README - Table of contents

# **TABLE OF CONTENTS**

Here you will find all the resources you need to guide the workshop smoothly and efficiently.

Some documents you will need during the day, we’ll take care of printing them out for you.

Here are the 5 files:

* **Déroulé**: the minute by minute synthetic description of the workshop, in the format of a table, including timing, locations, who does what, and material needed
* **Briefing**: a reminder of the facilitation posture, the safety framework, and a list of 'to do' for each of the sections, with detailed instructions and reminders to give to participants. This is the most important document you’ll need to keep an eye on throughout the workshop
* **Vocabulary**: a collection of keywords related to the iceberg template and potential categories to classify solutions.
* **Cheatsheet**: a collection of the challenging situations we discussed during the facilitation training and how to address them
* **Roles, topics, location**: a table to choose who facilitates which role, and where the circles will be, and for you to express any need you might have

If you have any question, don’t hesitate to ask or to comment directly on the files, especially if you feel it might be of interest for other facilitators as well.

Déroulé

DÉROULÉ - minute by minute description of the workshop

| **Time**  **(Length)** | **Where** | **Activity** | **Who**  **Material** |
| --- | --- | --- | --- |
| 12:00 (15’) and 12:45  (15’) |  | Preparation of spaces  Welcoming participants | 2 before lunch,  4 after lunch  Chairs, workshop material, computer |
| 13:00  (15’) | Amphi | Brief recap of the morning + outcomes and objectives of the afternoon  General instructions for the workshop + Safety framework  Specific instructions for the personal part  *The Workshop guides give the program of the afternoon and briefly explains the overall structure. Then explains in detail how the personal part is going to work. The facilitators distribute the fliers (give them to the front and ask to pass them back) and make sure everyone has a pen.* | Workshop guides, facilitators  Slides, Personal fliers |
| 13:15  (8’) | Amphi | Personal part - individual time  *Each participant fills in their flier.* | Workshop guides  Timer on screen |
| 13:25  (10’) | Amphi | Personal part - in trios  *Participants form trios (but pairs and groups of 4 are also ok) and discuss for 8’-10’. The facilitators help pairing up participants without a partner. The Workshop guides adjust the time: if participants are getting bored/annoyed, we shorten the discussion and move on.* | Workshop guides, facilitators  Timer on screen |
| 13:35  (15’ + 5’ moving) | Amphi | Specific instructions for the technical part  *The Workshop guides explain in detail how the technical part is going to work, with focus on how to use the iceberg template.*  *Each participant chooses only 1 topic, and joins the facilitator(s) responsible for that topic. Invite participants to spread a bit, not leave a group empty. Facilitators adjust groups on the spot.*  *Then facilitators guide participants to their respective circles* | Workshop guides, facilitators  Slides, 1 mark per topic |
| 13:55  (40’) | Circles  (Amphi, hall, patio, DEE cafeteria) | Technical part - phase 1 - individual reflection  *10’ facilitators introduce themselves, and ask everybody to do the same. They remind the safety framework and what the facilitator role means.*  *Then each participant works on their flier. 10’ to read the data.*  *10’ to focus on the problem, then 10’ to focus on the solutions.*  *The facilitators remind the framework of the iceberg template, the levers, the areas/categories of solutions.* | Facilitators  Timer on the phone, briefing for facilitators |
| 14:35  (20’) | Hall | **Coffee break**  *IMPORTANT! Collect personal fliers in the Amphi*  *Put up a small music or ringtone to recall participants back in the Amphi* | 2 facilitators  Music |
| 14:55  (10’ + 5’ moving) | Amphi | Specific instructions for the technical part  *The Workshop guides explain in detail how the technical part is going to work, with focus on the group dynamic. Then facilitators guide participants to their respective circles (same groups as before).* | Workshop guides  Slides |
| 15:10  (50’) | Circles  (Amphi, hall, patio, DEE cafeteria) | Technical part - phase 2 - small group discussion  *Each group receives a big copy (A3 format) of the flier for that topic. Before starting, each small group chooses 1-2 spokesperson(s) to summarize their discussion afterwards.*   1. *Sharing - Taking turns, everyone shares the sub-problems they identified (round 1) and the solutions they proposed (round 2). They are added in the form of post-its on the big flier (yellow for problems, blue for solutions). Facilitators ensure the smoothness of the discussion, give everyone the word, keep the time, remind not to repeat what has been said already (add a +1 sticker instead).* 2. *Further thinking - Facilitators remind the objectives for this part and invite the group to turn solutions into propositions, and to identify a subset of promising propositions to work on more in detail. The discussion continues until the time finishes.* | Facilitators  Timer on the phone, briefing for facilitators, big fliers, post-its, markers |
| 16:00  (40’) | Circles (Amphi, hall, patio, DEE cafeteria) | Technical part - phase 3 - big group discussion  *Small groups that worked on the same topic form a unique big group and receive a big collaborative poster (A0 format, this is the one that will remain in the hall). If two topics had 1 small group each, they get fusioned → two slightly different scenarios (see briefing for facilitators). The facilitators agree if they want to co-facilitate or one leads and the other supports.*   1. *Sharing - Each small group shares their work: taking turns, the spokespersons summarize the previous discussion, and move their post-its from the flier to the big poster. The other group asks for clarification, adds tensions and improvements/new solutions.*   *Facilitators ensure the smoothness of the discussion (as above)*   1. *Further thinking - Facilitators remind the objectives for this part and invite the group to reason on the resources and support they would need if they wanted to implement the measures they proposed. The discussion continues until the time finishes.*   *Go back to Amphi, be strict with time.* | Facilitators  Timer on the phone, briefing for facilitators, collaborative posters, post-its, markers |
| 16:40  (15’) | Amphi | Wrap-up  *The spokesperson of each topic summarizes the work of their group (2-3’ each). DEE Directors Marc R.R. mentions the key highlights of the day and/or the most interesting things he heard during the afternoon.* | Facilitators / Marc R.R.  Collaborative posters |
| 16:55  (5’) | Amphi | Closing  *Remind that the posters remain available in Amphi for 2 weeks, then we are writing a report, sending it to everyone, to the Dept Directors, to the vice-Dean Prof Senn. Ask participants to reach out for feedback.*  *Thank everyone who made this possible.*  *Invite participants to keep discussing and looking more in detail to the propositions of the other groups, during the…* | Workshop guides  Slides |
| 17:00 | Hall | **Apéro!** 🙂 |  |

