and the tools to do so
6. Manny - just to join a workshop and meet other designers

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

Responsibilities of a Facilitator

ROOM
3

Slip Method

Drag and drop sticky notes onto the grey spaces

Write 1 responsibility per sticky note

Write in statement form

Write as many sticky notes as possible

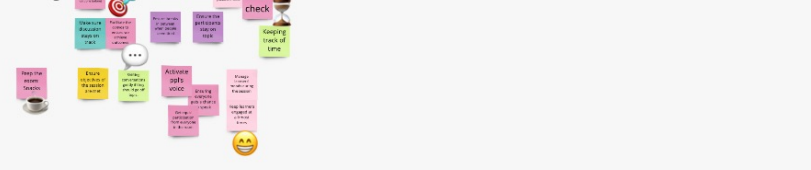


What are some responsibilities of a design facilitator?

Before



During



After



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

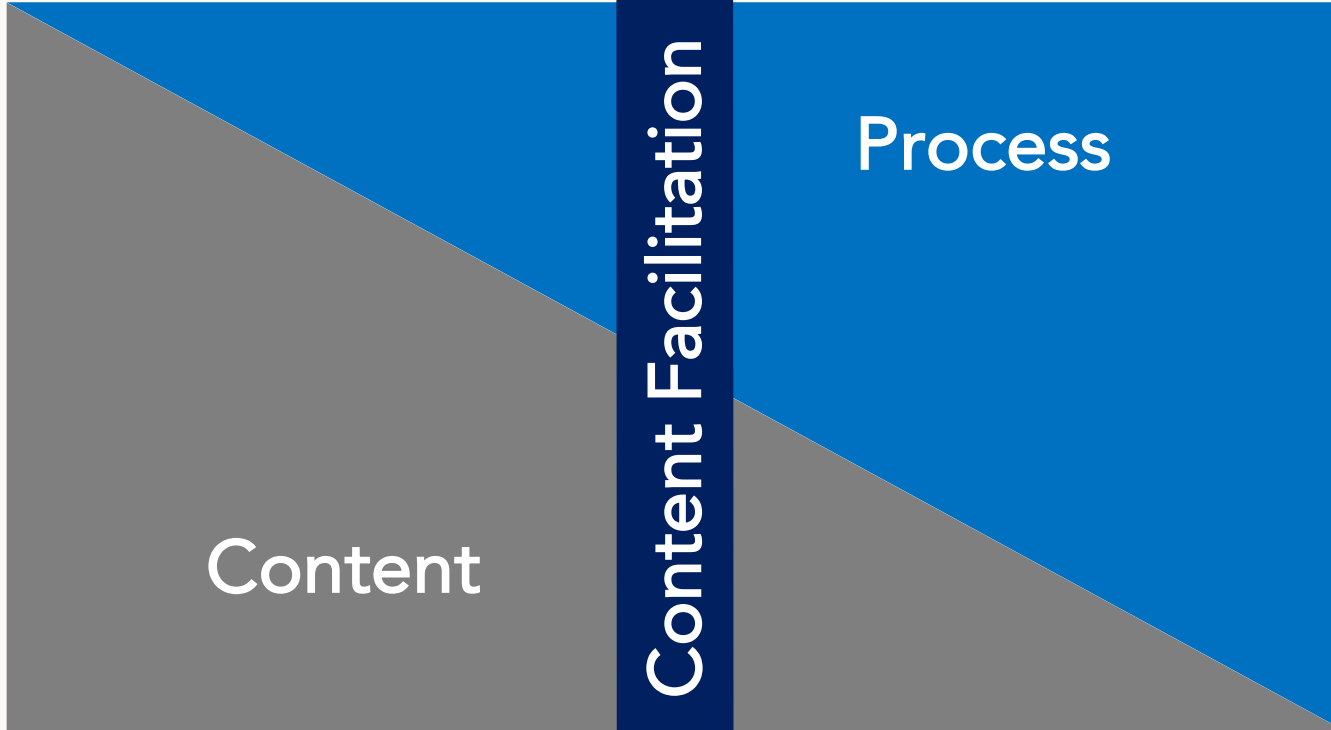
PROCESS FACILITATION



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

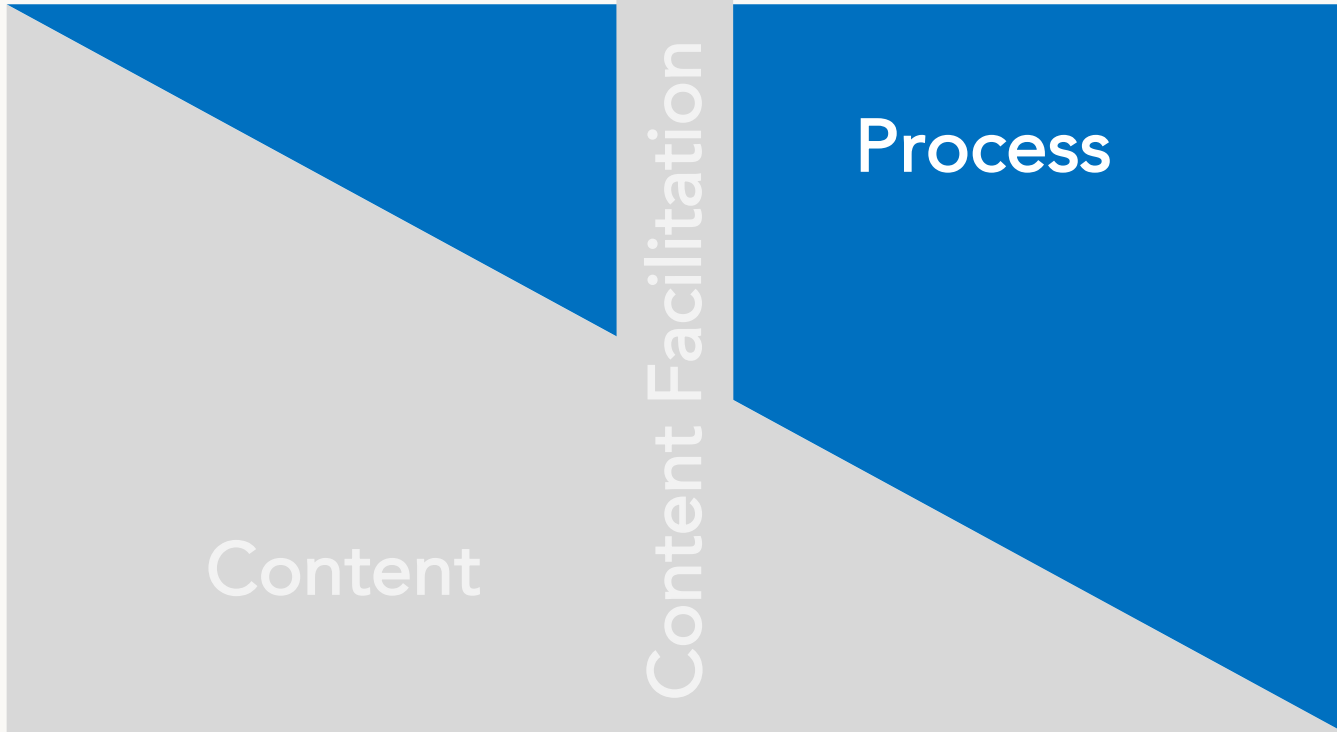
Facilitating



H8

Lecturing

Facilitating



H8

Content

(What?)

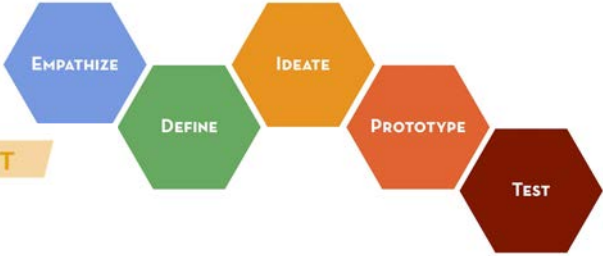
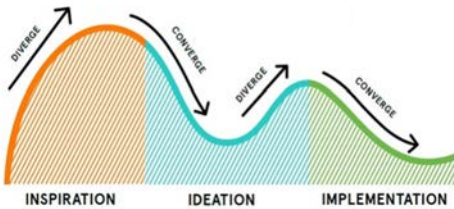
- Technical expertise
- Ideas
- Research findings
- Problem being solved
- Decision made
- Agenda items
- Goal

