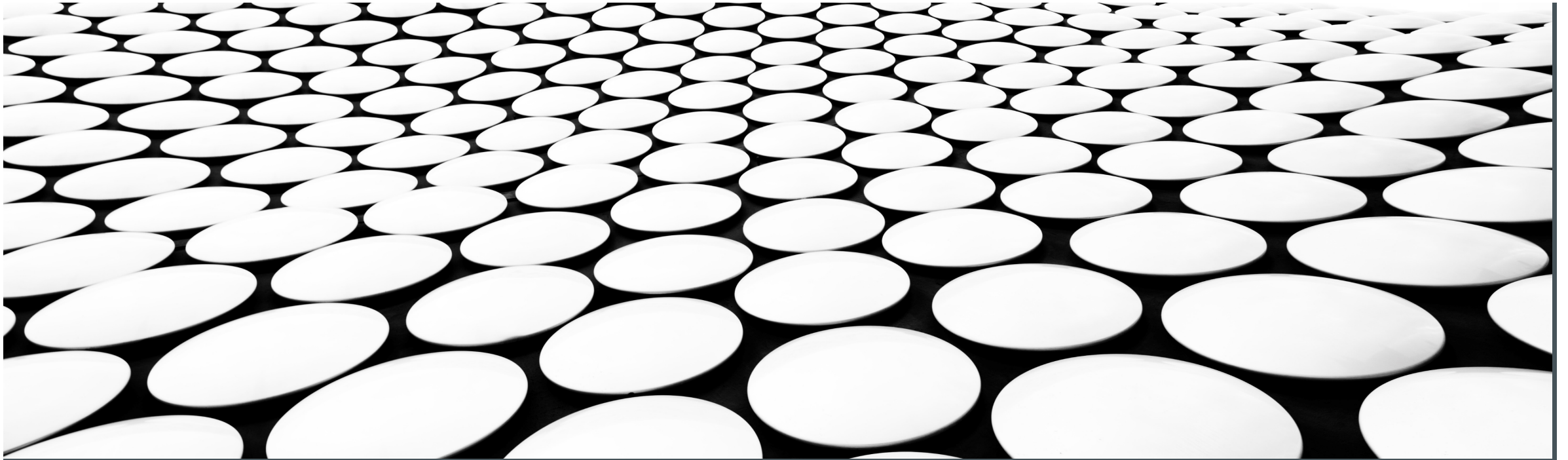




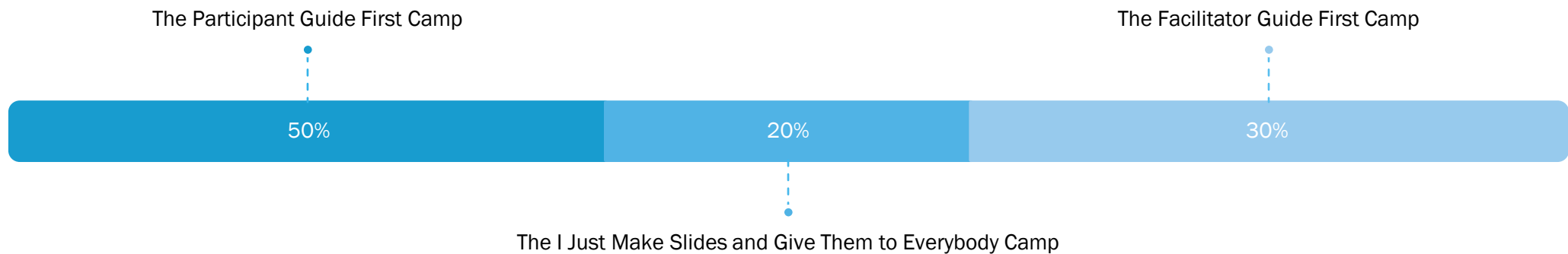
WHICH COMES FIRST?

THE FACILITATOR GUIDE OR THE PARTICIPANT GUIDE



WHEN IT COMES TO BUILDING FACILITATOR GUIDES & PARTICIPANT GUIDES

THERE ARE TWO DISTINCT CAMPS WHEN IT COMES TIME TO DECIDE WHICH ONE TO BUILD FIRST



THE PARTICIPANT GUIDE FIRST CAMP

When working in this camp, the participant guide is often little more than a collection of information.

