



DESIGN FACILITATION 1

Foundations, Principles, Processes

With Trainers:

Hong Khai Seng

Founder & Director, Studio Dojo

Lye Yen Kai

Managing Director, Pivotal Learning



Workshop Overview

10am – 6pm

Set Context

Break

Stages of Facilitation

Lunch

Divergent & Convergent Tools

Facilitation Skills

Break

Practice: Facilitation Skills

Break

Process Facilitation Session I

Process Facilitation Session II

Importance of Criteria

Review & Feedback

Goodbyes

Supporting You in Your Journey Ahead

Slides & Resources

Workshop Slides and Resources



<https://www.studiodojo.com/df1-resources-apr21>

© 2021 Studio Dojo Plc Ltd. Design Facilitation 1.

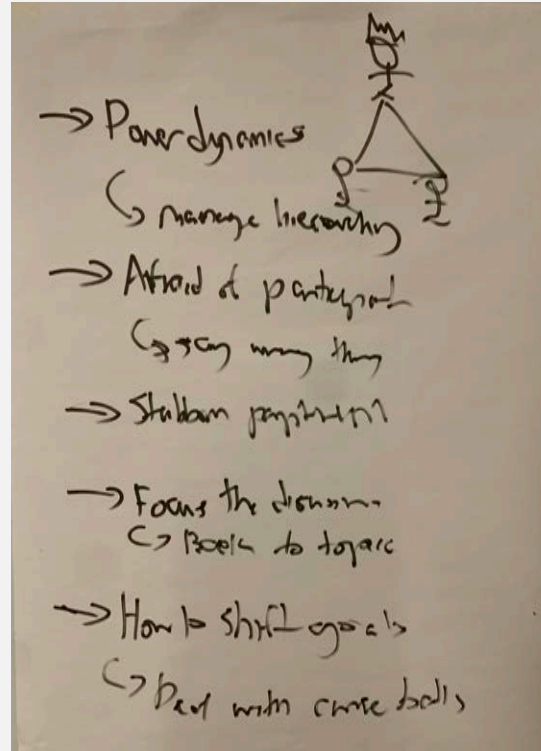
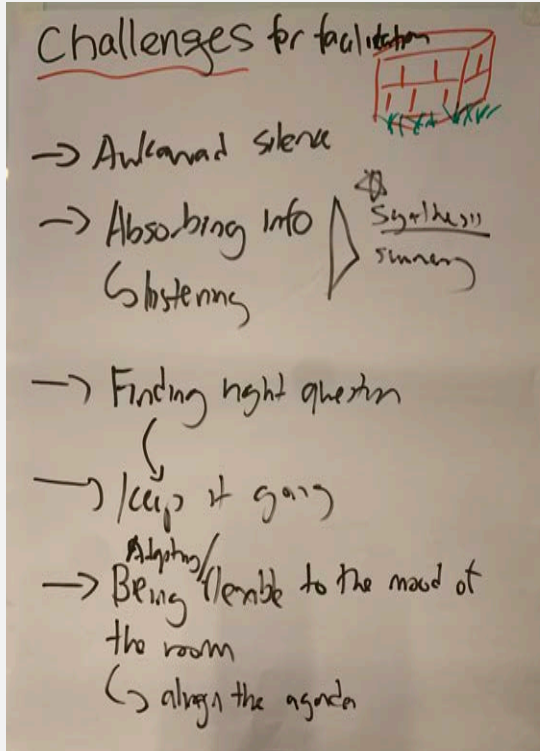
Goals of a Facilitator

- Goal
- learn all about facilitation. x6
 - Keeping topic on track
 - * Keep convo going - small talks.
- stay engage engage
- Mood, feeling, energy
- less of passive listening
 - Manage very active participant
- Aggressive - Talk too much
- Negative participant, who are against all ideas.
 - Facilitation in context of design
- structured chaos
 - ✓ effective Facilitator x6 - confidence apply @ work.
 - ✓ - less anxious, not driving but facilitate.
- Structuring a workshop - sense of closure

- Managing energy level.

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.

