BOOKLET

CONTENT:
- Slides for Workshop on Inclusive Processes
- Collection of Involvement Methods
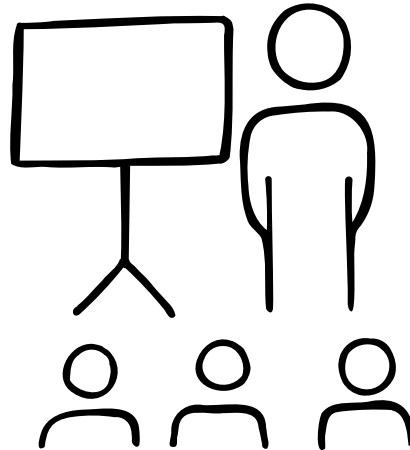
SLIDES FOR WORKSHOP ON INCLUSIVE PROCESESSES

FACILITATION IS ABOUT GENERATING RESULTS AND OWNERSHIP THROUGH INVOLVEMENT

Facilitation comes from the Latin word 'facilis' which means to 'make easy' or 'move freely'

Facilitator – a modern word for a meeting leader

The facilitator establishes the framework, making it easier for the participants to take part.

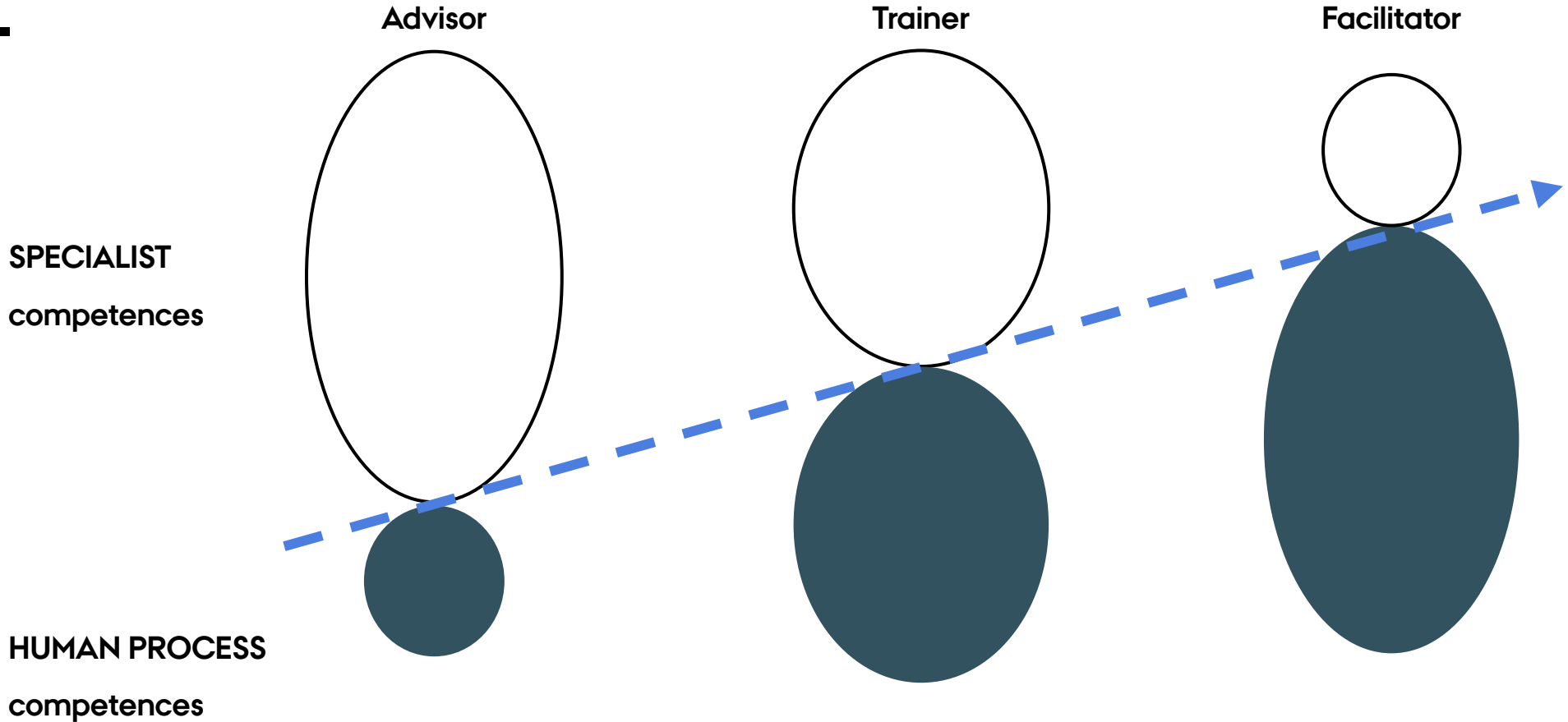The Facilitator is interested
Not interesting

The facilitator owns the form
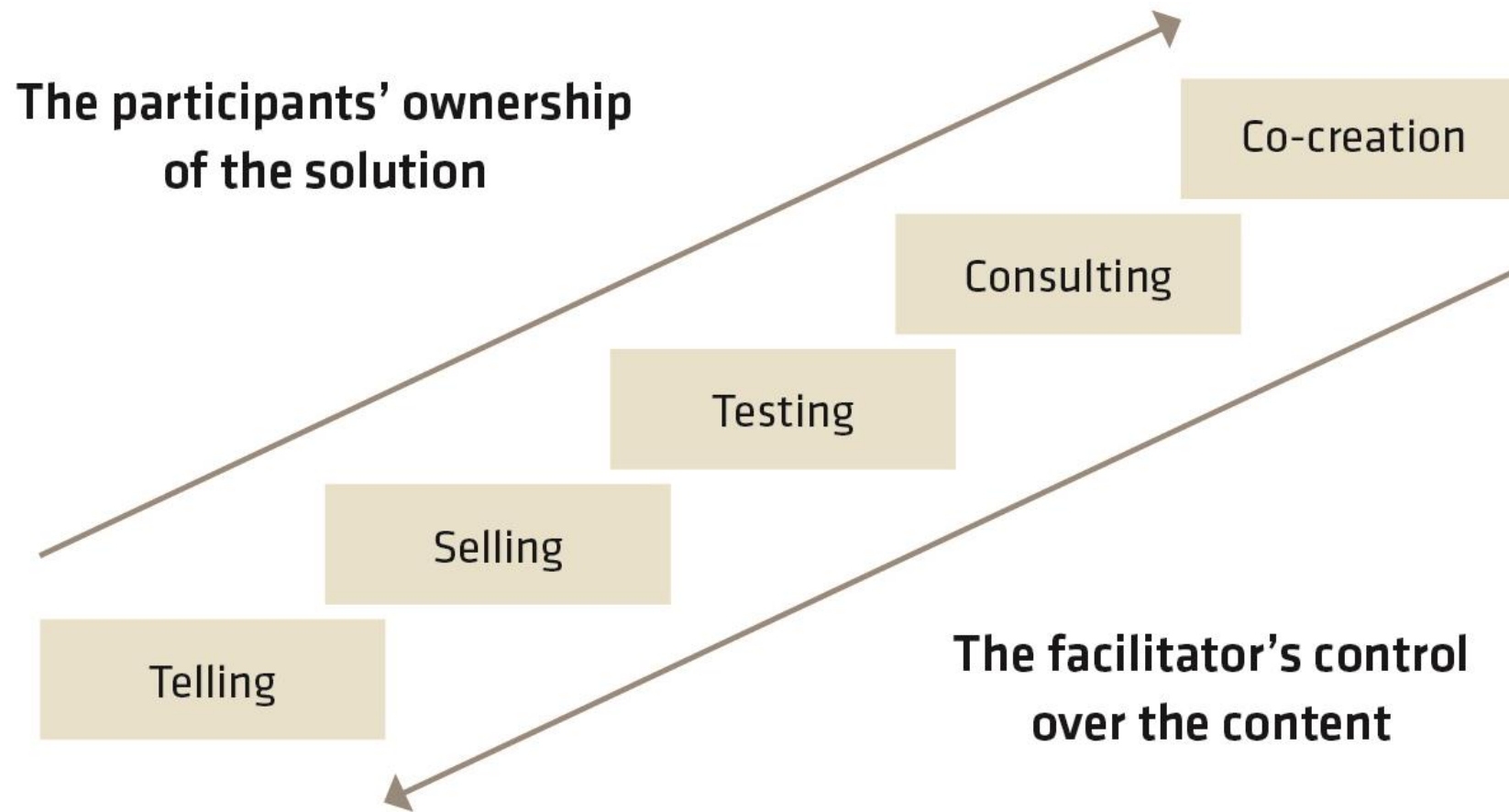Participants own the content

Definition

"Helping groups do better" (IAF – International Association of Facilitators)

Source: Facilitation – create results through involvement, Djøf Forlag. 2017. Cecilie van Loon, Line Larsen, Henrik Horn Andersen

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HUMAN PROCESS COMPETENCES AND SPECIALIST COMPETENCES

Advisor

Trainer

Facilitator

SPECIALIST

competences

HUMAN PROCESS

competences

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Source: Facilitation – create results through involvement, Djøf Forlag. 2017. Cecilie van Loon, Line Larsen, Henrik Horn Andersen