**Output:**

* 30-35 personal fliers
* 5 big collaborative posters (A0 format)

Briefing

BRIEFING FOR FACILITATORS

This document contains a reminder of the facilitator posture, the safety framework, and a list of tasks you will need to carry out during the workshop, section by section.

It serves as a reminder to you (and to the participants) of the objectives of each section, gives some structure to the discussion, and contains some prompts in case the discussion is stagnant.

Here you will find:

* In green: description of the tasks carried out by someone else (e.g. organising team)
* In black: general descriptions (facilitator posture, safety framework) and specific description of the tasks you need to carry out in each section. They are marked with boxes so you can tick them easily when you are done. Unless they are marked as ‘optional’, ideally you should try to fulfill them, but we trust you can read the group and adjust accordingly. Better to skip a task rather than force participants or rush.
* In red: objectives for each part
* In blue: suggestions of what to say, if nothing else comes to your mind. But use your words whenever possible, it will be way more natural!
* Marked with **<!>** : the critical parts in which there is some uncertainty and there might be confusion, so you will need to be proactive and make decisions fast.

# REMINDER OF THE FACILITATOR POSTURE

**PRINCIPLES**

1. **Supporting the process** - managing information and instructions, guiding discussion, asking questions, re-centering the discussion if people tend to get lost, coming to resolutions
2. **Holding the physical space** - making sure the circle is welcoming and appropriate, that no environmental factors disturb the concentration, double checking material and timekeeping. Technical operations (collecting material, adjusting time, logistics) will be managed mostly by the organising team.
3. **Holding the space for people** - making sure all opinions are said and heard, anticipating and solving conflict, making sure everyone is comfortable and engaged, interpreting verbal and non-verbal signals of tension or boredom, managing energies, managing fairness, ensuring a safe space
4. **Neutrality** - not expressing our own point of view, not taking sides, not judging, being curious, asking open questions, clarifying the different point of views

**OTHER REMINDERS**

* We are not experts of the topic, we are guarantors of the process.
* Our role is not to provide solutions, but to help participants think about what they feel and need, better identify problems and come up with their own ideas and solutions.
* We are open and respectful towards participants, even those that clearly have different opinions and views than ours. We strive to make sure that their opinions are expressed too.
* We practice active listening, both towards the person talking and the people listening.
* We can (and should) use our role as facilitators to intervene if someone is disrespectful or aggressive towards us or other participants, if they are talking way too long, or any other situation in which the safety framework is not respected.
* When we notice something is wrong, we trust our guts and are not afraid to intervene.
* We are aware of our own limits, we don’t hesitate to ask for help if the situation is getting unbearable for us.

