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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<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
Lauge Boungaard 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

COMMUNITY BUILDING THROUGH DIALOGUES

CHRONICLE WORKSHOP

THE FUTURE WORKSHOP

SEARCH CONFERENCE

DESIGN GAMES

CAUSAL MAPPING

IMPROVISATIONAL THEATRE

INTERACTIVE SCENARIO

SOCIALIZATION

EXTERNALIZATION

INTERNALIZATION

COMBINATION

TACIT

EXPLICIT

INTERACTIVE PLANNING

INTERACTIVE SWOT
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
Divergent Phase

Groan Zone

Convergent Phase

Sam Kaner, 2007
USE OF INTERACTIVE FORESIGHT METHODS

COMPANIES

TRADE UNIONS

EDUCATIONAL INSTITUTIONS

CITIZEN GROUPS

NETWORKS

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'

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

RELATING KNOWING:
'HOW TO INTERACT WITH OTHER PERSONS'