# *Method set for fair virtual moderation*

**Using and shaping online communication inclusively**

ICG Integrated Consulting Group GmbH

Created as part of the FairCom project - using and designing online communication inclusively

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FAIRCOM

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# INTRODUCTION

Virtual communication and collaboration has become an everyday topic in recent years, with many practical experiences being made. There are just as many assessments and opinions on the subject of what "works well" and what "doesn't work at all". Being able to coordinate with several people promptly, regardless of location and, if necessary, briefly, is leading to a fundamental change in the way organisations work (home office use).

This brings opportunities and potential, such as the involvement of people who are geographically distant, reduced travelling times and, in the best case, increased flexibility in terms of time. On the other hand, there are challenges and limitations: interpersonal interaction requires particular attention, as the information channels for perceiving the other person are more limited in the virtual environment than in person, and it is more difficult to involve participants and maintain their attention.

Facilitation plays a central role in virtual meetings: it should create conditions that minimise challenges and ensure that various participants can contribute and participate equally.

Promoting fairness and diversity in meetings means creating an inclusive environment in which everyone feels equally heard, respected and has equal opportunities to actively participate. The question is, how can online meetings be designed to be inclusive - through appropriate moderation, methodology and technology?

In this handbook, we provide advice and practical tips on key factors for fair online meeting moderation. This handbook is part one of two products on fair virtual communication - it is supplemented by a set of methods.

We followed these steps to develop the handbook:

- Research: literature, best practices on diversity-orientated online moderation, survey of user needs, focus workshops and interviews with moderation experts
- Evaluation of our consulting practice at ICG Integrated Consulting Group GmbH: we provide an increasing proportion of consulting and training virtually, hold training courses on virtual moderation
- Development of key factors for fair online meeting moderation
- Compilation and development of guidelines based on the key factors
- Practical test and review of the guidelines with moderation experts, incorporation of feedback

A disclaimer on all the technical information we provide: Technical applications are subject to very rapid change, and what is state-of-the-art today may no longer be suitable later. Many organisations also have regulations on which applications can be used. Moreover, depending on the target group, the extent and type of technical tools must be adapted. We therefore ask you to see the apps mentioned here as suggestions and examples and to familiarise yourself what is current, suitable for the target group and usable in your own context.

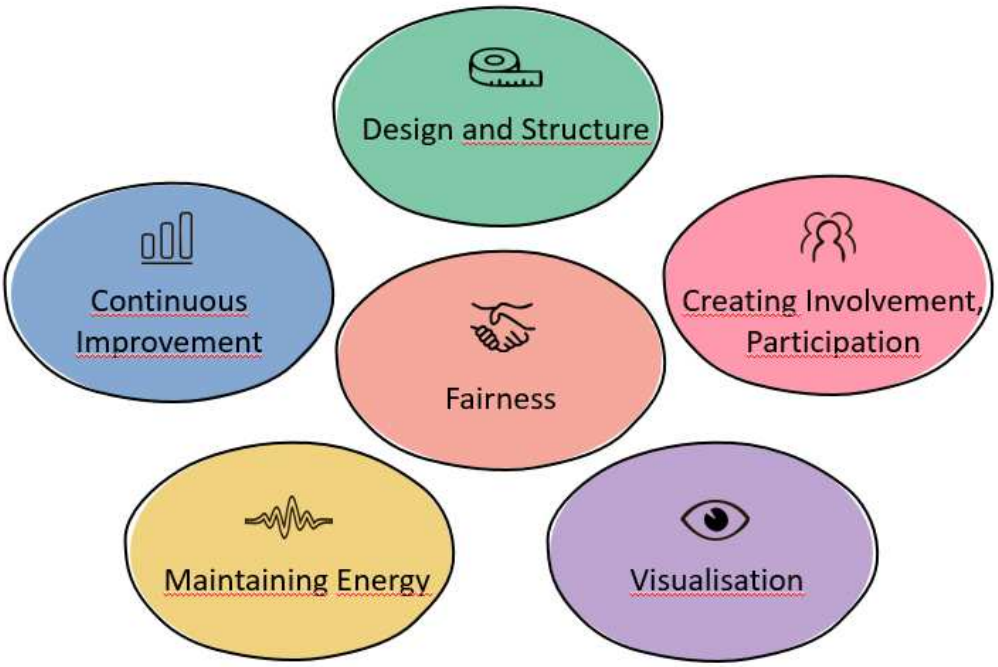
## KEY FACTORS FOR FAIR ONLINE MEETINGS

Given the many challenges that virtual collaboration entails, it is crucial to take informed steps as a facilitator to ensure that all participants can engage and contribute equally. In our view, fairness in an online **meeting** therefore means that all participants can participate equally, regardless of their backgrounds and perspectives (i.e. their diversity characteristics).

It therefore seems essential to define key factors as a guideline for facilitating virtual collaboration, which, if taken into account, will make a decisive contribution to promoting fairness with regard to diversity in meetings.

These **key factors for fair online meeting facilitation** comprehensively address the aspects of virtual collaboration that promote the participation of different target groups in virtual settings. Facilitators can thus take targeted measures to strengthen diversity in virtual meetings.

The six key factors for fair online communication and diversity-promoting design of virtual meetings are Fairness; Design & Structure; Creating Participation / Participation; Visualisation; Keeping Energy; Continuous Improvement.




Key factors for fair online communication, ICG Integrated Consulting Group

In this collection of methods, each moderation method is assigned to one or more key factors. The key points for each of the key factors are outlined briefly here, with practical tips provided in more detail below.

**Key factor: Fairness**

This cross-cutting factor links all the others and is at the centre. All other factors contribute to it and promote it.

***Promote a culture of fair dialogue and appreciation, create good framework conditions in the virtual world for everyone; establish rules of the game and promote a culture of respectful cooperation; promote "accessibility" for participation: language, comprehensibility, opportunity for participation, etc.***

Here are the other factors that are essential for organising and holding a virtual meeting:

**Key factor: Design and structure**

***Create the basis for every virtual meeting/workshop: clarify the objective, agenda, methods, roles, rhythm; select the appropriate process and methods for dealing with the topics; ensure a clear process and common thread for participants***

**Key factor: Create engagement, participation**

***Create involvement, enable active participation of all; structure and actively organise the exchange; ensure fair speaking time; improve results through more diverse perspectives - choose a suitable form of processing with methodological diversity for the respective topic in order to achieve the best possible results***

**Key factor: Visualisation**

***Create comprehensibility and clarity to make it easier to follow the content; encourage creativity, commitment and interaction; promote interaction through joint documentation, recording and visualisation of results***

**Key factor: Maintaining energy**

***Actively shape the rhythm of the meeting - offer methodological variety and diversity - cover different needs; actively shape the rhythm, offer activations; increase activations, attention and commitment and promote a constructive dialogue climate***