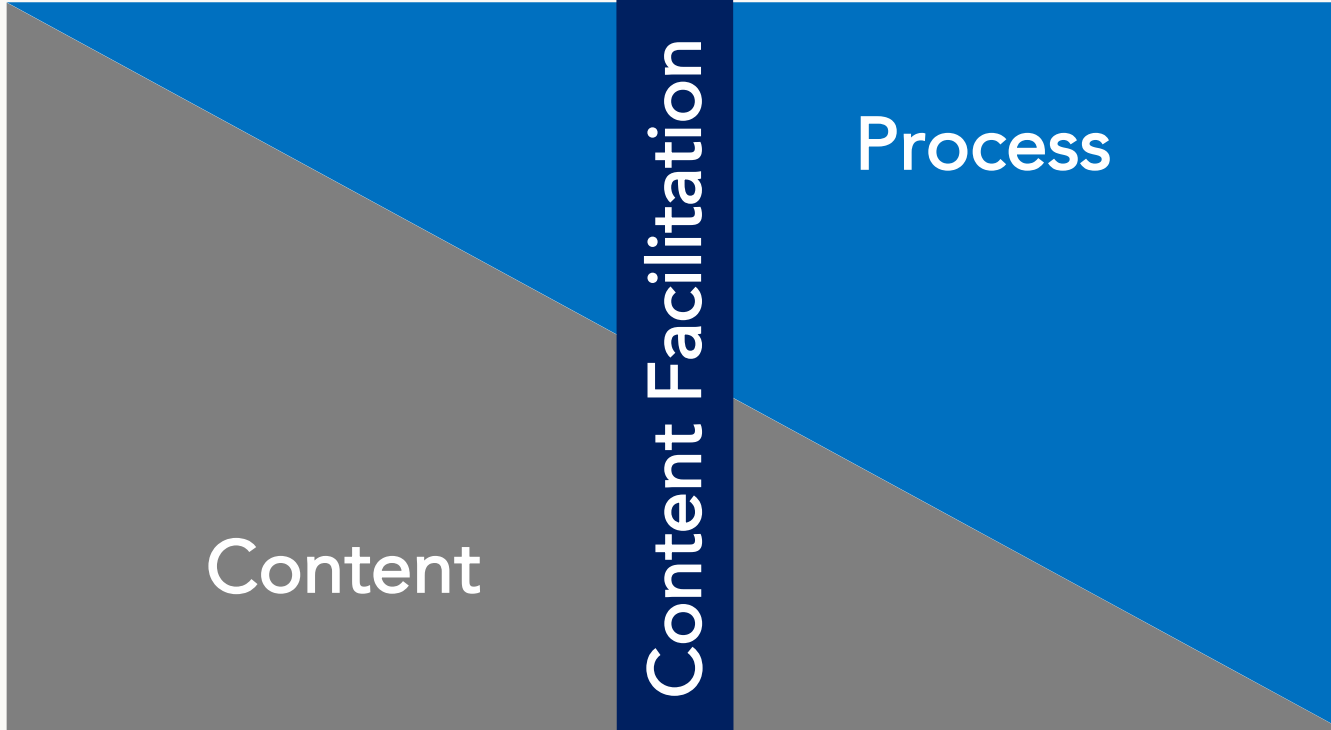
PROCESS FACILITATION



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.

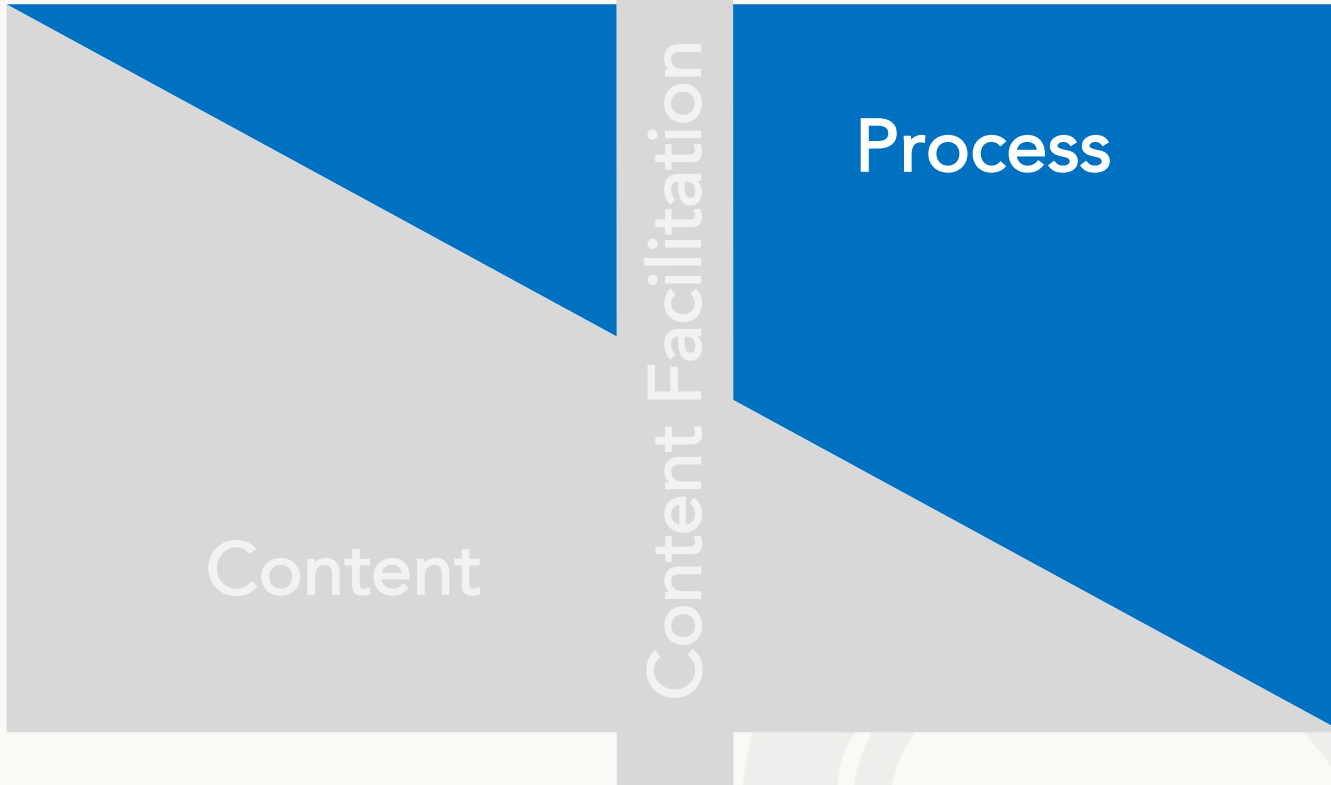
Lecturing

Facilitating



Lecturing

Facilitating



Content

(What?)