For a deeper insight on the facilitation posture, recall the facilitation training from Nina.

You can have a look at the [notes of the training](https://docs.google.com/document/d/1lKSHkQ_6VJnn-QYJIqhCUr3qtvl4AnatDWd5ja6_shk/edit?usp=drive_link) and the [facilitation handbook](https://drive.google.com/file/d/17mn8e94_9fg16JKWTEnTXbCYVV6TysQx/view?usp=drive_link) she shared.

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# WORKSHOP EXECUTION

**GENERAL INSTRUCTIONS** (13:00 - 13:10, 10’)

The Workshop guides present the program of the afternoon, gives a brief recap of the morning and states the objectives of the afternoon, then presents the safety framework.

# SAFETY FRAMEWORK

The safety framework serves as a common ground to ensure that the discussion takes place in **a safe and relaxed atmosphere**, that **everyone feels comfortable expressing their ideas** and opinion, even when they feel they are the minority. Each participant and the facilitator can **refer to the framework** and invite others to respect it whenever they feel some interpersonal tension is arising. We will print out a copy of it for each group. NB: you don’t need to fully explain it, the Workshop guides will do it, just remind it when appropriate.

Here are the pillars of the safety framework:

* **Sovregnity and responsibility**: we choose what to say and how to act and we are responsible for our words and actions. We don’t need to ask for permission (including for not taking part in an activity or for leaving).
* **Kindness**: we are kind towards others and create a safe space for everybody to express themselves openly, we don’t try to force our opinions onto others.
* **Respect**: we avoid judgement, everybody is entitled to their emotions and beliefs.
* **Inclusion**: every opinion is welcome. The more diverse the opinions, the richer the discussion.
* **No blame**: we don’t blame individuals (or groups) for their behaviours, but try to identify where the behaviours come from, which needs they fill and how the existing system promotes them. If anything, we blame the system, and we try to change it.
* **Privacy**: what is said in the circle remains in the circle.
* **Beware of hierarchy**: we value and give space to the word of a master student as much as the word of a professor.

**PERSONAL PART - INSTRUCTIONS (13:10 - 13:15, 5’)**

The Workshop guides give specific instructions for the personal part.

**PERSONAL PART - EXECUTION (13:15 - 13:35, 20’)**

From now, you start having an active role. Be proactive, we count on you!

* Distribute the fliers - give them to the front of the Amphi and ask to pass them back. Make sure everyone has a pen. If participants seem lost, or try to make eye contact, go to them and ask if they need any clarification or help.
* During the trio discussion, help pairing up participants without a partner. If you cannot find anyone to fill the trio, sit with them as if you were a participant. If participants form pairs or groups of 4, it is also fine.

**TECHNICAL PART - INSTRUCTIONS (15’) + FORMING GROUPS & MOVING (5’) (13:35 - 13:55)**

The workshop guides present the division in topics, how to use a flier with the iceberg template, the 3 moments (individual / small group / big group or plenary), how to report information in groups and on the big poster.

The Workshop guides presents the facilitators for each topic, and clarifies what the facilitator role means.

Participants choose 1 topic they want to work on, and join the facilitator for that topic.

* **<!>** Help forming the groups in a way that is balanced. Ideally all group members should have 1 language in common
* Guide the group to your designated space and form a circle

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# FACILITATION IN CIRCLES

**PHASE 1 - INDIVIDUAL REFLECTION (13:55 - 14:35, 10’ welcoming + 10’ reading + 10’ reflection on problem + 10’ reflection on solutions)**

**Overarching objectives: A) identify a variety of missing information, open points and questions that need to be addressed. B) identify a good number of solutions, regardless of their workability and impact.**

**WELCOMING (8 minutes)**

* Create a pleasant and welcoming environment for participants. Ask if they are enjoying the event, how they are feeling. Make sure they are comfortable (*If you need, the toilets are there and there, you can get some water there, here is a plug*) and feel included (e.g. in informal conversations)
* Introduce yourself (name, department/job, role) and briefly say why you are here. Ask everyone to do the same (*Now we’ll do a quick round, I ask everyone to share your name, your department or unit, and your role. You can also add why you are here (either here at the event, or in this specific group)*) . Optional - you can also add a practical or an icebreaker question. (*And tell us what is your energy level from 1 to 5? / What is your favorite cheese?*)

**REMINDER OF THE SAFETY FRAMEWORK AND THE FACILITATOR ROLE (2 minutes)**

* Ask if anyone wants to add a point to the safety framework, then if everybody agrees with it.