OWNERSHIP OF THE SOLUTION VERSUS CONTROL OF THE CONTENT

The participants' ownership of the solution

Co-creation

Consulting

Testing

Selling

Telling

The facilitator's control over the content

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DEFINING THE PLAYING AREA AND CORNER FLAGS FOR INVOLVEMENT

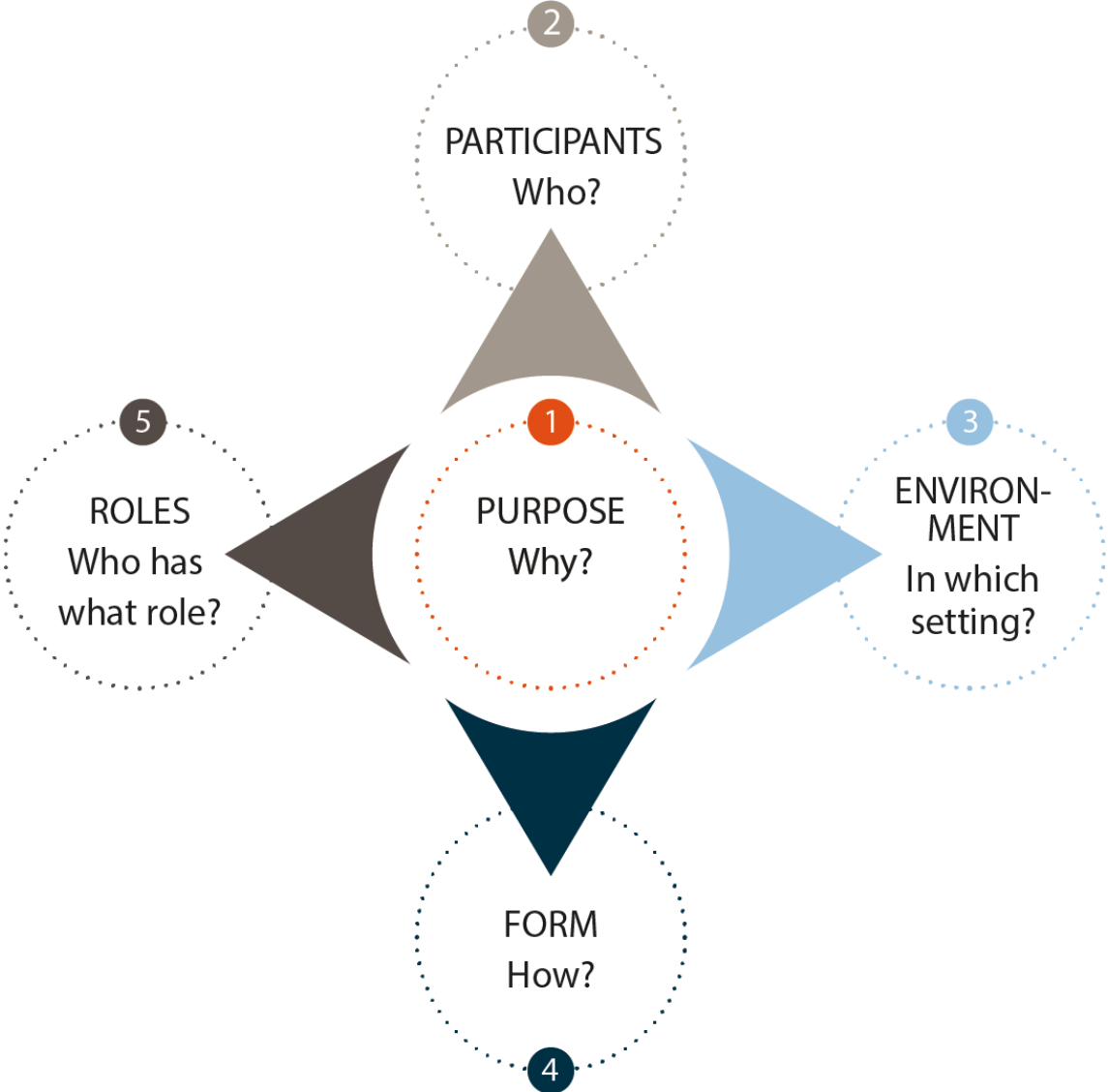What defines the corner flags? What is not up for discussion?
(what is Telling/Selling?)

- •
- •
- •

- •
- •
- •
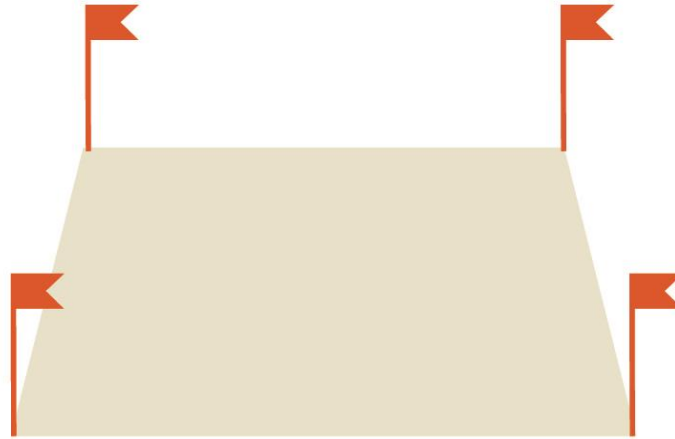
What is the playing field? Where can we practise Consulting and Co-creation?

- •
- •
- •

- •
- •
- •

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DESIGN YOUR WORKSHOP WITH THE DESIGN STAR

2

PARTICIPANTS
Who?

5

ROLES
Who has
what role?

1

PURPOSE
Why?

3

ENVIRON-
MENT
In which
setting?

FORM
How?

4

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DESIGN YOUR WORKSHOP WITH THE DESIGN STAR

Purpose

- Why this workshop?
- What should be the outcome and the success criteria?
- What should it contribute to?
- What is the context – is it a part of a project?
- What's in it for me as a participant?

Participants

- Number of participants
- Their backgrounds and experience with the subject
- Possible conflicts between participants or resistance targeted you/your role

Environment

- Your workspace
- Props
- Pre/post reads/videos, pod casts
- Physical or virtual handouts/templates?
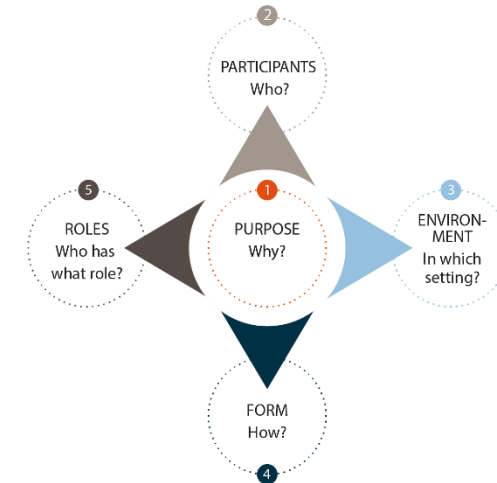- The atmosphere you want to create

Roles

- Facilitator and co-facilitator
- Handling interruptions and tech disorders
- The chat and questions
- Delegation of subjects to participants
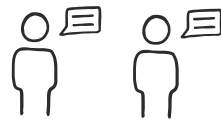
Form

- Level of involvement
- Involvement methods; openers, check-ins, energizers, closer
- Tech tools; whiteboard, chat, break-out meetings, surveys, voting
- Videos
- Presentation

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8

Source: Facilitation – create results through involvement, Djøf Forlag. 2017. Cecilie van Loon, Line Larsen, Henrik Horn Andersen

PLAYBOOK TEMPLATE

Background	Description
Purpose	Why?
Context	Part of a longer process?
People	Who, how many, what types?
Environment	Location, atmosphere, address?
Roles	Who has what role/responsibility?
Form	What overall process methods are in play?

Time	Programme item	Who is responsible?	Materials?
BEFORE			
DURING			
AFTER			

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Source: Facilitation – create results through involvement, Djøf Forlag. 2017. Cecilie van Loon, Line Larsen, Henrik Horn Andersen

4 COMPONENTS WHICH MATTER TO ALL OF US

Mastery – we all have an inner drive to become better and progress in something.

Belonging – we all have an inner drive to belong to something and with someone else.

Autonomy – we all have an inner drive to be free in our choices.

Purpose – we all have an inner drive towards what we find meaningful.

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Daniel Pink: Drive – The surprising truth about what motivates us

EXAMPLES OF DIFFERENT INVOLVEMENT TECHNIQUES

Individual reflection

- Participants multitasking thinking and speaking often thrive.
- Thoughtful participants may be overlooked.
- Individual reflection can accommodate these participants.
- Everyone gets time to note down thoughts and questions for themselves.

Discussion with neighbour/in small groups(2 & 2)

- Conversations with neighbor ensures comfort for participants and encourage more perspectives.
- If facing a group where few or no one responds, they might haven't felt comfortable speaking in front of others.
- This can slow down the pace of the process and, harm the quality of the outcome.

Production in groups (3-6)

- Group production is used e.g., when you want participants to generate many ideas on a given topic or produce input for a collective decision.
- Groups can work and report using flip charts, index cards, or pre-printed templates.

Round table

- A round table/plenary session where everyone speaks is a very Danish phenomenon that may not be applicable in other cultures.
- Useful when it's important to capture input from all participants.
- It can take a long time, so ensure to set boundaries for length and content, perhaps by initiating it yourself to provide participants with a clear framework to speak within.

Stand-up dialogues

- Standing dialogues work well for creating variety and pace in meetings.
- E.g., You can place a flip chart in each corner of the room with reflection questions and ask participants to fill it out.
- After a few minutes, they rotate to the next flip chart and continue working.

