

# The Professional Learning Facilitator

## A Holistic Learning Facilitator Development Program Using The Take Charge! Learning Facilitation Method®

### General Outline

Taking from the NLP perspective that every behaviour can be modelled (if someone has done it, someone else can always learn how to do it), Mohd Rizal Hassan intends to share his skills and experiences as an International NLP Master Learning Facilitator with teachers, lecturers, budding trainers, writers and anyone else who may be interested in the field of knowledge sharing and learning. He does exactly this through **The Professional Learning Facilitator**.

This is a program which upgrades a 'trainer' to a Professional Learning Facilitator. In the competitive world of training and facilitation, anybody with the confidence to stand in front a crowd of people and talk wants to be called a 'trainer'. A Professional Learning Facilitator elevates the mere concept of 'training' to the Art and Science of **facilitating learning**. And this particular program will use the Take Charge! Learning Facilitation Method® to achieve this goal.

The Professional Learning Facilitator program invites the participants to explore and use the many tools used by Rizal in his many high-impact programs. He is known to fill his programs with tools and techniques, rather than theories and talk (lecture). Focus is given to "How to" rather than just "Why". He believes that there will always be many ways to address a subject and he is merely adding another point of view to one's rich repertoire with regards to the subject of sharing and learning.

Ideally, this is a 3-day workshop. Emphasis of time is given on practice and simulations so that the tools and techniques shared are practical and workable for the participants.



This holistic development program for Learning Facilitators will cover 3 major areas:

Areas Covered	Description
The Presenter	This module will focus on preparing the participant's Mind, Body and Spirit, to be the <b>Facilitator</b> he/she wants to be.
The Presentation	This part will focus on the Art & Science of anchoring <b>Learning</b> in the program module, its presentation and summarizing its effectiveness from constant evaluation.
The Business of Presenting	This segment highlights the <b>Professionalism</b> of sourcing business, branding it and maintaining it.

## Program Description

### The Presenter

Sections	Description
Preparing The <b>MIND</b>	Participants will internalize the concept of <b>LEARN</b> in their minds and learn to develop the <i>Mind</i> of the Facilitator they want to be.
Preparing The <b>BODY</b>	Participants will learn to be aware of their <i>Body</i> and how to control their physiology to control the meaning of the messages they put across to their audience.
Preparing The <b>SPIRIT</b>	Participants will learn to keep their <i>Spirit</i> in check and to Inspire With Passion.

### The Presentation

Sections	Description
Creating The Learning Module	Participants will learn to develop learning modules, from forming clear-cut learning objectives to developing practical workbooks. This section will cover: <ul style="list-style-type: none"> <li>• Clear Objectives, Please!</li> <li>• Plan It Out!</li> <li>• Simplicity Rules!</li> <li>• Making It Relevant (Opposites Do Not Attract)</li> <li>• Creating Workbooks</li> <li>• Testing It Out</li> </ul>



Sections	Description
Presenting The Module (The Learning Event)	<p>This section will cover the following topics:</p> <ul style="list-style-type: none"> <li>• My Stage, My World</li> <li>• Learning Event Checklist</li> <li>• Visual Magic</li> <li>• Psychology of Music</li> <li>• Game Development</li> <li>• Power of Props (Utilization of Toys &amp; Other Equipment)</li> <li>• Crowd Management (Managing The Seven Dwarfs)</li> <li>• Dress to Impress</li> </ul>
Evaluating The Module	<p>Participants will learn to evaluate the Learning Event in segments of seconds, minutes and hours during the Learning Event, and days after the event to benefit Learning Facilitator and the Client.</p>