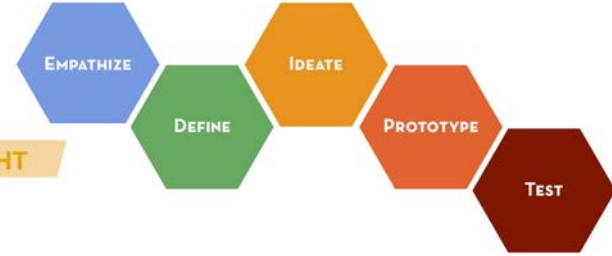
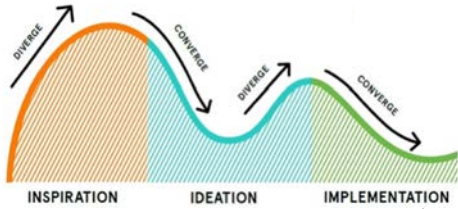
- Technical expertise
- Problem being solved
- Decision made
- Agenda items
- Goal

Process

(How?)

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

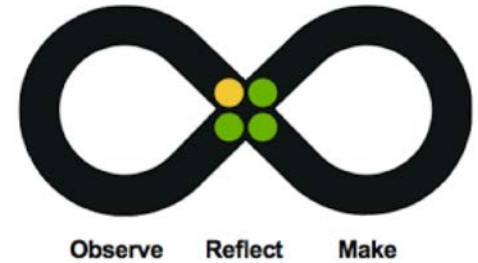
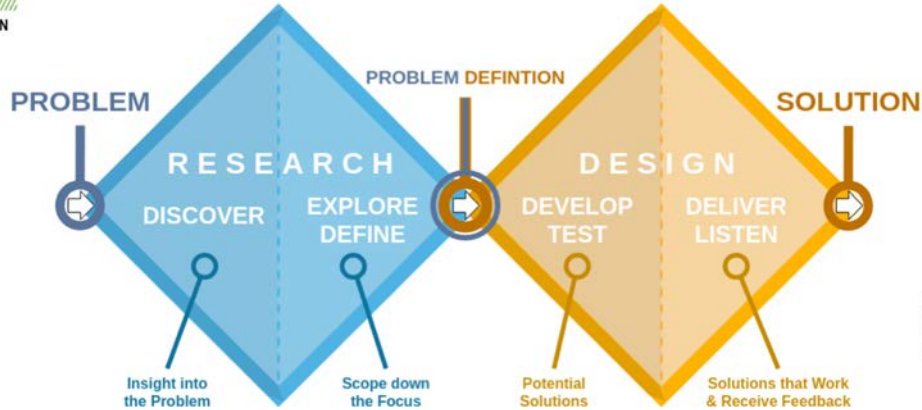
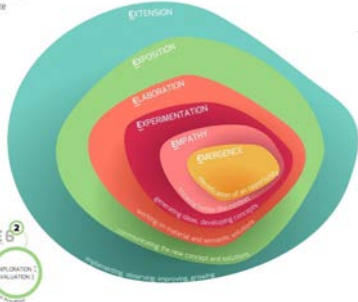
Design Process