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THE PHYSICAL MEETING REQUIRES MANAGEMENT OF PARTICIPANT INVOLVEMENT

– THREE RULES TO REMEMBER FOR THE FACILITATOR

5
QUALIFY THE INVOLVEMENT

5 min qualification of input with peer or small group before feedback in plenary

2 min individual reflection before feedback in plenary

Collect input and decisions

20
MAX 20 MIN PRESENTATIONS

In physical meetings, we can focus for 20 minutes.

Presentation length max 20 min. and vary form or involve often to create participation and engagement

60
60 MIN & BREAK

Take 1 regular break of 10 min every hour

Air out and make sure that the participants get up from the chair, pick up a cup of coffee or the like.

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ONLINE AND HYBRID MEETINGS CALL FOR MORE FREQUENT INVOLVEMENT

– THREE RULES FOR THE FACILITATOR TO REMEMBER

5

INVOLVE MORE OFTEN

Involve participants via questions **every 5 to 10 mins.**

Ask a question.

Set a task.

Involve participants at the beginning of the meeting so that everyone is engaged from the start.

10

MAX 10 MIN PRESENTATIONS

In physical meetings, we can focus for around 20 minutes. This **attention span is shorter in virtual meetings**.

Keep presentations to a shorter length of **10 minutes** and vary form or involvement techniques often to ensure attention.

60

45-60 MIN AND BREAK

Take one regular **10-minute break every 45-60 min.**

Stretch your legs, take small bio-breaks underway which allow participants to take out their earphones and move around, stretch their legs or go and get a cup of coffee.

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UNFORESEEN SITUATIONS IN TERMS OF PARTICIPANTS' BEHAVIOR

Rick Maurer

When understanding behavior in meetings we

are inspired by Rick Maurer's work on human
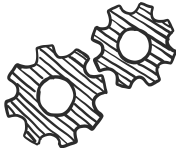
reactions to changes.

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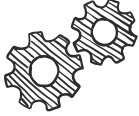UNIVERSITET

REACTIONS TO CHANGE ARE NATURAL AND PREDICTABLE

- **30 %** will support and cooperate

- **50 %** will be neutral and adopt a wait-and-see attitude

- **20%** will generally work against a change/the training

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Rick Maurer: Beyond the wall of resistance

4 REACTIONS WE CAN MEET IN INVOLVING PROCESSES

1.	2.	3.	4.
Cognitive	**Emotional**	**Relational**	**Technical**
Based on lack of information (facts, data, the idea)	Physiological and emotional reaction to the change	Based on lack of trust in the change leader	Barriers in a virtual setting

• Lack of information • Disagreement with the idea in itself • The foundation of the idea is not communicated • Confusion about messages	• Loss of power, control, status • Loosing face or respect • The idea seems incompetent • Fear of isolation or abandonment • Too much change	• Based on the story of the relationship • Founded in 'what you represent' (culturally, ethnic, gender or power differences – HQ vs, local sites) • Significant disagreement about values	• Participants might experience technical problems that makes it difficult to participate in general or in parts of the workshop

"I (don't) get it..."	"I (don't) like it...!"	"I (don't) like/trust you...!"	"I can (not) do it"

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Rick Maurer: Beyond the wall of resistance

WHAT TO DO?

| "I (don't) get it…" 1.Cognitive	"I (don't) like it…!" 2.Emotional	"I don't like you…!" 3.Relational	"I can (not) do it" 4. Technical

- Be rational and cognitive
- Communicate in multiple channels to reach different learning styles
- Ensure access to information
- Reason based on facts and information
- Involve in planning and analysis
- Provide clear answers to 'the why' and purpose

- Be empathetic and honest
- Ensure involvement and influence
- Show real interest to expressed concerns
- Ensure room for sense-making and interpretation
- Allow emotions to be fully expressed
- Seek dialogue about fears and stress
- Check in regularly

- Be curious
- What is this really about?
- Search for misunderstanding (Behaviour vs intentions)
- Invest in building relation
- Re-negotiate old interpersonal stories
- Make contract on professional behaviour

- Test all the features, polls, whiteboards and internet connection that you plan to use
- Ask participants to test the system prior to the training
- If participants have a slow connections it might help to ask them to turn of their camera
- Stay calm and accept that technical problems might occur

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Rick Maurer: Beyond the wall of resistance

REACH THE GOAL OF THE DIALOGUE AND MAKE DECISIONS: BE CLEAR ON WHEN THE MEETING IS IN THE 'OPEN' PHASE AND WHEN THE MEETING IS IN THE 'CLOSE' PHASE

Most meetings has two phases:

1 An 'open phase' and a 'close phase'

2 The two phases can both embrace the entire agenda of the meeting or unfold on each agenda item

Open
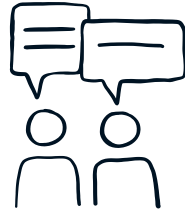
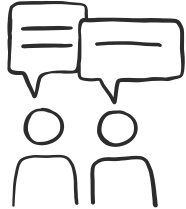In the **open phase** we explore possibilities, brainstorm, exchange opinions, views and thoughts.

Close

In the **close phase** we make decisions, conclude and summarize what we have researched and talked about.

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IT IS OFTEN EASIER TO OPEN DIALOGUES THAN TO CLOSE THEM
QUALIFY THE INPUT YOU RECEIVE AND FACILITATE THE DIALOGUE

Opening

Example:
I have these thoughts about the subject (explain them briefly) and I am curious to hear what you think?

Think about your view of this issue for one minute and then we will hear your input.

Input is qualified, e.g. via individual reflection and/or via discussion in pairs.

Discussing in pairs allows an opportunity to calibrate opinions and this can make it easier to reach an agreement afterwards.

Closing

Examples:

1. It sounds like we are about to land on a decision, namely that we ... can we all agree on that?

2. It seems we do not fully agree on what road to take. I am hearing that Hans and Dorte would prefer that we do X while Ulla and Anna would rather that we do Y. (Example 1): *Might it be possible that we do Z, as this would accommodate both X and Y?* (Example 2): *What do you think we could do to settle on a decision today?*

3. I think we will postpone making a decision until we have taken a closer look at the issue ...

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# 3 CONCRETE METHODS FOR CLOSING DIALOGUES

Play the facilitator card

"I can see that our time is running short on this point, so let's round off the dialogue here so we can cover the other items on the agenda as well."

"Thanks for your input. We'll close for new input on this point now …"

Summarise to get over the finish line

"So am I right in understanding that what we have decided is that Ole will contact IT to see if they can supply the equipment?"
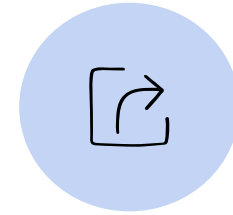
Redirect to maintain focus

"That's a good question. However, I think it falls a little outside what we are here to discuss today, so if it's okay with you, I'll get back to you with an answer to your question after the workshop?"

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THREE TYPES OF QUESTIONS WHICH ARE GOOD TO KNOW IN WORKSHOPS AND MEETINGS
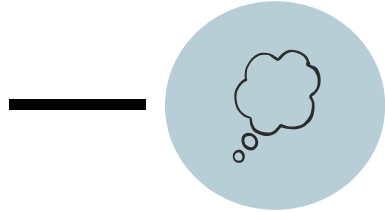
OPENING QUESTIONS

- Good opening questions paint a vivid picture that prepares the participants as much as possible for what they have to work with and enables them to focus.

- Start with an image-creating sentence: "Think about...", "Imagine...", "If now...", "Consider..." and then ask a direct question at the end.

PROCESS-GENERATING QUESTIONS

- When the dialogue needs to flow better, we ask process questions that help the dialogue.

- Examples: "What else?", "What about?" What would the benefits be? And the disadvantages?", "What alternatives are there?", Why is it necessary?", "What does it cause?", "What do you mean?", Can you put a little more words on it?

RECAP QUESTIONS

- When the dialogue starts to lead to a decision or conclusion, it is useful to check in with the group and ensure agreement about the conclusion ala:

- "It sounds like what you're saying...is that right?"
- I hear we are coming to an agreement on this subject....is that correct?
- How could a conclusion sound if you have to help me summarize?

INVOLVEMENT METHODS
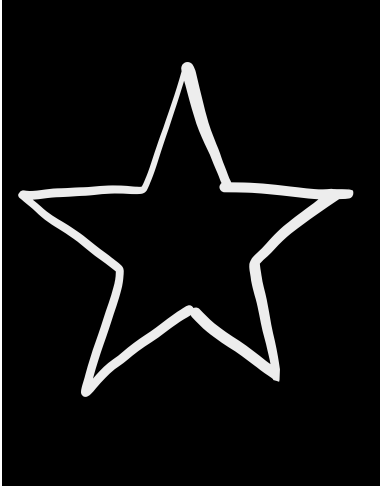
Openers, Energizers, Process methods, Closers

This is a collection of suggestions to methods you can use in your facilitation of meetings, workshops, trainings and events.

They are all suggestions and would need to be adapted to your own context, so feel free to be inspired and change anything so it fits your purpose, participants and timeframe.

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—

Openers

Energizers

Process methods

Closers

Micro-involvement
for virtual sessions

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Openers

Openers are exercises that can create a safe environment and establish relations between participants.

They help you set the scene and start the meeting in a good way, where people feel welcome and invited to participate in a positive way. This is key in order for you to reach your goals for the meeting, which is why we always suggest that you spent time on a relevant opener.

