

**Electronic waste management
and minimisation for local
governments:
An education and training program**

Workshop Guide



Australian Government

**Department of the Environment,
Water, Heritage and the Arts**





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Overview

This guide is intended to provide the keys to holding a successful and productive workshop as the basis for sustainable decision making for e-waste management.

A workshop is a good way of bringing together a range of stakeholders in a positive atmosphere. Participants are more likely to feel equitably engaged in a workshop situation than, for example, a meeting or seminar which can be more one-sided or information-heavy.

Workshops succeed because:

- Workshops have goals and aims
- They require active participation
- Ideas are generated and knowledge shared
- Outcomes are tangible
- All participants own the process

Stakeholder workshops play an important role in environmental decision making. The delivery and facilitation of these workshops has a significant effect on the ideation process, both formally as a direct result of the workshop in question, and informally, as part of the organic idea generation activities being encouraged within the organisation. In addition to aiding education and the flow of information on matters relating to innovation, a successful workshop can assist in generating excitement and energy in an office, business line or team environment.

Waste management champions and other facilitators required to deliver workshop sessions need to maximise their opportunity to achieve the greatest impact – especially given that shorter workshops can be designed to take place in a lunch break or short working session. In order to be as effective as possible, workshop sessions should be carefully communicated, planned and prepared in advance.

This guide and the script will equip you to be able to facilitate an innovation workshop.

1. Planning

1.1 Venue

A venue inspection should be carried out as part of planning for the ideas workshop to determine options available for room set up, as well as what facilities and equipment are available. Consideration should be given to the time (eg working lunch session) and audience make-up – so room set up can then be planned accordingly.

When determining how to set up the room, it is important for the facilitator to ensure:

- They can be seen and heard by everyone.
- An atmosphere appropriate to the workshop is created through table layout lighting, posters, flipcharts etc.
- The venue chosen is separate from the usual work environment e.g. use a morning tea room, conference room, meeting room etc.

1.2 Introduction guidelines

- Start / finish times – either full day (9.00 – 5.00) or short session (1 – 1.5 hours); a good facilitator will ensure absolute adherence to the start and finish times.
- Refreshments provided – tea/coffee and soft drinks; morning and afternoon teas; catered lunch if the workshop is being held over a lunch time slot or full day; drinks if the workshop is finishing late – this can provide a good informal networking opportunity
- Name badges if desired/required
- All appropriate technology – computers, projector, etc – working and on hand; where possible have any presentations pre-loaded on to the computer in order of presentation

1.3 Visual aids

There are a number of options available in term of visual aides which you may choose to use to support the workshop activities. These include flipcharts, PowerPoint slides, an introductory video about a particular innovation or a talk or introduction from an internal or external innovator.

The following is a summary of key points to remember for the most commonly used visual aides.

Flipcharts

- Clear, large writing – check before the module to make sure you can see it from the back of the room. Write in capital letters.
- Title the flipchart so that everyone focuses on the topic.
- Use bullet points and key words only. Use only six lines of text on a page.
- Write straight. It's easier to do this if you stand to the side of the chart and sight along the line you are writing. This allows you to face the group better. If you are right-handed, position your body at the left side of the flipchart and vice versa.
- Use colours for accent but write the main points in dark colours – black, purple, and/or blue. Red 'bleeds', yellow doesn't show up well.
- Separate pros and cons as you receive them to make more orderly flipcharts.
- Pre board flipcharts/headings wherever possible. This saves time during the discussion.
- Use the striptease effect by folding the bottom of the page up to cover some information, taping it there and revealing the information on cue. This can be dangerous – sometimes you can see through the single sheet of paper and you give the answer away; sometimes the tape sticks too well and you rip a big hole in the middle of the page.
- Put tabs on your pre board flipcharts so you can find them – make sure you number of title the tabs so you know which one is which.
- Practice tearing sheets in advance. When tearing the paper off, tear from the corner nearest you – up. Don't try to tear down or you end up with a lot of small pieces.
- Hang appropriate flipcharts on the wall for future reference – always have masking tape of blu tac handy – never use other tapes.
- Use masking tapes to mark the position of the easels on the floor. This will help position the flipcharts whenever they are moved around.