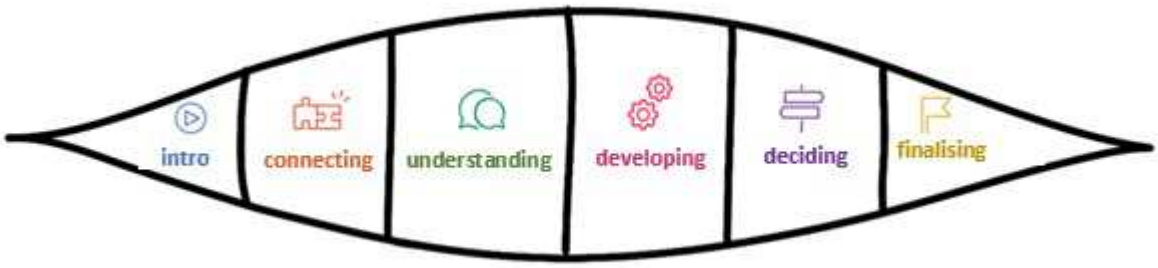
**Key factor: Continuous improvement**

***Further develop virtual communication by trying out new tools and methods; improve quality through feedback: take a joint look at virtual collaboration, identify opportunities for improvement; introduce new ideas, creativity and variety***

# THE WORKSHOP CANOE: EFFECTIVE MEETINGS AND WORKSHOPS

The methods in this tool-kit are presented along our basic model for organising meetings, the "workshop canoe". It is a simple structure for organising meetings and workshops. By following the structure, meetings can be organised in a dynamic and energetic way.

The workshop canoe consists of six different phases:




Source: after Dick Axelrod, own editing

1. **Introduction**: At the beginning of a meeting, all participants are actively welcomed and briefly informed about the agenda topics and the programme. This phase is even more important in virtual meetings, as the participants can "do less of it themselves" - the moderator has the important function of host and paving the way for what follows.

2. **Coupling:** This is followed by coupling with each other in order to build trust and with the topic of the meeting in order to set the mood for the subsequent work. In a "check-in" that fulfils these objectives, all participants should be given the opportunity to speak briefly in order to arrive at the meeting/workshop in an active role, e.g. via a plenary session, a brief exchange in small groups or via a virtual live query.

3. **Understanding:** In this phase, an overview of the topics to be worked on is first provided and content and information is presented - ideally in a compact and easy-to-understand manner. In addition, topics are discussed here - what is our focus today, what exactly is the problem we want to work on, what facts do we have?

4. **Develop:** This is followed by the collaborative development of opinions, ideas or solutions to the given content and issues, e.g. in small groups. Here it is particularly important to involve everyone actively in order to ensure a common basis for the topic being discussed. A virtual whiteboard or collaboration in a shared document can visualise the points discussed and promote exchange.

5. **Decide:** The aim here is to make decisions on what has been worked out. This can also be done virtually in a participatory manner, for example using methods such as the consensus principle (see Methods set).

6. **Conclude:** Finally, it is important to conclude the discussion well, both in terms of content and at the interpersonal level. This includes defining or concretising the next steps and responsibilities in order to successfully implement what has been agreed. At the same time, there should be room for an "emotional" conclusion in which each person can briefly summarise their impressions and feedback on the success of the meeting/workshop is obtained. This can be done with a final round, virtual live survey or as a minimal option with comments in the chat.

# PHASE 1: GETTING STARTED

Clear structures are crucial in online meetings, as visual and visual perception is limited. By carefully planning and implementing the meeting structure, the moderator has the opportunity to encourage interaction and ensure that the objectives of the meeting are achieved.

At the beginning of a meeting, it is important to welcome everyone and provide orientation, actively greet all participants and give an overview of who is attending, what topics are on the agenda and what the schedule will be. This phase is crucial in virtual meetings because participants have fewer opportunities to do these activities "themselves." It is not as easy to approach one another or get a comprehensive overview.

These moderation methods can support you in this:

| Agenda | | | |
|---|---|---|---|
| *Goal* | ▪ Create an overview for behavioural awareness and role clarity in the meeting - what is coming up, what part participants can take over | | |
| *Participants* | Any group size | *Duration* | Presentation in a few minutes |
| *Procedure* | Prepare an agenda as a short version of the script and send it out in advance together with the meeting invitation. In the meeting, the moderator briefly presents the agenda and explains how each item will be worked on. The following information should be shared:<br>▪ **Why?** Goal(s) of the meeting: What is today about?<br>▪ **Who?** Which participants are there and in what role?<br>▪ **What?** What is the content oft he meeting? What is happening? | | |
| *Preperation, tips* | Also mention the breaks during the introduction. | | |
| *Diversity factor* | The structure acts as a guide that leads the participants through the meeting. A clear structure creates transparency about how the meeting will proceed. Participants know what to expect and can prepare themselves accordingly. A well-structured meeting agenda can help to ensure that all voices are heard. It enables the conscious inclusion of different perspectives and contributes to an inclusive discussion culture. Without a meeting structure, there is a risk that certain people will not be heard and their contributions will be lost. | | |
| *Example of meeting agenda* | Meeting „Title“, 9:00 – 11:30<br>▪ 9:00 Welcome, goals, agenda<br>▪ 9:10 Check-in<br>▪ 9:30 Topic A: Gathering the results, next steps<br>▪ Approx. 10:15 Break | | |

| | |
|---|---|
| | ▪ 10:30 Topic B: Information on current status, joint decision<br>▪ 11:00: Results, next dates<br>▪ 11:15 Feedback and conclusion |

## Artful Participation

Creating participation | Maintaining Energy

| | | | |
|---|---|---|---|
| *Goals* | ▪ Invitation to actively participate and take responsibility (shared responsibility) for the success of the meeting/workshop | | |
| *Participants* | Any group size | *Duration* | Presentation in a few minutes |
| *Procedure* | When: after the introduction and agenda presentation, as an addition to the rules of the game for virtual collaboration.<br>How: The facilitator invites participants to "Artful Participation" with a few explanatory words and introduces the question that all participants can ask themselves again and again - "Is my behaviour at this moment the best possible contribution I can make to the success/effectiveness of this/these meeting/workshop/collaboration?" This can mean not saying something because it has already been said by several others, interrupting because a topic is going in the wrong direction, disagreeing if something has been overlooked, etc. | | |
| *Preparation, tips* | Source: Sociocracy 3.0<br>Show sentence and possibly picture on slide or whiteboard. | | |
| *Diversity factor* | The invitation to co-create in a personally appropriate way for joint success includes different approaches and needs. | | |

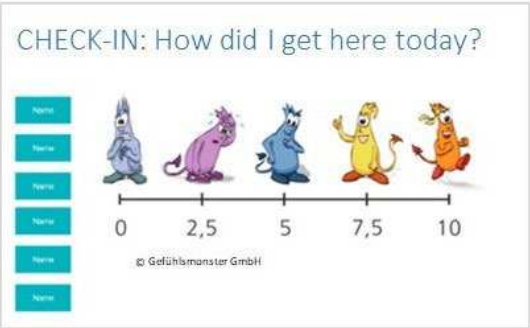
Source: https://medium.com/@DettevanZeeland/11-tips-for-online-meetings-according-to-the-principles-of-sociocracy-3-0-cd93cf73efae

## PHASE 2: CONNECTING

The second phase is about connecting with each other in order to build trust and to the topic of the meeting in order to get in the mood for the following session. If the participants are given the opportunity to speak briefly at the beginning, they turn from passive listeners into active participants - various short check-in exercises promote precisely this aspect. This can take the form of a plenary session, a brief exchange in small groups on introductory key questions or a virtual live poll followed by short statements.