Process

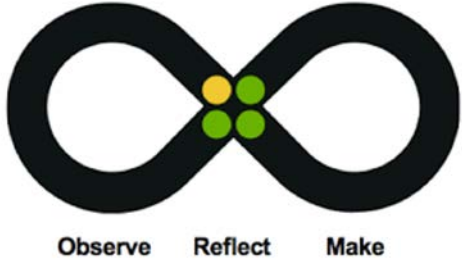
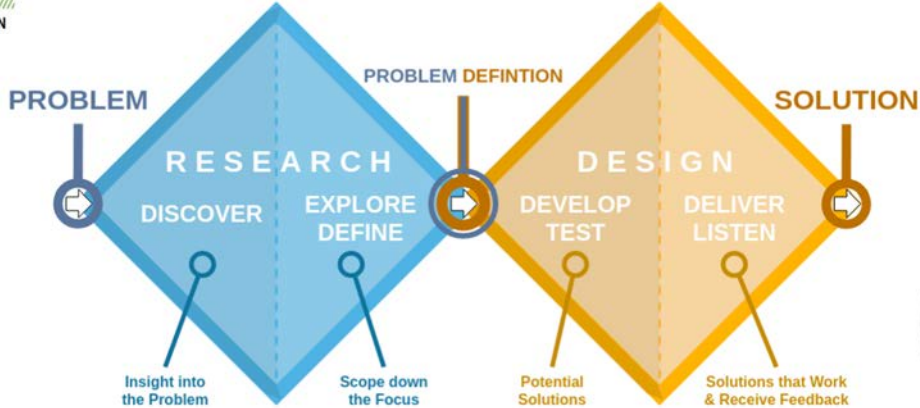
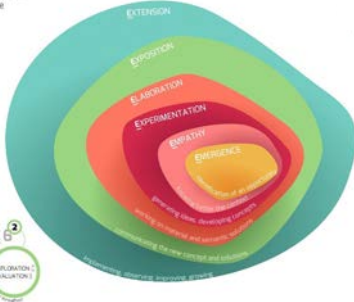
(How?)

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

Design Process



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



Objective



Sort the different descriptors into the respective methods of facilitation.

