

## PD Practice #4: Deliver

### Audio Descriptive Text

Title: Professional Development 101: The Basics; PD Practice #4: Deliver. Image of PD practices with an icon for each: Sustain, Design, Promote, Deliver, Follow Up, and Evaluate. Image of CDC logo. Deliver icon. Image of next course title: Professional Development 201: From Basic to Dynamic. Animation of using a formula on an Excel spreadsheet. Image of training starting from unknowns and moving toward knowns. Image of facilitation starting from knowns and moving to unknowns.

### Video Summary

Delivery is the execution phase and provides an opportunity to impact learning and create change. Professional development offerings can be delivered in a variety of ways, from in-person to online.

### Audio Script

Let's take a look at the fourth PD Practice, **Deliver** Professional Development. This is the execution phase and is your opportunity to impact learning and create change.

As mentioned earlier in the course, your PD offerings can be delivered in a variety of ways, from in-person to online. In this course, we will focus on in-person delivery. You can learn more about online delivery techniques in the next course in this series, *Professional Development 201: From Basic to Dynamic*. Regardless of the format, it is essential to integrate adult learning principles in your delivery.

The delivery for in-person sessions can be the difference between engaging or sleep-inducing events.

Adult learners should be allowed to build upon their own relevant life experiences and knowledge. Drawing out previous experiences can uncover a learner's misperceptions, which can be a significant impediment to new learning.

Creating a safe and supportive environment allows learners to be vulnerable in learning new knowledge or skills. You can support learning and put participants at ease with low-risk activities, presented in a strategic sequence. For example, go from simple to complex concepts, or do group activities before independent exercises.

It is also important for adults to be able to practice new skills through offerings that foster exploration to enhance learning. This increases the likelihood of behavior change, moving participants from the cognitive skill of understanding information to application of that information.

The second course in this series, *Professional Development 201: From Basic to Dynamic*, takes a closer look at adult learning principles.

### *Training versus Facilitation*

There is a difference between training and facilitation, although the two terms are frequently used interchangeably.

Training involves moving from unknowns to knowns to meet objectives that were established beforehand. It focuses on a specific set of skills or knowledge that can be applied in the workplace. Both outcomes and steps to meet the objectives are determined before training begins. An example of training is a course on how to insert formulas into an Excel spreadsheet.

Facilitation, on the other hand, involves moving from the knowns to the unknowns. It is a process where participants start with information about a topic or problem and work toward an outcome. The outcome is not set when the facilitation process begins. Instead, it emerges as the group works on the situation through open discussion in a safe environment where participants can be honest without fear of being bullied or ridiculed. An example of facilitation is a guided group discussion on selecting a software application to create spreadsheets.

A single event may be delivered by more than one trainer or facilitator. In that case, the co-instructors or co-facilitators should learn each other's styles and rehearse beforehand. Specifically, they should:

- Clarify roles and expectations;
- Agree on when and how to give feedback to each other;
- Develop communication signals; and
- Communicate in advance about conflict management.