



Warm-up/Getting to know each other

Wanted Poster

Date of activity: Sunday, 11 September 2016

Summary

The effectiveness of group work is related to level of familiarity between team members. In order to guarantee a good start for the team work at ETH Week it is necessary that students get to know each other. This will help to foster a good relationship between them during ETH Week.

With a wanted poster the participants are able to introduce themselves focussed on certain aspects, questions, fields of interest etc. Furthermore, posters are an easy and timesaving way for a 'get to know each other' session. By hanging them up in the room they also offer a way for documentation: They can be viewed by the students throughout the whole week and e.g. used in a final feedback round ("What was my self-image at the beginning of ETH Week, and what do I think has changed during ETH Week? What have I learned?").

Goal

The goal of this activity is for students to become familiar with their colleagues, and finally to develop a basis for effective teamwork.

Procedure

1. Possible key questions/aspects for the wanted poster: name, drawing a self-portrait or a symbol that has to do with the person, field of study and no. of semester, prior knowledge concerning the topic of ETH Week, experiences with interdisciplinary group work etc.
2. Hand out flipchart or A3 paper. Students get 5 to 10 min. to complete their personal poster.
3. Each student briefly introduces him- or herself by presenting the personal wanted poster (2-4 minutes for each at a maximum).
4. Pin the wanted poster on a wall and let them hang on the wall until the end of ETH Week.

Tutors' primary role

- time management
- moderating the presentation of results

Material

A3 paper, pens, markers

Examples



Planning the workflow

Roadmap

Date of activity: Performed at each day in the morning.

Summary

After the students had the introduction in plenum it is important to have a shared view on the tasks and goals of ETH Week. This is also an opportunity to clarify and correct any misunderstandings and misconceptions.

Goal

The goal of this activity is for students to have a clear roadmap for each day of the ETH Week, based on their point of view and on their intended work progress.

Procedure

1. Guide your students through upcoming working steps by using a template (see example). Don't hesitate to create a dialogue between you and the students. Perceptions between people differ and if everyone gets the chance to participate you will get a motivated group.
2. Add your every day milestones to the roadmap. Be creative: make use of the template for the process moderation and for group needs.
3. Agree on the next steps on the way towards your common goal.
4. Provide the opportunity to clarify questions regarding the agenda for the day.

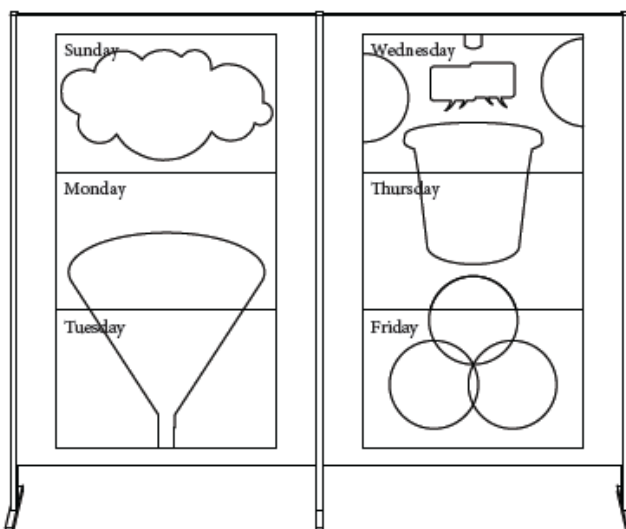
Tutors' primary role

Allow students to work on their own, but will be available to answer questions.

Material

Flipchart paper, pens, markers

Example



Debriefing

Date of activity: Debriefing with trainers from Monday to Thursday, Wrap up with students on Friday afternoon.