*Before we start, I would like to come back a moment to the safety framework: Sovregnity and responsibility, Kindness, Respect, Inclusion, No blame, Privacy, No hierarchy. Is it clear for everyone? Does anyone want to add a point that would make them feel more comfortable? Does anyone have any objection?*

* Briefly remind your role.

*My role here is to make sure that the safety framework is respected and the discussion goes smoothly. I will give you reminders about time, and remind you of the objectives of each session. I might need to interrupt you to ensure everybody gets the chance to talk. Also, I am not an expert on this topic, I will not know all the answers you might have. For technical questions and fact-checking, there is some data we can explore together, and we can ask help from the speakers, especially Cecilia and Delphine, and the organizers. Do you have any questions about this?*

**FLIER DISTRIBUTION AND CLARIFICATIONS + READING (10 minutes)**

* Give a technical flier and iceberg template to each participant, ask if everything is clear. (*Is it clear how to use the iceberg template? Would you like me to give you some examples specific to our topic?*). Ask everyone to take a moment to review the key information on the back of the flier (*You have a reminder of all the data that were presented this morning, and maybe something more, on the back of your flier. Take a moment to read that and make sure you visualize the big picture*). If needed, provide translation.

**INDIVIDUAL REFLECTION ON PROBLEMS (10 minutes)**

* Ask people to think specifically about the problems, and leave solutions for later. Encourage participants to explore the different layers of the iceberg (it is ok if not all layers are filled, depending on the topic some layers are more or less appropriate). (*I know you are burning with desire to write a ton of solutions, but try to resist for a few minutes. Focus on the problems, try to dissect them. As for the iceberg, we can only see what is above the surface, but the visible part has its foundations on something deeper down, which is harder to see. Let’s try to explore that as well. Each layer of the iceberg is equally important, and they are all interconnected.*)
* After a few minutes, remind the first objective: identify a variety of missing information, open points and questions that need to be addressed.

*Where are the uncertainties about this topic? Which data or information are we lacking to take appropriate measures (e.g., data on footprint of a certain area, degree of acceptance of a certain policy...)? Which are the obstacles and limitations that have prevented us (individuals, groups, departments) from tackling this problem before? Which are the complex dynamics, deep values, and maybe even philosophical questions that would require a collective reflection?*

**INDIVIDUAL REFLECTION ON SOLUTIONS (10 minutes)**

* Ask people to think specifically about solutions. If new problems come up, of course they can note them down.
* Remind the second objective: identify a good number of solutions, regardless of their workability and impact.

*For this first part, don’t worry too much about the details of your ideas, just note them down, we will work on them later. Don’t worry if they seem unrealistic, or if they seem to have a very small impact. Write down everything, then we’ll sort them and try to improve them.*

* After a few minutes, or when you see participants are getting bored, or seem to have run out of ideas, you can give some ‘food for thoughts’. You can either stop everyone and give 1-2 of these reminders, or just talk to the 1-2 participants that need prompts. You can refer to the printed supporting material.
* Remind some examples of levers for each layer of the iceberg.

*Finally, think about the levers at each layer of the iceberg. The things that can amplify the problem and make it worse, can also amplify the solutions and make them stronger. Going from top to bottom, here are some levers you can think about [slowly]: peer pressure, time constraints… rapid turnover of members… the publishing process, funding allocation… hiring practices, career evaluation, storytelling on science and scientists…*

* Remind the difference between efficiency, sufficiency, and indirect solutions.

*Also, there are various ways to address a problem. Efficiency solutions are those that aim at reducing as much as possible the impact of an activity, without changing the activity per se: maybe there is a smarter way of doing it, to make it more efficient. Sufficiency solutions are those that question the activity, and try to find alternative ways to fulfill the same need: is it really as important as it seems? Maybe we can do it entirely differently. Finally, indirect solutions are those that don’t target the problem directly, but influence the perception of the community, through education and communication.*

* Remind the 3 perimeters and some examples of solution categories.