PowerPoint

- Check your equipment early! Projectors are not all created equally and the combination with your PC could need some different settings.

- Consider your timing. If you have to darken the room to show the presentation, this is not an after-lunch activity.
- Use transitions in your slides so you can encourage discussion and avoid presentation
- Always have a back up in mind.
- Check that it can be seen from everywhere in the room.
- Use large, clear letters. Do not put too much information on one slide – no more than 6 lines.
- Use of colours and icons help catch and retain interest, but cloud the readability in some cases. Check slides carefully for colour.
- Let participants have a chance to look over the slide before they have to absorb what you are saying.

Videos / DVDs

- Check the operation of the VCR/DVD player, and monitor ahead of time to familiarise yourself with how the VCR/DVD and monitor are connected, etc.
- Check the location for position the monitor to ensure that all the participants can see the picture on the screen.
- View the video/DVD before the workshop to familiarise yourself with the contents and determine how to use it to achieve maximum effectiveness, i.e. whether to show all the content or pause for discussion at appropriate time.
- Videos/DVDs provide a change of pace.
- Avoid showing after lunch – perfect opportunity for a nap!

Handouts

- Ensure sufficient copies are available.
- Purpose of handout and timing of distribution are important. If handout material is to be used during a module, distribute it at the time it is to be used. Early distribution may divert attention from the facilitator.
- When handouts are distributed before the module, e.g. role-play scenarios – allow enough time for participants to read the information on the handouts.

1.4 Facilitator



The facilitator can make or break the workshop. An independent professional facilitator will prepare the workshop; implement it and ensure equitable participation, timeliness and a logical sequence of sessions; and compile a final report on outcomes and conclusions.

The Australian Government Facilitator's Guide is a good place to start for those who are not familiar with the process of running a

workshop. It is available online at:

<http://www.apsc.gov.au/apsinduction/demonstration/content/homepage/facilitator.htm>

- Know the information in your facilitator's guide well. Practice saying it out loud in your own words. Do this for the whole guide, at least three times. (Note – saying it out loud will help you remember it better than just reading it silently to yourself.)
- Write your own example, notes and stories in the guide as you read it.
- Use the guide as a guide, and not a script or a book. Good facilitators are those people who can put information into their own words and make it come alive with interesting examples and stimulating questions.
- You might want to highlight the underlines key terms or important concepts to help you remember to cover all the points.

2. Workshop participation

The following points are a general guide to workshop participation and will assist participants to achieve a successful workshop:

- All participants are requested to turn off mobile phones (where possible). Otherwise, please leave the room to answer a call or make a call.
- Participants will be required to form sub-groups during the workshop. It is preferable that each sub-group has a MIX of representatives from each organisation present.
- Each sub-group will be required to pick a scribe. The scribe must have GOOD, CLEAR HAND WRITING and must be able to PRINT clearly.
- Speaking time should be shared equally amongst all members within the sub-group during deliberations.
- Participants should make use of plans, models, sketches, photos or illustrations where available at the workshop to promote thought, clarity and discussion.
- Initially, participants should attempt to identify a SIGNIFICANT number of concerns, risks, solutions and options as possible (rather than to explore the depth of only a few).
- Sub-groups should avoid being too general in their notes. ILLUSTRATE CLEARLY with specific EXAMPLES. EXPAND on the descriptions so that the notes can be clearly understood at a later time by other parties (do not abbreviate too much such that the meaning is lost or faded).
- Sub-groups will be required to nominate a speaker to present the groups findings.
- Sub-groups will be required to review the scribe's notes and update them following the presentation to further clarify the details of findings.
- Participants will be required to take responsibility, both individually and collectively, to ensure the group is focused. Avoid areas not related to progressing the project. (This will avoid extending the workshop beyond the scheduled completion time).
- All participants are requested to use the time wisely.

