Learning Facilitation of Participatory Foresight

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LEARNING FACILITATION OF PARTICIPATORY FORESIGHT

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## FORECAST AND FORESIGHT

<table>
<thead>
<tr>
<th>FORECASTS</th>
<th>FORESIGHT</th>
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<tbody>
<tr>
<td>HOW TO PREDICT THE FUTURE ?</td>
<td>HOW TO COPE WITH UNCERTAINTY ?</td>
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<tr>
<td>SEARCH FOR ONE RIGHT ANSWER</td>
<td>SEARCH FOR POSSIBLE FUTURES</td>
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<tr>
<td>• IDENTIFY MEGA-TRENDS</td>
<td>• IDENTIFY MEGA-TRENDS</td>
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<tr>
<td>• DEVELOP A QUANTITATIVE FORECAST MODEL</td>
<td>• IMAGINE SEVERAL POSSIBLE FUTURES</td>
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<tr>
<td>• MOVE FORWARD STEP-BY-STEP</td>
<td>• BACK-CASTING</td>
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<td>• DEVELOP ONE MAIN STRATEGY</td>
<td>• DEVELOP DIFFERENT STRATEGIES</td>
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</table>
TYPICAL ERRORS OF ORGANISATIONAL DECISION MAKING

- Failing to identify key objectives
- Failing to take into account culture diversity
- Failing to include experience and creativity within the organisation
- Failing to develop a range of alternatives by using participatory and interactive methods
- Disregarding uncertainties
- Failing to develop action plans
- Disregarding obstacles and oppositions
- Failing to take appropriate actions
Facilitating Change
Using INTERACTIVE METHODS
in organizations, communities and networks

Edited by
Laage Baunegaard Raamussen

POLYTEKNISK
FACILITATOR EDUCATION FRAMEWORKS

- ETHICAL / POLITICAL AWARENESS
- THEORY BASED KNOWLEDGE
- PERSONAL SKILLS
- TECHNICAL SKILLS

Glyn Thomas 2008
SELECTION OF THEMES, METHODS AND PARTICIPANTS

- WHAT IS THE PROBLEM LEVEL OF COMPLEXITY?

- WHICH DOMAINS OF INTERESTS AND VALUES ARE INVOLVED?

- HOW TO SELECT PARTICIPANTS?

- HOW TO INFORM AND MOTIVATE ALL THE PARTICIPANTS?

- HOW TO SELECT THE MOST APPROPRIATE FORESIGHT METHOD(S)
INTERACTIVE METHODS

SOCIALIZATION  EXTERNALIZATION

INTERNALIZATION  COMBINATION

TACIT  TACIT

EXPLICIT  EXPLICIT

INTERACTIVE PLANNING  INTERACTIVE SWOT

COMMUNITY BUILDING THROUGH DIALOGUES

CHRONICLE WORKSHOP

THE FUTURE WORKSHOP

SEARCH CONFERENCE

DESIGN GAMES

CAUSAL MAPPING

IMPROVISATIONAL THEATRE

INTERACTIVE SCENARIO
Time schedule:

- 8:15-9:00 Preparation for the workshop
- 9:00-10:50 Icebreaker 1 and critique phase
- 10:50-11:00 Break
- 11:00-12:00 Icebreaker 2 and fantasy phase
- 12:00-13:00 Lunch
- 13:00-13:50 Clustering and selection of ideas
- 13:50-14:00 break
- 14:00-16:00 Implementation
- 16:00-16:30 presentations
- 16:30-16:45 Debrief with contact person
"ICE-BREAKER"
Workshop part 1 – Critique phase
Workshop part 2 – Fantasy phase
Design Games
Workshop part 3 – Implementation phase
Moments from a workshop in CHINA
ETHICAL ASPECTS:

-RISKS OF MANIPULATION:
- BY THE SPONSORS (COVERT INTERESTS, SELECTION OF PARTICIPANTS)
- BY THE FACILITATORS (COVERT TOOLS, COVERT INTERESTS)
- BY THE PARTICIPANTS (COVERT INTERESTS)

ETHICAL PRINCIPLES:

- OPENNESS
- CONFIDENTIALITY
- ILLEGITIMATE OBJECTIVES
- CULTURAL SENSITIVITY
Groan Zone

Divergent Phase

Convergent Phase

Sam Kaner, 2007
FACILITATOR EDUCATION FRAMEWORKS

- ETHICAL / POLITICAL AWARENESS
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- PERSONAL SKILLS
- TECHNICAL SKILLS

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USE OF INTERACTIVE FORESIGHT METHODS

COMPANIES

EDUCATIONAL INSTITUTIONS

CITIZEN GROUPS

NETWORKS

TRADE UNIONS

PUBLIC SERVICE CENTRES
QUALITY OF FUTURE WORKSHOPS: A CONTEXT-BASED BALANCE BETWEEN PLAUSIBILITY AND IMAGINATION

**PROPOSITIONAL KNOWING:**
'HOW TO UNDERSTAND'

**TECHNICAL KNOWING:**
'HOW TO DO'

**RELATING KNOWING:**
'HOW TO INTERACT WITH OTHER PERSONS'

**EXPERIENTIAL KNOWING:**
'HOW TO SENSE AND ACT DELIBERATELY AND/OR INTUITIVELY IN PRACTICE'