*To help you brainstorm, think about the 3 perimeters. Some problems we can solve within the internal perimeter, working at the level of individuals, groups, departments, or building. Some we can solve within the institutional perimeter, working at the faculty or University level. For some problems we need to go beyond UNIL, interact with partners, collaborators, providers, and other Universities. In this sense, there are various categories of solutions: we could come up with lab rules, department policies, incentives and disincentives, education and communication initiatives, we could ask for specific investments from the faculty…*

* When the time is finished, guide participants directly to the coffee break (in the hall, between 14.35 and 14.55). If they want to keep working, they can grab a tea/coffee and come back in the circle, but do recommend to take a break.
* **<!>** If your group has more than 7 people and you are alone, ask for help! Another facilitator can join you and you can have 2 groups of 4 people, instead of 1 big group.
* When the coffee break is almost finished, help guiding participants back in the hall

**PHASE 2 - SMALL GROUP DISCUSSION (14:55 - 16:00, 15’ instruction + 50’ discussion)**

**Overarching objectives: A) Turn general solutions into practical propositions. B) Identify a few actionable solutions, regardless of their impact.**

The Workshop guides give some instructions, then participants join their facilitator in the circle

* Thank everybody for their work, ask if they have any needs before moving on.

**SHARING (10-15 minutes) - on big A2 poster**

* Remind the rules of sharing: everybody should have time to talk (around 2-3 min each). Add sub-problems as yellow post-its, and solutions as blue post-its. There is no need to repeat what has already been said (unless there is an important contribution), one can simply add a +1 to an existing post-it.
* Before starting, ask participants to select 1 (or max 2) spokesperson(s), and suggest them to take some notes during the discussion
* Also ask to select a scribe (ideally not the same as the spokesperson), which will take care of writing the most interesting points on the group flier, using the post-its. Remind them to write very clearly (possibly in capital letters) to ensure readability.
* Finally, give the new flier (A4 format) to the group.
* Encourage the youngest to talk first, but don’t force them. Otherwise, ask for one volunteer for the first turn, then just go clockwise.
* Let participants talk for 2-3 min (no need to time them, just keep an eye on the watch to make sure they don’t talk for too long). When they finish, ask if anyone has clarification questions (*Great, many thanks for that! Before we continue, does anyone have clarification questions for X? Please note, this is only to clarify if something X said is not clear. We will have time for discussion in a moment.)*

If they have very little to say, try to ask some questions. *(Did you find it hard to think about problems and solutions? Do you feel you are lacking information, or that what you have to say is not relevant or appropriate?)*

* When the round is finished, thank once again everybody for sharing, then do a small summary of what you heard. State which were the **common points** (those that came out multiple times) and the **original points** (those that were expressed by only 1 person, and on which there might be some interesting discussion). Then move on to the next section.

**FURTHER THINKING (35-40 minutes)**

*NB: Flexibility first. This structure is just a recommendation. If you feel it would negatively affect the group dynamics, because participants are being very proactive and interesting conversations are ongoing, you can overlook this part.*

* Ask participants if they mostly agree on the missing information, open points and questions that need to be addressed. If not, ask to add the tension points as red post-its. Ask to briefly order them by importance/priority (max 10 minutes)
* Remind participants of the two objectives of this section: turn general solutions into practical propositions, and identify a few actionable solutions, regardless of their impact.
* Invite participants to turn solutions into propositions: from general and vague, to precise and actionable (15-20 minutes). *Ok, it seems we have something interesting here: how could we make it real? Who could make it happen? What would be the first thing to do? Which are the essential steps to turn this idea into action?*
* Invite participants to reason about solutions in terms of workability and impact. If they want, they can do a selection and only keep the 5-10 most interesting propositions (15-20 minutes). *Ideally, we would like solutions that are both very impactful and very actionable. In some cases, you might find a trade-off between these two things. You are sovereign to choose what you prefer, but at this stage we would recommend you to focus on workability. Keep in mind, this doesn’t mean only aiming at the low-hanging fruits. Even for the bottom layers of the iceberg, you can propose some actionable solutions: a survey, a working group, a pilot project, an open letter…*
* If the discussion is stagnant you can:
* Give the same reminders as for the individual reflection (solution categories, efficiency/sufficiency/indirect solutions, levers…)
* Remind the 3 perimeters (practical = Biophore, institutional = FBM/UNIL, extended = what we can influence indirectly) and encourage participants to think outside the box.
* Suggest people to have a look at the documents/reports available at the fact-checking table, that already contains some ideas of solutions from previous initiatives: the Transition Assembly, the Ostral Plan, Mission Biophore.
* When the time is finished, guide participants to the big circle

**PHASE 3 - BIG GROUPS DISCUSSION (16:00 - 16:40, 40 minutes)**

**Overarching objectives: A) Identify a few actionable solutions, regardless of their impact. B) Gather the tools, resources and contacts we would need to turn solutions into actions.**

**<!>** Now each big group has (at least) two facilitators. You can choose to co-facilitate, or one person facilitates and the other(s) supports (helping writing and re-organizing notes on the poster, keeping track of who raised their hand first, timekeeping).