Openers can take from 10-30 minutes depending on the purpose and the size of the group.
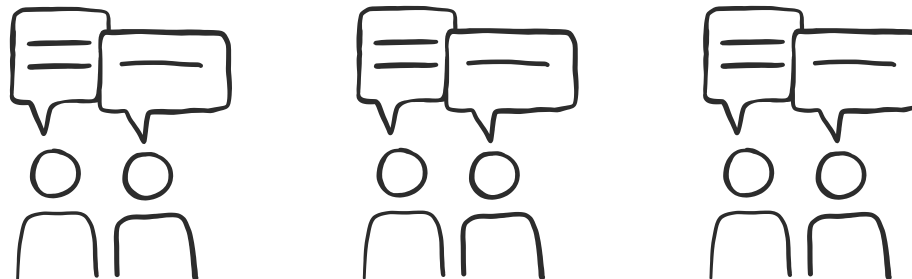
The name tag

Opener

Purpose

To break the ice and talk to each other about topics that you define yourself. Can be used in job-related workshops as well as personal settings – parties etc.

Instructions

- Put an adhesive nametag on your front
- Write a topic that you are interested in talking about. It could be a professional interest or a personal interest.
- Get people up and tell them to talk in pairs about their topic.
- You can set a timer for 2 minutes, and signal when the participants have to move on to someone new.
- If you don't want people to repeat themselves too much you can suggest to write two-three topics

Speed dating

+

expectations

Opener

Purpose

▸ To get to know each other and to get an indication of the participants' expectations for the day.

Preparation/materials

A flip chart with questions. Examples:

▸ What is your name?

▸ Where do you work?

▸ What are your typical tasks?

▸ What are you looking most forward to from today's agenda?

▸ Tell me something about yourself that the others do not already know (examples: I just purchased a new car, I grew up on a farm, I participated in a chess tournament...)

▸ If relevant you can add a question about expectations.

Instructions

Participants on the floor!

▸ **1st round:** Find a colleague and use the questions to interview each other – approximately 3 minutes per interview.

▸ **2nd round:** Find a new colleague and interview him/her in 5 minutes. You must be able to present him/her afterwards (use paper cards or something similar for notes).

▸ **3rd round:** The colleagues present each other.

Bingo

Opener

Purpose

▸ To get everybody to talk, get to know each other and have good energy.

Preparation/materials

▸ Print/copy a bingo card for each participant.

▸ You should customise the bingo card, so you know the participants fit the descriptions.

▸ See an examples from a bingo card below.

Instructions

All participants are on the floor with a bingo card each.

Explain the game rules:

▸ Find a person you think fits the description and introduce each other

▸ Ask only one question and answer only one from your colleague

▸ If the description fits, then write their name in the box (a colleague can only appear once on the bingo card!)

▸ Move on to a new person. Proceed until you have a full bingo card – and then shout out: "BINGO"!

▸ **Remember: You must have spoken to all the persons whose names are on your bingo card!**

▸ The exercise ends with the facilitator verifying the winners card. The facilitator can ask for further explanation of the answers so the group gets to know more about each other. E.g.: ...how long do you bike?

... was employed here in 2017	... bikes to work
... was a model	... is a great chef
... has two kids, a boy and a girl	... wears contact lenses

30 circles

Opener

Purpose
To get into a creatively thinking mindset and to open up our preconceived way of thinking. This method is especially useful when starting an ideation workshop.

Preparation/materials
- Pen for all participants
- A4 paper with 30 circles for all participants
- A timer to keep track of time

Instructions
- Hand out pens and paper
- Tell the participants to individually draw 30 recognizable objects on the paper in 3 minutes.
- Set a timer for 3 minutes and signal to the participants after 3 min.
- Participants present their drawings in pairs to each other for 3 min.
- Facilitator then asks what has been drawn, what is similar and what is different between the drawings.
- Summing up: We think we are original, however the exercise shows that we draw the same symbols, we all start from the top and none of us draw outside the circles, even though there was no instructions not to do this. We are biased into the same thinking and to think within defined boxes, and we are surprisingly similar in our way of thinking which could mean, that we just reproduce ourselves instead of finding outstanding new ideas or solutions.
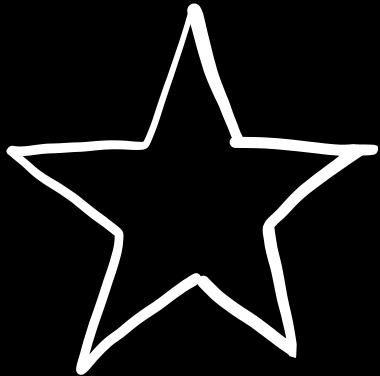
Energizers
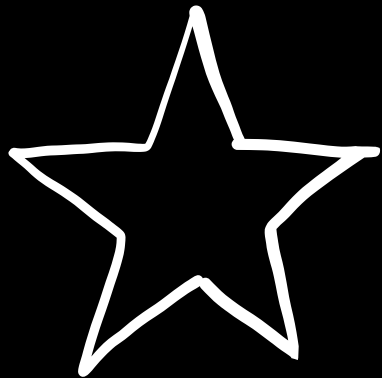
Energizers are exercises you can use to activate participants and to create the right energy in the meeting, training or workshop.

They can have more or less content-related purposes and more or less physical movement, depending on the purpose of the energizer.

Count to 15

Energizer

Purpose

To create mental awareness of each other. To generate energy and fun during the workshop.

Instructions

- All participants stand up in a circle with their backs inwards.
- The facilitator starts counting, saying: 1
- The group has to count to number 15 without saying the same number in chorus.
- If a number is said in chorus, the facilitator restarts the exercise.
- Can be used with groups of 4-15. If they solve it quickly, let them count to 20. If you are +15 participants make them count to a higher number.
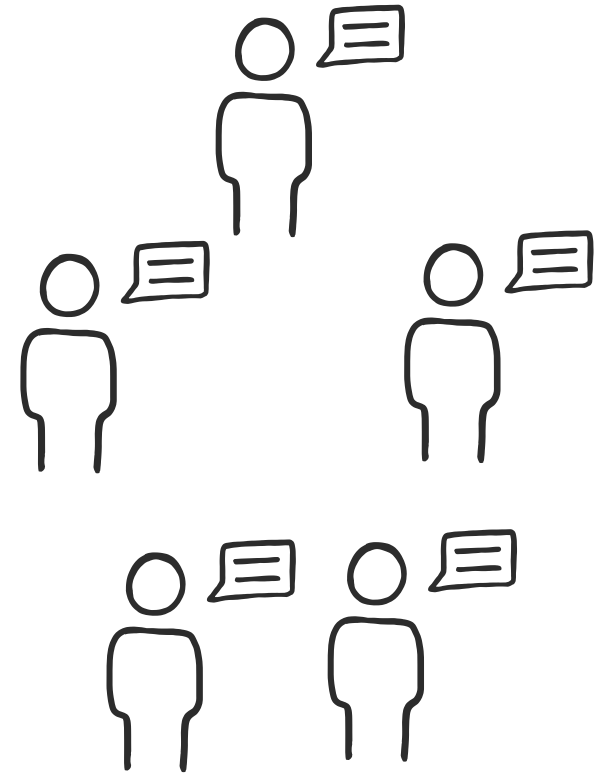
What is the next symbol?
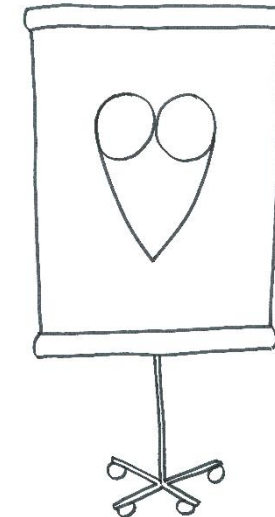
Energizer
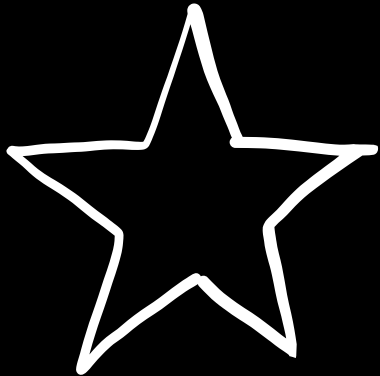
Purpose
To create mental awareness and tease the brain after a break.

Instructions
- Draw the symbols shown on the image below on a flip chart
- Ask the participants to solve the riddle, by finding out what the final symbol should be
- Let them reflect individually for 3-5 min.
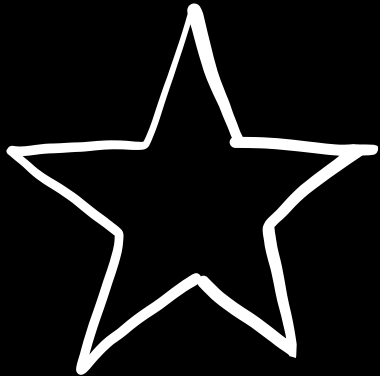- Ask for solutions and if someone has solved it, let her/him come up and draw the solution on the flip chart.
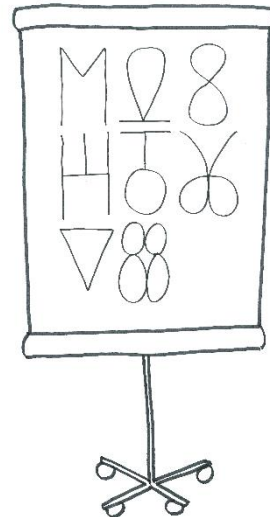
Answer:
Mirrored numbers from 1-9

Rock, paper, scissors

Energizer

Purpose

▸ For an easy and efficient increase of energy in a workshop, event or training session. Especially useful for large scale workshops +30 participants.