H11

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

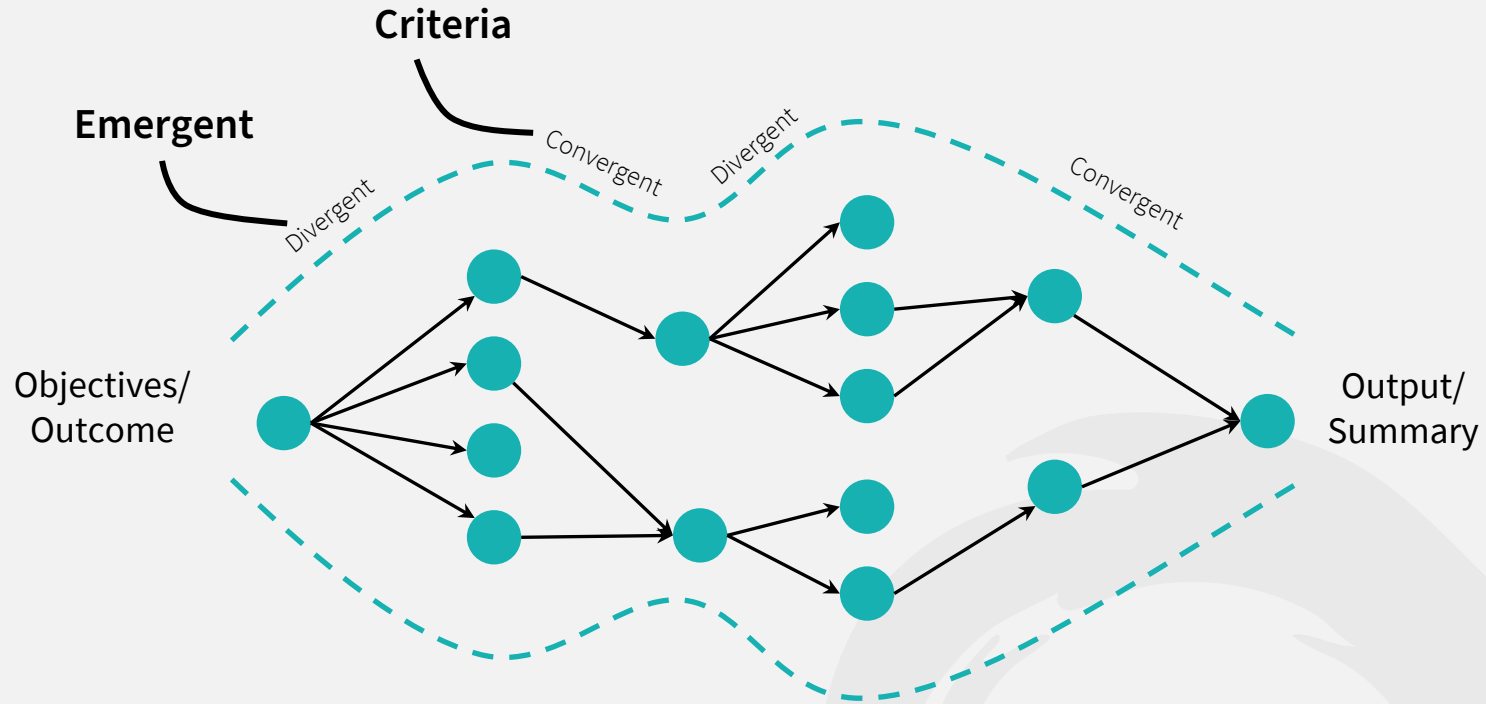
Follow up on action items

Summarise

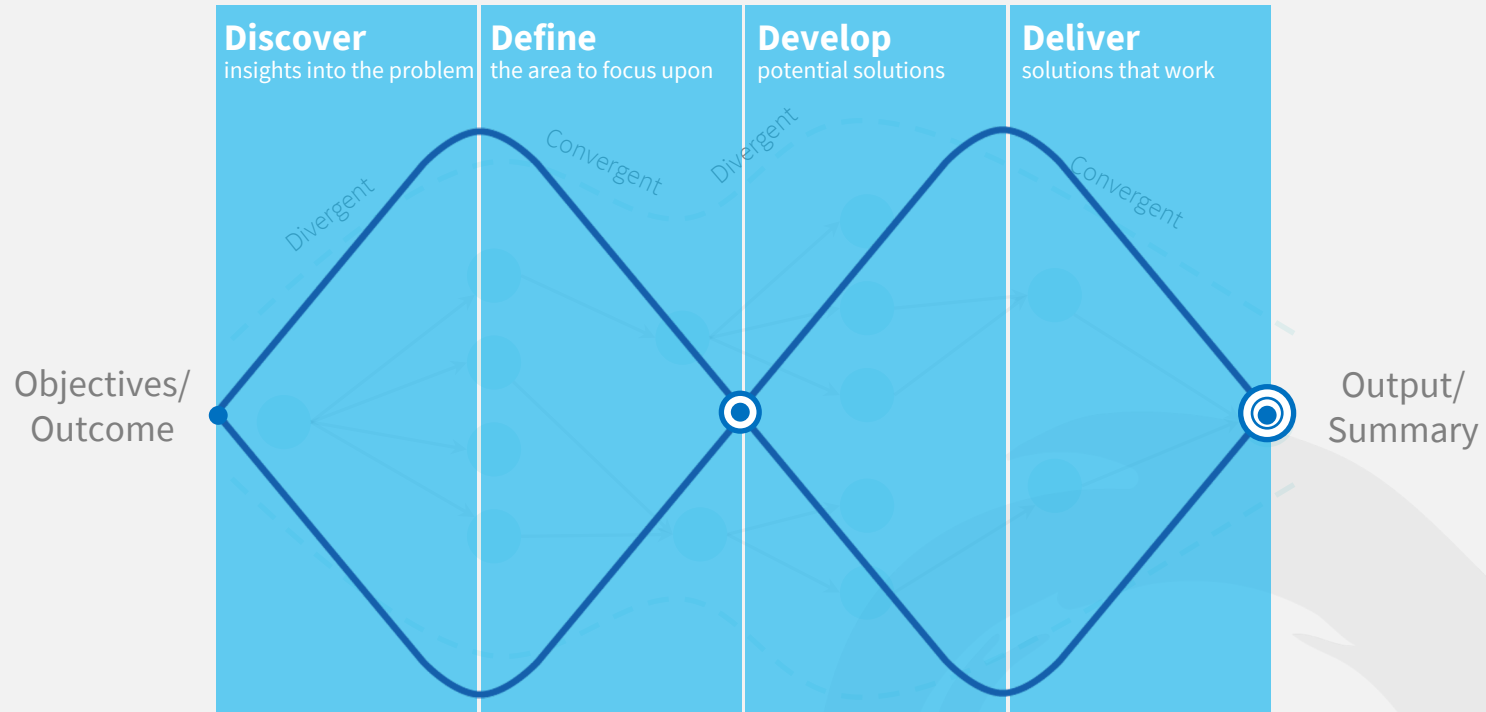
Follow Up

H13

Divergence & Convergence



Divergence & Convergence



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

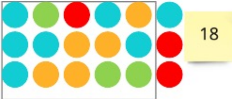






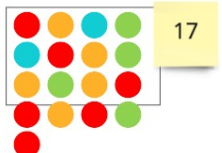
Create propositions

Conversation Norms

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?

Having an open mind - willingness to share different perspective		Role model behaviours	
Being prepared for the session		Create an open and casual environment to encourage contribution (coffee)	
