

Criteria for Successful Adult Facilitation

Mechanics	
Room & Set up <i>In-Person</i>	• Made a logical choice about what side is the best front of the room • Has tables set so people can see the front and be close to each other and far enough from other tables • Knows how to get people onto the WiFi • Has small group supplies • Attends to conveniences (e.g., snacks, water, tissues, HVAC, music)
Room & Set up <i>Remote</i>	• Has waiting room, breakout rooms, doorbell silenced, and other tools set up ahead of time • Monitors and has a plan for incorporating the chat • Utilizes timers in breakout rooms • Models and monitors expectations for cameras and mics • Attends to conveniences (e.g., settling time, music)
Procedural Knowledge	• Understands what comes next and can leverage current discussions for what's coming • Has the key framing and launch questions prepared • Executes procedure with four components — framing, action, monitoring, recap
Command of Technology	• Has all technology tools at the ready and can implement them quickly and cleanly • Wields technology tools in ways that add value to the experience and can explain how they add value • Delivers accurate and precise instructions or directs people to the right resources when gaps in technological skill are getting in the way of learning • Understands the nuance of different technology tools • Can pivot or employ a work-around when technology tools fail

Foundations	
Clarity of Goal	• Knows the session goals include both adult learning and community building • Does what they have to do to reach the goals even if that means doing things differently than planned • Focuses on teachers reaching their full potential (not getting through the procedure)
Tone	• Brings energy to the room and makes it an enjoyable, fulfilling place to be via fun, humor, care, enjoyment, overt happiness in doing this work • Is honest and direct and becomes a trusted advisor • Drops their guard, tells personal stories at the right times • Not abrasive or offensive, ensures a comfortable and safe environment
Power Balance	• Maintains the power balance, even when lecturing at the front of the room, or in the main virtual room • Comfortable popping into breakout rooms as a “teacher walking by a table” • Builds a sense of communal process and progress by avoiding using “I want” in their instructions (which can feel like an experience of following one person’s directions), and instead uses phrasing such as “Let’s” and “Up next is” • Invites ideas and participation • Yields the floor easily when people look confused • Gets people talking to each other • Models how to push back against an idea • Doesn’t share their ideas more than anyone else • Allows and also redirects venting sessions • Charts what people actually say or paraphrases fairly on slides
Disposition	• Approaches conversations knowing that all participants have knowledge and skills that are useful to the group and can be refined • Assumes people do well when they can, and if they aren’t doing well, you amend the environment and your technique • Checks their “nerves” at the door and is confident they can figure things out (because they, like their participants, are fully competent humans who can learn and succeed)

Technique	
Questions	• Ask questions that help move the group forward • Don't ask questions that you believe only have one acceptable answer • Start discussion with low risk, interesting questions people can have success with, move to asking harder questions that get people thinking
Group Interactions	• Knows what deep understanding looks and sounds like and pushes for it • Seeks to connect participants and ideas • Establishes (or co-establishes) group norms and revisits them as needed, especially when they are particularly relevant to a section of the work
Individual Interactions	• Learns people's names, personalities, and values and not just the ones who demand to be known • Investigates challenging participants and tries approach after approach until one is successful • Directly addresses issues with individuals that affect the group • Gets over being conflict averse