Facilitator Guide
Brown Bag - Lunch & Learns Series

Workshop Framework
- Duration: 1 hour and 30 minutes
- Introductions: 5-10 minutes
- Webcast Presentation: approximately 1 hour
- Discussion: 10-15 minutes
- Wrap-Up Evaluation: 5 minutes

Accessing the Webcast
- Accessing the AMA Webcast.
  - Go to www.amanet.org
  - Under the SEARCH button enter the name of the webcast.
  - Find the webcast in the list of suggestions and select it.
  - Click SIGN UP
  - Log-in using the following: Username: UniversityBusinessInstitute@gmail.com /Password: 1Leadership
  - Select VIEW NOW. (Please note, if a PDF is available for the workshop, a DOWNLOAD SLIDES button or a link to DOWNLOAD PDF will appear below the VIEW NOW button.)

Tips for an Engaging Workshop
- Preview the webcast in advance so you are familiar with the content. Webcasts frequently include a brief “marketing plug” (e.g., for a book authored by the presenter) and end with pre-recorded Q&A taped during initial webcast broadcast. Consider ending the webcast immediately following the presentation (prior to Q&A) after assessing the nature and value of the pre-taped Q&A, relevance to CSUF, etc.
- A PDF handout is available for some webcasts. If available, review the handout in advance and determine the value of providing copies for CSUF participants. UBI and webcast participants consistently value and request handout materials. If handouts will be provided, bring sufficient copies for registered participants plus five additional (extra) copies (also refer to Accessing the Webcast Section above)
- Introductions: At a minimum, ask participants to introduce themselves briefly to the group (via round robin individual introductions) and to share what they would like to learn from the session. Also consider incorporating an energizer or warm-up introductory activity. In general, warm-up activities should not exceed approximately 10 minutes and, to the extent possible, should relate to the webcast topic/content.
- Discussion/Q&A: This is an opportunity to engage and focus participants to incorporate and apply knowledge and information presented during the webcast to their work or life. Make sure the group considers a wide range of views.
Consider and plan group discussion activities in advance. At a minimum, facilitators should develop a series of open-ended questions to stimulate group discussion such as:
- What did you like most about the ideas presented? Why?
- What did you like least about the ideas presented? Why?
- How is this useful to you in your current job? Explain.
- Ask the group to think about the advantages and disadvantages of different ways of looking at an issue or solving a problem based on the topic presented.

Other options: consider distributing index cards to participants so they may write a question(s) during the presentation; and splitting participants into pairs/smaller groups to examine a variety of viewpoints or to give people a chance to talk more easily about their personal connection to the issue.

• Call to Action: How do you plan to close the session? This is an opportunity to influence change and enhance webcast participant performance, effectiveness and/or professional or personal satisfaction. Options to consider include: asking participants to write on a sheet of paper what they learned during the session and plan for using this information either at work, with their peers, or personally; break participants into pairs/groups to brainstorm and suggest “an action to influence change” they will take to apply the concepts they’ve learned such as email communication, group meet-ups, a 21-day challenge, a peer learning journal, sharing information with others in their departments, etc.

Helpful Tips for Facilitating Discussion
The facilitator does not need to be an expert on the topic being discussed, but should be prepared for the discussion. This means understanding the subject, being familiar with the materials, thinking ahead of time about the directions in which the discussion might go, and preparing questions to help further the discussion. The goal is to create a relaxed and stimulating environment that is non-threatening and supports input and participation regardless of participant position/title/level, etc.

• Welcome everyone and create a friendly and relaxed atmosphere.
• Introduce the webcast topic with an opening that sets a relaxed and open tone for the session. It should accomplish the following:
  - Stimulate interest and engage the learners.
  - Set the learning tone.
  - Provoke participant thinking.
  - Indicate how you want the learners to engage with the material and each other.
• Give the group your facilitation framework. This includes two basic items:
  - The goals of the session.
  - A road map indicating how you will achieve those goals—your outline or agenda.
• Encourage reticent individuals to share; Keep track of how the group members are participating – who has spoken, who hasn’t spoken, and whose
points haven’t been heard. Draw out quiet participants – call directly on individuals who appear to have something to say but may be holding back. Perhaps ask those individuals if they have anything to add. Create an opportunity for each participant to contribute. Don’t let anyone dominate.

- Validate the value of participant comments, particularly those made by individuals less comfortable communicating in a group environment. To the extent possible, build on/add to group member thoughts and contributions, sharing personal observations or reflections as opposed to only or consistently limiting follow-up to statements such as “good point.”
- Allow participants to respond directly to each other. Asking, “What do the rest of you think?” gives participants the opportunity to share their own views, their concerns, and develop their understanding.
- Be an active listener. You will need to truly hear and understand what people say in order to guide the discussion effectively. Listening carefully will set a good example for participants and will alert you to potential conflicts. Seek first to understand, then to be understood.
- Keep discussion focused on the session’s topic. Straying too far could cause each session to lose its unique value. A delicate balance is best: don’t force the group to stick to the topic too rigidly, but don’t allow the discussion to drift.
- Allow time for pauses and silence. People need time to reflect and respond. Sometimes silence will help someone build up the courage to make a valuable point.
- Maintain eye contact and positive, open body language.
- Well-placed humor is always welcome, and helps to build the group’s connections.
- Don’t get flustered if technology or other glitch occurs.

**Administrative Logistics**

- **Class Roster (also serves as the "Sign-In Sheet")**
  - A "sign-in sheet" will be available when you arrive to your workshop along with the feedback forms to be completed by participants. Please contact Margie McMillan x4354 (mmcmillan@fullerton.edu) if you wish something different. (You can always look at your registrants on the portal any time prior to the workshop if you wish and print your own roster.) The roster serves as the "sign-in sheet" for the day of the workshop.
  - Please remind class participants to sign-in before the end of your session. Please return the original sign-in sheet to Margie McMillan in HRDI CP700 along with the feedback forms so transcripts can be reconciled in Learner Web and feedback summarized.

- **Registrant Notification**
  Two days prior to your workshop, when registration is closed, registrants are sent a reminder email message. You are copied on that email message.

- **Feedback Form ("Evaluation")**
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- Click [here](#) to print feedback forms. Please print or make copies and bring to your workshop for distribution following the Q&A session. If you wish, you may customize your feedback form by adding the workshop title and date before you print.
- Please collect and leave the roster and feedback form in CP700 or give to Margie McMillan. A copy of the summary will be emailed to you.

- Workshop Materials
  Please email a copy of your PowerPoint presentation and handouts to Marian Sherman (msherman@fullerton.edu) for posting on the website.
  - PowerPoint slide copies: Please make 2-sided black and white handouts of your PowerPoint presentation with 2 slides per page for participants.
  - Please bring your presentation on a flash drive to load onto the training computer.

- Photographs
  Please notify participants that a UBI staff may visit your session to take photos for future publicity. Anyone who prefers not to be included in the photo will be given an opportunity to opt out. Those who are comfortable with it must sign their name in the “Sign-In Sheet” under the Photo Waiver section.

Classroom and Technology Logistics

- Presentation Projection and Hands-On Computer Training
  You may want to test and review your presentation a day before to make sure everything is functioning. A staff member will be available during this time to attend to, or address, any problem or question. This will ensure an efficient learning experience.

- You may contact Margie McMillan (email: mmcmillan@fullerton.edu or x4354) to preview the classroom prior to your workshop. The room holds about 30 participants comfortably. There are 4 whiteboards, a computer, and 2 projection screens. There tables are typically set up in a classroom style for maximum capacity but for smaller groups we recommend the U-shape. Margie and Marian can help you arrange as you wish.