Below we describe some methods that are well suited for the "warm-up". Some can also be used as energisers later on in the process to activate the participants and add variety to the rhythm so that the content can be worked on further afterwards.

| Positioning | | | Creating participation / Visualisation |
|---|---|---|---|
| *Goals* | ▪ Rapid visualisation of positions, opinions, diversitry<br>▪ Create dynamics: encourage to “take a stand”<br>▪ Open up the discussion | | |
| *Participants* | 5-10 People | *Duration* | 10 – 15 minutes |
| *Procedure* | Each participant is asked in turn to take a stance on an easy introductory question (e.g. "How high is my energy level right now?") and to say 1-2 sentences about it. The moderator moves the name/avatar of the person in the shared document to the corresponding position on the scale; on a digital whiteboard, for example, the people move an anonymous dot or a post-it with their own name into position. | | |
| *Preparation, tips* | Prepare PowerPoint slide or virtual whiteboard. Alternatively, a scale question can be asked using a live query tool (e.g. Mentimeter, Slido). | | |
| *Diversity factor* | Visualise the diversity of opinions, assessments and experiences in order to use them constructively in the further course. A personal level of common ground is established. | | |




Source: ICG

## Query

Creating participation | Visualisation

| | | | |
|---|---|---|---|
| *Goals* | ▪ Quick visualisation of opinions, even in large groups<br>▪ Give an overview, open the discussion | | |
| *Participants* | For 10 or more people | ***Dauer*** | 5 - 10 Minutes |
| *Procedure* | Participants are asked to vote on two to four specific questions - with questions to warm up or introduce the topic (e.g. "Something that has worked well for me recently in my (leadership) role is..."). Show the result live on the screen and collect individual short comments from the group. | | |
| *Preparation, tips* | Prepare the question in a live query tool (e.g. Mentimeter, Slido, ...), choose a suitable question format for each question (scale, short statement, multiple choice, word cloud). Choose a simple question to start with so that participants can familiarise themselves with the technique. Also suitable for large groups. | | |
| *Diversity factor* | Visualise the diversity of opinions, assessments and experiences in order to use them constructively in the further course. A personal level of common ground is established. | | |

## Speed Talking

Creating participation | Maintaining Energy

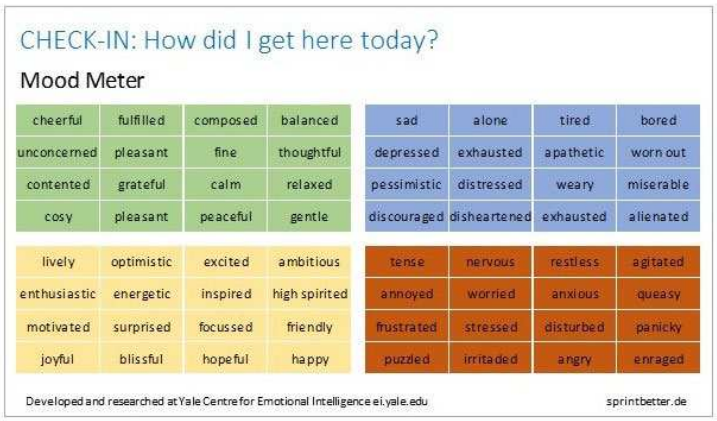
| | | | |
|---|---|---|---|
| *Goals* | ▪ Interaction even in large groups, personalised approach with individuals<br>▪ Quick introduction to the topic, many impulses in a short time | | |
| *Participants* | For 10 or more people | ***Duration*** | 10 Minutes |
| *Procedure* | The participants are sent into break-out groups of 2-3 people for three minutes to answer a question. After returning, the small groups are reshuffled, given a new question and sent back to the break-out rooms. Possible questions (to be adapted to the topic of the meeting): My professional highlight in the last few days? What new things have I learnt recently? My expectations for today?<br><br>The content discussed is not shared, it serves as a "warm-up". The answers to the question about expectations for the meeting can be collected and noted in plenary. | | |
| *Preparation, tips* | Formulate the questions clearly, show them in writing and also post them in the chat for visibility during the break-out sequence. Create groups randomly or as mixed as possible. | | |
| *Tipps* | Meeting tool with breakout function is required. Also well suited for large groups. Tools such as https://tscheck.in/ provide opening and closing questions by random generation - as inspiration for the preparation, or - if they are well familiar with each other - also online with the group. | | |

| | |
|---|---|
| | The "assign automatically" function can be used to assign participants to breakout groups as quickly as possible. When the participants come back, they can be "randomly" mixed again. |
| *Diversity factor* | Getting to know a virtual group personally through casual interaction with individuals increases trust and openness in the group and increases the willingness to become actively involved later on. |

## Monster Cards, Mood-Meter

Creating participation | Maintaining Energy

| | | | |
|---|---|---|---|
| *Goals* | ▪ Enables interaction on a personal level<br>▪ Get there in person and get in touch with others | | |
| *Participants* | For 4 or more people | ***Duration*** | 10 - 15 Minutes |
| *Procedure* | The participants choose one of the monster cards or select 2-3 emotions from the menu that best reflect their mood. They make their choice either verbally or visualised, for example by writing their name next to the respective card on a whiteboard. Everyone briefly explains their choice in plenary with 2-3 sentences. | | |
| *Preparation, tips* | Point out that each person only shares as much as they wish. Ask for brevity of contributions - 2-3 sentences per person, otherwise the exercise becomes less energising. Cards are available online [1] | | |
| *Diversity factor* | Arriving in a virtual group on a personal level through casual contact with individuals increases trust and openness in the group and increases the willingness to become actively involved later on. | | |



[1] https://www.gefuehlsmonster.de/

## Meeting Cards

Creating participation | Fairness

| | | | |
|---|---|---|---|
| *Goals* | ▪ Express current needs regarding the organisation and course of the virtual meeting | | |
| *Participants* | Any group size | *Duration* | When choosing a card 5 - 10 minutes |
| *Procedure* | The cards are presented at the start of the meeting and agreed as a means of communication to draw attention to situations that hinder communication, e.g. needing a break, speaking too quickly, interrupting, digressing, etc. The participants show the relevant card whenever they want to draw attention to such situations. | | |
| *Preparation, tips* | Cards with different contents and designs are available online:<br>▪ https://www.meetingsdoneright.co/how-to-play<br>▪ https://hellodigicards.com/products/digicards-virtual-meeting-cards<br>▪ https://videocuecards.com/<br>▪ https://www.autentity.de/vicocards/vicocards-en/<br>▪ https://www.amazon.com/Video-Conference-Cards-English-Version/dp/B0867MZ2NJ<br>▪ https://www.xabyne.com/virtual-meeting-cards<br>Depending on the group, the cards can be provided in a suitable way: sent to participants in advance via mail or shared in the meeting, so that they can then either be printed out or shown online. | | |
| *Diversity factor* | Clear opportunity for participants to express needs that are otherwise difficult to articulate. | | |