**<!>** If your small groups were working on the same topic, the sharing + challenging (see below) is going to be pretty fast, then you can move on to further thinking. If your small groups were working on different topics, make sure you leave enough time for sharing and especially for challenging from the other group(s) (25-30 minutes). You can shorten the further thinking to 10-15 minutes and go directly to the second objective for this part (gather the tools, resources and contacts we would need to turn solutions into actions).

**SHARING**

* Re-select a scribe and a spokesperson
* Remind the rules of sharing: each spokesperson introduces themselves (name, department/unit, role), then summarizes the discussion of their group (3-5 minutes). Their points (both problems and solutions) are added to the big poster by simply transferring the post-its. There is no need to repeat what has already been said (unless there is an important contribution): other groups can simply add a +1 to an existing post-it.
* Each spokesperson talks for 3-5 min. Try to organize the points on the big poster by affinity, if possible add a title for ideas that fall under the same area.

**CHALLENGING**

* At the end of each round of sharing, the other group(s) can ‘challenge’ the group currently talking. They can ask for clarification if anything is unclear. They can express their tensions (add as tension points to the poster). **[Only if the small groups were working on different topics]** They can propose other solutions that come to their mind.
* **[<!> Optional - only if the small groups were working on different topics & you see they are not working well together.** Scenario:10-15 minutes into the sharing and challenging section, you see there is a lot of confusion, misunderstanding, or language barrier] - Ask the two groups if they prefer to keep working together for the rest of the section, or if they want to go back to the small groups. In both cases, move into further thinking. Allow for exchanges in case 1-2 people want to change groups.

**FURTHER THINKING (25-30 minutes)**

*NB: Flexibility first. This structure is just a recommendation. If you feel it would negatively affect the group dynamics, because participants are being very proactive and interesting conversations are ongoing, you can overlook this part.*

* Ask participants if they mostly agree on the open problems and questions that need to be addressed. If not, ask to add the tension points.
* Remind participants of the first objective of this section: identify a few actionable solutions, regardless of their impact. Invite them to identify which propositions seem already actionable enough, and to improve those that seem less actionable. Add tension points.
* Invite people to reflect if they themselves would feel like following up on some of the ideas that have been proposed. Help them identify what they would need (power or knowledge or competence). *Do you think you (you individual, your group, your department) could make this happen? If not, why? If partially, how? Which are the obstacles that prevent you from doing it? Would you need more power, more knowledge, more competence? Do you lack time, support, money…? Which incentives would you need to feel like you can work on that? More time, recognition, some sort of credits…?* Add all these points as tensions.
* Remind participants the second objective of this section: gather the tools, resources and contacts we would need to turn solutions into actions. Invite them to explore their resources, how they can influence -with what they have- what they believe is outside of their control.

If the discussion is stagnant and participants look confused, you can remind them of a series of resources and units that exist in UNIL (e.g., the CCD, the Dicastere Transition et Campus, the Transition Acceleration Fund…). You can refer to the printed supporting material.

* **[Optional - if the vibe is very proactive]**: Invite participants to share their contact on a purple post-it next to the propositions they like, if they would be willing to actively contribute to make it happen.
* When the time is finished, thank everybody for their contribution, invite them to stay for the celebratory apéro, then take the group back to the Amphitheater for the conclusion.

*You made it, you are amazing* 🙂

*Give yourself a huge mental hug and grab a drink!*

Vocabulary

# WORKSHOP VOCABULARY

These terms will be mentioned while giving the instructions for the workshop, and they will be used when compiling the report. Participants don’t need to learn and use them, but they can provide a **common ground and a reference in case of misunderstanding**. Most importantly, you will need **to give reminders** of some of them during the individual part and potentially during the group discussion, to make sure participants **explore various kinds of solutions**. Some of the categories listed here can also provide a preliminary way **to group ideas** while filling the flier and the poster.