Active contribution		active listening - listen and learn for others	
Transparency - being honest and truthful		Building on each other ideas and thoughts	

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



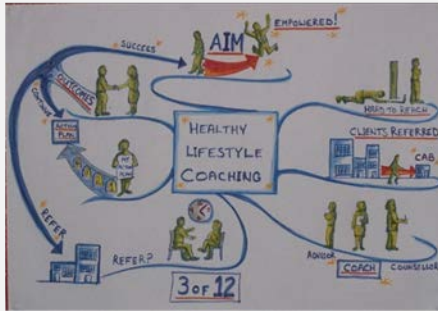
Round Robin



Slip Method



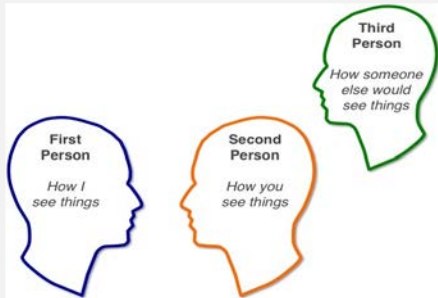
Divergent Tools



Brainstorm Carousel



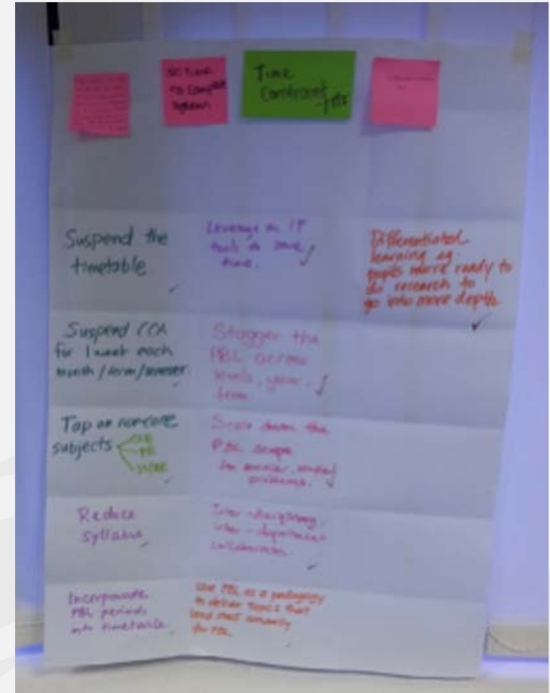
Gallery Walk



Perspective Taking



Visioning



Brainwriting

CONVERGENT TOOLS



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

1. Categorising
2. Prioritising
3. Decision-making

Objective

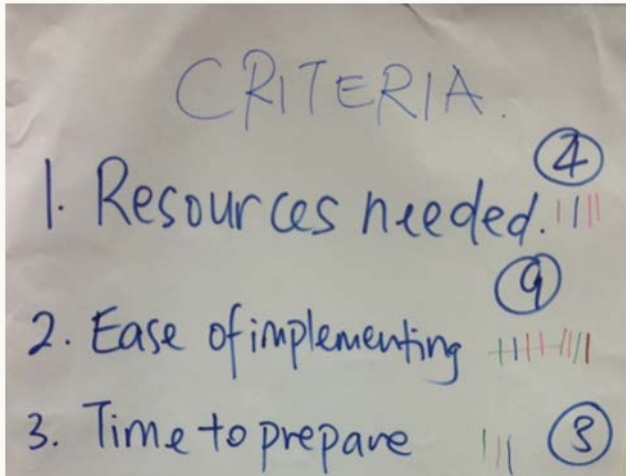


Shortlist top 5 conversation norms that would support the group working together.