## Treasure hunt

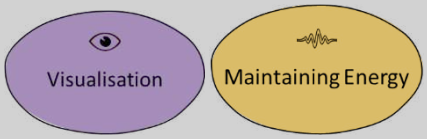
Creating participation | Maintaining Energy

| | | | |
|---|---|---|---|
| *Goals* | ▪ Loosen up and activate in an energetic, playful way | | |
| *Participants* | Up to 12 people | *Duration* | 10 - 15 Minutes |
| *Procedure* | The moderator holds an object up to the camera (e.g. charging cable, water glass, pen, etc.), everyone else looks for an identical/similar object and holds it up to the camera. The first person to show the object wins the round and chooses an object for the next round. Approximately 5-7 rounds. | | |
| *Preparation, tips* | Requirement: everyone can see each other on the screen (for MS Teams: gallery view). For small groups, the moderator can make sure that each person gets a turn. | | |
| *Diversity factor* | An exercise that loosens things up can help you to get involved in the virtual group and engage with each other in a different way than when working on content. | | |

## PHASE 3: UNDERSTANDING

The third phase is about jointly understanding the relevant topics and content in order to be able to work on them in the subsequent phases. This can take place in two ways, depending on the content requirements:

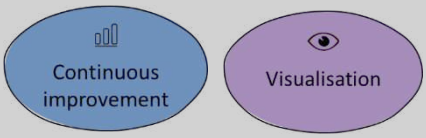
- Presentation: content is presented by one or more people, ideally in a compact and easy-to-understand format, followed by the opportunity to ask questions and provide feedback. There may be a presentation, followed by an exchange in small groups on key questions, and a short summary from each group in plenary.
- Sharpening of questions: The focus of already known topics is clarified together - e.g. what is the focus of our work today, what is the starting point for our topic and what is the common goal.

| Pecha Kucha presentations   | | | |
|---|---|---|---|
| *Goals* | ▪ Compact and concise presentations, holding attention<br>▪ Each presentation lasts only a few minutes and is of equal length - balanced speaking times for all presenters.<br>▪ To the point content, reduced presentation slides, focus on key messages with more images than text - avoid too much detail and 'death by PowerPoint' | | |
| *Participants* | All group sizes | *Duration* | 3 - 4 min per presentation |
| *Procedure* | Everyone presents in the same format: the presentations have the same number of slides (e.g. 5 slides) and the same duration per slide (e.g. 50 seconds), with automatic slide transitions.<br>Optionally, an exchange on key questions can take place in small groups after all presentations, depending on the topic, e.g. What did I particularly like? What were the central core elements in all presentations? The central topics can then be brought up again in plenary by each small group. | | |
| *Preparation, tips* | A PowerPoint template is sent to all presenters in advance: blank sheets without layout for free creative design, automatic slide transition set.<br>The moderator has the finished presentations sent to them in advance, merges them into an overall document and plays them in the meeting. | | |
| *Diversity factor* | Fair use of the audience's attention: time is not overused, the audience can adjust and rely on the fact that each presentation does not exceed the time limit and that everyone gets the same speaking time. | | |

| Dialogue in small groups with key questions | Creating participation | Design and Structure |
|---|---|---|

| | | | |
|---|---|---|---|
| *Goals* | ▪ Interaction in smaller groups, personal contact with others, several people have their opportunity to speak<br>▪ Rapid visualisation of positions, opinions, diversity<br>▪ Deepening and enriching a topic and broadening understanding | | |
| *Participants* | From 8 persons to large groups | *Duration* | 15 - 30 minutes |
| *Procedure* | After an input or the framing of a topic, the exchange takes place in small groups in virtual break-out rooms. The participants receive a clear work assignment with key question(s) and discuss these in small groups of approx. 5-6 people.<br>Possible key questions for reflecting on an input:<br>▪ What did we particularly like? What energises us?<br>▪ Where do we have concerns? Where do we see room for improvement?<br>▪ What questions do we have? What is still unclear?<br>Possible key questions for developing a topic:<br>▪ What are we already doing well?<br>▪ What is less successful? Where do we have room for improvement?<br>▪ Our ideas for solutions and suggestions<br>The questions can be visualised on a whiteboard on which each small group records the central content of the discussion. Alternatively, the content from the small groups can also be collected using a survey tool (e.g. Mentimeter). | | |
| *Preparation, tips* | Preparation of clear, self-explanatory key questions on the respective topic. Writing down the questions (slides, whiteboard).<br>Meeting tool with breakout function is necessary (e.g. Zoom, MS Teams). | | |
| *Diversity factor* | More people have their say than in the plenary session - the smaller number of people in the small group and the clear structure of the process can make it easier for many people to contribute. | | |

## Driver Statement




| | | | |
|---|---|---|---|
| *Goals* | ▪ Deepening and expanding a topic<br>▪ Presentation of all key aspects in a compact form<br>▪ Creating a common understanding of the initial situation and future vision | | |
| *Participants* | All group sizes | *Duration* | 15 - 20 min for preparation, 5 min per group to present results, 15 - 20 min discussion |
| *Procedure* | The driver statement describes a 'driver', i.e. the motive of a person or group to act in a certain situation. It comprises four questions, the elaboration of which helps to stimulate discussion in a group, create clarity and strengthen action.<br>▪ Current situation:<br>○ What is currently happening (our observation)?<br>○ This leads to… (effects on the group)…<br>▪ Desired target/image:<br>○ What is therefore needed is… (need oft he group)<br>○ What should lead to… (impact on group)<br>The group/team works out the driver statement together by writing it on a shared template (shared ppt, whiteboard). If the group is larger than 5 people, we recommend dividing it into small groups.<br>Source: Sociocracy 3.0 | | |
| *Preparation, tips* | Provide a template with the four questions for processing (PowerPoint slide, e.g. in a shared document where each small group works on one page).<br>Meeting tool with breakout function is required (e.g. Zoom, MS Teams). | | |
| *Diversity factor* | Guided self-reflection in small groups promotes equality among participants, more voices are heard. Awareness and thus understanding of other points of view increases; in the end, the aim is to agree on common statements. | | |

| | | |
|---|---|---|
| Current Situation | What's happening right now?<br>[My observation] | In our team some members are permanently over-worked and others are not fully occupied. |
| | This leads to the fact that...<br>[Effect on our group] | ...we invest a great deal of effort in bilateral coordination and still have no overview on priorities. |
| Desired State / Vision | What it takes is...<br>[Need of our group] | ...an efficient and transparent way of distributing work and a common understanding of priorities. |
| | Which should result in...<br>[Impact on our group] | ... everyone in the team can concentrate on the things that are really important, and we are able to react quickly if an adjustment is necessary. |

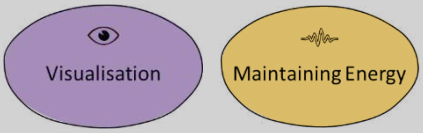
Source: Sociocracy 3.0

# PHASE 4: DEVELOPING

The fourth phase of the workshop involves the collaborative development of views, ideas or solutions to the content and issues now on the table. Here, it is particularly important to involve everyone interactively in order to ensure a common basis for the discussed topic. This can take place in small groups, for example; a virtual whiteboard or collaboration in a shared document that everyone can access at the same time can promote exchange by visualising the points discussed.

In the development phase, a distinction can be made between tools that promote the generation of ideas, support the sorting of these ideas or contribute to team building.