### The Business of Presenting

Sections	Description
Running The Business	<p>The following topics will be discussed:</p> <ul style="list-style-type: none"> <li>• Getting The Name Right</li> <li>• Getting The Business Focused</li> <li>• Keeping Costs To a Minimum</li> <li>• Spreading The Name</li> </ul>
Branding The Business	<p>The Participants will learn how to create a brand and comprehensively anchor the brand in the minds of the participants of the program and the clients.</p>
Marketing The Business	<p>The Participants will discuss various marketing strategies to ensure their learning products and services attract the right clients.</p>
Maintaining The Business	<p>The Participants will learn effective steps to maintain the business to make themselves constantly relevant to their clients.</p>



## Program Objectives

By the end of the program, participants will be able to:

- ✧ Learn how to be a Professional Learning Facilitator from a comprehensive and holistic point of view.
- ✧ Write clear and specific training objectives so that the Learning Event can be developed and customized accordingly.
- ✧ Develop a comprehensive Learning Module and Learning Event plan.
- ✧ Use a variety of learning tools and strategies to ensure a successful Learning Event.
- ✧ Understand what goes into planning a holistic learning event and how to go about organizing their own
- ✧ Add NLP as an alternative tool, specifically to improve participant retention with regards to the subject presented.
- ✧ Learn powerful and effective strategies to run their businesses.



## Program Methodology

This program will utilize as many methods of facilitation as possible:

- Pre-reading
- Discussion
- Presentation
- Internalization
- Homework
- etc.



## Tentative Program

	<b>DAY 1</b> <b>THE PRESENTER</b>
9.00am	Preparing the Mind: Understanding the Concept of Learning Facilitator and what it means to be Professional (Discussion)
10.30am	<b>MORNING BREAK</b>
10.45am	Preparing the Mind: Understanding the LEARN Concept (Discussion / Activity / Internalization )
1.00pm	<b>LUNCH BREAK</b>
2.00pm	Preparing the Body: Being aware of My Physiology (Exercise 1 2 3 / Awareness / Discussion)
3.30pm	<b>TEA BREAK</b>
3.45pm	Preparing the Spirit: Maintaining The Spirit (Exercise / Awareness / Discussion)  Preparing the Spirit: Inspiring With Passion! (Exercise / Awareness / Discussion)
5.30pm	<b>DAY ENDS</b>



	<b>DAY 2</b> <b>THE PRESENTATION</b>
9.00am	Creating The Learning Module: <ul style="list-style-type: none"> <li>• Clear Objectives, Please (Exercise)</li> <li>• Developing a Comprehensive Learning Plan (Exercise)</li> <li>• Making It Relevant (Opposites Do Not Attract) (Discussion)</li> <li>• Testing It Out (Discussion)</li> </ul>
10.30am	<b>MORNING BREAK</b>
10.45am	Presenting The Module: <ul style="list-style-type: none"> <li>• My Stage, My World (Discussion)</li> <li>• Learning Event Checklist (Discussion)</li> <li>• Visual Magic (Exercise / Discussion)</li> <li>• Psychology of Music (Exercise / Discussion)</li> </ul>
1.00pm	<b>LUNCH BREAK</b>
2.00pm	Presenting The Module: <ul style="list-style-type: none"> <li>• Game Development (Exercise)</li> <li>• Power of Props (Utilization of Toys &amp; Other Equipment) (Discussion / Exercise)</li> <li>• Crowd Management (Managing The Seven Dwarfs) (Discussion)</li> <li>• Dress to Impress (Presentation)</li> </ul>
3.30pm	<b>TEA BREAK</b>
3.45pm	Evaluating The Module: <ul style="list-style-type: none"> <li>• 3-Second / 3-Minute / 3-Hour Evaluation</li> <li>• Participants' Learning Points &amp; Actionable Plans</li> <li>• Evaluating The Evaluation Forms</li> <li>• Self Evaluation Video</li> <li>• Evaluation Reports</li> </ul>
5.30pm	<b>DAY ENDS</b>



