



## BREAKOUT SESSION: TRAINING & DELIVERY

Trainers: Are You a Presenter or a Facilitator of Learning: How to Increase Participant Engagement by Doing Less Work  
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Consideration	Solution: Tools & Techniques	Benefit: Active Learner Engagement
<b>Pre-Planning</b>		
<b>Partner with Executive Leadership</b>	<ul style="list-style-type: none"> <li>When the opportunity presents itself to co-facilitate with an Executive or Senior Leader: Take It!</li> </ul>	<ul style="list-style-type: none"> <li>Value-add of letting employees see Executive Leaders in a different light: <b>They are approachable</b></li> <li>Opportunity to have frank discussions around challenges &amp; what's working</li> <li>Taking time out to conduct training: Showing that they care</li> </ul>
<b>Course Material: Create a Consistent Theme, Logo &amp; Formatting</b>	<ul style="list-style-type: none"> <li>Create a Theme, Logo/Icon &amp; Standard Formatting</li> <li>Be consistent across all training material:               <ul style="list-style-type: none"> <li>Facilitator Guide</li> <li>Participant Workbook</li> <li>PowerPoint Presentation</li> <li>Course Flyer</li> <li>LMS Enrollment</li> <li>Supplemental Training Material</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Creates a professional brand</b></li> <li>Overall Enhanced "Look &amp; Feel" of Product &amp; Delivery</li> <li>Version Control: Consistency of all learning material</li> <li>Keeps curriculum organized</li> <li>Quality of presentation, marketing &amp; communication strategy</li> </ul>
<b>PowerPoint Presentation</b>	<p>Review all slides:</p> <ul style="list-style-type: none"> <li><b>Can the # of slides be reduced?</b></li> <li>Can information be combined or re-worded?</li> <li>Can words &amp; bullet points be turned into a <b>graphic representation?</b></li> <li>Does the flow of information make sense?</li> <li>Can any agenda items or content be re-arranged?</li> <li>Stay focused on the topic</li> </ul>	<ul style="list-style-type: none"> <li>Creates a meaningful "visual" representation</li> <li>Easy to "grasp" at first glance</li> <li>Concept of <b>less is more</b></li> </ul>
<b>Participant Workbook</b>  <b>Instructional Design</b>	<p>Instead of having the Participant Workbook "mirror" the exact same information in PowerPoint presentation, incorporate:</p> <ul style="list-style-type: none"> <li><b>Thinking for a Change Sections</b> in Participant Workbook where participants write their thoughts down</li> <li><b>Fill-in-the-Blank Sections</b> in Participant Workbook: For definitions and key points, request that participant <b>fill in the blanks</b></li> </ul>	<ul style="list-style-type: none"> <li>Writing it down tends to increase retention</li> <li>When participants return to their jobs, <b>we want them to use their Participant Workbook as a resource</b></li> </ul>
<b>To Reinforce &amp; Sustain the Learning</b>	<p>Prepare a <b>Resource Table</b>: Include hard copies of:</p> <ul style="list-style-type: none"> <li>White Papers &amp; Relevant Articles</li> <li>Laminated Key Cards &amp; Small Posters</li> <li>1-Page Executive Summaries</li> <li>List of relevant books, websites &amp; key experts on this topic</li> </ul>	<ul style="list-style-type: none"> <li>Tangible take-away Items</li> <li>Additional resources have the potential to reinforce the learning</li> <li>Reference an article as an ice-breaker in future or subsequent sessions</li> </ul>

