

3. Engage participants



Importance

The impact of mastering these competencies is that you:

- Gain and keep participant interest and motivation.
- Demonstrate that you value participants' knowledge and experience.
- Use technology to enhance the learning experience.

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:

3a	Deliver content and instructions
<input type="checkbox"/>	Use a variety of instructional techniques to provide content (for example, demonstration, group discussion, small group activities)
<input type="checkbox"/>	Maintain appropriate balance between providing content and allowing participants to learn on their own
<input type="checkbox"/>	Use appropriate language, anecdotes, analogies, and examples to facilitate learning 
<input type="checkbox"/>	Preempt any volatile issues during training delivery 
<input type="checkbox"/>	Minimize use of jargon
<input type="checkbox"/>	Maintain an appropriate level of energy and enthusiasm
<input type="checkbox"/>	Pace learning to meet the needs of the group
<input type="checkbox"/>	Use bridges and transitions to orient participants and maintain continuity among concepts and sections
<input type="checkbox"/>	Confirm that instructions for activities are understood by participants
<input type="checkbox"/>	Provide summaries and opportunities to review at appropriate intervals
3b	Lead group discussions
<input type="checkbox"/>	Ask questions to facilitate discussions and check understanding
<input type="checkbox"/>	Draw upon participant experience, knowledge, and skill to enhance learning
<input type="checkbox"/>	Use gestures, body movements, and pauses to encourage participation
<input type="checkbox"/>	Use silence effectively to encourage participants to reflect and respond
<input type="checkbox"/>	Encourage participation from all participants
<input type="checkbox"/>	Ensure that individual participants do not dominate discussions
<input type="checkbox"/>	Respond to verbal and non-verbal cues from participants

3c Respond to participant questions and comments

- ▶ Encourage questions and comments from participants
- ▶ Paraphrase participant questions and comments to ensure clarity and understanding before responding
- ▶ Determine when to answer yourself, when to involve the group, and when to defer a question
- ▶ Verify that the question was answered or addressed before continuing
- ▶ Acknowledge participant contributions by providing both evaluative and non-evaluative feedback
- ▶ Adapt content or delivery in response to participant questions and comments
- ▶ Refer back to participant questions and comments, as appropriate

3d Use differences and controversy to enhance learning

- ▶ Encourage openness to differing points of view
- ▶ Assist participants in understanding and reconciling differing points of view
- ▶ Model conflict resolution techniques
- ▶ Maintain composure and respect for individuals and the group

3e Optimize the use of visual aids and equipment

- ▶ Position yourself, equipment, and visual aids to enhance learning and reduce distraction
- ▶ Use media to enhance learning, not as a crutch
- ▶ Troubleshoot equipment problems and implement backup plan as needed

3f Use live online tools

- ▶ Maintain technical skills required to use live online tools (for example, chat, whiteboards, breakouts)
- ▶ Optimize use of live online tools to solicit input, enhance learning, and encourage collaboration
- ▶ Troubleshoot technical problems and implement backup plan as needed

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
Delivery of content	Content is delivered as designed, using appropriate methods and activities
	Delivery of content does not reduce time designed for practice
	Language, including examples, is clear and appropriate for participants
	Bridges and transitions are clear and link sections appropriately
	Non-verbal communication supports participant interaction
Group discussions	Discussions engage participants by asking open questions
	Discussions draw on participants' experience to reinforce learning
	Discussions encourage participation from all participants
Participant questions and comments	Questions are encouraged in order to enhance the learning of individuals and the group
	Questions are acknowledged and paraphrased to ensure understanding
	Questions are answered or deferred, as appropriate
	Facilitator verifies that a response addresses the participant's question
Differences and controversy	Differences are handled in a manner sensitive to cultural norms and with composure and respect for individuals and the group
	As appropriate, open expression of differences is encouraged in order to enhance the learning of individuals and the group
Visual aids, equipment, and online tools	Visual aids, equipment, and tools are used effectively to support achievement of learning objectives, in accordance with design and operating instructions