2.1 Expert participation

For the purpose of strategic environmental decision making and in particular, decision making about e-waste management, it is useful to have a range of invited speakers with expertise to present on the issue from their particular perspective. Invited experts could include:

- Elected representatives (federal or state members or local councillors);

- ❑ Policy makers (eg. state or federal environment or planning bureaucrats);
- ❑ Academics or researchers (environment, economics, planning, public policy);
- ❑ Industry representatives (waste industry, electronics industry, manufacturing industry);
- ❑ NGO representatives (eg. peak bodies such as the ACF, or local environment organisations);

Presentations from invited experts should be limited to 10-15 minutes and allow time for questions and discussion after each presentation.

Keynote speaker



A keynote speaker is a ‘drawcard’ speaker with considerable expertise in his or her particular field. The role of the keynote speaker is to set the context of the workshop by presenting a detailed account of what he or she sees as the most important issue in relation to their area. Keynote speakers typically speak first in the program and for up to 30 minutes. It is not necessary to have a

keynote speaker, and inadvisable if the workshop is being held in a limited timeframe, for example, a lunch time slot. However, for longer workshops a keynote speech can help to provide a pivotal discussion point, a specific perspective or a contextual direction.

2.2 Structure

The workshop should be structured around:

1. Availability of key people (eg, facilitator; expert speaker; local member)
2. The goal of the workshop

(See Table 1 for typical structure of a full day workshop)

Small Groups

Breaking the discussion or activity steps of the workshop into small group participation is a popular and effective strategy (See Table 2). Small groups are effective for several reasons:

- ❑ The opportunity for discussion arouses and sustains interest and attention
- ❑ It gives participants the opportunity to ‘own’ the ideas being put forward
- ❑ Less assertive individuals are more likely to participate in a small group

STEP	MINS	COMMENTS
Welcome and introduction	15	<ul style="list-style-type: none"> ▪ Facilitator provides overview of the schedule for the workshop ▪ Any housekeeping announcements ▪ Why are we here? ▪ What outcome are we aiming to achieve? ▪ All participants introduce themselves – name, company/organisation, and, if time, what they hope to achieve from the workshop
Keynote speaker	30	<ul style="list-style-type: none"> ▪ 20 mins to speak + 10 mins questions and discussion
Future search and visioning	45	<ul style="list-style-type: none"> ▪ Whole group, led by facilitator
Morning tea	20	
Expert speaker 1	20	<ul style="list-style-type: none"> ▪ 15 mins to speak and 5 mins questions/discussion
Small group session	60	<ul style="list-style-type: none"> ▪ Led by facilitator and based on the information from Speaker 1, groups discuss for 30 minutes and then report back for 30 minutes the solution to single, targeted question
Summary	20	<ul style="list-style-type: none"> ▪ Facilitator summarises the outcomes of the small group session – all summary points written up on white board, OHP or on to computer/projector.
Lunch	60	
Half-time review	20	<ul style="list-style-type: none"> ▪ Each participant writes on a small post-it note: one point that they think has been solved and one point they would like to have solved but which hasn't yet. Notes are posted on the board, duplications removed and brief facilitator-led discussion of the remainder
Expert speaker 2	20	<ul style="list-style-type: none"> ▪ 15 mins to speak and 5 mins questions/discussion
Small group session	60	<ul style="list-style-type: none"> ▪ As for the first Small Group session, with a single question for discussion and resolution put by the facilitator arising from the second expert and the outcome of the earlier session
Summary	20	<ul style="list-style-type: none"> ▪ Facilitator sums up outcomes of second small group session
Afternoon tea	20	
Small group session	30	<ul style="list-style-type: none"> ▪ Groups will be given 15 mins to formulate an action plan and 15 mins for reporting. By doing this task very quickly the focus will be on outcome and not process – this is important at this stage of the workshop
Anchor speaker	20	<ul style="list-style-type: none"> ▪ A final speaker to sum up the day's proceedings and put the summary into the context of a strategic plan for action on e-waste management. This speaker need not necessarily be an expert, but preferably someone with experience in strategic analysis or policy making
Summing up	20	<ul style="list-style-type: none"> ▪ Facilitator leads final general discussion, referring back to the half-time review points that required resolution ▪ Outcomes summarised and plan for future action suggested
Opportunity for drinks/networking		