Instructions

▸ Ask all participants to stand up

▸ Demonstrate the rules in Rock, Paper, Scissors

▸ Demonstrate how everyone starts out challenging each other in Rock, Paper, Scissors. The loser gets to stand behind the winner with his arms on the winner's shoulders. The winner walks on to challenge a new contestant. The game continues until only two winners remain.

▸ In the end, two long rows meet in the finale

▸ Cheering is allowed!
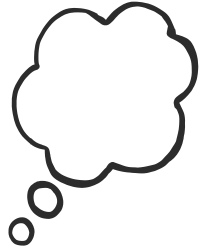
▸ A small prize for the winner is much appreciated

Brain gym

Energizer
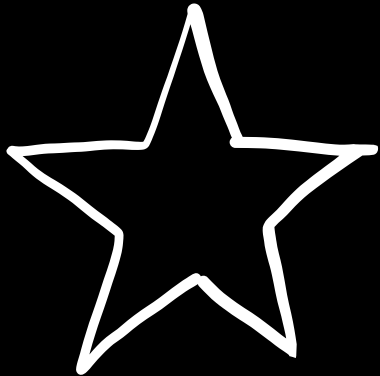
Purpose

▸ You can do the brain gym exercise when energy among the participants is low.

Instructions

▸ Get the participants on the floor

▸ Take a good sip of water (water is life to the brain – one study suggests that 90% of course participants are dehydrated, while participating in training!)

▸ With eyes closed, take three deep and calm breathes at your own speed (this provides oxygen to the brain)

▸ Stretch your body throughout – arms up over your head and to the sides and down towards the floor

▸ Place right hand just below the clavicle and left the stomach – give a little massage and change hands (this increases the relations to the memory)

▸ Massage the chin and jaw with both hands (connected to the frontal lobes)

▸ Massage the outer ear up and down (sharpens attention)

▸ Make cross-exercises with arms and legs (connects between right and left brain)

▸ Cross left leg over right and merge fingers and fold them around so that the fingers interlaced are on your sternum (centre the energy inside you)
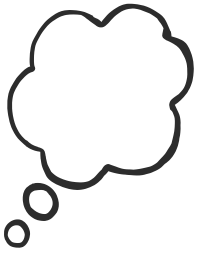
▸ Shake arms and legs – take a few deep breaths

The secret in the hat

Energizer
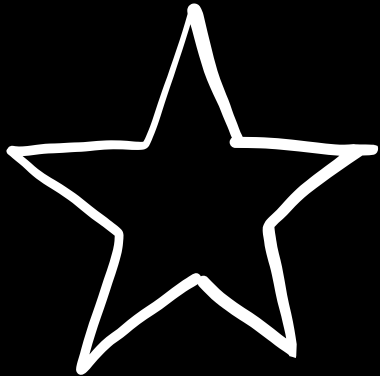
Purpose

▸ To get everybody to talk and gain more knowledge about each other in a fun way.

Preparation/materials

• Hat, paper, pencils

Instructions

• All participants write a secret (something that the rest of the group does not know about them) on a piece of paper. Say that it is great if their secret is difficult to guess, fun, and that it something they want to reveal. Give an example of a secret. "I have played guitar in a heavy metal band called Heart of Fire".

• Afterwards, everybody picks a secret from the hat (if one picks his/hers own he/she must put it back into the hat) .

• Then the participants read the secret out loud and guess whose secret they believe they have drawn. If it is true, the person must tell a little about the story, if not, that secret will only be revealed at the end.

Process methods

Process methods are frameworks you use during your workshop, meeting or training to create dialogue, involvement, learning and to variate your format.
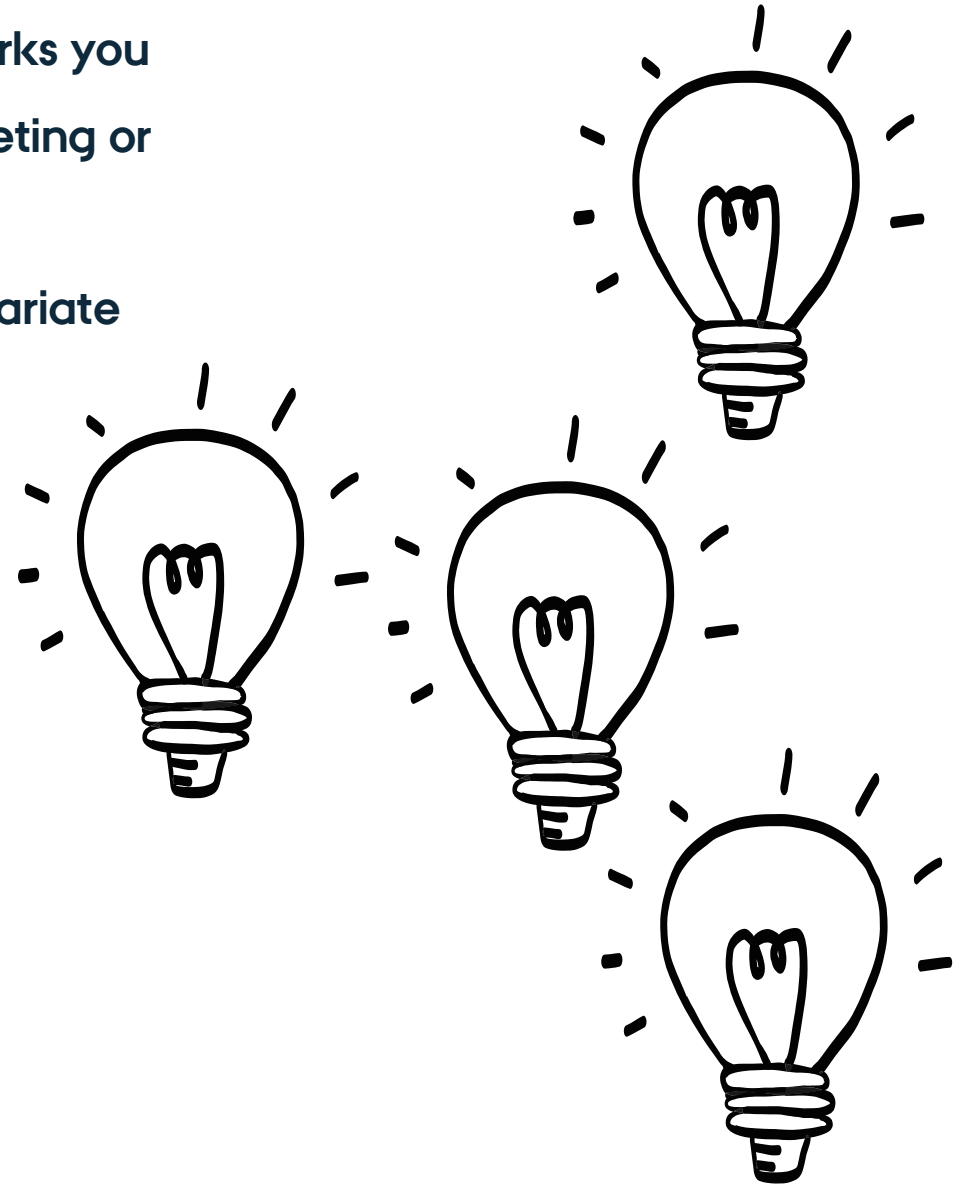
Reverse brainstorming

Process methods

Purpose

▸ Turn a problem upside down. To put every possible resistance on a issue/change out in the open and use this as the starting point of a solution.

Instructions

▸ Empty your brains for every idea that would really make the project/idea impossible/crash and burn. (E.g. How do we make sure that ~~the~~ your team fails completely in realising "xx?). Write them down one by one with capital letters on paper cards and put them on a wall. Present them to the other groups.

1. Sort the ideas – the absolute worse in a pile of their own (tip: pick 4 + 1: the four worse and an outsider that no one else will think of)

2. Present them to the other groups and put them on a wall

3. Turn them around to something useful - Two by two, you take each idea and write down its "constructive opposite" on a cardboard – and place both cards on the wall.
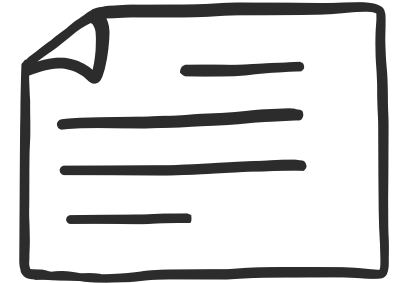
Brief meetings

Process methods

Purpose

▸ Participants reflect and communicate on a number of questions designed to evoke positive emotions related to the content of the workshop.

Preparation/materials

▸ Make a series of questions cards and print them

Instructions

▸ All participants will receive one card with two questions and pair up in twos. Then they must ask one question from their card they would like to have an answer to. The receiver has one minute to respond, after which they swap cards, meaning they get the card with the question they just answered.

▸ Then everyone will have a new partner and repeat the exercise. Continue as long as there is energy and enthusiasm.

▸ Wrap up: Facilitator asks participants what characterized the questions and how it was to ask and be asked. Note: Positive questions, searching for successes and strengths creates energy and positive emotions.

Examples

What makes "a winning team"?

What challenges have you overcome?

In what way does it feel meaningful to do the work you do?

What are some of the things you learn really fast?

In what situation do you become proactive?

What is really meaningful for you about your work?

What would this team be missing if you were not here?

Who can almost always inspire you?