Summary:

Debriefing is a method for structuring the reflection of project experiences

Goal:

- Learning by experience & reflection
- Improving team process
- Preventing repeat mistakes

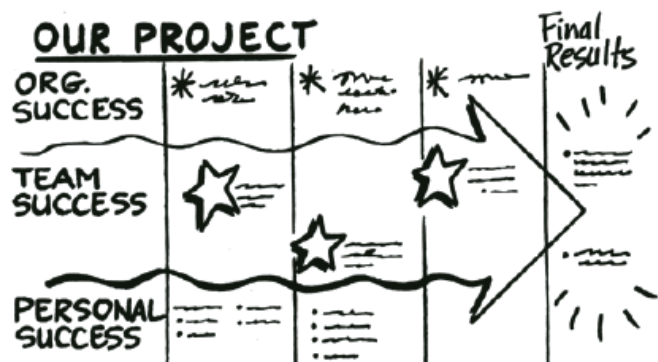
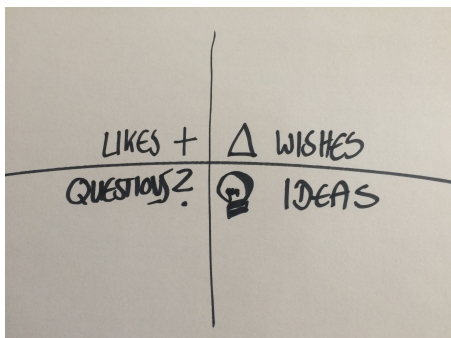
Tutors' primary role:

- Debriefing with trainers: preparing open questions and points of discussion
- Wrap-up on Friday afternoon: planning and moderating; securing results

Table to structure the debriefing process:

Topics \ Process	Observation	Interpretation	Insights	Activity
Reaching daily goals	Did we reach our goal(s)?	If not: where are problems and obstacles?	How do we need to adapt our goal(s)?	Adaption of goals
Time planning	Do we meet our daily time plan? Are all tasks integrated in your plan?	If not: why? Do some tasks need more/less time?	Is the plan realistic? How can we cope with the time loss?	Adaption of time planning and/or task allocation
Task sharing	Are all tasks well allocated to participants?	If not: why? Are there students who have special competencies or interests?	If so: Which team members could spend more time on open tasks?	Adaption of the role & task allocations
Communication	Is communication within the team efficient?	If not: Why? What is inefficient?	Which ways of communication should we prefer instead?	Adaption of communication ways/ mode
Team Conflicts	Are there any potential or actual conflicts in the team?	If yes: What might be the reason?	How can we reach solutions?	Find solutions together with the involved people

Examples of a visual template guiding debriefing processes:



Moderation tools

Rich Picture

Date of activity: Sunday afternoon, 11 September 2016

Summary

The moderator collects topics or statements of the group members in order to map the concepts about the topic of water of each participant and to come up with an agreed group concept.

Goal

The group members can visually see their ideas and connect them to others in the group. A group consensus about the dimensions of the topic may be reached in this process. Each group member brings in what he or she understands when it comes to the topic of water.

Procedure

Encourage each participant to bring in everything he or she has in mind about the given topic.

There are a few rules to draw a rich picture (Berg & Pooley, 2013):

- Artistic ability not required (no need for preliminary sketching).
- Title the picture.
- Everyone should draw.
- Draw people doing things, give context and include objects and processes.
- Show interconnections and relationships.
- Make observations about culture, emotions and common beliefs.
- Text to be kept to a minimum.
- Use colour

Tutors' primary role

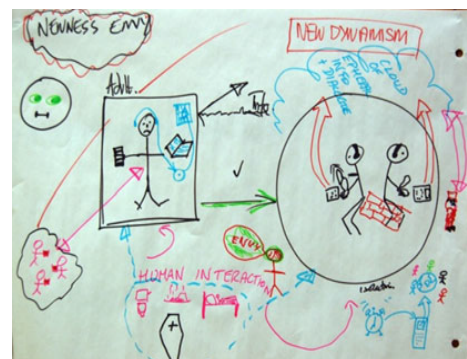
Give each member of the group the possibility to bring in their ideas about the topic. Moderate processes of negotiations about sub-topics if necessary.

Material

Whitboard, Flipchart, Pen

Example

From Berg & Pooley, 2013



Spotlight

Date of activity: Not on a special day

Summary

- All group members answer to a specific and precise question.
- The answer is short.
- The method is in particular useful in case of standstills in team processes or for the conclusion of intense and /or controversial group sessions.

Goal

Create transparency relevant to mood, daily condition or conflicts.