Conversation Norms (by Participants)

1. Having an open mind - willingness to share different perspective
2. Active listening - listen and learn from others
3. Building on each other ideas and thoughts
4. Transparency - being honest and truthful
5. Create an open and casual environment to encourage contribution (coffee)

Multivoting



1 Allocate

Give a certain number of votes

2 Vote

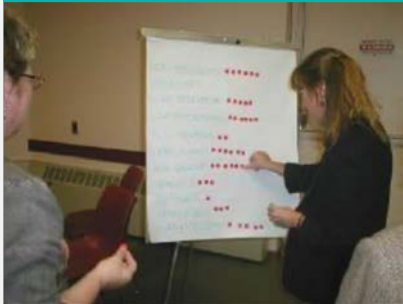
Put vote(s) on ideas

3 Tally

Tally and record number of votes

Vote Collection Methods

Dots



Show of Hands



Ballots

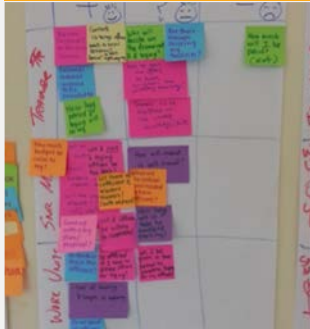


Tally Marking



Convergent Tools

Categorising

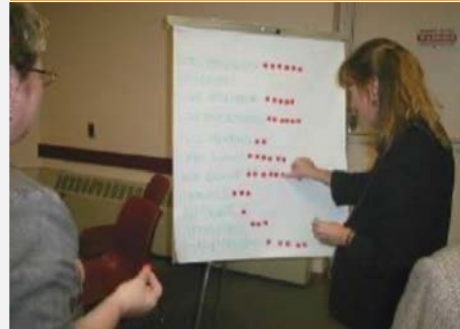


PMI Table



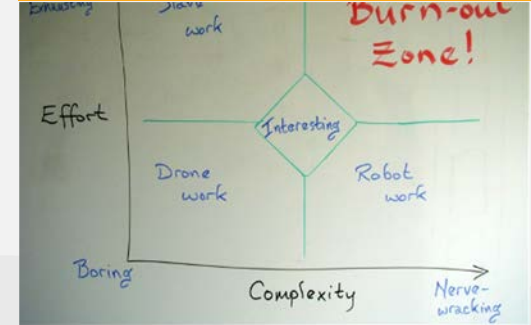
Affinity Diagram

Prioritising



Multivoting

Decision-making



2x2 Grid



BEING NEUTRAL

H17

Principles of Neutrality

BEING NEUTRAL

- Collect information from everyone
- Vote anonymously
- Ask question, paraphrase, clarify, summarise, probe assumption, synthesis
 - Seek agreement / confirmation
- Verbal / non-verbal cues
- Differentiate Content/Learning facilitation from Process Facilitation
- Affirm Effort
- Scribe word for word
- Key Personnel - Vote Last / No Vote

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.