## Brainwriting




| | | | |
|---|---|---|---|
| *Goals* | ▪ Generating ideas through mutual inspiration in the group, opening up a wide range of possibilities<br>▪ Involving all participants | | |
| *Participants* | From approx. 6 people | *Duration* | 15 - 20 minutes |
| *Procedure* | The problem is written down in a clearly visible place. The participants write on a whiteboard in a grid with boxes - the grid is created according to the number of participants and should have approx. 10-12 empty boxes per person.<br>Each person writes ideas in empty boxes and moves around the board, taking inspiration from the other ideas and trying to build on these ideas and develop them further (in a new empty box).<br>At the end, the ideas are assessed together, possibly with a vote with points. | | |
| *Preparation, tips* | Create a grid and invite participants to work on it.<br>The moderator should encourage people to collect ideas freely and also write down unusual, funny ideas without judging them, as they can serve as inspiration. | | |
| *Diversity factor* | All participants are given the same opportunity to contribute their ideas, regardless of how comfortable they feel presenting something verbally in the plenary. | | |

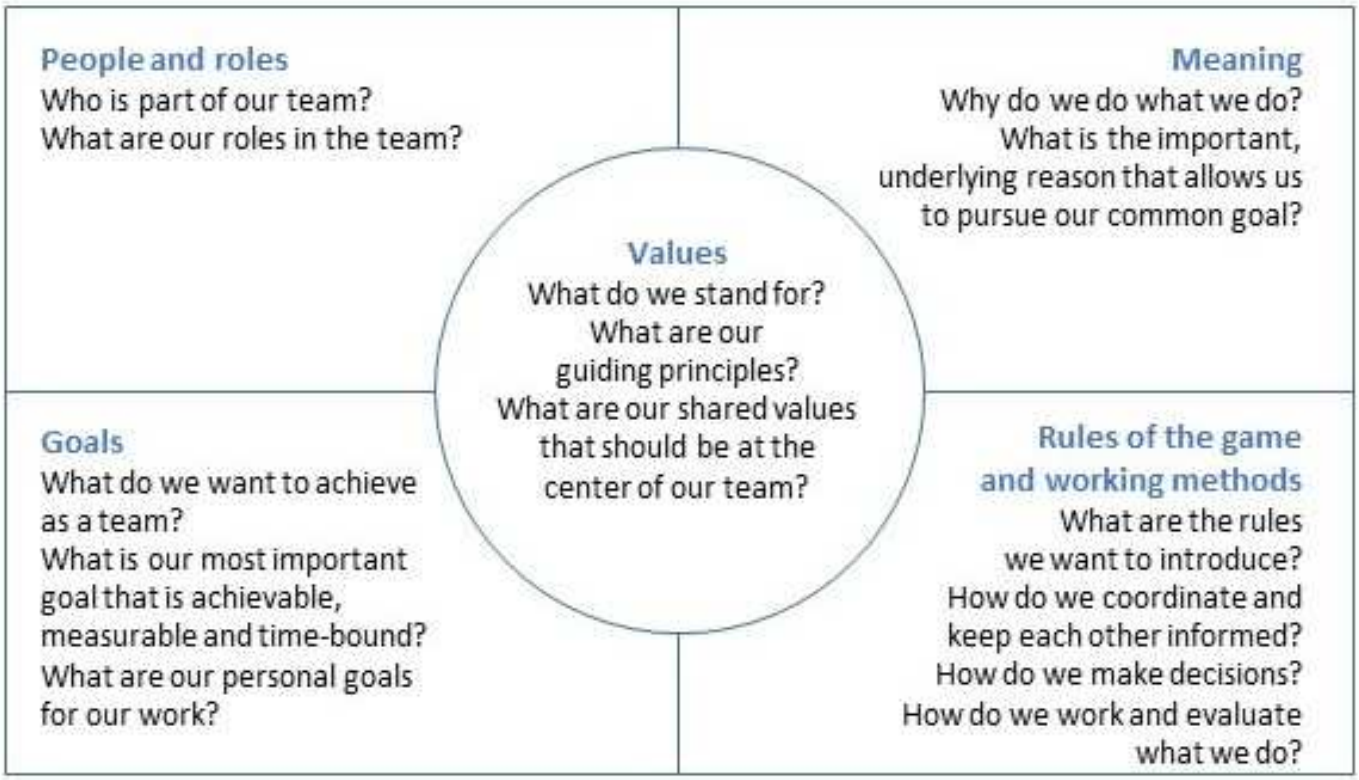
| 1-2-All | | | |
|---|---|---|---|
| *Goals* | ▪ A jointly developed group result in a short period of time - from the individual idea/proposal to the jointly agreed result<br>▪ Participation | | |
| *Participants* | From 10 people, also for large groups | *Duration* | 30 - 40 minutes depending on the key question and number of people |
| *Procedure* | Each person first collects their ideas and suggestions for a specific key question on their own.<br>In small groups (duos, trios), the participants then agree on three ideas/suggestions and write them down visibly (shared slide, whiteboard).<br>In the plenary session, all ideas are weighted with a points system - each group can award four points, their own suggestions a maximum of one point (the groups are briefly sent back into a break-out session for this purpose). | | |
| *Preparation, tips* | Prepare post-it notes and areas for small groups on a virtual whiteboard or shared document. Meeting tool with breakout function required for this method (e.g. Zoom, MS Teams). For the points voting, the participants themselves can add (prepared) points to the selected post-its on the board. | | |
| *Diversity factor* | The reflection offers all participants the opportunity to formulate thoughts on their own before being summarised. In this way, equal consideration is given to different personality types (introverted-extroverted). All ideas are given the same chance. | | |

| Station operation | | | |
|---|---|---|---|
| *Goals* | ▪ Initiate dialogue in a (large) group, work on a topic together and achieve results<br>▪ Get to know different perspectives and approaches and discuss them constructively | | |
| *Participants* | For 10 persons or more | *Duration* | 45 - 60 minutes |
| *Ablauf* | Several sub-questions are worked on for one topic. Small groups work on several work sheets on a virtual whiteboard. At each board, the small group finds a different question, discusses it and notes its results on the board. Each group starts at its own board and then moves on to the next board after a time signal, e.g. in a clockwise direction. There they discuss the question and build on the notes of the previous group. | | |

| | |
|---|---|
| *Preparation, tips* | A total of three to six different questions can be asked.<br>Meeting tool with breakout function required for this method (e.g. Zoom, MS Teams).<br>It is helpful to recommend that the small groups appoint a moderator who takes care of time, documentation and word distribution in the small group. |
| *Diversity factor* | Invitation to all participants to contribute their opinions on all topics. Small groups can make it easier for many people to contribute. |