Creative Process Model, (Service) Design Thinking

EVOLUTION 6²

katja tschimmel © esadnamente



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

Create & circulate agenda

Set Context

Design session

Manage Discussion

Assign role & responsibilities

Summarise

Logistical arrangement

Follow Up

Prepare

Set Context

Manage
Discussion

Summarise

Follow Up

Introduction

Check-in

State & clarify objectives

Review agenda

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

Check-out

Summarise

Follow Up

Prepare

Prepare & circulate minutes

Set Context

File documents

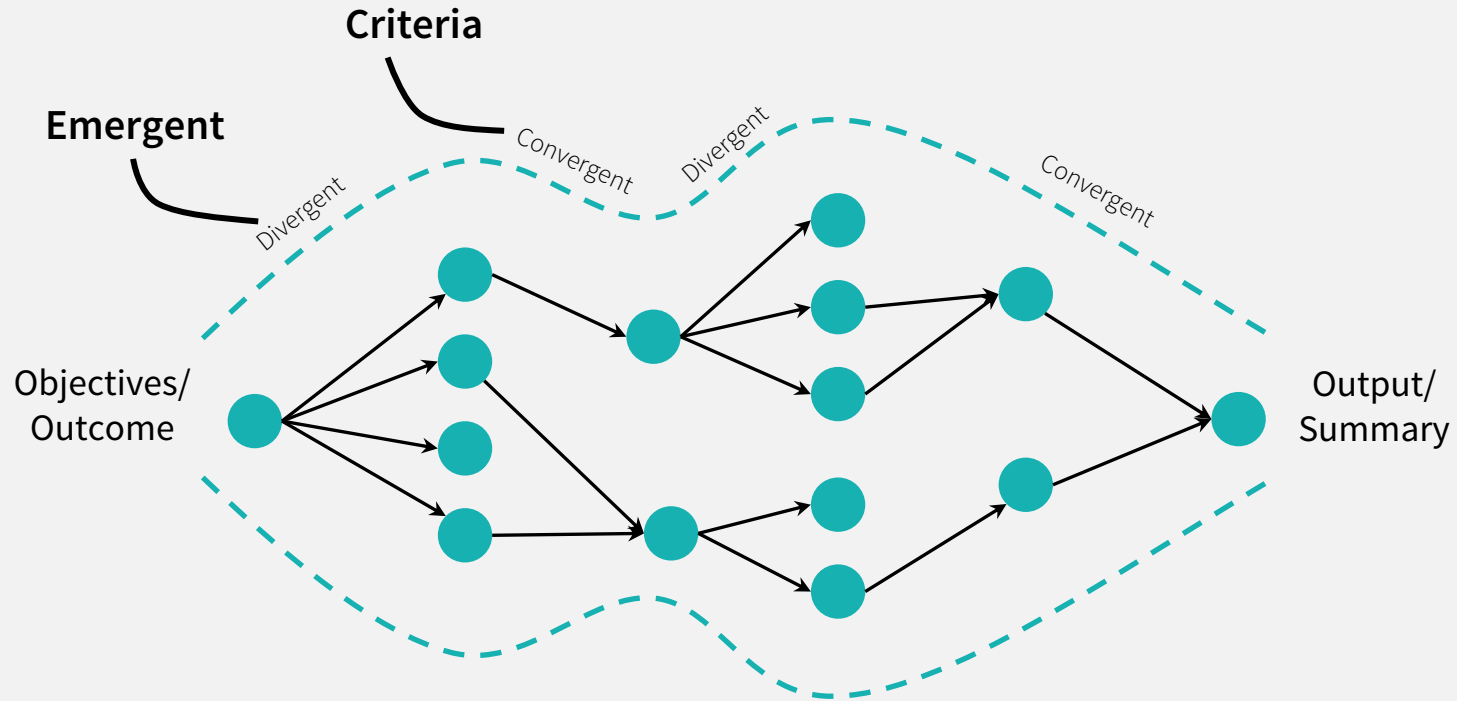
Manage
Discussion

Follow up on action items

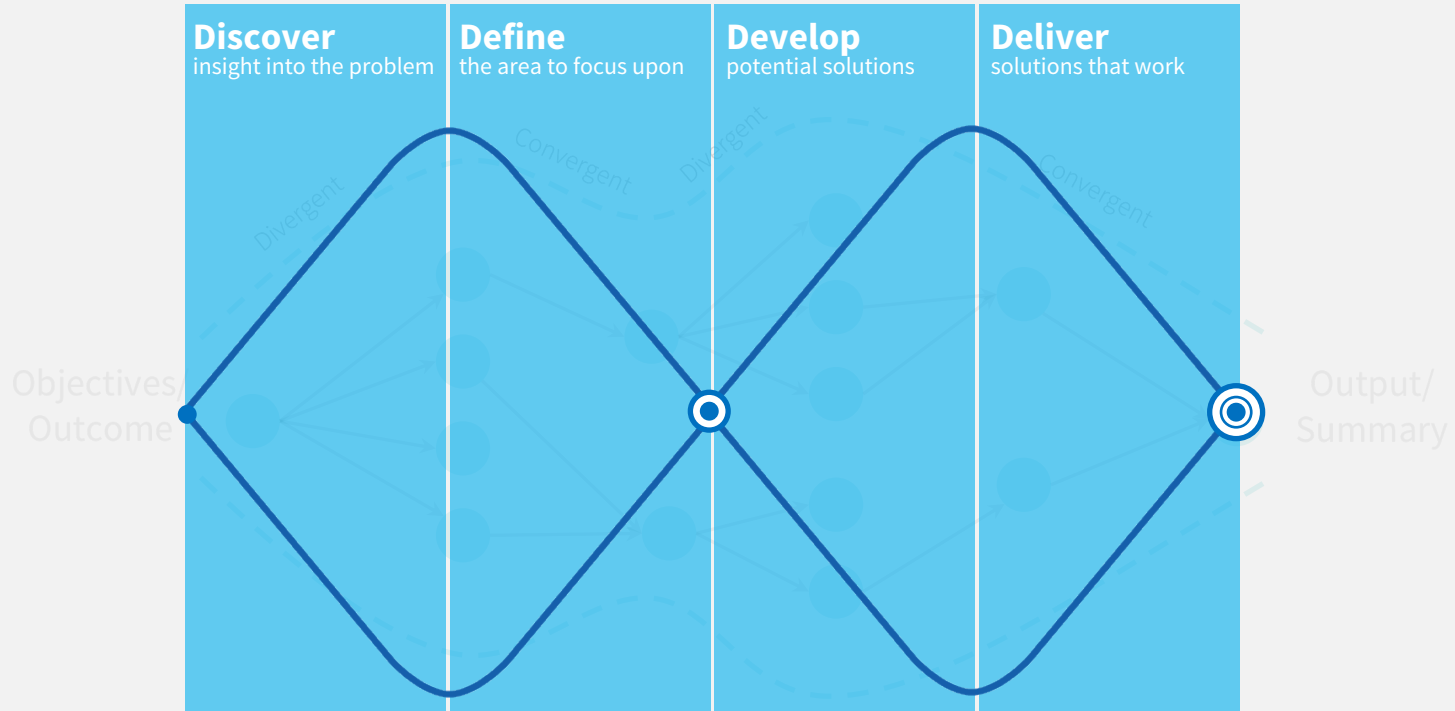
