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.

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