## Team Canvas

| | | | |
|---|---|---|---|
| *Goals* | ▪ Coordination on team collaboration - in a new team or when a new person joins<br>▪ Gain a better common understanding of team goals, roles and values | | |
| *Participants* | For 3 people or more | *Duration* | 30 - 45 minutes |
| *Procedure* | The fields of the canvas are worked on by the team in individual steps. If there are more than 6 - 8 people, it is helpful to work in small groups and then summarise the results.<br>The group works on the questions in a template (virtual whiteboard) - each person writes one post-it per question. The post-its are briefly discussed together, then the group moves on to the next question:<br>1. **agree on goals:** What do we want to achieve as a team? What are our goals? (5 minutes)<br>2. **clarify people and roles:** Who is part of our team? What role do we have in our team? (5 minutes)<br>3. **purpose:** Why do we do what we do? What is the important overarching reason that drives us to pursue our common goal? (10 minutes)<br>4. **goal:** What do we stand for? What are our shared values? (5 minutes)<br>5. **rules and procedures:** What rules do we want to introduce after this session? How do we want to communicate and keep each other informed? How do we make decisions? How do we work and how do we evaluate what we do? (10 minutes) | | |
| *Preparation, tips* | ▪ Canvas as a shared workspace on a virtual whiteboard (template), one Post-it colour is chosen per person<br>▪ The facilitator introduces the canvas as a tool that team members can use to coordinate and gain a better understanding of the goals, roles and values in the team.<br>▪ The facilitator guides the participants through the individual steps and asks them to write their answers on post-it notes and share them with each other. She makes sure that you come to an agreement in each area. | | |
| *Diversity factor* | All team members have the opportunity to contribute their views and concerns. Common values and cooperation are agreed upon. | | |




Source: Team Canvas, TheTeamCanvas.com, Alexey Ivanov

# PHASE 5: DECIDING

The fifth phase is now about making decisions on what has been developed so far.

This can also be done virtually in a participatory manner, using methods such as the consensus principle or systemic consensus. In addition to the possibility of active participation, visualisation is also essential here in order to have clarity about agreements and results.

In general, a distinction is made between two types of decision-making methods: decisions by individuals and decisions by groups. The former are often based on hierarchies or assigned roles (typically leadership roles), while decisions by groups require majority decisions via polls or consensus. The following section looks at ways of reaching agreement.

There are different forms of group decision-making. Here is an overview:

**Systemic consensus building**

- Resistance is systematically measured and included
- Incentives for consideration without blockade effect
- Flexible group size

**Consent**

- Efficient and clearly structured decision-making process
- Concerns are taken up as opportunities for improvement in a structured manner

**Consensus**

- Highest possible agreement
- Tedious discussions, very limited group size, risk of non-decision

**Majority decision**

- Is often used to resolve conflicts, but is rarely the best choice
- Creates winners and losers
- Huge blind spot in terms of triggered resistance

**Individual decision**

- Very time effiicient
- Often in line with formal responsibility in traditional organisations
- With increasing complexity, professionally suboptimal and less coherent decision

**Consultative individual decision**

- Efficiency of individual decision is combined with the decision-making quality of more participative forms

**Constellation work on options**

- Enables essential unconscious aspects to be discovered and implicit knowledge, e.g. about a social structure, to be made accessible

**Dynamic facilitation**

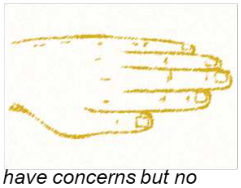
- Enables the collaborative search for solutions among an extremely diverse group with different interests like no ther method
- Limited to 16 participants

Source: ICG

| Consensus decisions | | | |
|---|---|---|---|
| *Goals* | ▪ Decision-making in the group<br>▪ Acceptance of opportunities for improvement | | |
| *Participants* | For 5 people or more | *Duration* | 15 - 45 minutes, depending on the topic |
| *Procedure* | ▪ Proposed solutions are presented for decision-making.<br>▪ Questions of understanding are clarified.<br>▪ A first round of decision-making takes place. Each person casts their vote - either with a sign of hands or with numbers 1-3. in the chat. There are three options for voting:<br>1. I have no concerns and no objection<br>2. I have concerns but no objection (i.e. I support the decision)<br>3. I have an objection (an objection must be serious, i.e. it only applies if the decisive proposal contradicts the objectives of the group, would cause disadvantage or is in serious need of improvement).<br>▪ The objections are heard (including any concerns - in the sense of improving the proposal).<br>▪ The objections are then integrated into the proposal and a new decision is made. | | |
| *Preparation, tips* | The principle of consensus decision-making must be briefly explained before the vote. | | |
| *Diversity factor* | Involvement of all participants. With this method, all opinions are valued equally and can be presented in a safe environment. | | |

**The 3 decision symbols**

*"I have no concerns and no objection"*

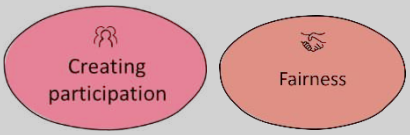


*"I have concerns but no objection"*

*"I have an objection that I would like to raise to improve the solution"*

**Consent principle**: An objection is only valid if the proposal contradicts our goals or would cause gross harm and if the proposal can be significantly improved.

Source: Sociocracy 3.0

| Systemisches Konsensieren[2]   | | | |
|---|---|---|---|
| *Goals* | ▪ Decision-making in the group | | |
| *Participants* | From 5 people | *Duration* | 15 - 45 minutes, depending on the topic |
| *Procedure* | ▪ Proposed solutions are presented which are to be decided.<br>▪ Questions of understanding are clarified.<br>▪ The basic principle of systemic consensus is that each person casts votes for each proposal that is put to a vote. Each proposal is therefore weighted.<br>▪ People do not vote 'yes' or 'no', but award points on a scale from 0 to 10.<br>▪ Zero stands for 'I am not at all against' and ten for 'I am completely against'<br>▪ These points therefore contain the individual resistance<br>▪ After each person has given the points for each proposal, all the points for each proposal are totalled. The points can be allocated using a whiteboard or a query tool.<br>▪ In the easiest case, the proposal with the lowest point value, and therefore the lowest total resistance, is deemed to have been accepted | | |
| *Preparation, tips* | The principle of systemic consensus must be briefly explained before the vote. Proposals must be worked out in advance. | | |
| *Diversity factor* | Participation of all participants. With this method, all opinions are weighted equally. The decision is based on the lowest overall resistance of the group in favour of this proposal. | | |