Procedure

1. The tutor explains the basic rules and asks a question that is answered by each team member.
2. The statements are neither commented nor discussed.

Tutors' primary role

- Asks precise questions
- Asks for explanations in case of unclear statements (without comments)

No extra material needed

Example: Every team member formulates his personal conclusion of the day in 2 sentences.

Measuring the mood

Date of activity: Not on a special day

Summary

The moderator would like to explicate the mood of the group members in order to anticipate it in the Design Thinking process. A mood board represents the atmosphere in the group. It may make sense to hide the process of allocating the dots.

Goal

The group members can show their current mood. The moderator can react accordingly.

Procedure

Every group member has to allocate a dot to a two-poled question, e.g. „How is you feeling regarding our current level of prototyping?“. The moderator could raise a discussion about the next small steps in the prototyping process, if the group feeling has shown to be quite unsatisfied.

Tutors' primary role

Prepare a two-poled question on a flipchart and provide sticky dots to students. Get a feeling about the atmosphere in the group and rise a discussion to handle critical group phases if necessary.

Material

Flipchart, pen, sticky dots (possible also just on the whiteboard, e.g. every one has to leave a dot with a pen)

Example:

„How do you feel today?“

(If students stucked their dot to the right or to the left side, you might ask for reasons).



Decision Tools

Reaching a decision by using cards

Date of activity: Reaching a group decision on basis of a variety of individual statements

Summary

After discussing a topic, you would like to reach a decision in order to move forward. By using the card technique, every student gets a voice. You make the variety of suggestions and statements explicit (or visible) by writing every piece on a card and pinning it to the wall. A broad and creative spectrum of solutions might occur as the whole group can be used as resource.

Goal

- Generate a broad spectrum of solutions
- Work out solutions in a structured way
- Involve all group members
- Reach a commonly accepted decision

Procedure

- Moderator introduces the method to the group
- Collecting statements: each group member gets a few cards (3-5 pieces each) and writes down their statements (one per card). The moderator pins the cards on the board, clusters them and clarifies any vaguenesses.
- Clustering: the cards will be clustered in a group process. Undetermined statements might stand alone. The group will find headlines for the clusters.

Tutors' primary role

The tutor has only a moderating function in the process, clarifies and suggests how to cluster the cards.

Material

Flipchart paper, pens, markers, moderation cards

Examples



Scoring Method

Date of activity: Not on a special day

Summary

The scoring method is an evaluation method by which alternatives to several different outcome measures (quantitative and qualitative) can be evaluated and compared.

Prodedure

1. Defining goal, establishing evaluation criteria
2. Weighting criteria
3. Evaluation of alternatives
4. Ranking

No extra material needed.

Example: Looking for a new place for a supermarket.

Scoring Method					
		Regensburg		Bamberg	
Criteria	Weighting	Points	weighted	Points	weighted
Rental Costs	50 %	2	1,0	4	2,0
Size of city	30 %	4	1,2	3	0,9
Traffic	20 %	4	0,8	4	0,8
Total	100 %		3,0		3,7

The weighted results are calculated by multiplying the points awarded by the weighting factor.

(In the example Bamberg wins with a score of 3.7.)

Ranking of options

Date of activity: Not on a special day

Summary

This method is used when different options should be assessed by the group. The advantage is that decisions are based on all members of the group. The method can be used together with brainstorming.

Goals

- achieving a transparent and collaborative ranking process
- integration of all group members into decision making

Procedure

1. All members of the group write their options on moderation cards.
2. The tutor pins options on a wall and writes a letter on every option
3. The group members explain their options.
4. Each team member quotes the letters and gives a score according to his or her priority (1-4 in 4 options)
5. Each number can be assigned only once.
6. Create a chart with all possible options in the first column and all the names in the top row
7. The tutor collects the votes and calculates the overall result.

Tutors' primary role

Calculating and noting down results in a chart and discussing them.

Materials

Pens, whiteboard, cards

Example

Name	Tom	Frieda	Pat	Peter	Caroline	TOTAL
Option						
A	1	4	4	3	3	15
B	3	4	2	2	3	14
C	2	1	1	1	1	6
D	4	1	1	3	4	13