- People who deliver their own classes typically fall into the participant guide first camp.
 - For these folks, a facilitator guide rarely gets built at all. Instead, a few instructor notes might be added to the teachers' copy of the participant guide; the theory being "I wrote the class, so I know how to teach it."
- Developers who are Subject Matter Experts are also often in this camp.
 - Their focus is on delivering information to the end user – the learner, rather than on teaching per se and thus they often see no need to develop a teaching plan or a facilitator guide.
- Developers who are pressed for time also live in this camp.
 - Its much easier and faster to pull together some handouts and step-action lists for the participants than it is to write out exactly what the instructors are to say and do.

THE FACILITATOR GUIDE FIRST CAMP

From a well-constructed
Facilitator Guide comes a
Participant Guide with minimal
additional work

- People who like to work from learning objectives and an instructional design more often fall into the facilitator guide first camp, though not all of them.
 - Sometimes these folks will build out a robust participant guide that is part way to becoming a facilitator guide; the intention being to go back and fill in the gaps with details for the instructor as needed.
- Developers building training programs that are complex or deliver continuing education credits are also often in the facilitator guide first camp.
 - They need to more fully document what is to be taught to maintain their accreditation.
- Also here are developers who support large numbers of facilitators.
 - They cannot afford to assume that every instructor can work from a participant guide.



A WELL-CONSTRUCTED FACILITATOR GUIDE

DELIVERS A PARTICIPANT GUIDE WITH MINIMAL ADDITIONAL WORK

WHICH CAMP ARE YOU IN?

I am squarely in the facilitator guide first camp. Because from a well-constructed facilitator guide you can generate a participant guide with minimal additional work.

- A good facilitator guide will follow the flow of the class, step-by-step.
 - A good participant guide should contain everything the students need to help them as they learn,
 - and it should serve as a job aide/reference resource after the class is over,
 - but the instructional flow won't be obvious if you write the participant guide first.
- So, start with the facilitator guide and follow these simple tips ...

ASSUME THE FACILITATOR DOES NOT KNOW WHAT YOU KNOW

Organize your facilitator guide to follow the logical flow of preparing for and then delivering the class.

- Map to your Learning Objectives.
 - Use your terminal and enabling learning objectives to set up your modules/topics and lessons/sub-topics. As you do this, dependency will become obvious. Even though you've written your objectives in a logical order, as you begin writing your instruction it will be easy to see if certain objectives need to be taught before others.
- Start each module/topic with an overview that includes:
 - The Goal
 - Time allotment
 - A brief description of the instructional process
 - The list of software/equipment/materials needed.
- Start each lesson/subtopic with its time allotment and goal.
- Follow the logical flow of the class as you write.

ASSUME THE FACILITATOR DOES NOT KNOW WHAT YOU KNOW



- Identify and clearly write out exactly what the facilitator needs to say and do. Include the necessary information.
 - For example: If you direct the facilitator to explain something, include either a script or the key points of what you expect the explanation to cover.
- Include timing for significant actions within a lesson, like running a group activity.
- Write in the same voice throughout the guide, keeping in mind that you are talking to the facilitator.
- Be Consistent.
 - Keep your formatting and page layouts the same so that your facilitator guide is visually easy to follow.
- Once your facilitator guide is complete, you can easily identify the content you need to share with your learners and copy it out to build a participant guide.
- Make the guidebooks work together.
 - Once both guidebooks are built, add participant guide page number references into the facilitator guide.

REAP THE BENEFITS OF WRITING A THOROUGH FACILITATOR GUIDE

Writing a thorough facilitator guide that is both concise and complete will help to ensure a consistent delivery, no matter who the facilitator is.

- Even if your facilitators are experienced and well-versed in the subject matter being taught, script out exactly what is to be said and done every step of the way.
- To help overcome objections from those experienced facilitators - who will not be there forever - follow each script with its key points. So, for example, your facilitator guide flow will be:
 - Say This: Script
 - Key Points: The essential information that must be communicated

If you follow these guidelines there will be one more benefit, for you.

- You will do better work and people will notice. And who doesn't like to shine now and then?

Turn the page for one last tip!

**DO BETTER WORK
FASTER**

Now that you can see the benefits of building a facilitator guide first ...

The fastest way to build professional quality facilitator guides is by automating Microsoft 365 Word and PowerPoint with LeaderGuide Pro.

You will:

- Cut your development time by 50% or more
- Build a consistent, icon-driven facilitator guide
- Be able to easily extract a participant guide

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