Sketching ideas

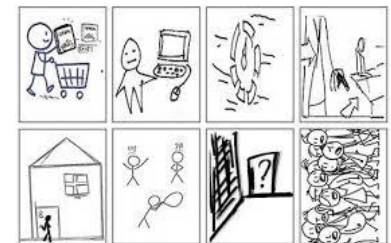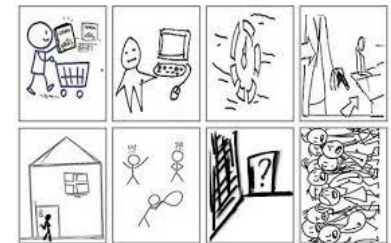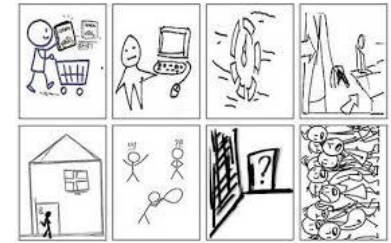Process methods

Purpose

To generate a lot of different ideas and not just one. To give the participants the feeling that they themselves are capable of solving their challenges.

Materials and preparation

- Hand out pens, erasers and white A4 paper for all participants

- Have a timer ready

- Coloured dots for voting

- Write instructions on flip over

Instructions

1. Present the challenge/problem thoroughly enough for people to understand it

2. Let them reflect about their ideas individually for a few minutes

3. All participants get a paper. Show them how to fold it into eight sections

4. Set a timer for eight minutes

5. Each participant sketches one idea in each rectangle on their paper on how to succeed with the given challenge/issue/outcome

6. When the timer goes off, put your pens down

7. Put up sketches on a wall

8. Each person has three minutes to present his/her ideas

9. Give each participant three votes

10. 5 min to indicate the three most compelling ideas by voting on the specific sketches (not the entire paper)

11. It is ok to vote for your own sketch or to put all three dots on one idea if you think it is truly the most valuable to pursue
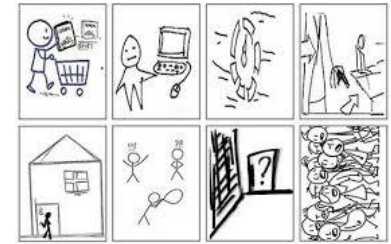
The World Café

Process methods

Purpose

▸ To exchange opinions and give input, and based on this, co-create new ideas and actions that improve or qualify a project. The metaphor "The World Cafe" is a symbol of the group visiting different countries and learning something new there.

Preparation/materials

▸ Arrange the room either with standing cafes or tables – one for each group. Make sure there is enough space for all participants to access the dialogue and that there is note paper, flip over, table cloths or other documentation material available.

Instructions

1. There must be at least 3 tables in the room. Each table must have a host that facilitates the process. The group is divided into as many teams as there are tables (at least 3) and each team sits down at a table.

2. At each table, there is a theme or a "challenge" that the team should try to solve, discuss, work or brainstorm on.

3. When the team is finished at one table they move on to the next.

4. The table host makes sure to gather input from all teams who have visited the table and present the next step in plenum.

▸ For more information, please see: www.theworldcafe.com

Point vote

Process methods

Purpose

Fast and efficient way to determine which point on a list is the most important.

Preparation/materials

Dots to vote with. Or a pen to mark with.

Instructions

1. Prepare a list of items. Use a listing or brainstorming technique.

2. Group the headlines that are alike prior to the voting.

3. Let the participants mark their favorite headlines/topics by voting with a marker or a number of stickers.

4. Count the votes. Delete the ideas that got the fewest votes. Repeat steps with the remaining items on the list. Continue until the list is narrowed down to the desired extent.

5. Show the final list and ask if anybody feels there is something missing that they feel is important.

Variation

The above method allows the group to select the "best" point solution/underlying cause, etc.

It may also be that you want to consider other factors, such as: easiest to implement, cheapest, can be implemented without external help.

Give participants additional amount of dots (in a different color) and let them vote on this second factor.

Finally, you can select points that are not on the list by comparing votes for the "best" solution with votes from the alternative "other" list.
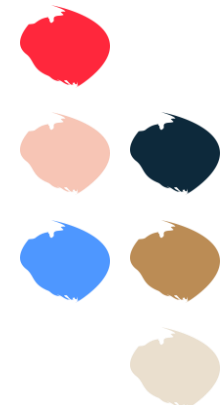
The horse shoe

Process methods

Purpose

Effective way to get an answer to a question in a large group and get an overview of the different positions on that question in the room. The horse shoe is a scale format useful to measure the temperature on a given subject.

Preparation/materials

- Rope or tape to mark the horseshoe on the floor. Or use the meeting table and define the scale.

Instructions

1. Ask the question the group should deal with. E.g.: 'How comfortable are you with the current solution'. Make sure it is understood the same way by everyone and that everyone is able to respond. Define the ends of the horseshoe so the group is in no doubt about the scale.

2. Think and go! Give them 5-10 seconds to think about their positioning and let them go directly to the place on the scale that represents their answer. There is no wrong place!

3. Let people talk in pairs about where they have placed themselves.

4. Ask why people placed themselves where they are. Ask what has to happen for them to move to another position on the scale.

Be aware that not everyone feels comfortable with placing themselves at vulnerable positions. This sometimes seems to be adjusted in relation to the formal or informal leader's location. If much is at stake don't use this process before people have settled into a comfortable learning environment and ask the leader to wait until the majority of the group has positioned themselves.

Variation

As a facilitator you can move people around. For example, ask one person to move up the scale and tell what has to happen for her/him to be positioned there.

Why the shape of a horseshoe?

Most of the times, when a group is asked to position themselves in relation to a question, it is in a straight line. The advantage of the horseshoe is that everyone immediately has an overview of the entire group's answers. Additionally, eye contact between the participants is possible.

The Carousel

Process methods

Purpose

▸ To present group work during a training or workshop in a way that creates presence, involvement and participation.

Preparation/materials

▸ Flip charts for each group. Paper and pens for each participant.

Instruction

1. The groups create a presentation of their work/solution on a flip chart.

2. The groups move clock-wise to the other groups where they get a short 7-10 min presentation of the groups work/solution. One person from each group stays at his/hers own flip chart and presents. The visitors give feedback and ask questions.

3. The groups circulate and end back by their own flip chart. Here they share their inspiration and input from visiting the other groups. And the presenter presents the questions and feedback he/she got during the visit from the other groups.

Sorting method: The square

Process methods

Purpose
To sort a lot of ideas and rate them according to two criteria.

Preparation/materials
- Flip chart with the illustration and criteria
- Ideas

Instructions
Place the ideas according to the two axes, for instance:

1. "Easy to implement the task"
2. "Great effect for the target group"

Some ideas can be qualified and developed thus they can move up to the right upper corner. Remember to agree upon what you mean by the criteria. E.g.: What is "great effect" for the target group. It pays off to be very specific when defining the criteria, so this is not up for discussion.
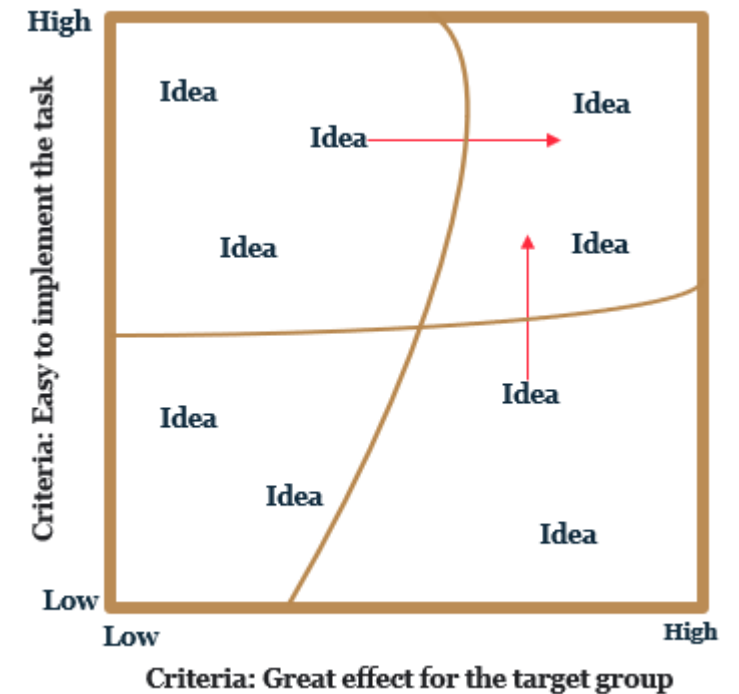
Sorting method: The three columns

Process methods

Purpose

To sort a lot of ideas and rate them according to two criteria.

Materials

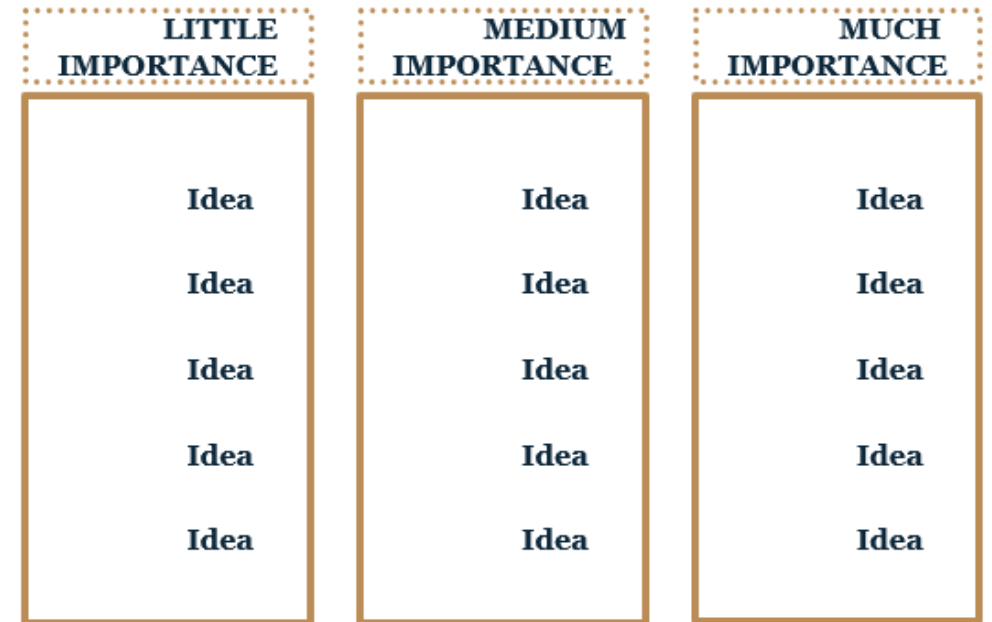- Ideas

Instructions

1. Define a sorting criteria.

2. Place the ideas in any of the three columns.

3. Now the participants can exchange cards two by two. You can choose to make an obstruction so the number of cards in each column is always the same, or the number of cards in the column has to be four. The swaps are made in silence to fast track the sorting.