<b>DAY 3</b> <b>THE BUSINESS OF PRESENTING</b>	
9.00am	Running The Business: <ul style="list-style-type: none"> <li>• Getting The Name Right (Discussion / Presentation)</li> <li>• Getting The Business Focussed (Discussion / Presentation)</li> <li>• Keeping Costs To a Minimum (Discussion / Presentation)</li> <li>• Spreading The Name (Discussion / Presentation)</li> </ul>
10.30am	<b>MORNING BREAK</b>
10.45am	Branding The Business: <ul style="list-style-type: none"> <li>• Creating My Brand (Exercise / Discussion / Presentation)</li> <li>• How to Anchor My Brand (Discussion)</li> </ul>
1.00pm	<b>LUNCH BREAK</b>
2.00pm	Marketing The Business: <ul style="list-style-type: none"> <li>• Packaging My Product (Discussion)</li> <li>• Identifying Marketing Tools (Discussion)</li> <li>• Face To Face With The Client (Exercise)</li> </ul>
3.30pm	<b>TEA BREAK</b>
3.45pm	Maintaining The Business: <ul style="list-style-type: none"> <li>• Steps to Maintaining &amp; Improving The Business (Discussion)</li> </ul>
5.30pm	<b>PROGRAM ENDS</b>



## A Comprehensive Definition of A Professional Learning Facilitator

The Professional Learning Facilitator (PLF) was born as an idea, a concept which highlighted and strongly upheld the importance of Learning and the proper dissemination of Knowledge. The word 'FACILITATOR' denotes a person who Facilitates, 'someone who makes progress easier' (Source: wordnetweb.princeton.edu/perl/webwn). This is a totally different concept and application to that of a 'trainer'. A teacher and an educator may be in the same field yet they function very differently and any teacher will vouch for that fact. A policeman and a soldier may both be seen as defenders of the country yet how they both go about to doing it will totally be different. Similarly, a Facilitator functions very differently from a 'trainer'.

The word 'LEARNING' denotes the process of Knowledge Acquisition from the side of the students/participants AND from the side of the Facilitator. It highlights the importance of understanding how the students' LEARN as compared to the old-school concepts of 'teaching methodologies' and 'training methods'. When Learning is given emphasis, then THINKING is the absolutely beautiful result of it. The word also gives equal emphasis that the Facilitator is consciously and continuously LEARNING. This significant 2-way process of Learning amplifies the very core value of a Learning Facilitator, which is to totally concentrate every bit of sincere effort to ensure Learning takes place AND AT THE SAME TIME reminds the PLF to be humble as he/she is also in his/her Journey of Discovery, Learning and Continuous Improvement.

The word 'PROFESSIONAL' addresses the conduct and behaviour of the PLF, that the PLF will at all times adhere to all things Halal and Legal in everything they do and how they do it. The word also denotes that the PLF is aware of what they do and how their actions can implicitly or explicitly affect their environment at any time.

**(Written by Mohd Rizal Hassan on 6 April 2013)**





### **The Take Charge! Learning Facilitator System® (MASTERY) (Optional)**

After completing the 3-day The Professional Learning Facilitator program, which is based on the Take Charge! Learning Facilitator System, participants are given the option to achieve Mastery in the system.

To achieve Mastery, the participant must be seen to demonstrate Mastery in the Take Charge! Learning Facilitator System®. The participant must be subjected to an audit which will cover 3 main areas:

- The Presenter
- The Presentation

This audit may be in the form of a discussion, presentation or the auditor may be invited to sit in the participant's program. Only when the participant is seen to demonstrate Mastery in **BOTH** of the 2 areas above will the participant be certified as a ***Master Practitioner of The Take Charge! Learning Facilitator System®***.

#### **IMPORTANT NOTE:**

Should the Business of Presenting module be irrelevant to an organization, an option may be given to the participants to be **audited** for Mastery on the 3rd Day.

Should the participants opt to defer their audit to another day, the 3rd Day can be utilized as a full day **coaching session**. In this session, participants may present any topic they want and feedback to improve will be given to them respectively.