[2] https://sk-prinzip.eu/

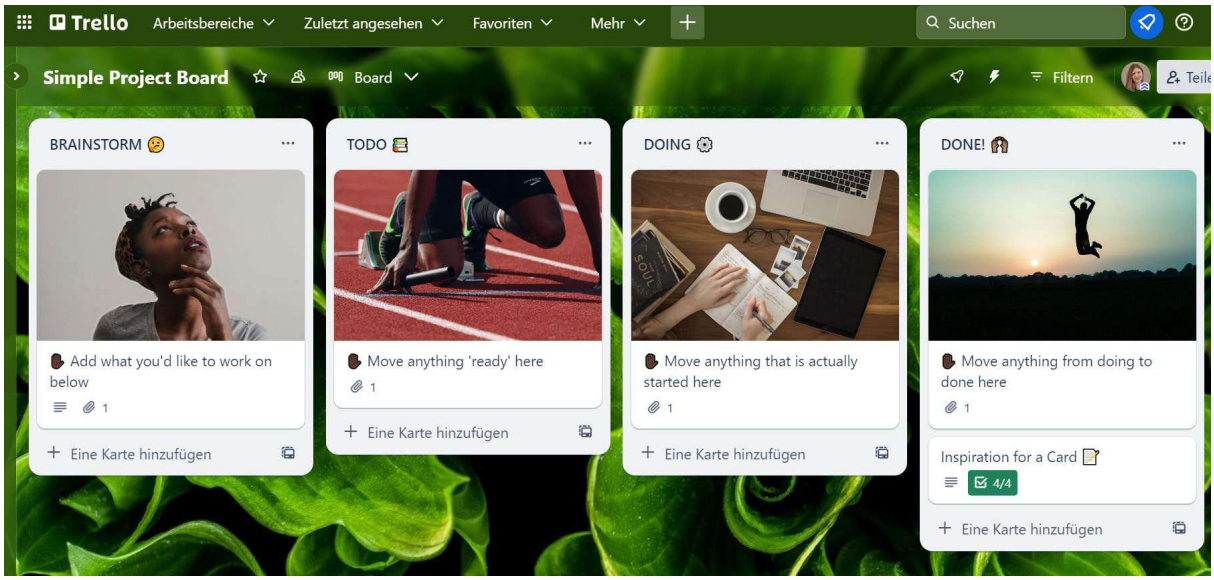
# PHASE 6: FINALISING

The final phase of the meeting or workshop is about reaching a good conclusion in terms of content and on a relationship level. In order to successfully implement what has been discussed and agreed, the next steps need to be agreed or clarified and responsibilities determined - who does what and by when. On the other hand, there should be room for an 'emotional conclusion', for example by giving each person the opportunity to briefly summarise their impressions and obtain feedback on the success of the meeting/workshop. This can be done with a final round, virtual live survey or as a minimal version with comments in the chat.

| Catalogue of tasks | Design and Structure · Visualisation · Maintaining Energy | | |
|---|---|---|---|
| *Goals* | ▪ Create understanding of next steps<br>▪ Create a clear task overview/catalogue per person | | |
| *Participants* | All group sizes | *Duration* | Depending on the level of detail 10 - 20 minutes |
| *Procedure* | The facilitator leads the discussion on the next steps, one or more participants enter the next steps for all to see (shared document, whiteboard) - it should be visible and clearly formulated who does what and by when.<br>Each participant is asked whether the step is formulated appropriately. | | |
| *Preparation, tips* | It is ideal for everyone to be involved if not just one person prescribes the list for the others, but a dialogue takes place on the next steps. | | |
| *Diversity factor* | Joint clarification of the next steps creates transparency and participation. | | |

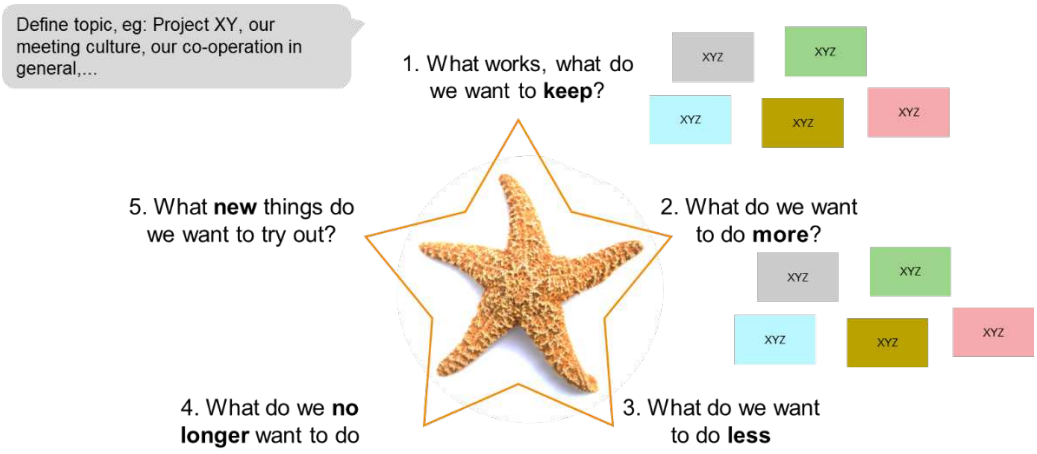
| Kanban Board | Continuous improvement · Design and Structure · Visualisation | | |
|---|---|---|---|
| *Goals* | ▪ Visualisation of tasks and their processing progress – flexible form of to-do list | | |
| *Participants* | All group sizes | *Duration* | 30 – 60 minutes |
| *Procedure* | Ein Kanban board consists oft he colums: | | |

| | |
|---|---|
| | ▪ Topic memory / backlog<br>▪ To do / in the next time unit until the team looks at the board together again<br>▪ Doing / In progress<br>▪ Done / Completed<br><br>There are various Kanban tools, e.g. Trello[3], MS Planner. It is important that each person writes their own to-do's on cards and moves them along in the Kanban. |
| *Preparation, tips* | ▪ Create a virtual board<br>▪ More than a tool, Kanban is a methodology that can be adopted by the team in the long term. It can also be introduced and tried out in the meeting with the aim that the participants introduce it to their respective teams. |
| *Diversity factor* | Equal opportunities in the organisation of activities by ensuring that everyone works on the same board and strengthening the assumption of responsibility. |




[3] https://trello.com/de, available for free

| Retrospective | | | |
|---|---|---|---|
| *Goals* | ▪ Looking at lived practice, 'what is going well, what do we want to improve'<br>▪ Active invitation to suggestions for improvement, open dialogue, team learning and solution orientation<br>▪ Inclusion of all members of the team, all voices are heard | | |
| *Participants* | 5 - 25 | *Duration* | 45 – 60 minutes |
| *Procedure* | A key question is posed and 5 questions are worked on in smaller groups:<br>▪ What works and what do we want to maintain<br>▪ What do we want to do more?<br>▪ What do we want to do less?<br>▪ What do we no longer want to do?<br>▪ What do we want to try out?<br>Approximately 5 minutes are used per question, of which each person can first write down their own thoughts and then share them in the group.<br>The results are shared in plenary and an agreement is reached on the priorities so that it can be recorded what is to be done next. | | |
| *Preparation, tips* | Create a virtual board<br>▪ Set a thematic focus, e.g. How is our virtual collaboration going?<br>▪ Short introduction, 5 minutes per question, feedback on implementation<br>▪ Moderation leads from question to question, pays attention to time (timer), balanced participation | | |
| *Diversity factor* | Active involvement of all participants and concrete consideration of positive and negative aspects. Regular reflection also enables the realisation of changing needs. | | |