4. You can only discuss the placement if a card is moved back and forth several times. Sorting criteria can, for example, be: "Radical proposals that support our strategy".

LITTLE IMPORTANCE	MEDIUM IMPORTANCE	MUCH IMPORTANCE
Idea	Idea	Idea
Idea	Idea	Idea
Idea	Idea	Idea
Idea	Idea	Idea
Idea	Idea	Idea

Closers

Exercises of approximately

15-30 minutes, which aim at closing the intervention.

They usually contain ideas/learning points/results and for

instance, a realistic assessment of how participants can

move forward from here.

Closers are important because we want participants to

revisit the outcomes from the meeting and preferably end

'on a high' and leave with a clear picture of the common

outcome from the meeting/workshop/event.
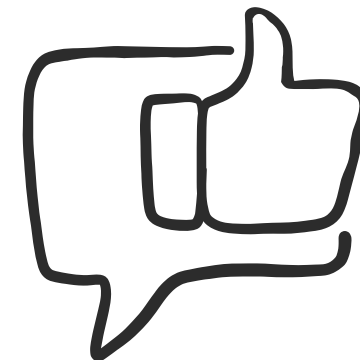
Half sentences

Closers

Purpose

▸ To wrap up the day and revisit key models/themes to enhance learning.

Preparation/materials

▸ Write half sentences on cardboards – one for each participant.
The same half sentence can be on several cardboards.

Instructions

▸ The participants stand in a circle. The facilitator draws a cardboard, reads the half sentence and asks the participants to finish it. The order can either be voluntary or clockwise. The facilitator can pose an example to set the level of time and content.

Inspirational questions

▸ My most important takeaway is ...

▸ Tomorrow I will start to ...

▸ Now I'm much more clear on ...
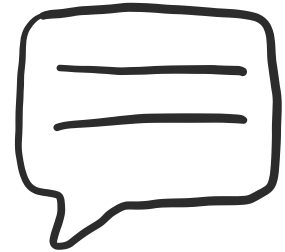
The grid

Closers

Purpose

▸ Efficient way to sum up a workshop day and get an understanding of what the participants have experienced and what their key takeaways are. Besides this, the purpose is also to give the facilitator information on what the participants need help for after the workshop and where they are motivated. Last but not least, the participants get to reflect on what they have learned from the event.

Instructions

▸ Write a flip chart with four squares with the following text:

  ▸ *Yes! I am glad this happened...*

  ▸ *AHA! This was really an eye opener...*

  ▸ *HMM..I still have this question or dilemma I need to solve...*

  ▸ *GO DO! When I come home I will do this...*

▸ Each participant writes as many post-it notes as they want for each quadrant.

▸ Participants put their post-its on the flip chart

▸ Facilitator asks for elaborations on a few of them, in each of the quadrants.

## Example

Rear view mirror

Closers

Purpose

▸ Recap learning from prior sessions, get participants back into the theme and to start contributing.

Preparation/materials

▸ A flip chart with a drawing of a rear-view mirror with the headline "Look in the rear view mirror!"

▸ Below the text you can add: What was especially important to you in yesterday's agenda?

Instructions

▸ Introduce the drawing of the rear-view mirror by pointing and let participants share in pairs.

▸ After a while you can invite people to share their thoughts in plenary. Let the others supplement and comment.

LOOK IN THE REARVIEW MIRROR!
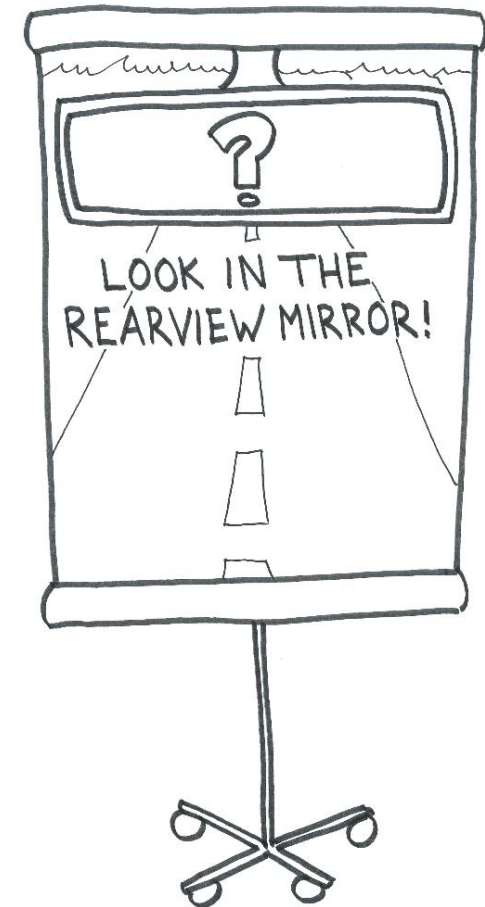
Rear view mirror

Closers

Purpose

▸ Efficient way to present takeaways, ideas and views or summarise a content.

Instructions

▸ An elevator speech is a brief account of a viewpoint or conclusion. It is presented in the time it takes to ride an elevator (approximately 60 seconds.). The presentation should capture the participants' attention and needs to be done in very few words.

▸ **1st variation:** Ask participants to review the contents of today's workshop. Distribute different topics among the participants.

▸ **2nd variation:** Ask participants to present their personal take away from the workshop.

– Get the participants to pair up in groups of 3 and present their elevator speech (or in plenary in front of everyone, if there is time)

– Applaud after each participant's speech

Micro-involvement

For virtual sessions; meetings, workshops, webinars and training

The following pages are a collection of different involvement techniques for use in virtual sessions such as online meetings, webinars, workshops and trainings. The collection contains Openers, Energizers, Check-in exercises and Break-out exercises.
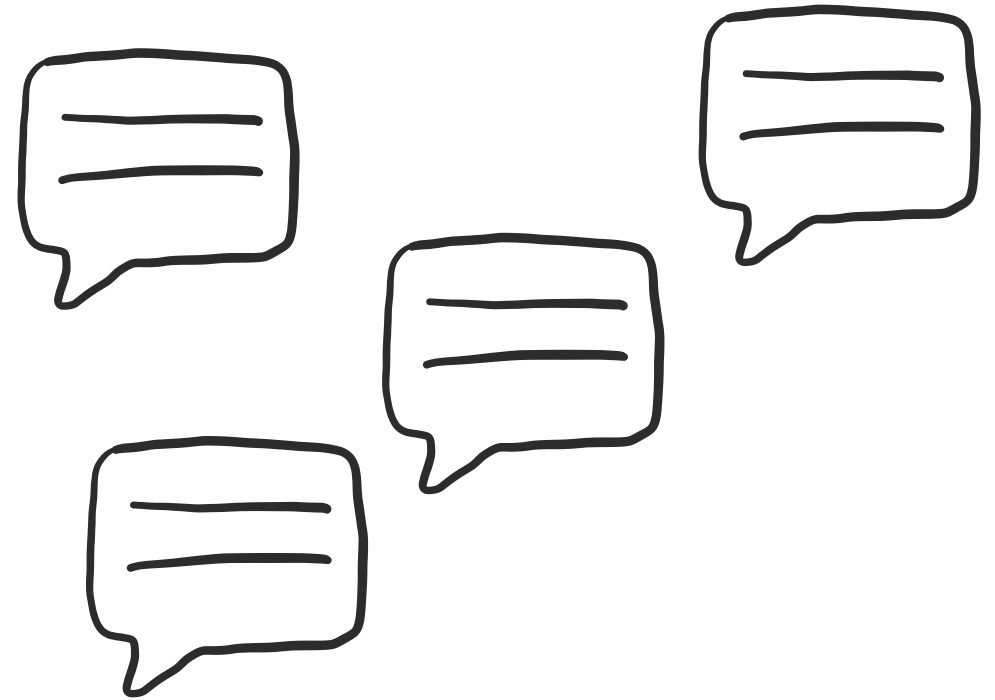
Socializing before the meeting

Opener

Preparation

Appoint one participant who will enter the meeting 10 minutes before the meeting begins. If you don't have a participant, this is something we recommend you always do yourself as the facilitator, to make sure you start out the meeting with a good atmosphere. This person will be responsible for making people feel welcome and seen from the beginning. Be aware of the people entering the meeting and start the conversation and ask questions, so the participants get to know each other, catch up or update each other on work related subjects or private life (if appropriate in the context).