Summarise

Follow Up

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.**

Appreciative Inquiry

1 Identify Goal

Clearly state and identify the goal

2 Recall

Recall past successes

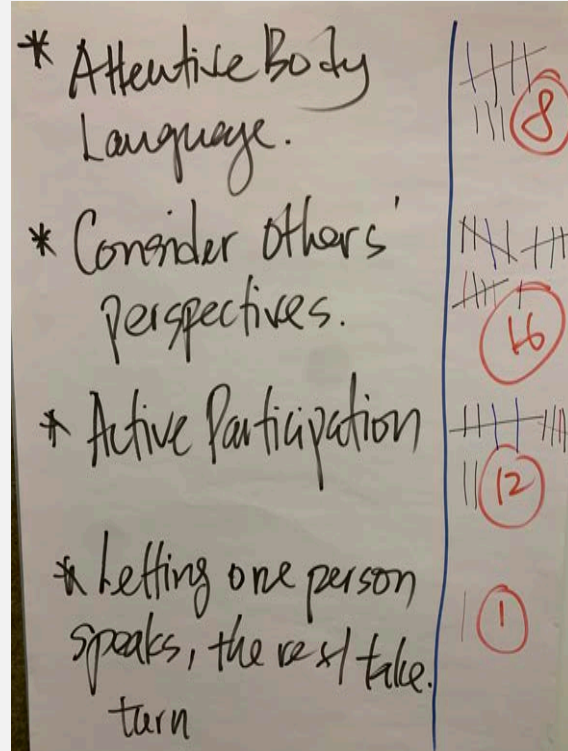
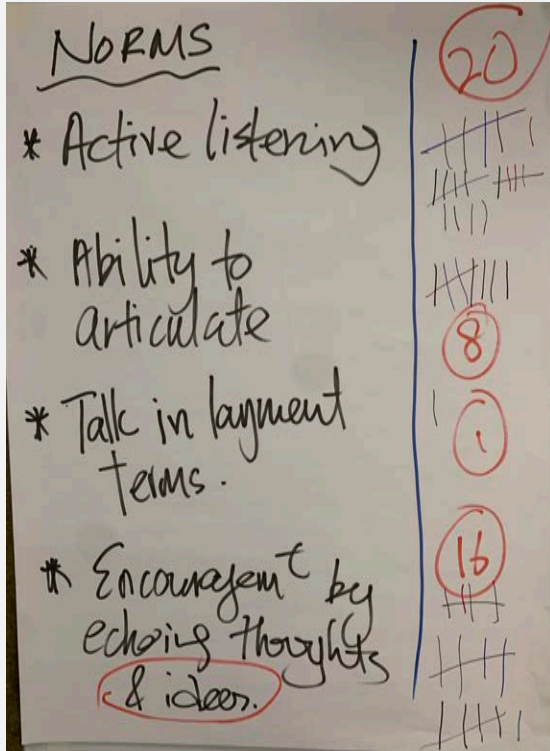
Discuss the conditions of successes

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



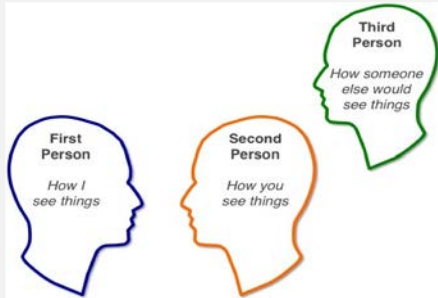
Divergent Tools



Brainstorm Carousel



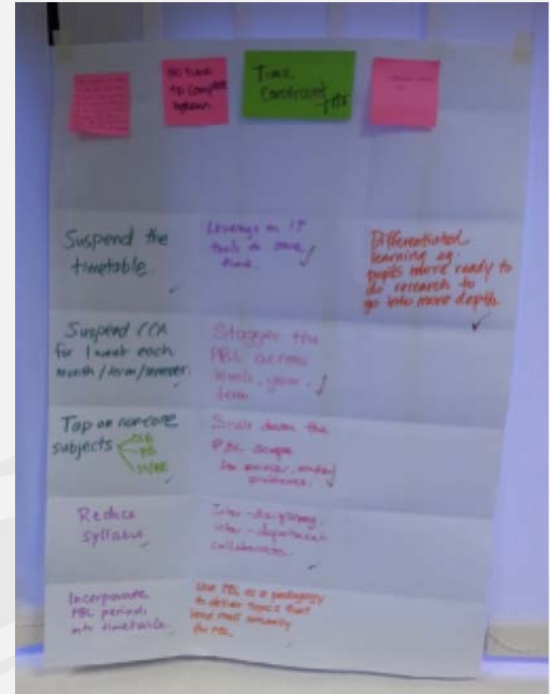
Gallery Walk



Perspective Taking



Visioning



Brainwriting

CONVERGENT TOOLS



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

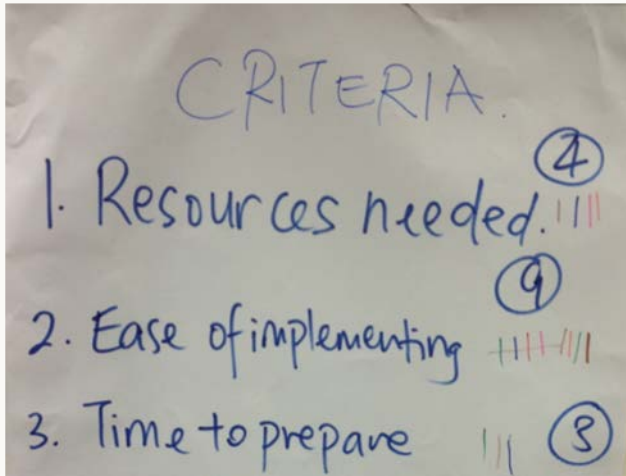
1. Categorising
2. Prioritising
3. Decision-making