| **KEYWORD** | **DEFINITION** | **EXAMPLES** |
| --- | --- | --- |
| PERIMETER | The limit of the discussion. A contribution is valuable and appropriate if it falls within the discussion perimeter.  For GB, we have 3 perimeters:   1. Practical: within the practical perimeter, it is easy to collect data, implement changes and track progresses 2. Institutional: within the institutional perimeter, there are well established communication channels and well defined roles and mandates 3. Extended: the extended perimeter considers indirect (positive and negative) impact of UNIL’s activities | Practical perimeter: Individual, group, department, Biophore building (DMF - DEE - DBMV)  Institutional perimeter: FBM faculty, UNIL, Units - Offices - Centres  Extended perimeter: partners - providers - collaborators, other universities, canton Vaud, society |
| PROBLEM | The environmental impact of one specific research activity | The environmental impact of airplane as a mean of transport for professional commuting |
| SUB- PROBLEM | A component of the main problem, at any layer of the iceberg | The tendency to participate to international and intercontinental conferences |
| LAYER | A level at which the problem manifests itself, from the surface to the profundity (see iceberg template)  For GB, we have 4 layers:   1. Visible problem 2. Behaviours and activities 3. Infrastructure and rules 4. Culture and values   NB: try to avoid the association superficial = less important ; deep = more important. Each layer of the iceberg is equally important and can inspire valuable solutions. | A) Data, facts, evidences - x% of the emissions associated with professional travel is caused by intercontinental conferences.  B) Human behaviours and choices - people choose intercontinental conferences also as a way to explore the world and live unique experiences  C) Policies, organizational structures, resource allocation - intercontinental flights are reimbursed and there is no disincentive based on the distance travelled  D) Culture, beliefs, assumptions and values - attending highly international conferences strengthens an academic curriculum |
| SOLUTION | An idea to fix a sub-problem.  For GB, we divide solutions by nature:   * Sufficiency solutions: reducing the excessive use of resources (avoid usage, change practices) * Efficiency solutions: improving the inefficient use of resources (improve usage without changing practices, often thanks to technology) * Indirect solutions: indirectly fixing the problem through education, creation of new roles, etc. | Sufficiency solution: limit participation to intercontinental conferences to maximum 1 every 3 years / replace a petrol car with a bike  Efficiency solution: implement carbon compensation schemes for flights / replace a petrol car with an electric car  Indirect solution: an advertisement campaign on the footprint of planes / petrol cars |
| PROPOSITION | An actionable idea to fix a sub-problem, the practical implementation of a solution | Conferences organized from UNIL members should always allow remote participation, and possibly implement the hub structure. |
| LEVER | An element that can magnify the impact of an action or spread a behaviour, both positive and negative. Each layer of the iceberg has their specific levers. | A) Peer pressure, time constraints…  B) Rapid turnover of members…  C) Hiring practices, career evaluation, the publishing process, funding allocation…  D) Career evaluation, storytelling on science and scientists… |
| TENSION | Any point of conflict that would require resolution, both within the individual and among two or more individuals or as a group/institution.  Tensions are not a negative element, they actually raise new problems and identify potential flaws in solutions.  Tensions contribute to making the discussion richer. | Not being able to choose what is most important among two things, recognizing a tradeoff between two things, having two conflicting objectives or interests, not feeling comfortable with something that someone just said, having different opinions on one topic, disagreement, problems… |

Cheatsheet

CHEATSHEET FOR FACILITATORS

* Did the group select a spokesperson? Is it clear what the spokesperson’s role is?
* Are you keeping track of the time? Check what you have to say and give reminders (-30’, -10’, -2’)
* Is everyone having the chance to express themselves? Invite shy people to talk, but don’t force them
* Does someone show any need? Can you help them address their needs?
* Is the situation getting too unbearable for you? Do you need help, or a break?