Table 1: Possible structure for full day workshop

DEFINITION	ADVANTAGES	DISADVANTAGES	HELPFUL HINTS
<p>Group Discussion and Brainstorming</p> <p>An exchange of ideas and knowledge expressed on a particular topic, encouraging discussion without evaluation or judgement.</p>	<ul style="list-style-type: none"> ✓ High participation. ✓ Allows for questions / feedback. ✓ Generates many ideas quickly ✓ Non threatening ✓ Creative and stimulating 	<ul style="list-style-type: none"> ✗ In-balance in knowledge/capability ✗ Assertive may dominate ✗ Possible lack of depth ✗ Little input from facilitator ✗ Can compromise quality 	<ul style="list-style-type: none"> ❖ Facilitate to keep on task ❖ Encourage equal participation. ❖ Create a supportive environment for risk taking/out of the box thinking ❖ Keep track of set time limits ❖ Debrief and focus next steps

Table 2: Small group structure

2. Outcomes and reporting

The importance of summarising the outcomes of a workshop and reporting back to all participants cannot be overemphasised. This is usually the task of the facilitator of the workshop and may be undertaken in consultation with some or all of the participants or the workshop organisers.

The final report should contain:

- An outline of the purpose of the workshop, why it was important and why this is an issue that needs to be solved;
- A full list of all participants, their affiliations and contact details;
- Full summary of the workshop's proceedings, including, where applicable, the text or visuals from any expert presentations and the text of the keynote speech;
- Step-by-step analysis of the outcomes arising from each of the sessions;
- Analysis of the action plan including areas of responsibility – actions for the short, medium and long term and final goal;
- Clear, concise recommendations for future decision making on this issue;
- A timeline for future action including a reviewing process.

2.1 Timing

It is important to keep the ball rolling quickly on this issue. Workshop participants are busy people and the enthusiasm generated by the workshop will soon be forgotten unless action is taken. It is also important to note that the people who attend your workshop will be there for action, decisions and outcomes – not just a 'talkfest'.

The report is only a part of an ongoing process – it is not an end in itself – and this should be reflected in the document. It should be a 'living' document and subject to review.

If possible and applicable, the report should be circulated to all participants in draft form within a week of the workshop and comments invited. Once the period for commenting has finished, the final report should be completed and distributed within a couple of weeks. This maintains momentum and ensures that participants continue to think about the issue.

2.2 Action

Once the report has been finalised and distributed, following up on the recommendations of the workshop should begin immediately. Depending on the recommendations, some techniques for ensuring prompt action:

- Working groups – small groups take on single tasks and report back to the whole group. Working groups can be formed for technical, business, networking or any other aspect and can be flexible in their composition.
- Consultants – where financial resources are available, it is often cost-effective to hire a specialist to undertake certain recommendations or tasks;
- Cooperatives – single organisations often find themselves at a disadvantage in e-waste management because they lack the bargaining power or the visibility to influence. Forming a cooperative gives more drive to the issue and more influence to smaller organisations;
- Government grants – a collaboration with state or federal government via a grant is a good means of ensuring that strategic decisions are acted upon.

Attachment 1:

Workshop facilitation tools

Future Search, Visioning and Scenarios

Below are some links to websites that may assist you in carrying out a Future Search at the beginning of the workshop.

<http://www.co-intelligence.org/P-futuresearch.html>

<http://www.futuresearch.net/>

<http://www.dse.vic.gov.au/dse/wcmn203.nsf/linkview/d19a3b70e22ab536ca2570840016c5be159392ac4ef57a7aca257091000cb0ef>

Future Search can also be linked to ideas of visioning, scenario-building and other facilitation techniques. Below are some related links.

<http://www.infinitefutures.com/tools.shtml>

<http://www.co-intelligence.org/P-scenario-visioning.html>

<http://www.wired.com/wired/scenarios/build.html>

http://findarticles.com/p/articles/mi_m0GER/is_1999_Spring/ai_54321434/print

http://www.vcn.bc.ca/citizens-handbook/2_16_visioning.html

http://www.odi.org.uk/RAPID/Tools/Toolkits/Communication/Visioning_scenarios.html

Force Field Analysis

Force field analysis is a way of looking at the drivers and constraints to a particular issue. It can be useful in the planning process. The link below explains more about this technique.

http://www.mindtools.com/pages/article/newTED_06.htm