Objective



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

Multivoting



1 Allocate

Give a certain number of votes

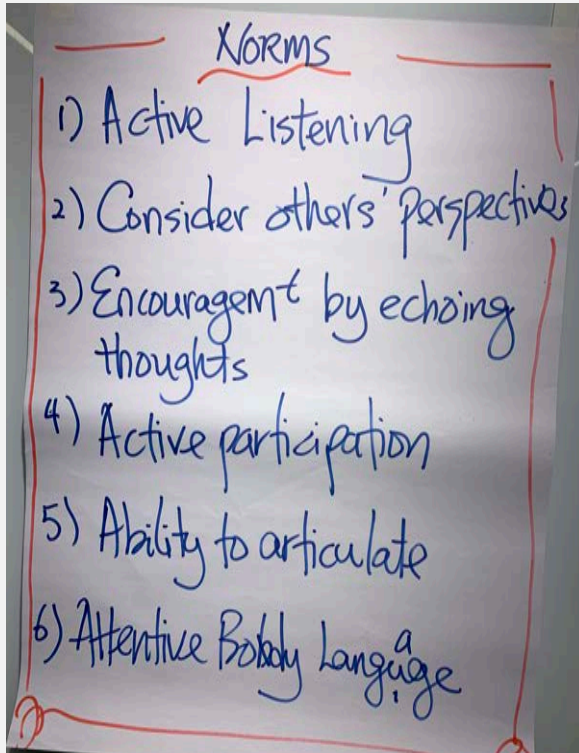
2 Vote

Put vote(s) on ideas

3 Tally

Tally and record number of votes

Top 6 Conversation Norms (Consolidated)



Vote Collection Methods

Hand Vote



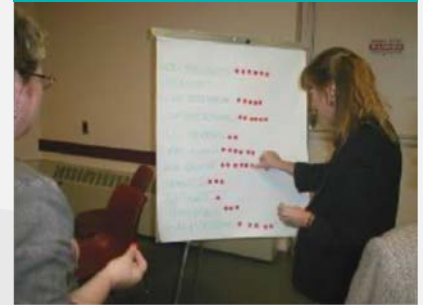
Ballot



Tally Marking

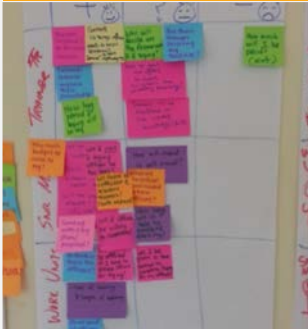


Dot Vote



Convergent Tools

Categorising

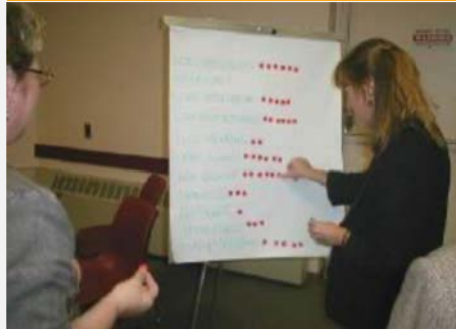


PMI Table



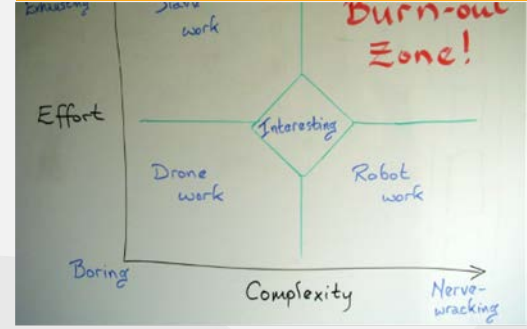
Affinity Diagram

Prioritising



Multivoting

Decision-making

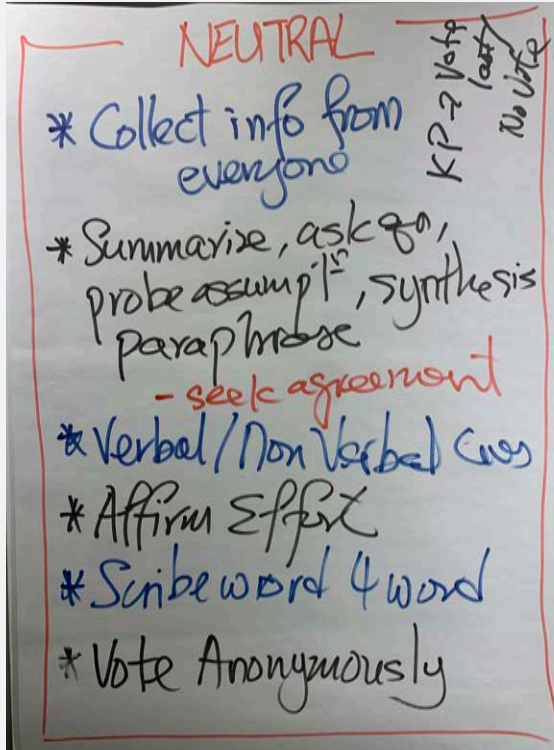


2x2 Grid



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.