Questions to start the conversation

What could be relevant small talk topics depends on the context and people you have at the meeting. So go with your own ideas and ask people easy going questions and connect them/introduce them to each other if they don't know each other already.
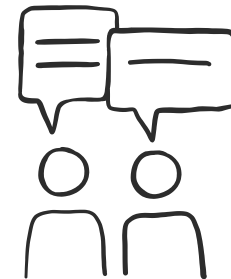
Two lies and A truth

Opener

Purpose

Have the participants share information about themselves to help them get to know each other a little better.

Preparation

- Ask participants to write three interesting things about themselves. Two of the statements must be lies and one must be true (you can also go with two truths and a lie).

Steps

1. One-by-one, participants must reveal their three statements.
2. The other participants guess the truth/lie.
3. When everyone has guessed, the participant tells the story about the true/false statement.

Alternatively (if break-out sessions are used):

- The other participants discuss in break-out sessions what statement is true.

Alternatively (if too many participants):

- Have two or three participants contribute with statements. Save the rest of participants statements for an energizer or for the next meeting.

HOW TO

- Participants write three statements to you in a personal chat
- Put each set of statements in poll format
- Show the first poll
- Participants vote
- Continue to the next poll

Check-in questions

Check-in

Purpose

The idea is to make sure that everyone is still presents and on-board; that we can continue or we need to stay on the subject. The facilitator asks yes/no questions and the participants reply in the most simple way possible.

Check-in questions

- Can we continue?

- Is it clear what to do now?

- Does anyone have something to add?

Note: It is better to have the participants check-in instead of asking "Do you mind, if we continue?". If no one answers, then you continue. If not, you won't activate them.

Physical exercise

Energizer

Purpose

The ability to focus improves after you have done a physical exercise. Make the participants move a bit to get the blood flowing and to oxygenate the brain.

Instructions

Instruct the participants to spell a word by physically making the letters. Each participant makes one letter (just like in the song YMCA).

HOW TO
- Mute all the participants
- Instruct them in the exercise
- Have them perform the exercise in front of the camera

Signs and guessing

Energizer

Purpose

▸ To have fun and create good energy.

Instructions

▸ Share the whiteboard.

▸ Appoint one of the participants to draw on the whiteboard and e-mail him/her the thing, animal, person or concept that has to be drawn.

▸ When the person that is appointed to draw is ready, you mute all except him/her and set a timer for 2 min. and say: START.

▸ The person draws on the whiteboard and the participants guesses in the chat. The facilitator reads the guesses out loud as they come in.

▸ The person that draws answers YES or NO.

▸ The right guess has to come within the 2 min.

Write your names backwards
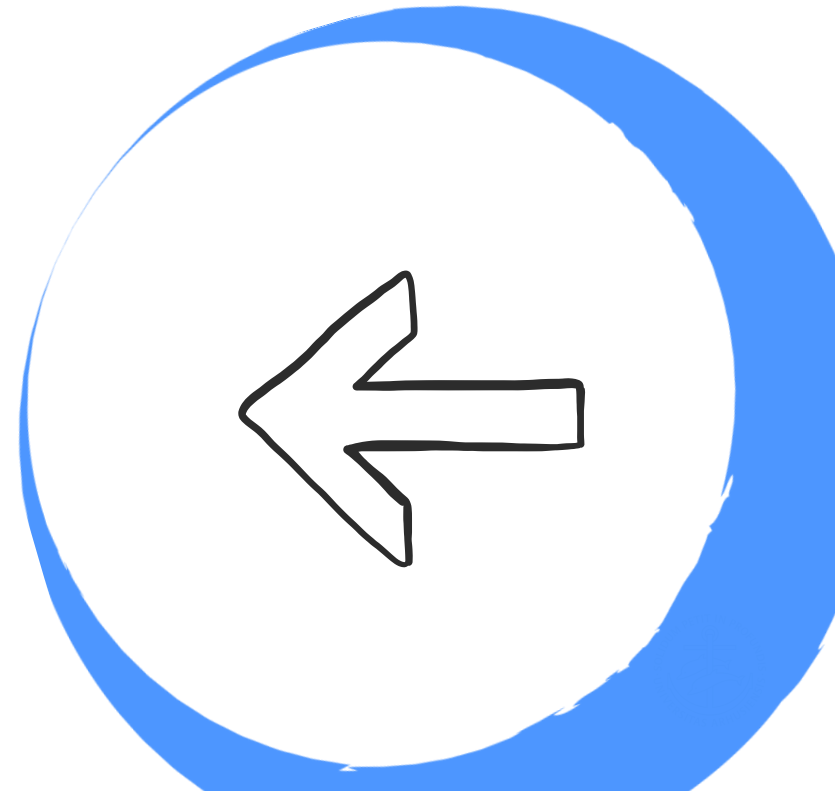
Energizer

Purpose

To get some energy!

Steps

- Ask all participants to write their name backwards in the whiteboard or the chat.
- All participants say their own name backwards.

Alternatives

You can also do it with:

- The city they are in.
- Their favourite artist.
- Their favourite meal.

Silent brainstorm

Exercise

Purpose

Silent brainstorm is an exercise where participants themselves come up with challenges and opportunities, ideas and solutions, thoughts and reflections to a subject posted as a question. By doing it silently, everyone will have a say and you will avoid that the first and loudest voice will affect the others opinions.

Preparation

- Prepare the subject for discussion as a question in the whiteboard.

- State the rules clearly.

Steps

1. The rules are revealed.

2. The question is revealed.

3. Participants write their answer silently.

4. Presentation and discussion of answers.

HOW TO

- Present the rules – one of the rules is how much time they have to write their answers.

- Present the question in the whiteboard

- Mute all the participants.

- Post the question.

- Tell them to post their answer at the same time when time is up.

Evaluation

Break-out exercise

Purpose

This break-out exercise is used to create a more private space for a smaller group to evaluate new knowledge, which could be a new point of view, a new way of working, a new organizational situation, a challenge, a call to action and more.

Preparation

- Prepare the different break-out meetings.

- Prepare the list of group members.

- Prepare the assignment and time for when to return to the main meeting.

Steps

1. Divide participants into break-out sessions.

2. The participants discuss and document:

   1. What did we learn?

   2. What new ideas did we get?

   3. What can we do better?

   4. What worked?

3. The participants share their answers in the main chat.

Take-away from the session

Closer

Purpose

This break-out exercise is used to create a more private space for a smaller group to reflect upon learnings and takeaways from the session.

Preparation

- Prepare the different break-out meetings.

- Prepare the list of group members.

- Prepare the assignment and time for when to return to main meeting.

Steps

1. Divide participants into break-out sessions.

2. The participants discuss e.g. the following:

    1. My most important take-away is...

    2. I still have this question or dilemma...

    3. Tomorrow I will start...

HOW TO

Preparation

- Create break-out meetings.
- Prepare list of groups and share link for each group.

Steps

1. Share list of groups (with group members) and break-out link to each group.
2. Post the assignment in the whiteboard or the chat.
3. Post what time they need to be back.
4. If participants don't return, log into each break-out meeting and call them back.
5. Have them post their reflections in the main meeting chat

Keep, stop, start

Closer/Exercise

Purpose

The purpose of the keep, stop, start exercise is to evaluate a change and develop next steps.

Steps

1. The participants answer (silently) the following questions:
    1. What are we doing well and should KEEP?
    2. What is not working that we should STOP doing?
    3. What things do we need to START doing?
2. The participants share their answers in the whiteboard.
3. A facilitated dialogue should yield the most important KEEP, STOP and START feedback that we can all agree on.

Mentimeter

Online involvement

Purpose

- To create an open discussion, share knowledge, test the atmosphere, get input.
- To gather real time data (e.g. survey) from the audience at a seminar, event, training or workshop.
- Engage and involve the audience and obtain new insights on their perspectives and/or opinions.

Preparation/materials

- Log in and create the questionnaire: multiple-choice, 1-10-scale, distribution of 100 points, word clouds etc.
- 2-6 questions will be fine. Too many will be tiresome.

1 Grab your phone

2 Go to www. menti.com

3 Enter the code xx xx xx and vote!

Instructions

1. Open the presentation and ask the participants to go to www.menti.com and write the code shown on the screen. (You don't need an App only a phone with internet access). Answer the questions.
2. The participants vote through their phones and you get instant answers from the crowd which is especially useful in large scale events with +30 people.
3. Ask participants to share their thoughts with the person next to them.
4. Pose a new question.
5. For more information, go to www.mentimeter.com

Kahoot

Online quiz or vote in real time
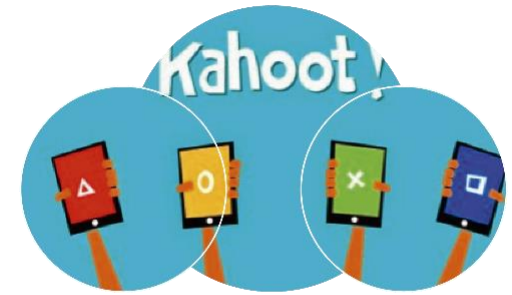
Purpose

To create an open discussion, share knowledge, test the atmosphere, get input and create a fun and informal learning environment, and to round off the day with good energy.

Preparation/materials

Create an account.

Create a learning game with a series of multiple-choice questions. Add videos, pictures and charts to the questions.

6-8 questions will be fine.

Everyone can participate without installing software. Phones with internet access are the only requirement.

Instructions

1. A digital game based on questions (quiz, discussion or survey) is launched.

2. The participants answer the questions on their smartphone or iPad while the game is shown on a common screen.

3. For more information, go to https://create.kahoot.it/#

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