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

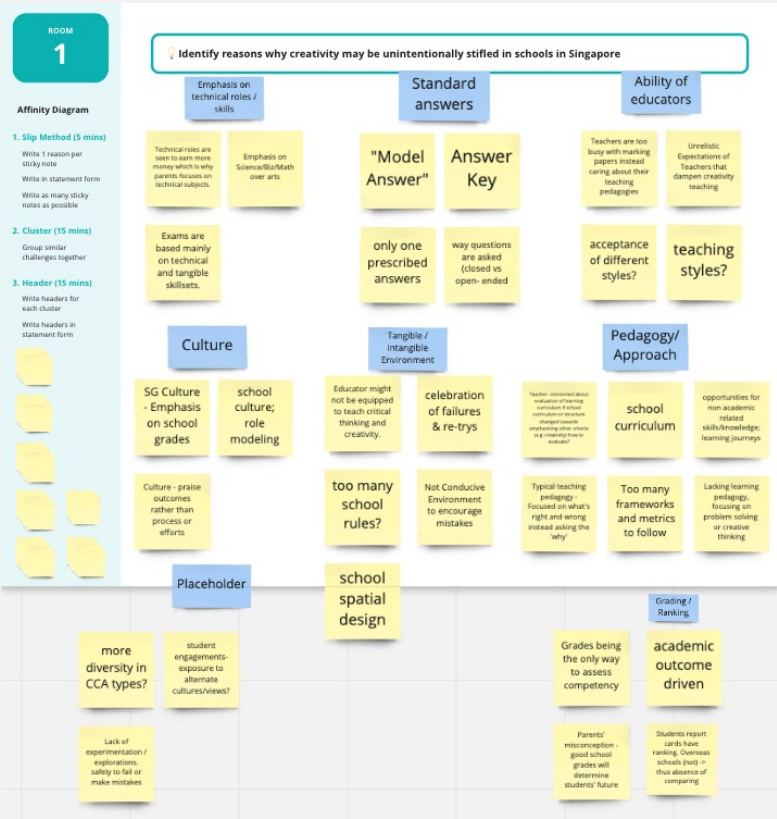
2 Cluster

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)

ROOM
2

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



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



Reasons Identified (by Participants)

ROOM
3

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



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 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

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: Ability of educators

Teachers are too busy with marking papers instead caring about their teaching pedagogies

Unrealistic Expectations of Teachers that dampen creativity teaching

acceptance of different styles?

teaching styles?

Giving them training for access to other pedagogies

Exchange of different education systems with other countries, public and private sector (eg. conference)

Differentiating roles (admin does admin work, so teachers can focus on teaching)

Sharing best practices of creative teachers already in the system

Possible Solutions (by Participants)

ROOM
2

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: There's too much emphasis being placed on academic results

- look into other indicators of success - like ECA
- how non-academic things are being awarded
- learning for a skillset rather than assessment
- students to be more exposed to less traditional subjects
- review the allocation of timetable hours focus on creativity based subjects
- traditional subjects and more creativity based subjects to be prioritised at the same level
- changing the entry requirements for certain jobs- e.g. civil service

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: prioritising success over failure

grade and evaluate each step of the process not just the final outcome.

safe space and sandbox to play in no concept of failure

awareness campaign to destigmatize the notion of failure

rate on effort to try more than the right answer

celebrates mistakes what can you learn from the mistakes? sharing about the mistakes