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

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.**

Brainwriting 6-3-5



1 Brainstorm

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

2 Rotate

Group similar challenges together

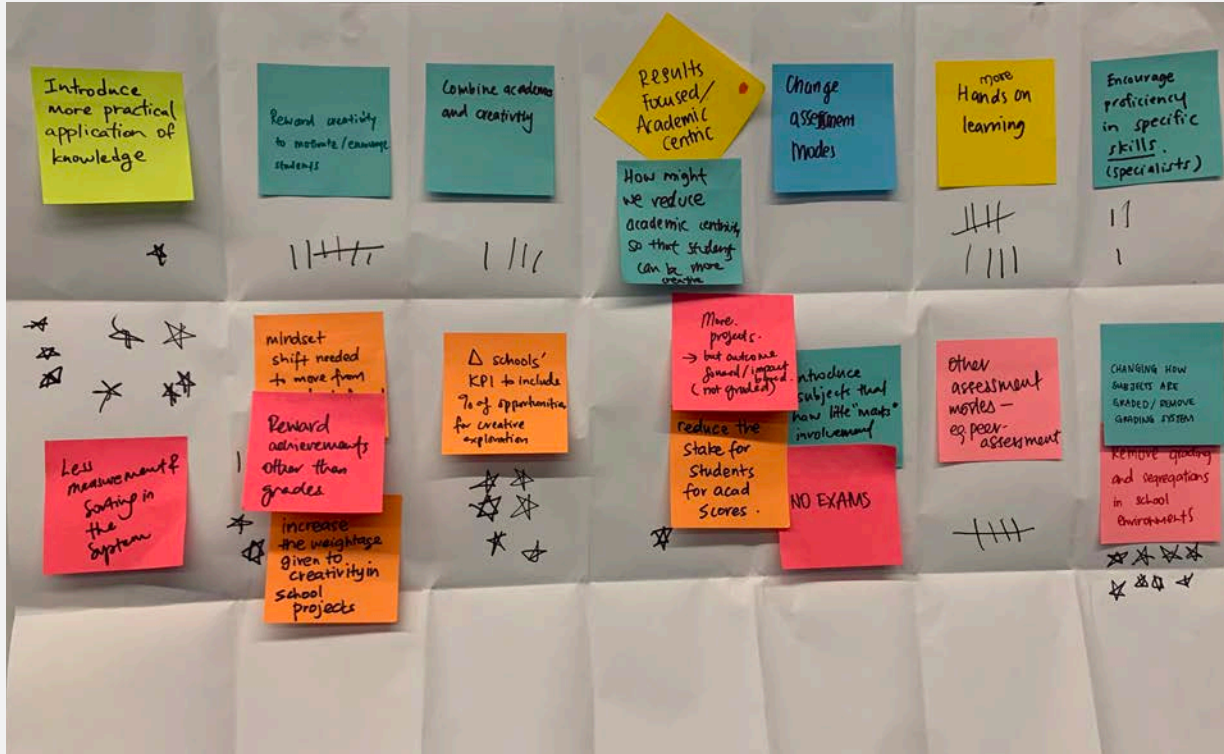
3 Add on

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

4 Repeat

Repeat the process

Possible Solutions (by participants)



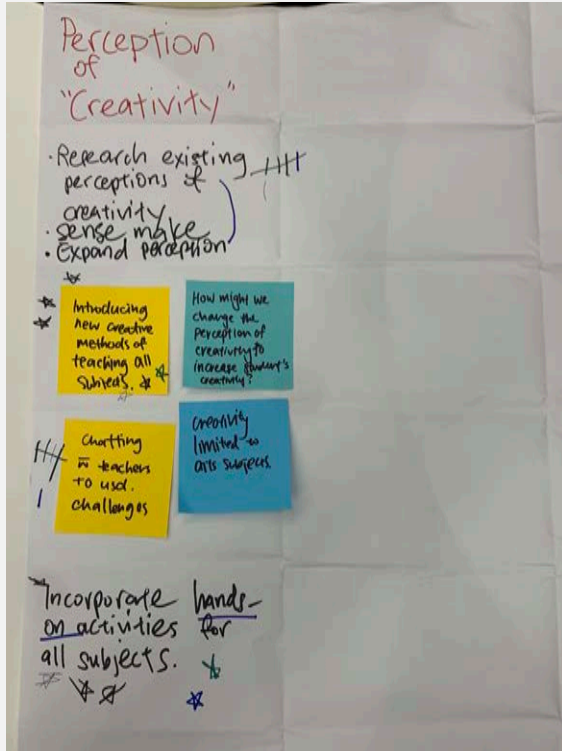
Possible Solutions (by participants)

The image shows a whiteboard with handwritten notes and diagrams. The notes are organized into several columns and sections:

- Left Column:**
 - Delay sending kids to school so early (underlined)
 - Parents/caregivers facilitate ability → skills → time
 - |||
- Second Column:**
 - Encourage play time during school
 - Unstructured
- Third Column:**
 - Re-educate Parents
 - Freedom to explore (pink sticky note)
 - Exposure to various activities
 - Forest school
 - Sensory - hands body
 - auditory -
 - ||||
 - * *
- Fourth Column:**
 - ↑ flexibility in subject choice
 - Student exchange Programme (Local & Intl) (yellow sticky note)
- Fifth Column:**
 - Change hiring criteria open to diverse talents (blue sticky note)

Diagrams include vertical lines, stars, and arrows. A pink sticky note says "FREEDOM TO EXPLORE". A yellow sticky note says "Student exchange Programme (Local & Intl)". A blue sticky note says "Change hiring criteria open to diverse talents".