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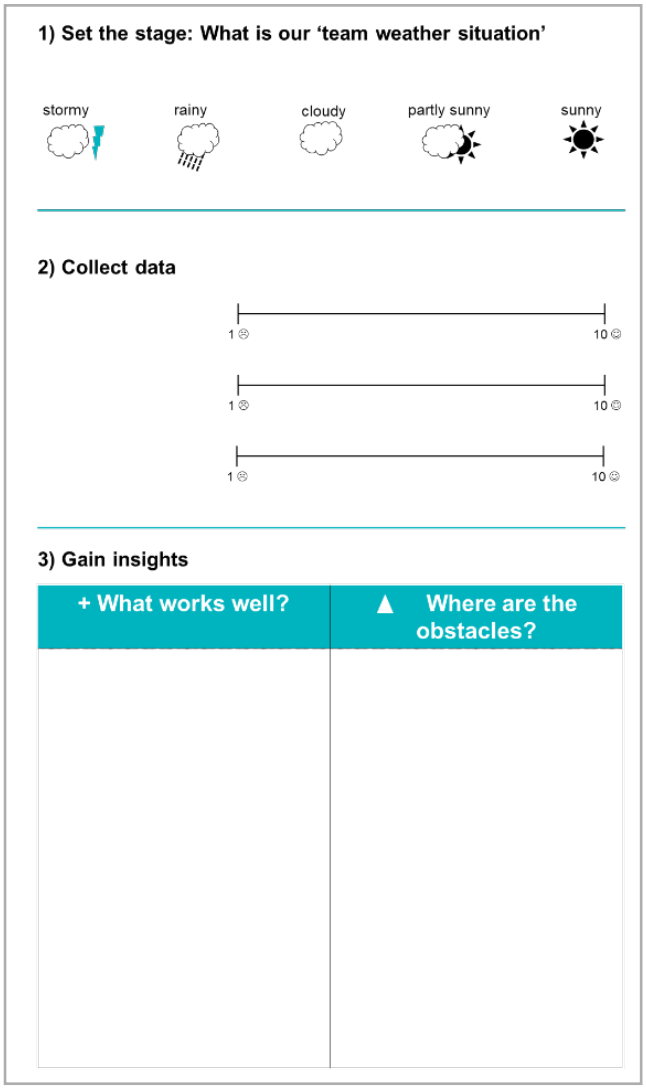
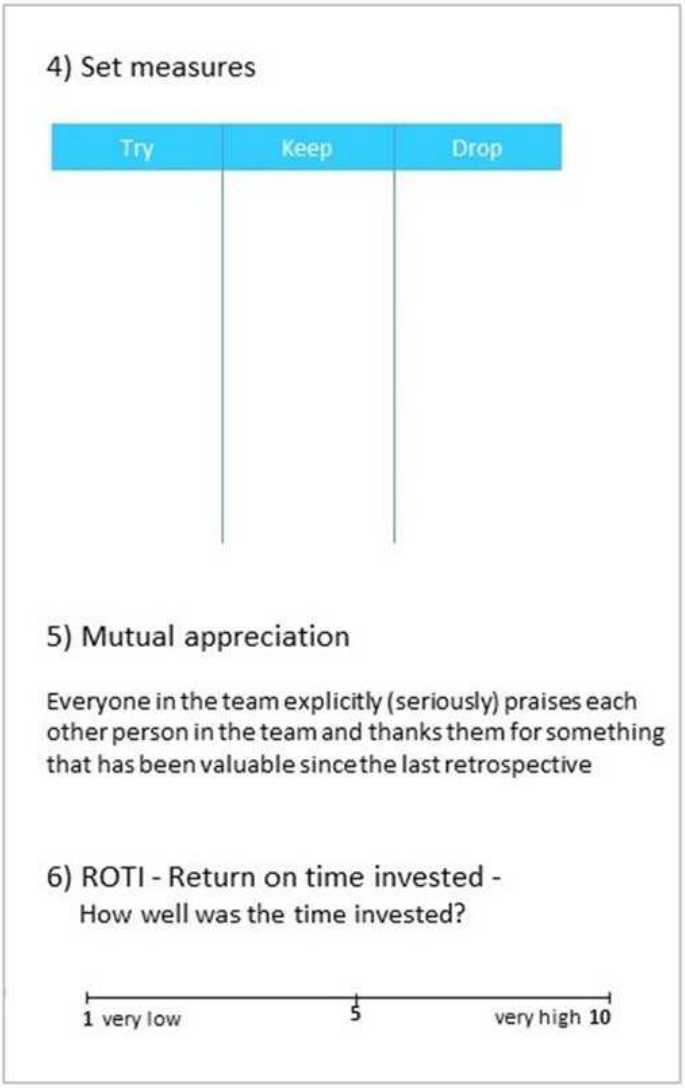


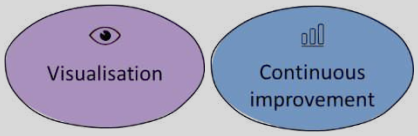




Source: Agile Retrospektive

## ROTI – Return on time invested

Visualisation | Continuous improvement

| | | | |
|---|---|---|---|
| *Goals* | ▪ Analyse the effectiveness and efficiency of the meeting<br>▪ Opportunity to learn and improve upcoming meetings | | |
| *Participants* | All group sizes | *Duration* | 5 minutes |
| *Procedure* | An evaluation of the meeting is obtained based on the question:<br>Please rate on a scale from 0 (very poorly invested - I could have done so many more productive things) to 10 (very well invested - it was very helpful) the time spent on this meeting. | | |

| ROTI – Return on time invested   | |
|---|---|
| | The rating is visible to everyone, the moderator asks for a few statements from the group asking why the respective level on the scale was chosen. |
| *Preparation, tips* | Prepare a survey tool (e.g. Mentimeter) with the scale questions, or have points moved on a scale in a split document. |
| *Diversity factor* | Includes all opinions and picks up on why it may have been more interesting for some than others. |

# LITERATURE


Guides and literature on meeting design:

- Axelrod, Dick: Let's Stop Meeting Like This: Tools to Save Time and Get More Done, 2014
- Reidl Sybille, Beranek Sarah, Greithanner Julia, Sauer Angelika, Schiffbänker Helene: Projekt Faircom, Ergebnisbericht zu Nutzer*innenerhebungen, 2022
- Chugh Dolly, How to have more inclusive meetings over Zoom, 2020: https://ideas.ted.com/how-to-have-inclusive-meetings-over-zoom/
- Colorado State University: Inclusive Online Meeting Practices: https://inclusiveexcellence.colostate.edu/
- Taepke Katrin: So organisierst du Online-Hybridveranstaltungen © MICEstens digital, 2020 https://www.micestens-digital.de/wp-content/uploads/2020/10/ebook-Online-und-Hybrid-Veranstaltungen.pdf
- Tools for remote workers: A superlist of Tools & Apps to help you work better remotely, https://www.collaborationsuperpowers.com/tools/

Guides and literature on inclusive language / visual language:

- https://www.nonbinary.ch/pronomen-anwendung/
- https://nibi.space/geschlechtsneutrale_artikel
- https://www.genderleicht.de
- http://geschicktgendern.de
- https://queerleben.de/glossar
- Geschlechtersensible Sprache – Dialog auf Augenhöhe, Gleichbehandlungsanwaltschaft Wien: https://www.gleichbehandlungsanwaltschaft.gv.at/dam/jcr:8029ba34-d889-4e64-8b15-ab9025c96126/210601_Leitfaden_geschl-Sprache_A5_BF.pdf
- Geschlechtergerecht in Sprache und Bild, JKU: http://aom.jku.at/files/Geschlechter-Leitfaden-JKU.pdf
- Leitfaden für geschlechtergerechtes Formulieren und diskriminierungsfreie Bildsprache, Stadt Wien: https://www.wien.gv.at/medien/service/medienarbeit/richtlinien/leitfaden-gender/index.html
- Anzügliche Chatnachrichten, Sexistische Profilbilder und menschenverachtende Kommentare, Neue Herausforderungen in Online-Räumen, Eine Handreichung zur Prävention bei Diskriminierung und Belästigung in Online-Räumen für Studierende und Lehrkräfte, TU Berlin: https://www.static.tu.berlin/fileadmin/www/10002454/KFG/Dokumente/Handreichung_Praevention_Online_Veranstaltungen_21.pdf