Importance of Criteria

Criteria & Voting

No. of Criteria

1

2

3

4 or more

Independent Criteria

Multivoting

Multivoting

Multivoting

Multivoting

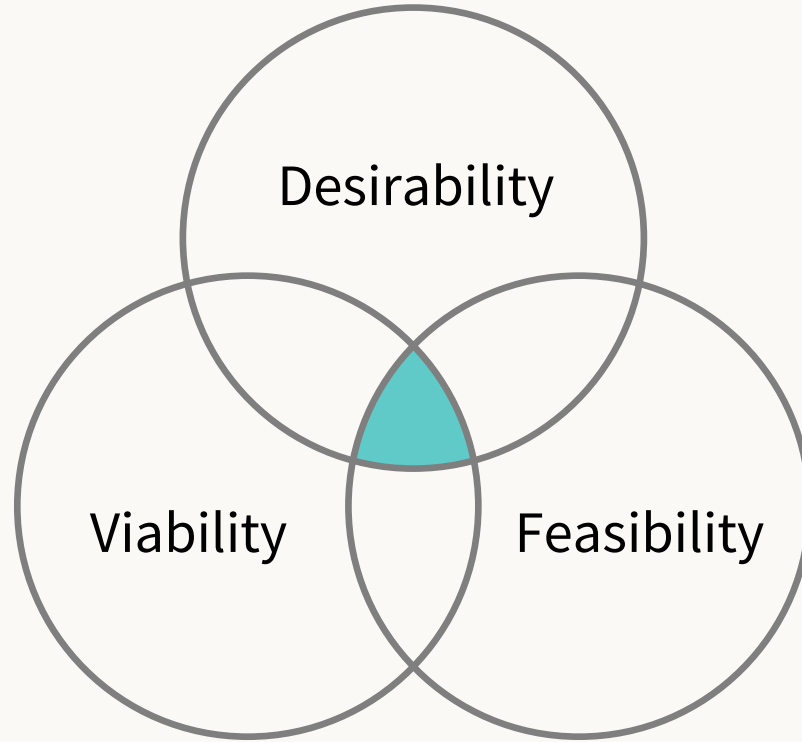
Interdependent Criteria

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

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 + 15 + 18 = 36
PUBLIC EDUCATION IN SCHOOLS	≠≠		-	-	6 + 0 + 5 + 11 = 22
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)**

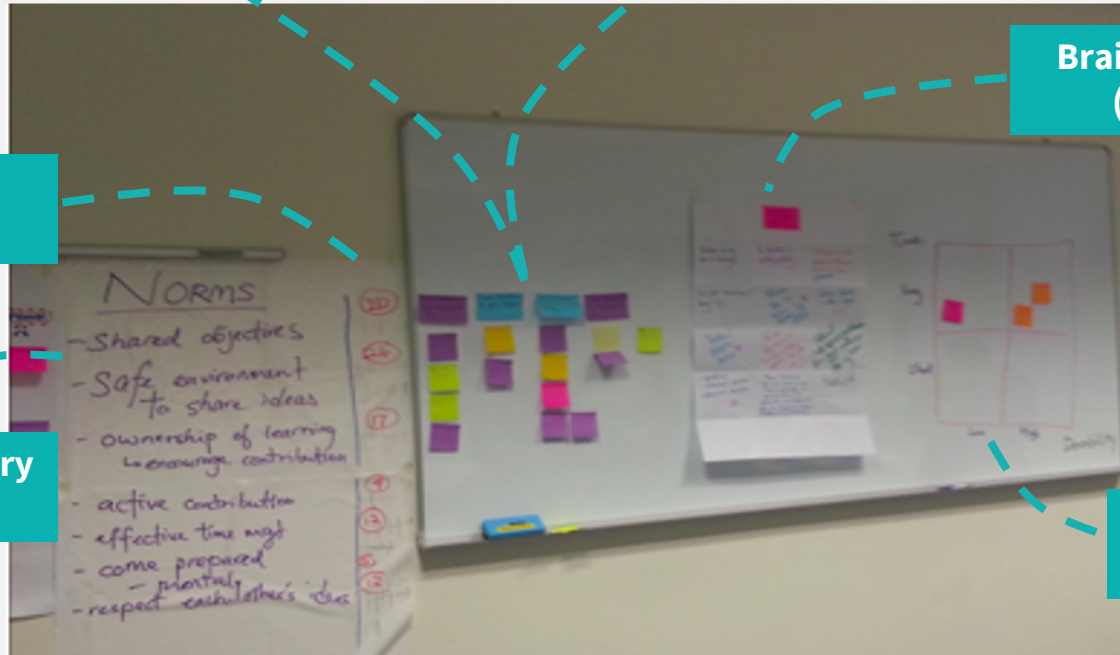
**Clustering
(Convergent)**

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

**Multivoting
(Convergent)**

**Appreciative Enquiry
(Divergent)**

**2x2 Grid
(Convergent)**





DESIGN FACILITATION 2

Power, Tension, Critique

8-9 December 2021

Special Launch: ~~S\$700~~ S\$600

Promotion Code for Design Facilitation 1 Participants

DF2#DEC21

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 15 November 2021*



SEEING & SHIFTING SYSTEMS

Introduction to Organisation
Development for Designers

1-2 December 2021

Standard: ~~S\$900~~ S\$800

Promotion Code for Design Facilitation 1 Participants

SSS#DEC21

What You'll Learn over 2 days:

Organisation Workshop. An experiential activity to see how the top, middle and bottom layers of the orgs often act the way they do and how to adopt healthier behaviours.

Consulting Styles Matrix. Raise your self-awareness and the various ways you can be more strategic in how you interact with both internal and external stakeholders.

Action Research. A 7-phase process of how to seek transformative change in organisations.

More Info


www.studiodojo.com/events/seeing-shifting-systems

**To be used from 15 November 2021*

Connect with us




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

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

Thank You!