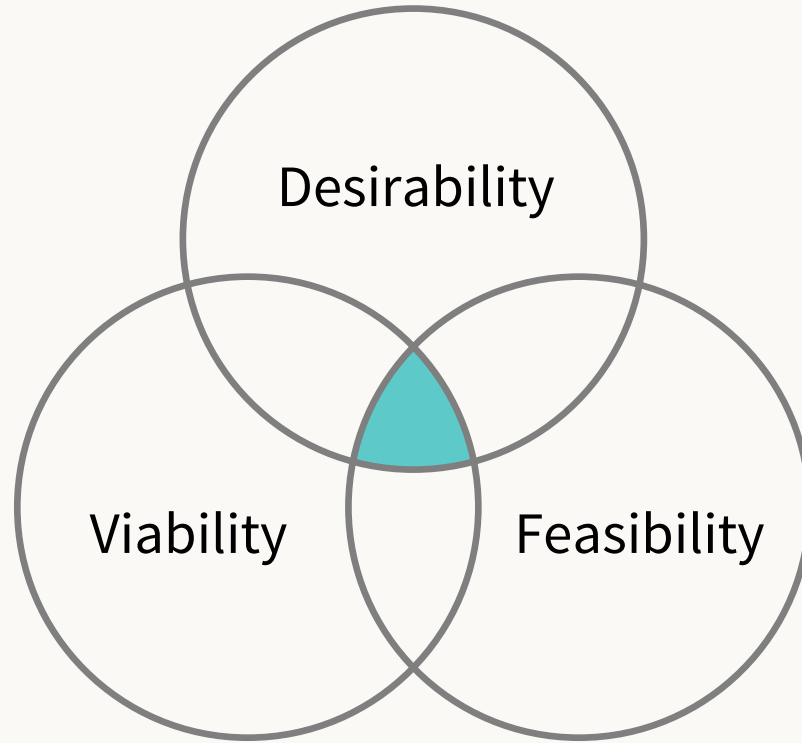
Possible Solutions (by participants)



Importance of Criteria

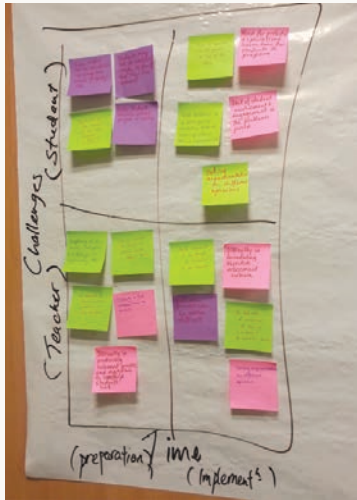
Criteria & Voting

No. of Criteria	Independent Criteria	Interdependent Criteria
1	Multivoting	Multivoting
2	Multivoting	2x2 Grid
3	Multivoting	Important/Urgent/Do-ability 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 + 15 + 18 = 36
• PUBLIC EDUCATION IN CLASSES	≡≡		-	≡≡	6 + 0 + 15 + 15 = 46
REFLECTOR COURSE			-		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)**

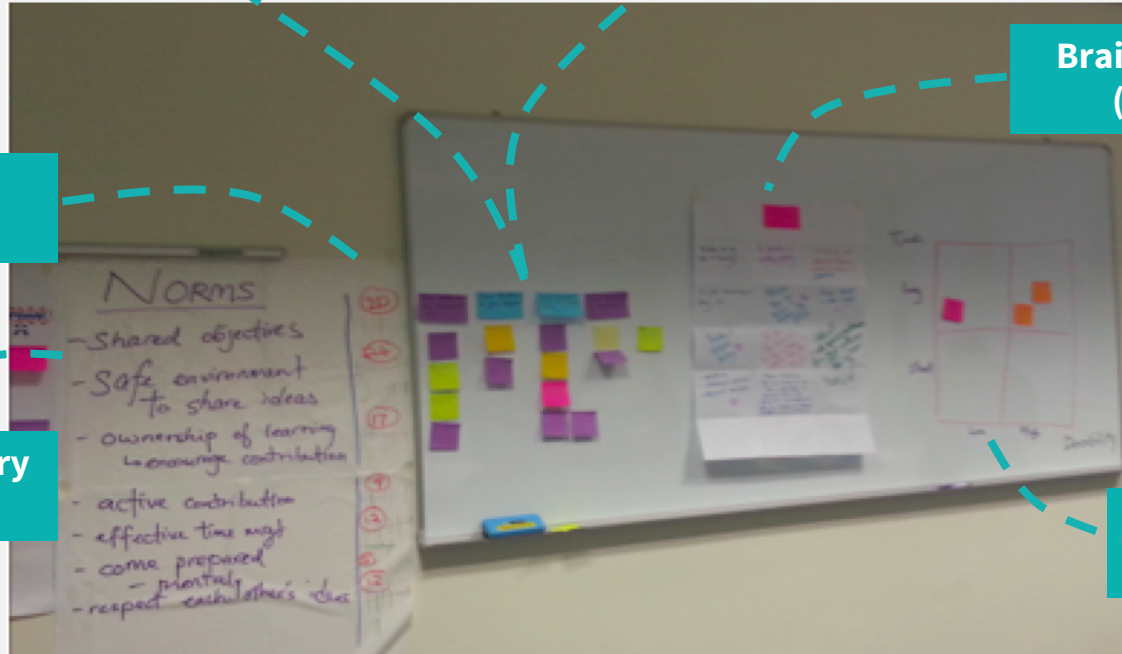
**Clustering
(Convergent)**

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

**Multivoting
(Convergent)**

**Appreciative Inquiry
(Divergent)**

**2x2 Grid
(Convergent)**



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#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.studiojo.com/events/design-facilitation-2

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