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<b>During the Session</b>		
<p><b>Welcome/Introduction</b></p>	<p>Immediately following introductions, <i>ask an open-ended question</i>:</p> <ul style="list-style-type: none"> <li>• <b>What sparked your interest in this course?</b></li> <li>• What's the biggest challenge (or top 2 or 3) you face in this area?</li> <li>• What do you want to get out of today's session?</li> <li>• What needs to be different for you to feel more competent, confident in your role?</li> </ul> <p><b>Techniques: Depending on the # of Participants</b></p> <ul style="list-style-type: none"> <li>• Include as part of <b>participant introductions</b></li> <li>• <b>Use Post-It Notes</b>: Instruct participants to jot down their responses &amp; post responses</li> <li>• <b>Paired Activity</b></li> <li>• <b>Small-Group Activity</b>: Request each table to <b>present a quick summary</b></li> <li>• Ask for a few <b>volunteers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provides a quick assessment of your target audience</li> <li>• Sets the "tone" for the session &amp; helps you "read" your audience</li> <li>• Quickly puts the focus on them</li> <li>• Gets participants thinking</li> <li>• Responses can be referenced throughout the session</li> <li>• <b>Immediate learner engagement</b></li> </ul> <p><b>Facilitator: Added Bonus</b></p> <ul style="list-style-type: none"> <li>• This may calm your nerves as it takes the focus off you</li> </ul>
<p><b>Key Technique for Doing Less Work</b></p> <p><b>The "Tell": When you find yourself doing a lot of talking or explaining</b></p> <p><b>Facilitator: Added Bonus</b></p> <ul style="list-style-type: none"> <li>• As soon as we incorporate more of this, we are doing "less work" as a presenter</li> <li>• That is, we are doing less talking &amp; "telling" &amp; getting participants actively engaged in learning</li> </ul>	<p><b>Turn this information into an activity:</b> Instead of presenting definitions &amp; key information, guide participant through their own learning &amp; discovery:</p> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>○ <b>Individual Activity</b>: Instruct participants to <b>come up with their own definition</b>, then compare it to the true definition</li> <li>○ Ask participants to summarize key points</li> <li>○ <b>Individual Activity</b>: Incorporate a <b>brief individual reading assignment</b></li> <li>○ <b>Paired Activity</b>: Conduct a quick <b>Teach-Back</b> to one another; Include examples of what's worked for them</li> <li>○ <b>Ask for Volunteers</b> for their input</li> <li>○ <b>Small Group Table Talk Activity</b>: Discuss their own definitions among themselves</li> <li>○ <b>Small Group Presentations</b>: Instruct participants to work together to <b>prepare and present their own Infographic</b> on the topic they've been assigned</li> <li>○ <b>Conduct this activity as a Walking Presentation</b>: Using flipchart paper/markers, create topic stations where everyone walks from "station to station" to listen to each small group present their ideas</li> </ul> <ul style="list-style-type: none"> <li>• As part of group presentations, include a <b>thought-provoking question</b></li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• What does it "look like" to when we get</li> </ul>	<ul style="list-style-type: none"> <li>• The ratio of who's doing the talking is literally "flipped"</li> <li>• Can readily decrease the # of PowerPoint slides</li> <li>• Creates an active learning environment that is learner-centric and interactive</li> <li>• Supports adult learning theory: Learn by doing</li> <li>• <b>Puts the responsibility of learning in the hands of learners themselves</b></li> <li>• Encourages individual <b>self-reflection</b>, and facilitates <b>creative thinking, collaboration, problem-solving</b> and <b>critical thinking</b> among participants</li> <li>• Participants figure it out on their own and from each other: They come up with their own solutions</li> <li>• Subtle way for participants to practice their: <ul style="list-style-type: none"> <li>○ Interpersonal skills</li> <li>○ Presentation skills</li> </ul> </li> <li>• Gets participants up out of their seats and walking around</li> <li>• <b>Course Evaluations</b>: This typically shows up as a positive experience and <b>receives high marks</b></li> </ul> <p><b>Facilitator: Added Bonus</b></p> <ul style="list-style-type: none"> <li>• As a facilitator, we are guiding them through their own learning &amp; discovery by asking thought-</li> </ul>

	<p>this right?</p> <ul style="list-style-type: none"> <li>• <b>What does it look like when we don't?</b></li> <li>• What's the impact on our service levels and customer experience?</li> </ul>	<p>provoking questions</p> <ul style="list-style-type: none"> <li>• By observing &amp; listening, we can learn a great deal from our participants... and we tend to "hear" a lot!</li> <li>• Through actively observing &amp; listening, we can be flexible with our agenda and adapt the agenda accordingly</li> <li>• This is where <b>we can enjoy our experience as Facilitators</b></li> </ul>
<b>Practice &amp; Application</b>	<p>Incorporate an activity where participants put theory into practice:</p> <ul style="list-style-type: none"> <li>• <b>Paired or Triad Activity</b></li> <li>• <b>Large Group Observation:</b> Have participants observe each other's practice sessions &amp; offer each other feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis is on <b>having fun</b> and practicing in a safe environment</li> <li>• <b>Laughter</b> should part be of this process</li> <li>• <b>Course Evaluations:</b> This typically shows up as a positive experience and <b>receives high marks</b></li> </ul> <p><b>Facilitator: Added Bonus</b></p> <ul style="list-style-type: none"> <li>• Participants offer each other feedback vs. it solely coming from you – Less work</li> </ul>

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<b>End of the Session</b>		
<b>Request Success Stories</b>	<p>At the end of the session, let participants know that:</p> <ul style="list-style-type: none"> <li>• You welcome additional feedback on this course</li> <li>• <b>Request that participants send their Success Stories</b> – Ask permission to use this information</li> </ul>	<ul style="list-style-type: none"> <li>• This is GREAT information for refresher &amp; reinforcement material for employee e-Newsletters, emails and other promotional marketing material</li> <li>• Success Stories can be communicated in other sessions</li> </ul>
<b>Course Evaluations &amp; Subsequent Course Improvements</b>	<ul style="list-style-type: none"> <li>• Based on participant feedback, incorporate suggested modifications in future session as appropriate</li> <li>• <b>If modifications are made, let participants know that the course was modified based on previous feedback</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's participants know they are being heard</b> &amp; making an impact</li> <li>• Opportunity for continuous improvement</li> </ul>

**Active Learning Environment - Evidenced-based research indicates that there is an increase in knowledge and retention with this approach.**

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