

2. Create the learning environment

Importance


The impact of mastering these competencies is that you:

- Create a positive, comfortable, learner-centered environment.
- Share responsibility with participants for the success of the learning experience.
- Minimize the negative impact of disruptive behavior.


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:

2a Establish the physical or live online learning environment

- Confirm all logistics prior to start of facilitation (for example, technology and software working as expected, materials and refreshments delivered, accessibility requirements met)
- Confirm that the learning environment will promote learning (for example, arranging seats to have good lines of sight, visual aids, space free of distractions)
- Create a gender-inclusive learning environment 
- Adjust the environment to accommodate needs of the participants (for example, temperature, layout, access)
- Launch the live online platform and confirm operation of functions needed
- Provide safety and security training relevant for the program as part of the introductions to the program
- Update security arrangements continuously for facilitator and participants

2b Address the social and emotional needs of participants

- Welcome participants as they enter the physical or live online learning environment
- Encourage introductions among participants
- Conduct opening activity to address participants' sense of belonging and emotional safety in the class
- Orient participants to the classroom or the live online platform
- Monitor energy or "willingness to learn" level and adapt facilitation as needed
- Acknowledge each participant, both verbally and non-verbally
- Support participants' psycho-emotional needs during the program 


2c Establish responsibilities for the success of the learning experience

- Relate learning objectives to desired performance outcomes and business results
- Clarify expectations, roles, and responsibilities for participants and facilitator(s)
- Establish ground rules for individual and group behavior
- Provide options for adjusting sequence, activities, and content as appropriate
- Encourage active participation during class

2d Model appropriate behavior

- ▶ Maintain warm and respectful behavior (for example, open, positive body language, smile)
- ▶ Dress to comply with dress code or unwritten norms about dress
- ▶ Use language, references, and comments appropriate to the organization and learners
- ▶ Maintain confidentiality and privacy
- ▶ Address illegal, immoral, or unethical behaviors by participants

2e Manage disruptive or counterproductive behavior

- ▶ Respond appropriately when participant behavior is likely to interfere with learning 
- ▶ Manage biases around control or personal preferences
- ▶ Encourage other participants to contribute to managing disruptive or counterproductive behavior
- ▶ Demonstrate respect for each individual when responding to disruptive behavior

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
Learning environment (classroom or virtual)	Learning environment is arranged according to specifications in facilitator materials
	Learning environment is available prior to start of facilitation
	All required training technologies are available and functioning
Formal welcome to learning	Welcome is appropriate to participants and content of learning experience
	Welcome encourages participant interaction
	Learning objectives are presented and clarified
	Welcome clearly identifies responsibilities for learning
	Ground rules established and agreed to by the group
	Welcome includes administrative information
Management of disruptive or counterproductive behavior	Response is fair and respectful
	Response aligns with the sponsor's or client's policies
	Response is appropriate and timely
	Response is effective in reducing or eliminating disruptive or counterproductive behavior