If someone…

| … seems lost or confused | Ask if they didn’t understand something, if they need clarification, or if they have any other need |
| --- | --- |
| … seems stuck, feels useless, feels they cannot contribute in any way | Ask them if they need any guidance, or if they feel they lack power (on the outcome of the workshop and the follow-up) or knowledge /expertise (on the problem, the data, the details of the field…). Suggest to add that as a tension point. *Do you wonder how your opinion matters in this process? Or maybe you wonder how this workshop is going to change things?*  Remind them that what they have to say is valuable and will be listened to and will contribute to the decision making.  If they seem to to not dare to contribute, give them tasks (e.g., taking notes, being the spokesperson) |
| … seems excluded from a conversation or lagging behind | Pause the ongoing conversation and give a chance for everyone to catch up by summing up or asking engaged people to sum-up what has been said and/or asking if anything needs to be clarified. *We are going fast on this topic, let’s sum it up. Is this how you understand it? Does anything need to be clarified?* |
| … asks for your feedback or opinion | Stay neutral and return the question, shift the focus on the interlocutor (*I am here just to help you reflect, so, based on your knowledge, experience and feelings, what do* ***you*** *think?*). Prefer open questions, avoid rhetorical questions (*~~Don’t you think that…?~~*). Try not to, but if you happen to express your own opinion, simply state it clearly (*xyz, was just my opinion*) |
| … tries to convince others / strongly disagrees with someone to the point it overthrows the group dynamic | Remind the safety framework. Remind them we value different opinions, and everybody is entitled to their feelings and opinions. Give enough space for people to disagree and hear each other. Maybe open up to other points of view around the table. Stop it when it feels like it might take too much space/time. Suggest to add the disagreement as a tension point. |
| … presents things as facts carved in stone | Ask them to differentiate between opinions (*I believe that…*), assumptions (*in my experience… some people might say that…*) and fact (real things, data, directives, survey results…). *Thank you for expressing this. Just to be sure, is this an opinion, an assumption, or a fact?* Invite people to ‘challenge’ each other in terms of what they know/think/feel, and how strongly they feel about what they expressed/heard so they can build on each other. |
| … sees an insurmountable problem | *This costs too much / the Direction will never do this / other people will never accept this / if we are the only ones doing this it makes no sense…* Ask them if there is any way to get around the problem, or who would have the power to address it directly, even if they don’t believe it would happen. Invite them to think outside the box, how could they influence what is outside their control with what is within their control. The goal is to help them put on for a moment the optimist point of view instead of the pessimist. If no solution seems within reach in a few minutes, suggest adding the problem as a tension point and move forward. |
| … monopolizes the conversation / talks too long | Remind the safety framework. Remind them of time limits and that you would like to hear everybody. Thank them for their contribution and add that if they want to express more, there will be time in the coffee break/apéro, or they can add more comments on the poster later on. |
| … gives signs of being bored, annoyed, nervous | Ask questions or opinions to the people. Move on with topics if multiple people show signs of low energy. In case one person does it insistently, remind them they can take a break, get some fresh air, and then come back.  As an emergency measure, propose to the entire group a 2-5 min break, but ask not to disturb the other groups. |
| … shows aggressive behaviour, makes unpleasant comments, threatens others or the workshop | Remind the safety framework.  If they continue, remind them they can leave.  If they insist and don’t want to leave, invite them to stop, otherwise you will call UNIL Securitas (021 692 20 00 or 021 692 25 80) |
| … shows tension but doesn’t express it verbally | Try to state the obvious, express the tension that you see. Ask participants to do the same, to immediately express when they feel a tension about something that someone said. If needed, add it as a tension point. |

Roles, topics, locations

ROLES, TOPICS, LOCATIONS

This document is for you to let us know **what you want to do** and you prefer to avoid, in terms of topic, but also **incompatibilities** with people (I prefer not to moderate a group if X is there), or **any other need** you might have in order to make sure you can do the facilitation comfortably and without stress.

NB: we cannot ensure you will be facilitating your favorite topic, because participants will choose on the spot, so we cannot know in advance how many groups we will have per each topic.

| **NAME** | **LUNCH** | **ROLE - TOPIC** (preference of what you want to do or avoid doing) | **LOCATION** | **ANY OTHER NEED** (incompatibilities, time constraints, concerns…) |
| --- | --- | --- | --- | --- |
| Estelle |  | Facilitator - - French if needed - [tentative: experimental research resources] | Patio |  |
| Vikrant |  | Facilitator - [tentative: professional mobility] | DEE cafeteria |  |
| Théodora |  | Facilitator - - French if needed - [tentative: beyond research: food and commuting] | Patio |  |
| Simon | Yes | Facilitator - - French if needed - [tentative: experimental research resources] | Biophore hall |  |
| Bouke |  | Facilitator - [tentative: energy and spaces] | Biophore Amphi |  |
| Lilia |  | Facilitator - [tentative: professional mobility] | Biophore Hall |  |
| Nicolas | Yes | Facilitator - anything but professional mobility if possible (my area of expertise) - French if needed - [tentative: computational research resources] | Biophore Amphi |  |
| Brenda | Yes | Timekeeping master, setting up of workshop material and catering service - photographer | Everywhere | Need one person to help setting up catering services |
| Alessia |  | Factchecking |  |  |
| Emanuele | Yes | Timekeeping master, setting up of workshop material, Factchecking or facilitation if needed |  |  |

Topics:

* Experimental research resources
* Computational research resources
* Energy and spaces
* Professional mobility
* Beyond research: food and commuting

Location for circles

* Amphi (2x)
* Hall (2x)
* Patio (2x)
* Cafeteria DEE
* Backup rooms: Biophore 2451, Biophore meeting room downstairs (1929), Ephemere 152

Storage room: Biophore 2451