

1. Prepare to facilitate


Importance

The impact of mastering these competencies is that you:

- Deliver a learning experience that supports desired performance outcomes and business measures.
- Deliver the learning experience based on a clear understanding of desired job performance.
- Are prepared and knowledgeable.
- Confirm that logistics are in place effectively for facilitation.






Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

1a	Prepare to deliver the content and activities based on the design
<input type="checkbox"/>	Review design and materials for flow, clarity, and timing
<input type="checkbox"/>	Prepare to address specific psycho-emotional needs of the target audience and organization 
<input type="checkbox"/>	Incorporate feedback from previous deliveries to improve content and design
<input type="checkbox"/>	Coordinate roles and responsibilities when working with co-facilitator(s)
<input type="checkbox"/>	Develop subject matter expertise, where required, to facilitate effectively
<input type="checkbox"/>	Access additional subject matter experts, as required, to support facilitation
<input type="checkbox"/>	Rehearse challenging components of the design (for example, explanations of concepts and activities)
<input type="checkbox"/>	Prepare to use classroom media and live online technology
<input type="checkbox"/>	Adapt classroom activities as needed for live online delivery
<input type="checkbox"/>	Prepare training-of-facilitator sessions, if multiple facilitators will lead the course
1b	Check that the learning experience supports desired performance outcomes
<input type="checkbox"/>	Confirm that learning objectives support desired performance outcomes and business measures
<input type="checkbox"/>	Confirm that each learning objective is supported by relevant content and practice activities
<input type="checkbox"/>	Clarify the purpose and expected outcomes of each learning activity
<input type="checkbox"/>	Adapt learning activities to the needs of the specific participant group
<input type="checkbox"/>	Incorporate relevant job-related references, anecdotes, and examples
<input type="checkbox"/>	Confirm any changes with instructional designer to ensure integrity of the design
<input type="checkbox"/>	Ascertain appropriate attire for this training venue
<input type="checkbox"/>	Provide training in languages that participants understand and that are most appropriate for this context

1C Coordinate logistics

See *Designing Learning Experiences 5b* and the following

- ▶ Confirm funding for the operation of the program 
- ▶ Check that participants, their supervisors, and coaches are informed of prerequisites and requirements for pre-work
- ▶ Verify that logistics (on-site or virtual) have been arranged as required (for example, internet access, materials, support resources, webcast producer)
- ▶ Clarify instructions for setting up and closing the classroom, labs, or virtual classroom
- ▶ Verify that the learning environment (on-site or virtual) accommodates participants with disabilities
- ▶ Prepare a back-up plan for technical and logistic failures 
- ▶ Check on materials to orient participants to any required technology
- ▶ Check on catering logistics
- ▶ Maintain the safety and security of facilitators and participants as they come to, attend, and leave the program  
- ▶ Practice preventative security measures 

Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Recommendation for modifications to learning experience design and materials	Client and instructional designer are advised of modifications to the design or materials and the reasons for the changes
	Modifications reflect feedback from prior deliveries
	Modifications adapt materials and delivery for the specific participant group
	Modifications adapt materials and delivery for virtual classroom
	Modifications are confirmed with instructional designer
Administrative arrangements	Appropriate facilities and resources are booked and organized
	Participants and supervisors are notified of administrative arrangements
	Instructions for setting up and closing classroom and labs are documented
	Participants' materials are prepared
Contingency plans	Contingency plan is in place to handle any changes from the original design assumptions